

**CONSENT AGENDA
JUNE 16, 2016**

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UNIVERSITY OF IDAHO

SUBJECT

Renewal of Five-Year Contract – Associate Dean for Boise Programs

REFERENCE

December 2006 The Idaho State Board of Education (Board) approved a five year contract for clinical law instructor and director of external programs in Boise (now Associate Dean for Boise Programs) Lee Dillion.

December 2011 The Board approved a renewal of the five-year contract for Associate Dean for Boise Programs Lee Dillion.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.G.1.b.

BACKGROUND/DISCUSSION

In 2006, the Board of Regents approved a five-year contract for clinical law instructor and director of external programs at University of Idaho (UI) in Boise (now associate dean for Boise programs) Lee B. Dillion. The contract, attached, provides at paragraph 2.5 a process for renewal of the contract. In 2011, the Board of Regents approved the renewal of the contract for another five-year term. In accordance with paragraph 2.5 of the contract, Associate Dean Dillion's performance during the current contract term was reviewed and found to be outstanding. The Dean of the College of Law (the College), with the support of the Provost, hereby recommends renewal of the contract for another five-year term.

UI initially sought approval of this five-year contract, and has subsequently sought renewal of it, based on the requirements of the College's accrediting agency. The College of Law is accredited by the American Bar Association, Section of Legal Education and Admissions to the Bar. Accreditation by the American Bar Association is essential to the viability of the College of Law and to secure the right of its graduates to take bar examinations in any state of the United States.

Accreditation by the American Bar Association is governed by the ABA's "Standards for Approval of Law Schools." Standard 405(c) provides as follows:

A law school shall afford to full-time clinical faculty members *a form of security of position reasonably similar to tenure*, and non-compensatory perquisites reasonably similar to those provided other full-time faculty members. A law school may require these faculty members to meet standards and obligations reasonably similar to those required of other full-time faculty members. However, this Standard does not preclude a limited number of fixed, short-term appointments in a clinical program

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predominantly staffed by full-time faculty members, or in an experimental program of limited duration. [Emphasis supplied.]

This standard is further explained in Interpretation 405-6 as follows:

A form of security of position reasonably similar to tenure includes a separate tenure track or a program of renewable long-term contracts. ... A program of renewable long-term contracts shall provide that, after a probationary period reasonably similar to that for other full-time faculty, during which the clinical faculty member may be employed on short-term contracts, the services of a faculty member may be either terminated or continued by the granting of a long-term renewable contract. For the purposes of this Interpretation, "long term contract" means at least a five-year contract that is presumptively renewable or other arrangement sufficient to ensure academic freedom. During the initial long-term contract or any renewal period, the contract may be terminated for good cause, including termination or material modification of the entire clinical program. [Emphasis supplied.]

IMPACT

UI will stay in compliance with the ABA Accreditation Standard 405.

ATTACHMENTS

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STAFF COMMENTS AND RECOMMENDATIONS

The proposed five-year contract renewal meets the accreditation criterion established by the ABA, is compliant with Board policy, and ensures continuity of leadership in this key position by a proven, outstanding administrator. Board Policy IIG.1.b allows for non-tenure faculty to be employed through employment contracts with terms of more than three years with prior Board approval. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to approve a five year contract renewal for clinical law instructor and Associate Dean for Boise Programs, Lee Dillion, and to authorize the University’s Vice President for Finance to execute the contract in substantial conformance to the form submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EMPLOYMENT AGREEMENT

This Employment Agreement (Agreement) is entered into by and between the University of Idaho (University), and Lee Dillion (Employee).

ARTICLE 1

1.1. Employment. Subject to the terms and conditions of this Agreement, the University will employ Employee as the Associate Dean for Boise Programs and Instructor in Law, a full-time, fiscal year, non-tenure track faculty position with an administrative component. Except as otherwise provided in this Agreement, Employee remains subject to all University and Regents policies generally applicable to employees of his classification.

1.2. Reporting Relationship. Employee will report and be responsible directly to Director of Clinical Programs and to the Dean of the College of Law (Dean). Annual performance evaluations will be conducted in accordance with standard University and College of Law policies.

1.3. Duties and Performance. Employee's duties will be as described in the position description attached as **Exhibit A**. The Director of Clinical Programs, in consultation with Dean and Employee, will review and, if appropriate, modify the position description on an annual basis in accordance with University and College of Law policies.

1.4. Compensation and Benefits. Employee will be paid at a fiscal year salary rate of \$123,468.80 and will be eligible for University and College changes in employee compensation, if any, in accordance with applicable guidelines. Employee will be eligible for University benefits generally applicable to employees of his classification.

ARTICLE 2

2.1. Term. This Agreement is for a fixed-term appointment of five (5) years, commencing on December 1, 2016 and terminating on December 1, 2021, without further action by either party, unless sooner terminated in accordance with other provisions of this Agreement.

2.2. Discipline or Termination for Adequate Cause. During the term of this Agreement, Employee may be disciplined or terminated for adequate cause, as defined by Regents and University policies, and in accordance with the process set forth in the University's Faculty-Staff Handbook.

2.3. Termination Due to Discontinuance or Material Modification of Program. During the term of this Agreement, Employee may be terminated upon twelve (12) months written notice from the Dean if the College discontinues or materially modifies the clinical programs or external programs.

2.4. Renewal. This Agreement is renewable solely upon an offer from the University and an acceptance by employee, both of which must be in writing and signed by the parties. A written offer of employment has been made by the College of Law and accepted by the Employee, subject to Board approval. This Agreement in no way grants to Employee a claim to tenure in employment.

2.5 Process for Renewal. At least six months prior to the expiration of this Agreement, the Dean will review Employee's responsibilities, performance, and conduct during the term of the Agreement. Based on this initial review, the Dean may recommend and initiate renewal of the Agreement or may initiate a comprehensive review. The comprehensive review will be conducted by a committee consisting of the members of the College's promotion and tenure committee plus the Director of Clinical Programs. The committee will evaluate Employee's responsibilities and effectiveness in the following areas: teaching; administration; service (College, University, professional, and public); and professional writing and communications. Evidence of effectiveness should include, but is not limited to, annual performance evaluations, student evaluations, professional writing and communications, input from the Employee, and input from the relevant constituencies both within and outside the College. Upon completion of its review, the committee will issue a written report with its findings and recommendations to the Dean, with a copy to the Employee. The Dean will then determine whether to renew this Agreement and will notify the Employee in writing of his decision and the basis for the decision.

ARTICLE 3

3.1 Board Approval. This Agreement will not be effective until and unless approved by the University's Board of Regents and fully executed by both parties as set forth below. In addition, the payment of any compensation pursuant to this Agreement will be subject to the approval of the University's Board of Regents, the President, and the Dean; the sufficiency of legislative appropriations; the receipt of sufficient funds in the account from which such compensation is paid; and Board of Regents and University rules regarding financial exigency.

3.2 Assignment. Neither party may assign its rights or delegate its obligations under this Agreement without the prior written consent of the other party.

3.3 Waiver. No waiver of any default in the performance of this Agreement will be effective unless in writing and signed by the waiving party. The waiver of a particular

breach in the performance of this Agreement will not constitute a waiver of any other or subsequent breach. The resort to a particular remedy upon a breach will not constitute a waiver of any other available remedies.

3.4 Severability. If any provision of this Agreement is determined to be invalid or unenforceable, the remainder of the Agreement will not be affected and will remain in effect.

3.5 Governing Law. This Agreement will be subject to and construed in accordance with the laws of the state of Idaho as an agreement to be performed in Idaho. Any action based in whole or in part on this Agreement will be brought in the courts of the state of Idaho.

3.6 Oral Promises. Oral promises of an increase in annual salary or of any supplemental or other compensation will not be binding upon the University.

3.7 Force Majeure. Any prevention, delay or stoppage due to strikes, lockouts, labor disputes, acts of God, inability to obtain labor or materials or reasonable substitutes therefor, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (including financial inability), will excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

3.8 Confidentiality. Employee hereby consents and agrees that this document may be subject to disclosure upon University's receipt of a request pursuant to the Idaho Public Records Act.

3.9 Notices. Any notice under this Agreement will be in writing and be delivered in person or by public or private courier service (including U.S. Postal Service Express Mail) or certified mail with return receipt requested or by facsimile. All notices will be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: Dean
 College of Law
 University of Idaho
 875 Perimeter Drive,
 MS 2321
 Moscow, Idaho 83844-
 2321

with a copy to: Director of Clinical Programs
 College of Law
 University of Idaho
 875 Perimeter Drive
 MS 2322
 Moscow, Idaho 83844-
 2322

the Employee: Last known address on file with
 University's Human Resources

Any notice will be deemed to have been given on the earlier of: (a) actual delivery or refusal to accept delivery, (b) the date of mailing by certified mail, or (c) the day facsimile delivery is verified. Actual notice, however and from whomever received, will always be effective.

3.10 Headings. The headings contained in this Agreement are for reference purposes only and will not in any way affect the meaning or interpretation hereof.

3.11 Binding Effect. This Agreement is for the benefit only of the parties hereto and will inure to the benefit of and bind the parties and their respective heirs, legal representatives, successors and assigns.

3.12 No Third Party Beneficiaries. There are no intended or unintended third party beneficiaries to this Agreement.

3.13 Entire Agreement; Amendments. This Agreement constitutes the entire agreement of the parties and supersedes all prior agreements and understandings with respect to the same subject matter. No amendment or modification of this Agreement will be effective unless in writing, signed by both parties, and approved by University's Board of Regents.

3.14 Opportunity to Consult with Attorney. Employee acknowledges that he has had the opportunity to consult and review this Agreement with an attorney. Accordingly, in all cases, the language of this Agreement will be construed simply, according to its fair meaning, and not strictly for or against any party.

Approved by the Board of Regents on the ____ day of _____, 2016.

UNIVERSITY OF IDAHO

EMPLOYEE

Brian R. Foisy, Vice President
for Finance

Lee Dillion

Date: _____

Date: _____

Approved by:

John M. Wiencek, Provost and Executive Vice President

Date: _____

Mark L. Adams, Dean, College of Law

Date: _____

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MEMORANDUM

Date: 4 May 2016

To: John M. Wiencek, Provost and Executive Vice President

From: Mark Adams, Dean, University of Idaho College of Law

Subject: *Renewal* of ABA-Required and Regents-Approved Five-Year Contract for Law Faculty Member Lee B. Dillion

As explained in the accompanying cover sheet for the Board of Regents, the American Bar Association requires in its accreditation Standard 405(c) -- and the Board approved in 2006 and again in 2011 -- a five-year renewable contract for Lee Dillion, Associate Clinical Professor of Law and Associate Dean for Boise Programs. Pursuant to paragraph 2.5 of the contract (attached), I have reviewed Lee Dillion's responsibilities, performance, and conduct during the term of the contract. Based on that review, I recommend renewal of Lee Dillion's contract -- for the period December 1, 2016 through December 1, 2021 -- in the strongest and most unqualified terms. In elaborating on the basis for my recommendation, I should note up front that I have Lee Dillion's consent publicly to disclose all the information provided below.

Lee Dillion's performance in all areas of his responsibility has been outstanding, but his most extraordinary performance has concerned his central role in expanding the College's presence in Boise. That presence has been steadily and successfully expanding during the current contract period. In 2011, Lee Dillion was implementing the expansion of the College of Law's curricular offerings in Boise from a semester-long program of externships, in which law students participated in their final (sixth) semester, to a full third-year curriculum. In fall 2014, Lee Dillion headed a further expansion of the Boise curriculum, in which the College began offering second-year law courses at the Boise campus. Throughout this process, Lee Dillion also had chief responsibility for the plan to renovate the building known as the "old Ada County Courthouse" for use as a facility that the College of Law would share with the Idaho Supreme Court. In fall 2015, the College moved into this new facility, known as the Idaho Law and Justice Learning Center. Although Don Burnett provided the leadership and vision that guided this expansion, Lee Dillion worked hand-in-hand with Dean

(later Interim President) Burnett to transform that vision into reality. The result has been the establishment of a vibrant learning center, and a University of Idaho presence of which we can be proud, on the State Capital grounds.

Dean Dillion has also excelled in his other areas of other areas of responsibility. He has excelled as a teacher and mentor to students through his teaching of the College's Small Business Legal Clinic, in which third-year law students assist small and start-up businesses referred to the clinic by the Idaho Small Business Development Center. Students in Lee Dillion's clinic have almost universal praise for the valuable experiential learning opportunity that it offers and for the depth of knowledge and caring for his students that Lee Dillion models for them. In the course evaluations for the most recent semester in which he taught the course, one student, in an illustrative comment, praised Lee Dillion as an "amazing, gentle leader." In addition to his teaching responsibilities, Lee Dillion oversees the College of Law's Externship Program, in which third-year law students assist with legal work in public agencies and nonprofit organizations. Further, Lee Dillion has excelled in service to the University of Idaho Boise Center and the Idaho State Bar and Law Foundation. You may find details of his outreach and service in the attached university CV.

The high quality of Lee Dillion's performance is reflected in his annual performance evaluations for the current contract period. Those evaluations include ones conducted by myself as well as former Dean Burnett and former Interim Dean Mike Satz (currently Executive Officer for Southwestern Idaho). We have consistently evaluated Lee Dillion's performance as meeting or exceeding expectations. As Dean Burnett wrote when recommending the renewal of Lee Dillion's contract in 2011, Lee Dillion is a treasure to the College of Law and to the University. I heartily concur in this assessment and strongly recommend that the University seek Board approval for another five-year term.

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BOISE STATE UNIVERSITY

SUBJECT

Revised Purchasing Policy

REFERENCE

February 2009	Boise State University (BSU) Annual Report to the Idaho State Board of Education (Board), discussion of need for delegated purchasing authority
February 2010	BSU Annual Report to the Board, discussion of need for delegated purchasing authority
June 2010	Board approved BSU Model Purchasing Policy
August 2011	Board approved Colleges and Universities Revision of Model Purchasing Policy

APPLICABLE STATUTE, RULE, OR POLICY

Section 67-5716 and 67-5728, Idaho Code
Section 67-9225, Idaho Code (Effective July 1, 2016)

BACKGROUND/DISCUSSION

Section 67-5716, Idaho Code added in 2010 provides that the state institutions of higher education may establish policies and procedures for procuring and purchasing property that is substantially consistent to those required of other state agencies with Board approval, with the exception of those things that are covered by a state open contract. The Board approved BSU's policy in June 2010 with amendments in August 2011. House Bill 538 (2016) repealed the states procurement sections of code, including Section 67-5716, Idaho Code, and recodified them, with amendments, in a new chapter, Chapter 92, Title 67, Idaho Code. The new language included in Section 67-9225, Idaho Code, allows the state institutions of higher education to acquire property that is covered by a state open contract from a non-statewide contract vendor when the property to be acquired is available from that vendor at a cost equal to or less than the statewide contract cost. Additional amendments contained in the new chapter require specific staff training and addition contract oversight.

Proposed changes to BSU's purchasing policy makes technical corrections and adds language allowing the purchase of goods and services from non-open contract vendors with prior authorization as well as provisions for additional training and reporting.

IMPACT

Approval of the new policy will bring BSU's procurement policy into alignment with the amendments to the state procurements laws made by House Bill 538 (2016)

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Attachment 1 – Proposed Revised Policy, redline

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STAFF COMMENTS AND RECOMMENDATIONS

The proposed update to BSU's purchasing policy will align it with the revised purchasing procedures (established by House Bill 528 in the 2016 Legislative session) which will take effect in FY2017. Staff recommends approval.

BOARD ACTION

I move to approve Boise State University's proposed revised purchasing policy as submitted in Attachment 1 and to find it substantially consistent with Title 67, Chapter 92 Idaho Code; and authorize the University to implement the revised purchasing policy effective July 1, 2016.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

Boise State University
BSU Policy #: 6130
Effective Date: March 1998

Revised: July 15, 2016⁴

BOISE STATE PURCHASING POLICY

Purpose:

To establish policies and procedures governing purchases made with University funds.

Additional Authority:

Idaho State Board of Education Governing Policies and Procedures Section I.E.2.a

Idaho Code [Section 59-1026](#)

~~Idaho Code 67-5718(3)~~

~~-Idaho Code Section 67-9225~~

Scope:

Applies to all purchases made with University funds.

Responsible Party:

University Purchasing Director
426-1283

POLICY

- I. Policy Statement
 - A. Procurement (purchasing) will be overseen by the Vice President of Finance and Administration. Daily operations have been delegated to the University Purchasing Director (UPD) and will be conducted in strict adherence with applicable federal and state laws and regulations and applicable State Board of Education and University policies.
 - B. Purchasing activities shall be administered in a manner that provides maximum practicable open competition appropriate to the type of ~~product~~ [good](#) or service to be provided. Purchases shall support the goals of cost efficiency and [good](#)~~product~~/service quality, and these objectives shall be given consideration in the purchasing process.
 - C. Purchasing activities include transactions involving trade-ins, and leased property. Procurements do not include non-exchange transactions such as sponsorships and transactions not involving the expenditure of University funds.
 - D. The University owns all property purchased with University funds and all property received by the University as gifts. In addition, except where provided by the terms of a grant or contract by operation of law, the

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University owns all personal property purchased with funds from a grant or contract. No department, departmental unit, or University employee, may hold proprietary interest in any piece of University property, or property purchased with grant or contract funds which is held by the University. Regardless of which departmental unit ordered the item, the fund cited, or the budget expensed, the principle of University ownership prevails.

- E. This policy has been approved by the State Board of Education. Any changes to the policy shall be submitted in writing to the Executive Director for approval. ~~—~~The Executive Director may, in his or her discretion, refer proposed changes to the Board for approval.

II. Budget authority:

- A. It shall be the responsibility of the requestor to determine and ensure funds are available and properly budgeted.
- B. Terms may exceed one year provided that they are advantageous to the University and that such contracts contain no penalty to or restriction upon the University in the event cancellation is necessitated by a lack of financing for any such contract or contracts.

III. Requirements:

- A. Small purchases are those purchases or procurements expected to cost one hundred thousand dollars (\$100,000) or less. Costs are determined based on the following:
 - 1. One-time purchases of property.
 - 2. Total cost of a contract for services, including renewal or extension periods.
- B. To enhance small business bidding opportunities, the University shall seek a minimum of three quotes from vendors having a significant Idaho economic presence as defined in ~~s~~Section 67-2349, Idaho Code. The request for quotation may be written, oral, electronic, telephonic or facsimile.
- C. Large purchases, exceeding one hundred thousand dollars (\$100,000) are procured through a formal sealed process. The issuance of Invitations to Bid (ITB) or Requests for Proposal (RFP) is the method for solicitation of offers from qualified vendors in a sealed process in order to establish pricing, specification or performance standards, and the terms and

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conditions for the purchase of goods and services. The University shall ensure adequate ITB's or RFP's are prepared which clearly define the goods and services needed in order for bidders to properly respond to the request. At the place, date, and time set forth in the solicitation, all bids or proposals received in accordance with the submittal requirements in the solicitation shall be publically opened and read aloud by the Buyer to those persons present.

- D. Notice of solicitations of bids or proposals for large purchases may be electronic in nature. The University may apply the use of a variety of techniques, including but not limited to, reverse auction, electronic posting or electronic advertisement of solicitations as appropriate to the buying situation. Large purchase notices, regardless of methodology, are referenced in the vendor section of the University purchasing department's website.
- E. Preference for Idaho suppliers for purchases:
 - 1. Reciprocal preference will be given to Idaho vendors in accordance with ~~Idaho Code~~ Section 67-2349, [Idaho Code](#).
 - 2. Printing services will be awarded to local vendors in accordance with ~~Idaho Code~~ Section 60-101 -103, [Idaho Code](#).
- F. Where multiple bids and quality of property offered are the same, preference shall be given to property of local and domestic production and manufacture or from bidders having a significant Idaho economic presence.
- G. The University recognizes that an offered low price is not always indicative of the greatest value. Contracts will be awarded by the University pursuant to determination by the UPD of the best value to the University based on the criteria outlined in the solicitation. Award of contracts in excess of amounts as proscribed in [State Board of Education \(SBOE\)](#) policy V.I.3_a require the approval of the Executive Director of the State Board of Education or the State Board of Education in a public meeting.
- H. No vendor or related party, or subsidiary, or affiliate of a vendor may submit a bid to obtain a contract to provide property to the University, if the vendor or related party, or affiliate or subsidiary was paid for services utilized in preparing the bid specifications or if the services influenced the procurement process.

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- I. No property to be acquired shall be accepted which does not meet the minimum bid specifications.

IV. Waiver of competitive bidding (Sole Source):

The determination to waive the competitive bid process may be made only by the UPD. Any request by a department to restrict a purchase to one potential supplier must be accompanied by an explanation as to why no other item is suitable or that no other vendors exist to meet the need. A requirement for a particular proprietary item does not justify a sole source purchase if there is more than one potential source for that item. The University purchasing department shall conduct negotiations, as appropriate, to determine price, availability, and terms.

V. Exemptions from bidding:

A. Purchases under \$10,000

B. Bulk Contract purchasing

1. State Open Contracts

a) Certain commodities are procured through open contracts by the State of Idaho Division of Purchasing in order to obtain the lowest possible pricing for all agencies.

~~a)~~

~~b)~~

b) No officer or employee shall fail to utilize an open contract without justifiable cause for such action. Justifiable cause shall be determined by the ~~Administrator of the State Division of Purchasing~~ Vice President of Finance and Administration. Approved deviations from open contract use will be administered by the UPD.

~~Deviation from approved open contracts must be in the best interests of the university and will only be considered in extreme cases.~~

2. Purchases from General Services Administration Federal Supply Contractors are allowed when the acquisition is advantageous to the University ~~unless covered by State open contracts~~ with approval from the UPD.

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3. Where no state open contract exists, state institutions of higher education (as defined in 67-5728) operating under the SBOE approved model purchasing policy, may collaborate with each other or the University of Idaho on solicitations where the combined volume of multiple institutions will provide the best value.
- C. Government and Agency acquisitions:
1. Rehabilitation agency acquisitions.
 2. Correctional industries acquisitions.
 3. Federal government acquisitions including federal surplus.
 4. Interagency contracts, including contracts with other institutions of higher education.
 5. The University may contract with any one or more other public agencies or institution of higher education to perform any governmental service, activity, or undertaking which each public agency entering into the contract is authorized by law to perform, including, but not limited to joint contracting for services, supplies and capital equipment, provided that such contract shall be authorized by the governing body of each party to the contract.
- D. Situational acquisitions:
1. Legal advertising, publication or placement of advertisements directly with media sources.
 2. Contracts for legal services or bond related services.
 3. Professional, consultant and information related technology services costing \$100,000 or less.
 4. University employee education, training and related travel expenses costing \$100,000 or less.
 5. Purchases with special educational discounts offered by vendors exclusively to schools, colleges, universities, and other educational institutions where the property is for the express purpose of educating students.

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6. Concession services where there is no expenditure of University funds.
 7. Services for which competitive solicitation procedures are impractical.
 8. Medical director and medical professional services.
 9. Property held for resale, such as bookstore inventory.
 10. Purchase of copyrighted materials available primarily from the publisher.
- E. Emergency Purchases
1. The UPD, or designee, may authorize emergency purchases of goods and services when determined necessary and in the best interest of the University. Examples of circumstances that could necessitate an emergency purchase include:
 - a) Unforeseen or beyond the control of the University or constituting a force majeure.
 - b) Present a real, immediate or extreme threat to the proper performance of essential University functions.
 - c) May reasonably be expected to result in excessive loss or damage to property or other resources, and/or bodily injury or loss of life.
 2. Any affected department may make an emergency purchase in the open market at the best attainable price when a documented emergency condition exists and the need cannot be met through the University's normal procurement method, provided that:
 - a) Funds are available for the purchase.
 - b) Verbal authorization is obtained from the Office of the Vice President for Finance and Administration.
 - c) Competition to the fullest extent practicable under existing circumstances is obtained and documented.

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d) The unit cost of the purchase does not exceed amount requiring SBOE Executive Director approval as prescribed in SBOE policy V.I.3.a.

3. A fully signed explanation of the circumstances surrounding the emergency and the necessity for the purchase is filed by the requester with the UPD within two working days after such purchase or cessation of emergency conditions, whichever is later.

F. Direct Negotiations

1. In lieu of competitive bidding, and when not covered by a State open contract, negotiations may be conducted whenever any of the following conditions are applicable and authorized by the UPD:

a) The public good as determined by the UPD will not permit the competitive bid process due to time constraints.

a)b) No responsive or responsible bids are received at acceptable levels of price, service or terms.

b)c) Approved sole source scenarios.

e)d) The purchase is for experimental, developmental or research work, or for the manufacture of furnishing of property for experimentation, development, research or test.

d)e) Where there is a particular savings through the use of educational discounts.

e)f) Acquisition of federal surplus or excess property

VI. Qualification of Vendors:

A. No vendor shall be allowed to submit a bid unless such vendor is qualified. All vendors are qualified unless disqualified.

B. Vendors may be disqualified for any of the following reasons:

1. Failure to perform according to the terms of any agreement.

2. Attempts by whatever means to cause acquisition specifications to be drawn so as to favor a specific vendor.

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3. Actions to obstruct or unreasonably delay acquisitions by the University. Obstruction is hereby defined as a lack of success in more than fifty percent (50%) of the appeals made in each of three (3) different acquisitions during any twenty-four (24) month period.
 4. Perjury in a vendor disqualification hearing.
 5. Debarment, suspension or ineligibility from federal contracting of the vendor, its principals or affiliates.
 6. Any reason in Idaho law that would disqualify a particular vendor for a particular bid
- C. A vendor shall be notified by registered mail within ten (10) days of disqualification and may, within thirty (30) days of the receipt of such notice, challenge the disqualification.
- D. Disqualification or conditions may be imposed for a period of not more than five (5) years.
- VII. Appeals:
- A. Elements of a formal sealed bid that are appealable include:
 1. Bid specifications
 2. Determination by the university that the bid is non- responsive and does not comply with the bid invitation and specifications
 3. Award to a successful vendor
 - B. For formal procurements utilizing the sealed bid process, the detailed process for appeals will be referenced within the posted bid information and specification package.
 - C. In addition, sole source determinations are appealable. The detailed process for appeal will be referenced in the legal notice.
 - D. Any appeal will be reviewed and a written decision setting forth reasons for denial will be provided or if upheld an amendment (for a specification or intent to award appeal) to the original bid or sole source determination will be posted.

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- E. Submitting a bid to the University constitutes standard acceptance of this policy including the appeals process.
- F. Small purchases or purchases that are exempted from bidding requirements are not appealable.

VIII. Ethics Requirements

- A. All faculty, staff and students at the University are required to adhere to the intent and spirit of these policies and directives. They are designed as a means to acquire the necessary goods and services as effectively and economically as possible, while also maintaining compliance with the laws of the State of Idaho. Employees are subject to penalties as described in Idaho Code, including, but not limited to, those in [Section 67-923015726](#).
- B. Employees are prohibited from obtaining ~~goods~~[products](#) or services by avoiding the competitive process [through](#) such [actions](#) as splitting purchases, creating false emergency situations, and [purchasing outside non-use-of statewide-open](#) contracts [without authorization](#).
- C. Any effort to circumvent or abuse State and University purchasing regulations and policies or procedures will not be condoned and is subject to disciplinary action up to and including dismissal.
- D. Purchasing Ethics and Vendor Relationships
 - 1. All employees are involved in business transacted by the University in one form or another. Especially so are those professional purchasers and other personnel who purchase items and services, including those using the University P-card. Each employee has a personal responsibility to conduct University business in an ethical manner and assure the integrity of the purchasing and procurement processes.
 - 2. Conflict of interest:
 - a) A conflict of interest occurs when a person's private interests compete with his or her professional obligations to the University to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.

**CONSENT AGENDA
JUNE 16, 2016**

ATTACHMENT 1

b) Employees are therefore prohibited from entering into service contracts with or selling goods to the University.

3. Influencing/conspiring to influence:

The University prohibits the influencing or conspiring to influence purchasing decisions and contract awards. Attempts at influence may include kickbacks and bribes, peddling or payment of a fee, back door selling, hard-sell tactics, fraternization, or offering gifts to avoid following published procedures or gain advantages.

4. Post issuance contract oversight is required to guarantee the University receives all goods and services as per the terms of the agreement. Boise State U Policy #6030 describes roles and responsibilities for contract management.

E. It is the responsibility of the University Purchasing Director to ensure that procurement staff are properly trained to execute their duties efficiently and in accordance with laws and regulations.

CONSENT
JUNE 16, 2016

SUBJECT

State General Education Committee Appointments

REFERENCE

October 2014	The Board approved membership of the General Education Committee.
February 2014	The Board received a CCI Plan update that focused exclusively on General Education Reform and approved the first reading of proposed new policy III.N, General Education.
April 2014	The Board approved the second reading of proposed new Policy III.N, General Education.

BACKGROUND/DISCUSSION

Board Policy III.N, provides that the General Education Committee will review the competencies and rubrics of the General Education framework for each institution to ensure its alignment with AAC&U Essential Learning Outcomes and that faculty discipline groups will have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The General Education Committee consists of a representative from each of the institutions appointed by the Board; a representative from the Division of Career-Technical Education; and, as an ex officio member, a representative from the Idaho Registrars Council.

The College of Western Idaho (CWI), Idaho State University (ISU) and the University of Idaho (UI) have forwarded names for consideration to formally replace committee members due to administrative/structural changes on campuses.

IMPACT

The proposed appointment replaces CWI, ISU and UI representatives on the Committee.

ATTACHMENTS

Attachment 1 – Current Committee membership

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

The College of Western Idaho has hired a new General Education Coordinator, Ms. Jana McCurdy who will resume responsibilities on campus currently filled by Ms. Brenda Pettinger. The University of Idaho identified Dr. Kenton Bird to replace Dr. Rodney Frey who has retired, and Idaho State University identified Dr. Margaret Johnson to replace to Dr. Jim DiSanza for the 2016-17 academic year.

Board staff recommends approval.

CONSENT
JUNE 16, 2016

BOARD ACTION

I move to appoint Ms. Jana McCurdy, representing the College of Western Idaho; Dr. Margaret Johnson representing Idaho State University; and Dr. Kenton Bird, representing the University of Idaho to the General Education Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
JUNE 16, 2016

State Board of Education
General Education Committee

Cindy Bond is an Instructional Dean at the College of Southern Idaho.

Larry Briggs is the Dean of General Studies at North Idaho College.

Mary Flores is the Dean for Academic Programs at Lewis-Clark State College.

Rodney Frey is the Director of General Education at the University of Idaho.

Peggy Nelson is the Division Manager for the General Education Division at Eastern Idaho Technical College.

Brenda Pettinger is the Associate Vice President for Academic Affairs at the College of Western Idaho.

Vicki Stieha is the Director of the Foundational Studies Program at Boise State University.

James DiSanza is a Professor and Department Chair.

Susan Johnson is the Director of Program Standards at the Division of Professional-Technical Education.

Kris Collins is the Registrar at Boise State University.

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CONSENT
JUNE 16, 2016

SUBJECT

Idaho Experimental Program to Stimulate Competitive Research (EPSCoR)
Committee Appointment

REFERENCE

February 2014	Board appointed Matt Borud as the Commerce Representative to the Idaho EPSCoR Committee (Replacing Gynii Gilliam)
October 2014	Board appointed Dr. Todd Allen as the INL Representative to the Idaho EPSCoR Committee (Replacing Dr. Hill)
February 2015	Board appointed Senator Tibbits to the Idaho EPSCoR Committee (Replacing Senator Goedde)
April 2015	Board appointed Dr. Cornelis J. Van der Schyf to the Idaho Experimental Program to Stimulate Competitive Research (replacing Dr. Howard Grimes)
October 22, 2015	Board reappointed Doyle Jacklin and appointed Gynii Gilliam and Senator Roy Lacey (replacing Doug Chadderdon and Senator Tippits, respectively)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.W.

BACKGROUND/DISCUSSION

The Experimental Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policy established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science, technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board for five (5) year terms. The membership of this committee is constituted to provide for geographic, academic, business and state governmental representation as specified in Board policy including the Vice Presidents of Research from the University of Idaho, Boise State University, and Idaho State University. Additional Ex-officio members consist of a representative from the Idaho National Laboratory, and a representative from the Idaho Department of Commerce. Members are allowed to serve up to three (3) consecutive terms.

The Idaho EPSCoR Committee is recommending the appointment of Dr. Kelly Beierschmitt as the representative for the Idaho National Laboratory, replacing Todd Allen.

CONSENT
JUNE 16, 2016

ATTACHMENTS

Attachment 1 – Current Committee Membership	Page 3
Attachment 2 – Dr. Kelly Beierschmitt – Letter of Interest	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

The Idaho National Laboratory (INL) has recommended to the Idaho EPSCoR Committee that Dr. Beierschmitt replace Todd Allen on the Committee as INL's representative. Positions on the Committee representing specific organization are subject to the will of the Board and are not term limited. Dr. Beierschmitt also serves as a member of the Board's Higher Education Research Committee.

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Beierschmitt to the Idaho Experimental Program to Stimulate Competitive Research Idaho Committee as a representative of the Idaho National Laboratory effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
JUNE 16, 2016**

EPSCoR Committee Members
VOTING MEMBERS (16 members)

Member Name	Original Appt.	Re-appointment	Expires	Representing	Position
Barneby, David G.	9/9/2008	12/16/2013	6/20/2018	Private Sector	(Retired)VP Nevada Power
Bell, Maxine	12/13/2006	10/22/2015	6/30/2020	House of Rep	House of Rep.
Gynii Gilliam	10/22/2016		6/30/2019	Private Sector	Private sector
Cornelius Van der Schyf	4/16/2015		Ex-officio	VPR	ISU - Interim VPR
Roy Lacey	10/22/2016		6/30/2020	Senate	State Senate
Todd Allen	10/1/2014		Ex-officio	INL	
Jacklin, Doyle	12/13/2006	2/18/2010 10/22/2016	6/30/2020	Private Sector	Chairman
McIver, John "Jack"	9/9/2008		Ex-officio	VPR	UI - VPR
Dave Tuthill	8/16/2012		6/30/2017	Private Sector	
Noh, Laird	7/1/2011	12/9/2010	6/30/2016	Private Sector	Vice-Chair
Ray, Leo	7/1/2011	12/9/2010	6/30/2016	Private Sector	Fish Breeders
Rudin, Mark	12/13/2006		Ex-officio	VPR	BSU - VPR
Shreeve, Jean'ne	12/13/2006		6/30/2019	Private Sector	UI - Professor
Stevens, Dennis	12/13/2006	2/18/2010	6/30/2020	Private Sector	Physician
Roberto, Francisco (Frank)	7/1/2011	12/9/2010	6/30/2016	Private Sector	INL - Biological Systems Department (Private)
Matt Borud	2/22/2014		Ex-officio	Commerce	Idaho Department of Commerce

NON-VOTING MEMBERS (2 members)

Member Name	Original Appt.		Expires		Position
TBD	----		Ex-officio		Representative from Governors Office
Bill Goesling	----		Ex-officio		Idaho State Board Members

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INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 16, 2016



April 25, 2016

Dr. Laird Noh, Chair
Idaho EPSCoR Committee
University of Idaho
872 Perimeter Dr.
MS 3029
Moscow, ID 83844-3029

SUBJECT: Appointment to the Idaho EPSCoR Committee

Dear Dr. Noh:

It is my understanding that I am being considered for appointment to the Idaho EPSCoR Committee, and I am pleased to submit this letter expressing my willingness to serve on the committee.

If I can answer any questions concerning my appointment please do not hesitate to call.

I look forward to meeting the staff and volunteers of the Committee.

Sincerely,

A handwritten signature in black ink, appearing to read "Kelly Beierschmitt", is written over a faint, illegible typed name.

Dr. Kelly Beierschmitt, Deputy Laboratory Director
Science & Technology
Chief Research Officer

RLO

Attachment

Kelly J. Beierschmitt, Ph.D.

**Deputy Laboratory Director
Science and Technology
Idaho National Laboratory**
P.O. Box 1625
2525 Fremont Ave.
Idaho Falls, ID 83415-3695

Kelly.Beierschmitt@inl.gov



Dr. Kelly Beierschmitt is currently the Deputy Laboratory Director for Science and Technology and Chief Research Officer at Idaho National Laboratory (INL). He has over 30 years of experience in engineering, nuclear and materials-related R&D, production, and operations management. Kelly reports to the INL Laboratory Director and is responsible for providing strategic leadership, direction, and integration for research, science and technology at INL. As chief research officer Kelly is responsible for a broad research portfolio including, energy and materials sciences, global security R&D and nuclear energy. This work spans from fundamental science to applied R&D within an annual operating budget around \$1 Billion.

He served as INL's deputy for Nuclear and Laboratory Operations from January 2014 to January 2016 and was responsible for providing strategic leadership, direction, and integration for all nuclear and laboratory operations at the INL including Materials and Fuels Complex (MFC), which is INL's center for fuel fabrication and post irradiation testing; and Advanced Test Reactor (ATR) Complex, designated as a National Scientific User Facility and is available to universities and industry for conducting in-core experiments vital to nuclear energy technology and materials development. He is also responsible for providing strategic leadership and direction to the Transient Reactor Test Facility (TREAT), specifically built to conduct transient reactor tests where the test material is subjected to neutron pulses that can simulate conditions ranging from mild upsets to severe reactor accidents. Kelly is also responsible for providing strategic direction to effect revitalization of the INL physical infrastructure and help advance research and development through management of key infrastructure components supporting Laboratory missions.

Kelly began his career at Pantex as a weapons engineer. He was responsible for the assembly, disassembly and testing of several of the nation's nuclear assemblies. While at Pantex, Kelly held several key roles that ranged from providing leadership to enhance the safeguards and security program to being responsible for high explosives production, storage and disposal. Kelly left Pantex in 1996 as the Department Manager of the Facilities Startup organization where he was responsible for commissioning and early operation of the plant's new modern weapons production, testing, assembly and storage facilities.

Following a decade at Pantex, Kelly moved to the Pacific Northwest National Laboratory where he provided support to DOE's International Nuclear Safety Program's Chernobyl evaluation. He was also a principal on a task force to conduct a priority facility environmental vulnerability analysis at Brookhaven National Laboratory, which included the hot cell facility, old graphite reactor, High Flux Beam Reactor, and Medical Reactor. Kelly served in two key leadership roles while at PNNL; Director of Quality and Deputy Director of Environment Safety and Health. Kelly

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 16, 2016

also served as an adjunct faculty member at Washington State University, Mechanical Engineering Department while working in the Pacific Northwest.

Kelly joined Oak Ridge National Laboratory in January of 2000 as Director of the Environment, Safety, Health and Quality Directorate (ESH&Q). He was responsible for developing, operating, and continuously improving ESH&Q management systems and providing ESH&Q services that enabled mission accomplishment. He also led the enhancement and implementation of ORNL's Integrated Safety Management System.

In 2004 Kelly assumed the role of Director of the Nuclear Operations Directorate where he led the renewal of ORNL's nuclear facilities capabilities bringing them up to modern standards. This included renewing HFIR to extend its mission for neutron scattering, materials irradiation, and isotope production, and consolidating ten nuclear facilities into four modern facilities with state-of-the-art capabilities. He has extensive experience in isotope production, from target preparation, irradiation, processing, and shipping, as part of the production of actinium, californium and other isotopes either produced or processed at ORNL.

Following this assignment, Kelly was Associate Laboratory Director (ALD) of the Nuclear Science and Engineering Directorate (NSED) and the Executive Director of HFIR. As Director of NSED, Kelly's experience included the development and management of complex systems used to study materials under broad time and length scales, fuel cycle and isotopes research; design, development, modeling and simulation of reactor and nuclear systems; and the development and implementation of nuclear security technology. Kelly was responsible for initiatives to build a small modular reactor to provide carbon-free electricity to the laboratory, the Consortium for Advanced Simulation of Light Water Reactors (CASL), and the cleanup of the laboratory's legacy nuclear and radiological facilities.

Kelly has played a national and international leadership role in support of nuclear science and technology, including isotope production. Kelly has helped lead the transition of the DOE Isotope Program at ORNL from the Office of Nuclear Energy to the Office of Nuclear Physics. As part of this transition, he led the development of a production model for ²⁵²Cf that is providing a reliable, cost-effective source of this isotope to the community. He has also advised the Office of Nuclear Physics on models for production of other key isotopes during this transition.

Completing his time at ORNL and just prior to joining INL, Kelly was the ALD of the Neutron Sciences Directorate responsible for the Spallation Neutron Source (SNS), the world's most powerful pulsed neutron source. This responsibility included leading a community of scientists dedicated to the study of the structure and dynamics of quantum condensed matter, biology and soft matter, chemistry and engineered materials through the application of neutron scattering techniques and supporting over 3,000 users annually. He was also responsible for the operation of the High Flux Isotope Reactor (HFIR), an 85 megawatt research reactor dedicated to neutron scattering, materials irradiation, and isotope production. During his time as ALD, he successfully oversaw the power up-ramp to 1.2 megawatts of proton energy on the target; and he updated the scientific strategy for the SNS supported by the scientific community to identify those research priorities leading to a full build-out of instruments on existing beam-lines, and the need for a second target station. During this period, Kelly served extensively on international advisory boards including support to ISIS at the Rutherford Appleton Laboratory; the European Spallation Source (ESS) in England; the Open Pool Australian Lightwater Reactor (OPAL) in Australia; and Japan Proton Accelerator Research Complex (J-PARC) in Japan.

EDUCATION

Ph.D., Industrial Engineering (Operational Analysis, Risk, Reliability Engineering), Texas Tech University
B.S., Engineering Mathematics (emphasis in Chemical Engineering and minor in Chemistry), West Texas A&M University

PROFESSIONAL EXPERIENCE

Deputy Laboratory Director, Science and Technology, Idaho National Laboratory (INL)	2016 - Present
Deputy Laboratory Director, Nuclear and Laboratory Operations, Idaho National Laboratory (INL)	2014 - 2016
Associate Laboratory Director, Neutron Sciences Directorate, Oak Ridge National Laboratory (ORNL)	2011 - 2014
Associate Laboratory Director, Nuclear Science and Engineering Directorate, ORNL	2010 - 2011
Director, Nuclear Operations Directorate and High Flux Isotope Reactor (HFIR) Executive Director, ORNL	2004 - 2010
Director, Environment, Safety, Health & Quality (ESH&Q) Directorate, ORNL	2000 - 2004
Director, Quality, Pacific Northwest National Laboratory (PNNL)	1999 - 2000
Deputy Director, Environment, Safety and Health (ES&H), PNNL, Adjunct Faculty, Washington State University, Mechanical Engineering Department	1996 - 1999
Manager, Facility Readiness, Pantex	1995 - 1996
Manager, ES&H/Waste Management (WM) Integration Department, Pantex	1993 - 1995
Manager, Operations Support and Senior Project Engineer, Production Engineering and Risk Management Department, Pantex	1990 - 1993
Staff Member, Gas Analysis, Chemistry and Production Departments, Mason & Hanger, Silas Mason Co. Inc.,	1984 - 1990

PROFESSIONAL HIGHLIGHTS

Professional Service:

- Member, Technical Working Group on Research Reactors (TWGRR) of the International Atomic Energy Agency (IAEA), DOE
- Member, Nuclear Science Advisory Committee's Isotopes Subcommittee, DOE
- Member, Office of Science and Technology Policy (OSTP) intergovernmental panel for the emergency production of Molybdenum 99
- Member, National Nuclear Security Administration (NNSA)-led merit review committee to evaluate technical feasibility of new technologies to address domestic production of Moly-99 beyond 2014, DOE
- Member, Committee of Visitors, Nuclear Science Advisory Committee, DOE
- Member, Dean's Council, Texas Tech University
- Charter Member, Bredesen Center for Interdisciplinary Research and Graduate Education at the University of Tennessee
- Member, Japan Proton Accelerator Research Complex (J-PARC) Advisory Board

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
JUNE 16, 2016**

- Chairman, the DOE National Laboratories Improvement Council (NLIC)
- Member, Industrial Advisory Board for Oklahoma State University
- Member, United Way Board for Roane County
- Member, Higher Education Research Council for Idaho State Board of Education

Professional Registrations: Certified Safety Professional in Comprehensive Practice;
Registered Professional Engineer in Texas

Professional Memberships: Member, American Nuclear Society, Materials Research Society,
American Society for Quality Control, and American Society of Safety Engineers

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CONSENT
JUNE 16, 2016

SUBJECT

Appointments to the Data Management Council

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Data Management Council (Council) is tasked with making recommendations on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. There are 12 seats on the Council. The Council consists of representatives from the Office of the State Board of Education (OSBE), public postsecondary institutions, a registrar, State Department of Education, school districts, Professional-Technical Education, and the Department of Labor.

Each year, half of the seats are up for appointment. Each term is 2 years commencing on July 1st. The candidates for reappointment are:

Georgia Smith (Idaho Department of Labor)
Don Coberly (Boise School District)
Chris Campbell (State Department of Education)
Matthew Rauch (Kuna School District)
Shari Ellertson (Boise State University)

Ken Campbell (College of Southern Idaho) has chosen to not seek reappointment to the Data Management Council. It is proposed that Connie Black, the Registrar at the College of Western Idaho, be appointed to the Council and would fill the seat vacated by Ken Campbell as a representative of a community college.

IMPACT

Appointment of these individuals will fill all seats on the Data Management Council.

ATTACHMENTS

Attachment 1 – Current Council Membership

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

All of the individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve.

Staff recommends approval.

BOARD ACTION

I move to approve the reappointment of Georgia Smith, Don Coberly, Chris Campbell, Matthew Rauch, and Shari Ellertson and appointment of Connie Black to the Data Management Council for terms starting on July 1, 2016 – June 30, 2018.

CONSENT
JUNE 16, 2016

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT AGENDA
FEBRUARY 18, 2016**

Georgeanne Griffith
Lakeland School District
Term: July 1, 2015 – June 30, 2017

Carson Howell
Office of the Idaho State Board of Education
Term: July 1, 2014 – June 30, 2016

Tami Haft
North Idaho College
Term: July 1, 2015 – June 30, 2017

Chris Campbell
State Department of Education
Term: July 1, 2014 – June 30, 2016

Todd King
Idaho State Department of Education
Term: July 1, 2015 – June 30, 2017

Georgia Smith
Idaho Department of Labor
Term: July 1, 2014 – June 30, 2016

Heather Luchte
Professional Technical Education
Term: July 1, 2015 – June 30, 2017

Matthew Rauch
Kuna School District
Term: July 1, 2014 – June 30, 2016

Vince Miller
Idaho State University
Term: July 1, 2015 – June 30, 2017

Shari Ellertson
Boise State University
Term: July 1, 2014 – June 30, 2016

Don Coberly
Boise School District, Superintendent
Term: July 1, 2014 – June 30, 2016

Ken Campbell
College of Southern Idaho
Term: July 1, 2014 – June 30, 2016

**CONSENT AGENDA
FEBRUARY 18, 2016**

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CONSENT
JUNE 16, 2016

SUBJECT

Accountability Oversight Committee (Committee) Appointment

REFERENCE

June 2015	Board approved second reading to amend Board Policy I.Q.
August 2015	Board approved the appointment of Deborah Hedeem and the reappointment of John Goedde and Jackie Thomason.
April 2016	Board approved second reading of amendment to Board Policy I.Q. to revise the Accountability Oversight Committee membership by adding a fifth at-large member who has a background in special education.
May 2016	Board approved the appointment of Roger Stewart and Julian Duffey.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.Q.
Accountability Oversight Committee

BACKGROUND/DISCUSSION

The 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, and
- Five at-large members appointed by the Board, one of whom must have a special education background.

Effective July 1, 2016, the Committee will have one vacancy for an at-large member. Spencer Barzee, Superintendent of Westside School District, will be completing his current term on June 30, and is not seeking reappointment.

The Committee reviewed resumes from four superintendents and is recommending that Rob Sauer be appointed for a two-year term on the Committee. Mr. Sauer's resume is provided as Attachment 2. The other three candidates considered were: Marc Gee, Superintendent of Preston School District, Monte Woolstenhulme, Superintendent of Teton School District, and Joel Wilson, Superintendent of Butte County School District.

IMPACT

Approval of Rob Sauer will fill all the at-large seats on the Committee.

**CONSENT
JUNE 16, 2016**

ATTACHMENTS

Attachment 1 – Current Accountability Oversight Committee Membership Page 3
Attachment 2 – Rob Sauer Resume Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making at-large appointments to the Committee, consideration should be given to the appointees' background, representative district/school size, and regional distribution.

Board Policy does not specify that the at-large positions must be representatives of any specific group other than the one member possessing a special education background. Having a mix of individuals with diverse backgrounds has helped to better inform committee discussions.

BOARD ACTION

I move to approve the appointment of Rob Sauer to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2016 and ending on June 30, 2018.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
JUNE 16, 2016**

**ACCOUNTABILITY OVERSIGHT COMMITTEE
MAY 2016**

State Board of Education Member – Ex-Officio Debbie Critchfield	State Board of Education Member – Ex-Officio Linda Clark
Superintendent of Public Instruction, or Designee – Ex-Officio Pete Kohler Deputy Superintendent State Department of Education	Member At Large Term: July 1, 2014 - June 30, 2016 Spencer Barzee (Chair) Superintendent Westside School District #202
Member At Large (Special Education) Term: May 19, 2016 - June 30, 2018 Julian Duffey Special Education Director Bonneville Joint School District #93	Member At Large Term: May 19, 2016 - June 30, 2018 Roger Stewart Professor Boise State University
Member At Large Term: July 1, 2015-June 30, 2017 John Goedde Former Idaho State Senator Former School Board Trustee, Coeur d’Alene District #271	Member At Large Term: July 1, 2015- June 30, 2017 Jackie Thomason Chief Academic Officer West Ada School District #2
Board Staff Support Alison Henken K-12 Accountability and Projects Program Manager Office of the State Board of Education alison.henken@osbe.idaho.gov 208-332-1579	Board Staff Support Becky Blankenbaker Administrative Assistant Office of the State Board of Education becky.blankenbaker@osbe.idaho.gov 208-332-1567

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Rob Sauer | Curriculum Vitae

656 W. Calderwood St. Meridian, ID 83642 208-320-2662 rsauer@homedaleschools.org

Professional Experience

- Superintendent - Homedale School District July 2012 to Present
- Serve as chief executive officer of the school district
 - **Serves as school boards chief advisor on education matters and as the district's educational leader**
- Deputy Superintendent - Idaho State Department of Education 2007 - 2012
- Immediate supervisor for the following programs - Certification and Professional Standards, Title II-A, All Content Areas, Curricular Materials, Gifted and Talented, School Choice, Idaho Reads Vista, and Learn and Serve
 - Directed the Idaho Summer Institute of Best Practices
 - State Coordinator of HSTW/MMGW School Improvement Efforts
 - Idaho Digital Learning Academy Board of Directors
 - Idaho High School Activities Association Board of Directors
 - Member of the Professional Standards Commission
 - **Governor's Commission on Service and Volunteerism**
 - Led the Idaho Middle Level Task Force and the implementation of the Middle Level Credit System
- Principal - Wendell Middle School 2003 - 2007
- Curriculum and Instruction Leader for a 5-8 middle school
 - **Participant of the Idaho State Department of Education's Principal Academy of Leadership**
 - Implemented a middle level credit system
 - Coordinated school improvement efforts
- Principal/Teacher - Bliss School District 1994 - 2003
- Jr. High/High School Principal
 - Teacher - History, Government, Civics
 - Varsity Boys Basketball and Soccer Coach

Education

- Superintendent Endorsement – University of Idaho 2010
- Masters Educational Leadership – University of Idaho 1998
- Bachelor of Arts - Boise State University 1994
- Associate of Arts - College of Southern Idaho 1991

Certifications

K-12 Idaho Administrator Certification
Principal and Superintendent Endorsement
History 6-12
Social Studies 6-12

Honors and Distinctions

Milken Family Foundation National Educator Award (First Idaho Administrator to receive the award) 2005
VFW Idaho High School Teacher of the Year 2003
Who's Who Among Americas High School Teachers 1997, 1999, 2003

Additional Professional Activities

Center for Civic Education We the People Idaho Coordinator 1995 – 2007

- National Trainer for We the People
- Mentor Teacher at the We the People Regional Institutes

Southern Region Education Board

- Presenter at High Schools That Work/Making Middle Grades Work Summer Conference in Orlando, Florida

Idaho International Taskforce

- Education Missions to:
 - Germany
 - China
 - Ireland
 - Jordan

Community Activities

Gooding County Commissioner 2001-2005

- Served a four year term as an elected official in Gooding County. Served as chairman of the board from 2003-2005
- Regional 991 Center (SIRCOMM) Board of Directors
- 5th Judicial District Magistrate Commission
- Magic Valley Youth Court Advisory Board
- Idaho Human Rights Education Center Board Member

CONSENT
JUNE 16, 2016

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 April 2016 Board meeting. Since that meeting, Board staff has received forty-eight (48) permits from Boise State University, eleven (11) permits from Idaho State University, and thirty-one (31) permits from the University of Idaho.

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

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

Page 3

BOARD ACTION

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

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**CONSENT
JUNE 16, 2016**

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY March 2016 – October 2016				
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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
ASEE PNW Section	College of Business and Economics	X		03/31/16
Pirates of Penzance	Morrison Center		X	04/01/16
Executive MBA Informational Open House	College of Business and Economics	X		04/05/16
Arts & Humanities Reception Delivery	Yanke – HI Gallery	X		04/07/16
Sleeping Beauty – Ballet Idaho Performance	Morrison Center		X	04/08/16
College of Business & Economics Reception	College of Business and Economics	X		04/11/16
The Great Basin Native Plant Project Conference	Student Union Building	X		04/11/16
Jackson Food Stores Company Meeting	Stueckle Sky Center		X	04/13/16
Blue Cross of Idaho Event and Catering	Gene Bleymeier Recruiting Lounge		X	04/14/16
Idaho Dance Theatre Reception	Student Union Building		X	04/14/16
Rain – The Beatles Tribute Concert	Morrison Center		X	04/15/16
Idaho Dance Theatre	Student Union Building		X	04/15/16
Boise Philharmonic Concert	Morrison Center		X	04/16/16
Conference for Food Protection Local Reception	Stueckle Sky Center		X	04/18/16
2CELLOS Concert	Morrison Center		X	04/20/16
The Leukemia & Lymphoma Society Fundraiser	Stueckle Sky Center		X	04/22/16
Colin Mochrie & Brad Sherwood Comedy Show	Morrison Center		X	04/23/16
Roosevelt Elementary Spring Fling Auction	Stueckle Sky Center		X	04/23/16
Executive MBA Informational Open House	College of Business and Economics		X	04/28/16

**CONSENT
JUNE 16, 2016**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Bay Equity Home Loans Company Meeting	Stueckle Sky Center		X	04/28/16
ISSA Conference	Student Union Building	X		04/28/16
Idaho Association of Chiropractic Physicians President's Dinner	Stueckle Sky Center		X	04/29/16
50 th Birthday Party Dinner Buffet	Hall of Fame		X	04/30/16
Celebration of Life for Al Kiler	Hall of Fame		X	05/02/16
Idaho Association of Health Underwriters	Student Union Building		X	05/03/16
Joseph – Broadway in Boise	Morrison Center		X	05/03/16-05/05/16
All That's Jazz	Morrison Center		X	05/07/16
Aspen Capital Management Presentation	College of Business and Economics		X	05/09/16
Idaho Women's Charitable Foundation Annual Meeting	Student Union Building		X	05/10/16
Idaho Society of Professional Engineers Annual Meeting	Student Union Building		X	05/12/16
Hillsong United	Taco Bell Arena		X	05/12/16
Spring Fever 2016	Stueckle Sky Center		X	05/13/16
Computer Science Event	Stueckle Sky Center	X		05/13/16
Idaho Operator's Conference Fun Night	Stueckle Sky Center		X	05/16/16
Alumni Relations Reception	College of Business and Economics	X		05/17/16
Boise Chamber of Commerce Reception	Ben Victor Studio		X	05/17/16
Wells Fargo Company Meeting	Stueckle Sky Center		X	05/17/16
Cloud Security and Fraud Protection	College of Business and Economics	X		05/19/16
Executive MBA Informational Open House	College of Business and Economics	X		5/24/16-06/21/16
Celtic Women	Morrison Center		X	05/24/16
BLM	Student Union Building	X		05/24/16

**CONSENT
JUNE 16, 2016**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Alumni Membership Appreciation BBQ	Other?	X		06/01/16
Erlebach/Thiel Wedding	Stueckle Sky Center		X	06/11/16
National Guard Event	Stueckle Sky Center		X	06/15/16
Baker Wedding	Stueckle Sky Center		X	06/18/16
Turn-Key Medical Company Meeting	Stueckle Sky Center		X	06/18/16
Cardona Wedding	Stueckle Sky Center		X	06/26/16
Idea of Nature	Student Union Building	X		10/27/16

**CONSENT
JUNE 16, 2016**

**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY
April 2016 – August 2016**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Reception for ISU Admin & Local Health Care Leaders	SUB: Southfork Room	X		04/25/16
School of Nursing – 60 th Reunion & Dinner	SUB: Ballroom	X		05/05/16
Spring Celebration	Frazier Hall	X		05/06/16
2016 DHS Awards Reception	Stephens Performing Arts Center	X		05/06/16
School of Nursing – Champagne Brunch	Beckley Nursing Building	X		05/06/16
Truman Banquet	Bennion Student Union – Idaho Falls		X	05/07/16
EICAP Annual Dinner/Business Meeting	SUB		X	05/23/16
Hedeem Retirement	Stephens Performing Arts Center	X		05/25/16
Idaho Falls City Club Annual Meeting	Bennion Student Union – Idaho Falls		X	06/16/16
Chamber After Hours	Center of Business – Lobby	X		06/30/16
Laible/Harrison Wedding	Stephens Performing Arts Center		X	08/06/16

**CONSENT
JUNE 16, 2016**

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO March 2016 – June 2016

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Rocky Mountain Elk Foundation 2016 Banquet	Bruce Pitman Center		X	03/26/16
President Dinner with the Bull's	6 th Street University Residence	X		03/28/16
Borah Symposium – Reception/Keynote	1026 Nez Perce Dr. – University House	X		04/06/16
College of Science Research Presentation and Alumni Reception	UI Boise	X		04/07/16
Idaho Law Clerk Reception	ILJLC Room 313. 514 W Jefferson St. Boise, ID 83702	X		04/07/16
Department of Physics Annual Awards Banquet	Common Horizon Room	X		04/11/16
SBOE Reception & Dinner	Kibbie Dome – Lighthouse Center	X		04/13/16
Ritchie Fashion Show & Exhibition	Bruce Pitman Center	X		04/16/16
Jonathon Segal, Silver & Gold Award Reception	Commons	X		04/18/16
Faculty Gathering/VIP Event	Brink Hall Faculty Senate Room	X		04/18/16
Don Burnett Retirement Reception	ILJLC Room 313. 514 W Jefferson St. Boise, ID 83702	X		04/21/16
Spring Football Game	Kibbie Dome – Lighthouse Center	X		04/22/16
Patrino Vandal Athletic Scholarship Fund Golf Tournament	Golf Course	X		04/23/16
2016 CALS Awards Reception & Banquet	Bruce Pitman Center	X		04/25/16
Mountain Plains Adult Education Association and Reception	UI Boise	X		04/26/16
Phi Beta Kappa Initiation	Commons	X		04/27/16
Welcome Reception	Brink Hall Faculty Lounge	X		04/29/16
CDHD Open House	CDHD: 1187 Alturas Drive Moscow, ID 83843	X		05/03/16
VP Research Retirement Reception	Bruce Pitman Center	X		05/03/16
Reyes Retirement Reception	JA Albertson Building	X		05/04/16

**CONSENT
JUNE 16, 2016**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Accounting Advisory Board	JA Albertson Building - Courtyard	X		05/05/16
COEd Spring Celebration	Targhee Hall	X		05/05/16
2016 Men's Golf League	Golf Course	X		05/05/16-05/26/16
Student Congress of Art & Architecture Year End Gathering	AAN Patio	X		05/06/16
UIAA/SArb/Staff BBQ	Schierman's Event Center	X		5/11/16
NROTC Commissioning Reception	The Summit	X		5/13/16
President's Commencement Dinner	Bruce Pitman Center	X		5/13/16
College of Law Commencement Reception	Kibbie Dome	X		5/14/16
College of Education COEd Building Sneak Peek	College of Education Building	X		06/04/16
UEC Golf Scramble	Golf Course	X		06/12/16
Idaho INBRE Director's Reception	Prichard Art Gallery	X		06/23/16

CONSENT
JUNE 16, 2016

SUBJECT

Requests for approval to transport students less than one and one-half miles for the 2015-2016 school year.

REFERENCE

June 2013	Board approved the request for 100 school districts and 12 charter schools to transport students less than one and one-half miles for the 2012-2013 school year.
June 2014	Board approved the request for 99 school districts and 10 charter schools to transport students less than one and one-half miles for the 2013-2014 school year.
June 2015	Board approved the request for 95 school districts and twelve charter schools for approval to transport students less than one and one-half miles for the 2014-2015 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006 and 33-1501, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1006, Idaho Code, states, "The State Board of Education (Board) shall determine what costs of transporting pupils, including maintenance, operation and depreciation of basic vehicles, insurance, payments under contract with other public transportation providers whose vehicles used to transport pupils comply with federal transit administration regulations, "bus testing," 49 CFR part 665, and any revision thereto, as provided in subsection (4)(d) of this section, or other state department of education approved private transportation providers, salaries of drivers, and any other costs, shall be allowable in computing the transportation support program of school districts."

The transportation support program of a school district shall be based upon the allowable costs of transporting pupils less than one and one-half (1½) miles as provided in Section 33-1501, Idaho Code, when approved by the Board.

Standards for Idaho School Buses and Operations states, "All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. The State Department of Education (SDE) staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged. The local board of trustees shall annually, by official action (33-1502, Idaho Code), approve all new safety busing locations. School districts that

CONSENT
JUNE 16, 2016

receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement the local school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement is contingent on the application being received by the SDE Transportation Section on or before March 31 of the school year in which the safety busing began.”

All requests must be submitted on the Safety Busing form found on the Pupil Transportation website. Reminders are emailed to all districts and charter schools prior to March 31st. All requests being recommended for approval are compliant with Section 33-1006, Idaho Code.

Ninety-eight (98) school districts and thirteen (13) charter schools affecting 28,169 students applied for safety busing using the correct form and are being recommended for approval.

ATTACHMENTS

Attachment 1 – 2015-2016 Safety Busing Requests

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

SDE annually reviews and approves the application requests that meet the Board requirements which is then sent on to the Board for approval.

BOARD ACTION

I move to approve the requests by ninety eight (98) school districts and thirteen (13) charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
JUNE 16, 2016**

2015-2016

Request for Approval to Transport Students Less than One and One-Half Miles

Boise Independent School District No. 1

This request involves 900 students attending grades K through 9.

West Ada School District No. 2

This request involves 1,337 students attending grades K through 12.

Kuna Jt. School District No. 3

This request involves 287 students attending grades K through 6.

Meadows Valley No. 11

This request involves 1 student attending grades K through 12.

Council School District No. 13

This request involves 3 students attending grades K through 12.

Marsh Valley Jt. School District No. 21

This request involves 97 students attending grades K through 12.

Pocatello School District No. 25

This request involves 1,571 students attending grades K through 12.

Bear Lake Co. School District No. 33

This request involves 107 students attending grades K through 5.

St. Maries Jt. School District No. 41

This request involves 132 students attending grades K through 8.

Plummer/Worley Jt. School District No. 44

This request involves 69 students attending grades K through 12.

CONSENT
JUNE 16, 2016

Snake River School District No. 52

This request involves 241 students attending grades K through 12.

Blackfoot School District No. 55

This request involves 507 students attending grades K through 12.

Aberdeen School District No. 58

This request involves 119 students attending grades K through 12.

Firth School District No. 59

This request involves 47 students attending grades K through 12.

Shelley Jt. School District No. 60

This request involves 180 students attending grades K through 6.

Blaine Co. School District No. 61

This request involves 573 students attending grades K through 12.

Garden Valley School District No. 71

This request involves 12 students attending grades K through 12.

Basin School District No. 72

This request involves 31 students attending grades K through 12.

Horseshoe Bend School District No. 73

This request involves 39 students attending grades K through 12.

West Bonner Co. School District No. 83

This request involves 68 students attending grades K through 8.

Lake Pend Oreille School District No. 84

This request involves 128 students attending grades K through 6.

CONSENT
JUNE 16, 2016

Idaho Falls School District No. 91

This request involves 1,206 students attending grades K through 12.

Bonneville Jt. School District No. 93

This request involves 2,125 students attending grades K through 12.

Boundary County School District No. 101

This request involves 77 students attending grades K through 12.

Butte County Jt. School District No. 111

This request involves 42 students attending grades K through 12.

Nampa School District No. 131

This request involves 2,208 students attending grades K through 12.

Caldwell School District No. 132

This request involves 3,908 students attending grades K through 12.

Wilder School District No. 133

This request involves 121 students attending grades K through 12.

Middleton School District No. 134

This request involves 301 students attending grades K through 12.

Notus School District No. 135

This request involves 138 students attending grades K through 12.

Melba Jt. School District No. 136

This request involves 17 students attending grades K through 12.

Parma School District No. 137

This request involves 111 students attending grades K through 5.

**CONSENT
JUNE 16, 2016**

Vallivue School District No. 139

This request involves 874 students attending grades K through 12.

Grace Jt. School District No. 148

This request involves 20 students attending grades K through 12.

North Gem School District No. 149

This request involves 8 students attending grades K through 12.

Soda Springs Jt. School District No. 150

This request involves 181 students attending grades K through 12.

Cassia Co. Jt. School District No. 151

This request involves 694 students attending grades K through 12.

Clark County. Jt. School District No. 161

This request involves 9 students attending grades K through 12.

Orofino Jt. School District No. 171

This request involves 27 students attending grades K through 7.

Challis Jt. School District No. 181

This request involves 12 students attending grades K through 12.

Mackay Jt. School District No. 182

This request involves 31 students attending grades K through 12.

Glenns Ferry Jt. School District No. 192

This request involves 136 students attending grades K through 12.

Mountain Home School District No. 193

This request involves 275 students attending grades K through 12.

**CONSENT
JUNE 16, 2016**

Preston Jt. School District No. 201

This request involves 190 students attending grades K through 8.

West Side Jt. School District No. 202

This request involves 44 students attending grades K through 12.

Fremont Co. Jt. School District No. 215

This request involves 201 students attending grades K through 12.

Emmett Independent School District No. 221

This request involves 68 students attending grades K through 9.

Gooding Jt. School District No. 231

This request involves 332 students attending grades K through 12.

Wendell School District No. 232

This request involves 38 students attending grades K through 12.

Hagerman Jt. School District No. 233

This request involves 34 students attending grades K through 12.

Bliss Jt. School District No. 234

This request involves 55 students attending grades K through 12.

Cottonwood Jt. School District No. 242

This request involves 48 students attending grades K through 8.

Salmon River Jt. School District No. 243

This request involves 4 students attending grades K through 9.

Mountain View School District No. 244

This request involves 92 students attending grades K through 12.

CONSENT
JUNE 16, 2016

Jefferson Co. Jt. School District No. 251

This request involves 462 students attending grades K through 12.

Ririe School District No. 252

This request involves 120 students attending grades K through 12.

West Jefferson School District No. 253

This request involves 40 students attending grades K through 12.

Jerome Jt. School District No. 261

This request involves 225 students attending grades K through 8.

Coeur d'Alene School District No. 271

This request involves 149 students attending grades K through 8.

Lakeland School District No. 272

This request involves 147 students attending grades K through 12.

Post Falls School District No. 273

This request involves 718 students attending grades K through 12.

Kootenai School District No. 274

This request involves 4 students attending grades K through 12.

Moscow School District No. 281

This request involves 235 students attending grades K through 12.

Genesee School District No. 282

This request involves 37 students attending grades K through 12.

Potlatch School District No. 285

This request involves 31 students attending grades K through 12.

**CONSENT
JUNE 16, 2016**

Troy School District No. 287

This request involves 48 students attending grades K through 9.

Salmon School District No. 291

This request involves 184 students attending grades K through 12.

Kamiah Jt. School District No. 304

This request involves 76 students attending grades K through 12.

Shoshone Jt. School District No. 312

This request involves 138 students attending grades K through 12.

Dietrich School District No. 314

This request involves 1 student attending K through 11.

Richfield School District No. 316

This request involves 17 students attending K through 12.

Madison School District No. 321

This request involves 373 students attending grades K through 12.

Sugar-Salem Jt. School District No. 322

This request involves 115 students attending grades K through 12.

Minidoka Co. Jt. School District No. 331

This request involves 519 students attending grades K through 8.

Lapwai School District No. 341

This request involves 78 students attending grades K through 12.

Culdesac School District No. 342

This request involves 2 students attending grades K through 12.

CONSENT
JUNE 16, 2016

Oneida Co. School District No. 351

This request involves 99 students attending grades K through 12.

Marsing Jt. School District No. 363

This request involves 79 students attending grades K through 7.

Homedale Jt. School District No. 370

This request involves 277 students attending grades K through 8.

Payette Jt. School District No. 371

This request involves 589 students attending grades K through 12.

New Plymouth School District No. 372

This request involves 68 students attending grades K through 10.

Fruitland School District No. 373

This request involves 155 students attending grades K through 12.

American Falls Jt. School District No. 381

This request involves 127 students attending grades K through 8.

Rockland School District No. 382

This request involves 21 students attending grades K through 12.

Kellogg Jt. School District No. 391

This request involves 40 students attending grades K through 5.

Wallace School District No. 393

This request involves 117 students attending grades K through 12.

Teton Jt. School District No. 401

This request involves 119 students attending grades K through 5.

**CONSENT
JUNE 16, 2016**

Twin Falls School District No. 411

This request involves 799 students attending grades K through 12.

Buhl Jt. School District No. 412

This request involves 161 students attending grades K through 12.

Filer School District No. 413

This request involves 83 students attending grades K through 12.

Kimberly School District No. 414

This request involves 278 students attending grades K through 12.

Hansen School District No. 415

This request involves 45 students attending grades K through 12.

Castleford Jt. School District No. 417

This request involves 11 students attending grades K through 12.

Murtaugh Jt. School District No. 418

This request involves 104 students attending grades K through 9.

McCall-Donnelly Jt. School District No. 421

This request involves 362 students attending grades K through 12.

Cascade School District No. 422

This request involves 18 students attending grades K through 12.

Weiser School District No. 431

This request involves 324 students attending grades K through 12.

Midvale School District No. 433

This request involves 9 students attending grades K through 12.

**CONSENT
JUNE 16, 2016**

Victory Charter No. 451

This request involves 8 students attending grades K through 12.

Compass Public Charter No. 455

This request involves 20 students attending grades K through 12.

Falcon Ridge Charter No. 456

This request involves 21 students attending grades K through 8.

Liberty Charter No. 458

This request involves 9 students attending grades K through 8.

Vision Charter No. 463

This request involves 41 students attending grades K through 12.

North Valley Academy Charter No. 465

This request involves 70 students attending grades K through 12.

Legacy Charter No. 478

This request involves 8 students attending grades K through 8.

Heritage Academy Charter No. 479

This request involves 30 students attending grades K through 8.

Heritage Community Charter No. 481

This request involves 90 students attending grades K through 8.

Idaho Stem Academy Charter No. 485

This request involves 129 students attending grades K through 10.

North Star Charter No. 783

This request involves 2 students attending grades K through 10.

**CONSENT
JUNE 16, 2016**

Thomas Jefferson Charter No. 787

This request involves 6 students attending grades K through 12.

Idaho Arts Charter No. 788

This request involves 39 students attending grades K through 12.

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**CONSENT
JUNE 16, 2016**

SUBJECT

Student Transportation Funding Cap Waivers

REFERENCE

June 2013	Board approved the request for four school districts to receive a funding cap waiver for the 2012-2013 school year
June 2014	Board approved the request for six school districts to receive a funding cap waiver for the 2013-2014 school year.
June 2015	Board approved the request for ten school districts to receive a funding cap waiver for the 2014-2015 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1006, Idaho Code

BACKGROUND/DISCUSSION

During the 2001 session, the Idaho Legislature amended Section 33-1006, Idaho Code. The amendment created a student transportation funding cap affecting school districts that exceed the statewide average cost per mile and cost per rider by 103%. The 2007 and 2009 Legislatures further amended this language to provide clear objective criteria defining when a district may qualify to be reimbursed for expenses above the cap, and by how much. This new criteria designates certain bus runs as "hardship" runs, and allow the district to receive a higher cap, based on the percentage of the district's bus runs that are categorized.

As of April 20, 2016, there were twenty-two (22) school districts and/or charter schools negatively affected by the pupil transportation funding cap:

61	BLAINE COUNTY DISTRICT	(\$88,787)
234	BLISS JOINT DISTRICT	(\$4,315)
271	COEUR D'ALENE DISTRICT	(\$47,771)
456	FALCON RIDGE CHARTER SCHOOL	(\$2,703)
71	GARDEN VALLEY DISTRICT	(\$53,799)
192	GLENNS FERRY JOINT DISTRICT	(\$8,822)
233	HAGERMAN JOINT DISTRICT	(\$3,272)
305	HIGHLAND JOINT DISTRICT	(\$11,952)
341	LAPWAI DISTRICT	(\$4,299)
458	LIBERTY CHARTER	(\$3,173)
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	(\$92,246)
11	MEADOWS VALLEY DISTRICT	(\$21,402)
281	MOSCOW DISTRICT	(\$47,528)
193	MOUNTAIN HOME DISTRICT	(\$40,435)

**CONSENT
JUNE 16, 2016**

244	MOUNTAIN VIEW SCHOOL DISTRICT	(\$41,182)
171	OROFINO JOINT DISTRICT	(\$19,011)
44	PLUMMER-WORLEY JOINT DISTRICT	(\$9,678)
475	SAGE INTERNATIONAL SCHOOL OF BOISE	(\$10,991)
291	SALMON DISTRICT	(\$9,527)
41	ST MARIES JOINT DISTRICT	(\$22,021)
262	VALLEY DISTRICT	(\$1,795)
463	VISION CHARTER SCHOOL	(\$22,062)

Of these twenty-two (22), only eight (8) districts have routes meeting the statutory requirements of a hardship bus run allowing the Board to grant a waiver. These include Garden Valley, Highland, Meadows Valley, Moscow, Mountain View, Orofino, St. Maries and Lapwai school districts. All eight (8) of these districts have applied for a waiver from the student transportation funding cap.

Garden Valley School District

Garden Valley School District submitted three school bus routes that met the required criteria. This represents 30% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 133%.

Highland School District

Highland School District submitted four school bus routes that met the required criteria. This represents 40% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 143%.

Meadows Valley School District

Meadows Valley School District submitted one school bus route that met the required criteria. This represents 25% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 128%.

Moscow School District

Moscow School District submitted four school bus routes that met the required criteria. This represents 12.5% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 115.5%.

Mountain View School District

Mountain View School District submitted three school bus routes that met the required criteria. This represents 13% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 116%.

**CONSENT
JUNE 16, 2016**

Orofino School District

Orofino School District submitted two school bus routes that met the required criteria. This represents 13% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 116%.

St. Maries School District

St. Maries School District submitted two school bus routes that met the required criteria. This represents 9.5% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 112.5%.

Lapwai School District

Lapwai School District submitted two school bus routes that met the required criteria. This represents 36% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 139%.

ATTACHMENTS

Attachment 1 – Garden Valley Funding Cap Appeal Application	Page 5
Attachment 2 – Highland School District Funding Cap Appeal Application	Page 7
Attachment 3 – Meadows Valley Funding Cap Appeal Application	Page 9
Attachment 4 – Moscow Funding Cap Appeal Application	Page 11
Attachment 5 – Mountain View Funding Cap Appeal Application	Page 13
Attachment 6 – Orofino Funding Cap Appeal Application	Page 15
Attachment 7 – St. Maries Funding Cap Appeal Application	Page 17
Attachment 8 – Lapwai Funding Cap Appeal Application	Page 19
Attachment 9 – Pupil Transportation Funding Formula	Page 21

BOARD ACTION

I move 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 2016 of 133%, for a total of **\$53,799** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move 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 2016 of 143%, for a total of **\$11,952** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
JUNE 16, 2016**

I move 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 2016 of 128%, for a total of **\$21,402** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move 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 2016 of 115.5%, for a total of **\$47,528** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move 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 2016 of 116%, for a total of **\$41,182** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by **Orofino View School District** for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 116%, for a total of **\$19,011** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by **St. Maries School District** for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 112.5%, for a total of **\$22,021** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by **Lapwai School District** for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2016 of 139%, for a total of **\$4,299** in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT AGENDA JUNE 16, 2016



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

SHERRI YBARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2015

District Name: Garden Valley Number: 71

Date: January 20, 2016

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:
(Please check all applicable boxes by using mouse key).

- Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 30.00 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by February 13, 2015.

Loman and Southfork have hardship runs

Loman am Run meets the requirements for the funding cap appeal as checked above. This route averages 14 riders per 76 miles daily run which equals .18 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Loman am run travels 76 miles a day, of which 11 miles has a slope of 5% or greater which equals 14% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Loman pm Run meets the requirements for the funding cap appeal as checked above. This route averages 18 riders per 77 miles daily run which equals .23 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Loman pm run travels 77 miles a day, of which 11 miles has a slope of 5% or greater which equals 14% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Southfork PM Run meets the requirements for the funding cap appeal as checked above. This route averages 3 riders per 5 miles daily run which equals .60 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Southfork pm run travels 5 miles a day, with 3.5 unpaved miles which equals .70%, which is more than the majority on unpaved surface. These conditions were previously verified by SDE officials.

We have 10 runs; therefore, these run represent 30% of our runs.

Superintendent Signature: Date: 1/20/16

Shaded Area Below is for State Department of Education Use Only

The State Board of Education approved disapproved the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

**CONSENT AGENDA
JUNE 16, 2016**

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CONSENT AGENDA
JUNE 16, 2016



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

SHERRI YBARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2015

District Name: Highland Jt.

Number: 305

Date: January 20, 2016

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).

Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road

Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 40.00 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by February 29, 2016.

**CONSENT AGENDA
JUNE 16, 2016**

Route 3 and 5, hardship routes.

Route 3/AM meets the requirements for the funding cap appeal as checked above. This run averages 18 riders per 38 miles daily run which equals .47 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 3 run travels 38 miles a day, of which 5 miles has a slope of 5% or greater which equals 13% of the run which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 3/PM meets the requirements for the funding cap appeal as checked above. This run averages 23 riders per 38 miles daily run which equals .61 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 3 run travels 38 miles a day, of which 5 miles has a slope of 5% or greater which equals 13% of the run which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route 5/ AM run meets the requirements for the funding cap appeal as checked above. This run averages 5 riders per 55 miles daily run which equals .09 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 5/AM run travels 55 miles of road, with 47 unpaved miles which equals .85%, which is more than the majority on unpaved surface.

Route 5/ PM run meets the requirements for the funding cap appeal as checked above. This run averages 5 riders per 55 miles daily run which equals .09 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 5/PM run travels 55 miles of road, with 47 unpaved miles which equals .85%, which is more than the majority on unpaved surface.

We have 10 runs; therefore, these runs represent 40% .

Superintendent Signature:

Bruce R. Rumbly

Date:

1-26-16

Shaded Area Below is for State Department of Education Use Only

The State Board of Education approved disapproved the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

**CONSENT AGENDA
JUNE 16, 2016**



STATE DEPARTMENT OF EDUCATION

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SHFRRI YRARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Use Tab Key To Enter Data

103% Funding Cap Appeal Application for Fiscal Year:

2015

District Name: Meadows Valley Number: 11 Date: January 20, 2016

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).

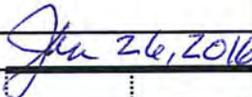
Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road

Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of **25.00** % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by February 13, 2015.

CONSENT AGENDA
JUNE 16, 2016

<p>Route 2-2 PM, meet the hardship criteria</p> <p>Route 2-2 PM run meets the requirements for the funding cap appeal as checked above. This run averages 11 riders per 19 miles daily run which equals .58 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85).</p> <p>Route 2-2 PM run travels 19 miles of road, with 10 unpaved miles which equals .53%, which is more than the majority on unpaved surface.</p> <p>We have 4 runs; therefore, these run represent 25%.</p>	
Superintendent Signature: 	Date: 
Shaded Area Below is for State Department of Education Use Only	
The State Board of Education approved <input type="checkbox"/> disapproved <input type="checkbox"/> the district's appeal and request at its regularly scheduled meeting on <input type="text"/> at a Funding Cap Rate of <input type="text"/> % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.	

CONSENT AGENDA JUNE 16, 2016



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SHERRI YBARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2015

District Name: Moscow

Number: 281

Date: January 20, 2016

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

- Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 12.50 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by February 29, 2016.**

Moscow Verbiage for Cap waiver: 101, 102 and 110 have hardship runs: These conditions were verified by SDE officials.

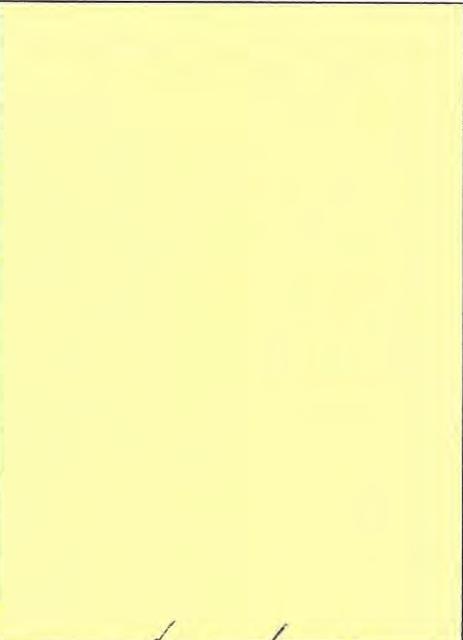
Route 101 am run meets the requirements for the funding cap appeal as checked above. This run averages 20 riders per 46 miles daily run which equals .43 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 101 am run has 46 miles total with 16 miles at 5% slope or more, which equals 35% of the route which is greater than the state requirement of 10% of the miles.

Route 101 pm run meets the requirements for the funding cap appeal as checked above. This run averages 28 riders per 45 miles daily run which equals .62 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 101 pm run has 45 miles total with 16 miles at 5% slope or more, which equals 35% of the route which is greater than the state requirement of 10% of the miles.

Route 102 am run meets the requirements for the funding cap appeal as checked above. This run averages 28 riders per 37 miles daily run which equals .76 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 102 pm run has 37 miles total with 5.5 miles at 5% slope or more, which equals 15% of the route which is greater than the state requirement of 10% of the miles.

Route 110 am run meets the requirements for the funding cap appeal as checked above. This run has 30 miles of road with 16 unpaved which equals .53, which is more than the majority on unpaved surface. Route 110 am run has 30 miles total with 7 miles at 5% slope or more, which equals 23% of the route which is greater than the state requirement of 10% of the miles.

We have 32 runs; therefore, these runs represent 12.5% of our routes.



Superintendent Signature: *Gregory J. Barley* Date: 1/29/2016

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The State Board of Education approved disapproved the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

**CONSENT AGENDA
JUNE 16, 2016**

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CONSENT AGENDA JUNE 16, 2016



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

SHERRI YBARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2015

District Name: Mountain View Number: 244

Date: January 20, 2015

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

- Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).
- Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road
- Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 13.00 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. **Save document prior to submitting electronically. Submit to SDE by February 29, 2016.**

Mountain View school district has a total of 10 routes that meet the hardship criteria, have included 3 (Kooskia routes)

Battle Ridge route meets the requirements for the funding cap appeal for all three criteria's. It averages 23 riders per 60.6 miles daily run which equals .38 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). It has 60.6 miles of road with 36.8 unpaved which equals .60, which is more than the majority on unpaved surface. It has 60.6 miles total with 10.6 miles at 5% slope, which equals 17% of the route which is greater than the state requirement of 10% of the miles.

Clearwater route meets the requirements for the funding cap appeal for two of the criteria's. It averages 21 riders per 70 miles daily run which equals .30 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). It has 70 miles total with 12 miles at 5% slope, which equals 17% of the route which is greater than the state requirement of 10% of the miles.

Lukes Gulch route meets the requirements for the funding cap appeal for two of the criteria's. It averages 19 riders per 47 miles daily run which equals .40 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). It has 47 miles total with 8.8 miles at 5% slope, which equals 18% of the route which is greater than the state requirement of 10% of the miles.

We have 23 routes, and these represent 13% of our routes.

Sherry Ybarra

Superintendent Signature:

Date:

1-22-16

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The State Board of Education approved disapproved the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

**CONSENT AGENDA
JUNE 16, 2016**

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CONSENT AGENDA
JUNE 16, 2016



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
BOISE, IDAHO 83720-0027

SHERRI YBARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data

2015

District Name: Orofino

Number: 171

Date: January 20, 2016

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).

Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road

Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 13.00% more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by February 29, 2016.

CONSENT AGENDA
JUNE 16, 2016

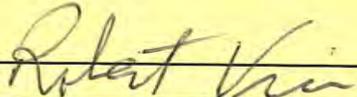
Orofino Jt. school district has a total of 6 routes that meet the hardship criteria, have included two.

Orofino school district route 10 meets the requirements for the funding cap appeal as checked above. This route averages 23 riders per 95 miles daily run which equals .24 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 10 has 95 miles total with 12 miles at 5% slope or more, which equals 12% of the route which is greater than the state requirement of 10% of the miles. These conditions were verified by SDE officials. This is a hardship route.

Orofino school district route 11 meets the requirements for the funding cap appeal as checked above. This route averages 54 riders per 86 miles daily run which equals .71 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). Route 11 has 76 miles total with 46 miles at 5% slope or more, which equals 60% of the route which is greater than the state requirement of 10% of the miles. These conditions were verified by SDE officials. This is a hardship route.

We have 15 routes; therefore, these routes represent 13% of our routes.

Superintendent Signature:



Date:

1-25-16

Shaded Area Below is for State Department of Education Use Only

The State Board of Education approved disapproved the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

CONSENT AGENDA
JUNE 16, 2016



STATE DEPARTMENT OF EDUCATION

P.O. BOX 83720
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SHERRI YBARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

103% Funding Cap Appeal Application for Fiscal Year:

Use Tab Key To Enter Data
2015

District Name: St. Maries

Number: 41

Date: January 20, 2016

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).

Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road

Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 9.50% more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by February 28, 2016.

**CONSENT AGENDA
JUNE 16, 2016**

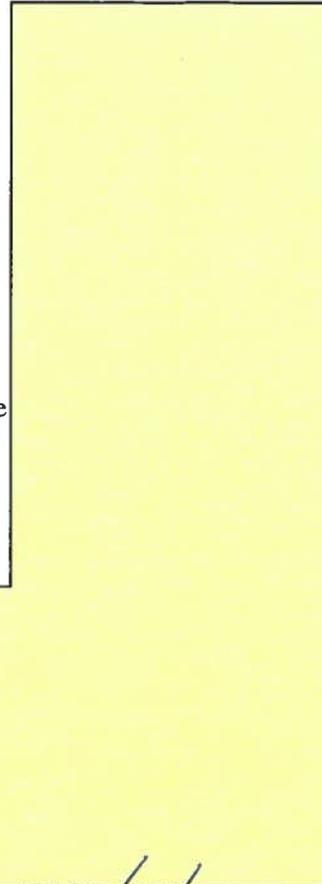
Route B meets the requirements for the funding cap appeal as checked above. This route averages 31 riders per 101 miles daily run which equals .31 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85).

Route B has 101 miles of road with 66 unpaved which equals .65, which is more than the majority on unpaved surface.

Route B has 101 miles total with 23 miles at 5% slope, which equals 23% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.

Route C meets the requirements for the funding cap appeal as checked above. This route averages 21 riders per 35 miles daily run which equals .60 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85).

Route B has 35 miles total with 14 miles at 5% slope, which equals 40% of the route which is greater than the state requirement of 10% of the miles. These conditions were previously verified by SDE officials.



Superintendent Signature: _____

Date: _____

1/21/2016

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The State Board of Education approved _____ disapproved _____ the district's appeal and request at its regularly scheduled meeting on _____ at a Funding Cap Rate of _____ % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

CONSENT AGENDA
JUNE 16, 2016



STATE DEPARTMENT OF EDUCATION

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SHERRI YBARRA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

Division of Student Transportation

Use Tab Key To Enter Data

103% Funding Cap Appeal Application for Fiscal Year:

2015

District Name: Lapwai

Number: 341

Date: January 21, 2016

The school district identified above is subject to a pupil transportation funding cap in accordance to 33-1006, Idaho Code, and is appealing to the State Board of Education for relief from financial penalty due to a hardship bus run(s). To qualify, such bus run(s) shall meet at least two (2) of the following criteria:

(Please check all applicable boxes by using mouse key).

Number of student riders per mile is less than 50% of the statewide average number of student riders per mile (see cell E5 on Funding Cap Model).

Less than a majority of the miles on the hardship bus run(s) are by paved surface, concrete or asphalt, road

Over 10% of the miles driven on the hardship bus run(s) are a 5% slope or greater

The district is requesting a funding rate increase of 36.00 % more than the 103% percentage rate limit, necessary to eliminate its funding cap penalty, in accordance to 33-1006, Idaho Code. The State Board of Education may set a new limit that is greater than 103%, but is less than the percentile limit requested by the school district. However, the percentage increase in the 103% cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run.

Please provide detailed justification and rationale for this request and appeal. Report the total number of bus routes and detailed information on the routes that are potentially considered hardship bus runs. If necessary, attach supporting information and documentation. Save document prior to submitting electronically. Submit to SDE by February 29, 2016.

Lapwai school district has 2 routes that meet the hardship criteria.

Lenore route meets the requirements for the funding cap appeal for two of the criteria's. It averages 62 riders per 99 miles daily run which equals .62 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). It has 99 miles total with 12 miles at 5% slope, which equals 12% of the route which is greater than the state requirement of 10% of the miles.

Tom Beall route meets the requirements for the funding cap appeal for two of the criteria's. It averages 26 riders per 42 miles daily run which equals .62 riders per mile which is below the state requirement of 50% of the statewide average number of riders per mile (.85). It has 42 miles total with 34 miles at 5% slope, which equals 81% of the route which is greater than the state requirement of 10% of the miles.

We have 11 runs, and these represent 36% of our runs.

CONSENT AGENDA
JUNE 16, 2016



Superintendent Signature:

David M. Cifer

Date:

1-27-16

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The State Board of Education approved disapproved the district's appeal and request at its regularly scheduled meeting on at a Funding Cap Rate of % greater than the 103% percentage rate limit, necessary to eliminate the funding cap penalty.

**CONSENT AGENDA
JUNE 16, 2016**

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider		
Fiscal Year 2015 Data - Approved Costs Reimbursed in Fiscal Year 2016 (Tenth Capped Year)		
Set percentage cap to apply to statewide average	103%	Riders per Mile
Revised:	4/20/2016 - 3rd draft	
	Cost Per Mile	Cost Per Rider
Statewide Averages before cap	\$3.71	\$805
Statewide Averages after cap	\$3.82	\$829
Total Savings From Cap	\$566,771	Capped Reimb.
Savings Following Appeals & State Board Action	\$390,833	\$75,156,665

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns X & Y)	Cost Per Mile as a % of State Average	Cost Per Rider as a % of State Average	District Above Both State Average Measures	Funding Cap Penalty Waived	% Hardship Bus Run Waived	Final Payment Amount	Reimbursement amount without hardship waiver	Difference
011	MEADOWS VALLEY DISTRICT	\$21,402	46%	190%	369%	TRUE	TRUE	0.250	\$52,845	\$46,694	\$6,151
041	ST MARIES JOINT DISTRICT	\$22,021	5.5%	109%	231%	TRUE	TRUE	0.950	\$542,473.00	\$520,452.00	\$22,021
071	GARDEN VALLEY DISTRICT	\$53,799	37.4%	166%	346%	TRUE	TRUE	0.300	\$170,632.00	\$145,016.00	\$25,616
171	OROFINO JOINT DISTRICT	\$19,011	5.4%	109%	131%	TRUE	TRUE	0.130	\$496,869.00	\$477,858.00	\$19,011
244	MOUNTAIN VIEW SCHOOL DISTRICT	\$41,182	7.8%	112%	230%	TRUE	TRUE	0.130	\$701,180.00	\$659,998.00	\$41,182
281	MOSCOW DISTRICT	\$47,528	11.1%	139%	116%	TRUE	TRUE	0.125	\$558,018.00	\$512,312.00	\$45,706
305	HIGHLAND JOINT DISTRICT	\$11,952	8.0%	112%	396%	TRUE	TRUE	0.400	\$205,829.00	\$193,877.00	\$11,952
341	LAPWAI DISTRICT	\$4,299	3.7%	107%	219%	TRUE	TRUE	0.360	\$151,942.00	\$147,643.00	\$4,299

D This column is for informational purposes only.

AA Percentage of hardship waiver received from district.

AP I calculated the amount before the waivers were applied.

AQ Difference between reimbursement amounts with and without waivers
For the most part, the amount in AQ is the same as in C meaning their waiver % was high enough to cover the total amount that was capped.
Garden Valley for example, asked for 30% waiver but they would have needed 63% to get total amount in column c.
On the flip side, St Maries asked for 9.5% but only needed 6% so they just get back what they need but not more.
(Looking at either column Q or R)

**CONSENT AGENDA
JUNE 16, 2016**

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CONSENT
JUNE 16, 2016

SUBJECT

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

REFERENCE

June 2008	Board approved the current Mathematics Curricular Review.
August 2015	Board deferred the adoption of updated Mathematics curricular materials until such time as an additional review could be completed by the committee.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-118, 333-118A, Idaho Code
Idaho State Board of Education Governing Policies & Procedures, Section V.B.8.
IDAPA 08.02.03.128 - Rules Governing Thoroughness

BACKGROUND/DISCUSSION

The Administrative Rules of the State Board of Education, IDAPA 08.02.03.128, describe the adoption process for curricular materials as an adoption cycle of six (6) years. Curricular materials are defined as "textbook and instructional media including software, audio/visual media and internet resources" (Idaho Code 33-118A.) Idaho is a multiple adoption state which means Idaho recommends multiple titles from multiple publishers in a specific content area. The CMSC is charged with the responsibility to screen, evaluate, and recommend curricular materials for adoption by the State Board of Education.

An additional review of the Mathematics curricular materials was completed as directed by the Board at the August 2015 Board meeting. The curricular materials review week was held March 7-9, 2016. Ninety-seven content area specialists assisted the eight selection committee members in the evaluation of the curricular materials.

IMPACT

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.

ATTACHMENTS

Attachment 1 – 2016 Curricular Materials Recommendations Document Page 3

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STAFF COMMENTS AND RECOMMENDATIONS

At the August 2015 Board meeting, concern was expressed by some Board members that, based on some of the reviewer comments, the review of the math materials appeared to have not been entirely based on their alignment to the state content standards. The Board requested the approval of the math curricular material be deferred until such time as an additional review can be completed by the committee.

The definitions of the rating (classification) for each recommendation may be found on page 4 of Attachment 1.

BOARD ACTION

I move to approve the adoption of the Mathematics curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2016
**Curricular Materials
Recommendations**

**Curricular Materials
Adoption Process**



Idaho State Department of Education

Sheri 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 2016 Session called for reviewing curricular materials in the interim subject area of Mathematics.

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; 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.

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- 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.
- 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)

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- 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/academic/curricular/materials.html>.

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:

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

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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/academic/curricular/contact/Curricular-Materials-Regional-Centers.pdf>.

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: <http://www.sde.idaho.gov/academic/curricular/materials/files/adoption-process/Adoption-Process-Reconsideration-of-Materials-Form.pdf>.

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
2016

COMMITTEE MEMBER	CONTACT INFORMATION
<p>Executive Secretary, Idaho State Department of Education Elizabeth Flasnick 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: eflasnick@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) Nichole Hall Coordinator, Mathematics Idaho State Department of Education PO Box 83720 Boise, ID 83720-0027</p>	<p>Phone: 208-332-6932 E-mail: nhall@sde.idaho.gov</p>
<p>Curriculum Consultant, Idaho State Department of Education (Ex-officio) Rick Kennedy Coordinator, Instructional 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>

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<p>Representative of the State's Institutions of Higher Education Sarah Anderson Boise State University</p>	<p>Phone: E-mail: 5-Year Term Expires: October 31, 2020</p>
<p>Representative of the State's Institutions of Higher Education Lori Conlon Khan Boise State University</p>	<p>Phone: E-mail: lori.conlonkhan@boiseschools.org 5-Year Term Expires: October 31, 2020</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>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 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, 2021</p>
<p>Idaho Public School Elementary Classroom Teacher Catherine Griffin Heritage Community Charter Special Education Director 1803 E Ustick Rd. Caldwell, ID 83605</p>	<p>Phone: 208-453-8070 E-mail: cgriffin@heritagecommunitycharter.com 5-Year Term Expires: October 31, 2020</p>
<p>Idaho Public School Elementary Classroom Teacher Tauna Johnson Genesee Elementary School 330 W Ash Ave. Genesee, ID 83832</p>	<p>Phone: 208-285-1162 E-mail: tjohnson@sd282.org 5-Year Term Expires: October 31, 2020</p>
<p>Idaho Public School Elementary Classroom Teacher Zoe Jorgensen Idaho Falls School District Bush Elementary Magnet School</p>	<p>Phone: 208-525-7602 E-mail: jorgzoe@d91.k12.id.us 5-Year Term Expires: October 31, 2020</p>
<p>Idaho Public School Elementary Classroom Teacher Sharon Tennent Boise Independent School District Math Coach</p>	<p>Phone: E-mail: sharon.tennent@boiseschools.org 5-Year Term Expires: October 31, 2020</p>
<p>Idaho Public School Secondary Classroom Teacher Lisa Olsen Rocky Mountain Middle School</p>	<p>Phone: 208-525-4403</p>

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<p>3443 N. Ammon Rd. Idaho Falls, ID 83401</p>	<p>E-mail: olsenl@d93.k12.id.us 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>
<p>Idaho Public School Secondary Classroom Teacher Melyssa Ferro Caldwell School District Syringa Middle School 1100 Willow St. Caldwell, ID 83605</p>	<p>Phone: 208-455-3305 E-mail: Mferro@caldwellschools.org 5-Year Term Expires: October 31, 2020</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, 2021</p>
<p>Representative Laree Jansen 3669 North 3200 East Kimberly, ID 83341-5344</p>	<p>Phone: 208-733-1168 E-mail: lareej@cablone.net 5-Year Term Expires: June 30, 2021</p>

2016 Curricular Materials and Online Resources Recommendations

Curricular Materials Recommendations - Interim Year Adoption

It was moved by Laree Jansen, seconded by Stacey Jensen, and carried that the curricular materials listed and marked as approved in the Subject Area Review Books for the *Interim Year Adoption* of Mathematics 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.

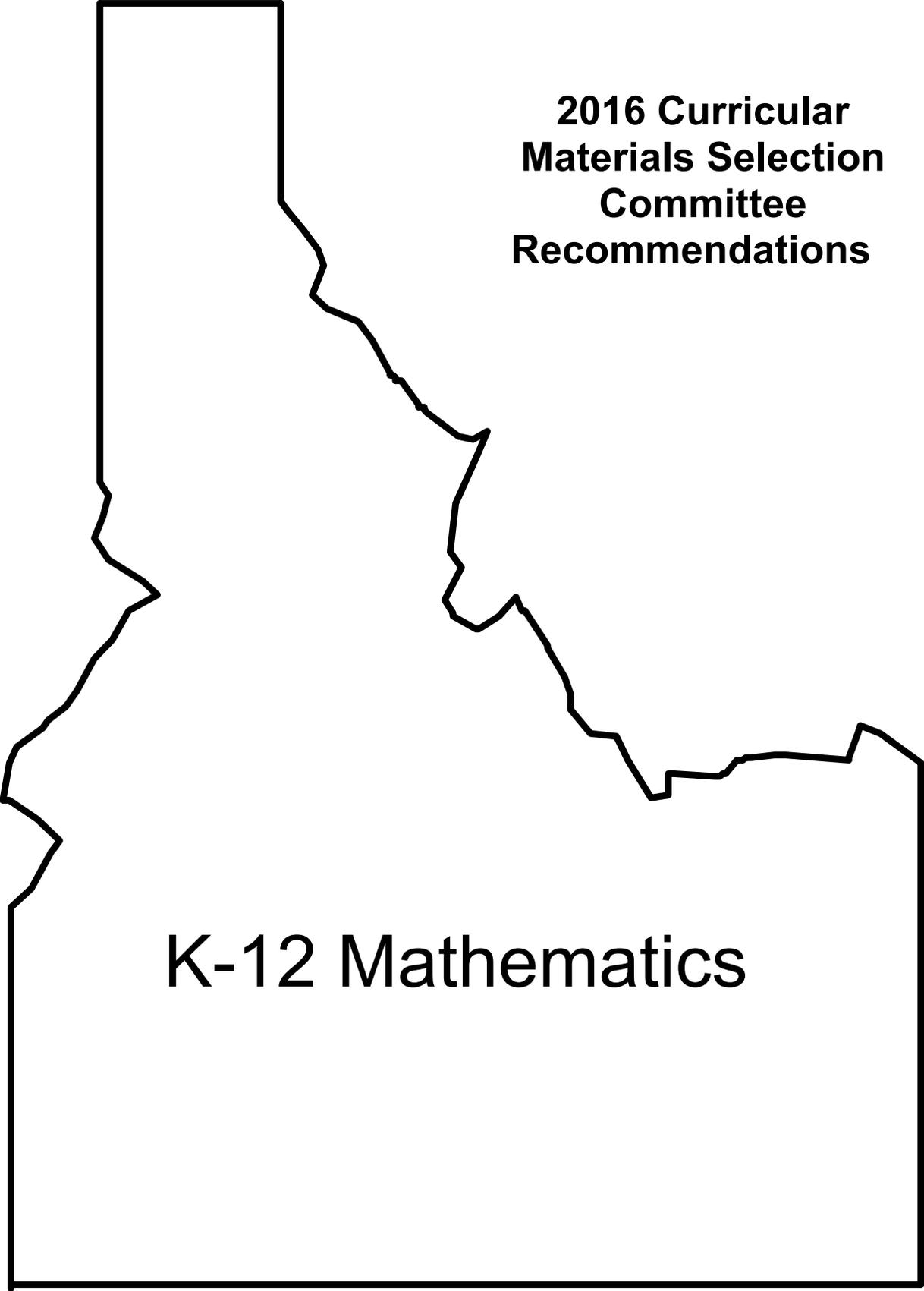
Adjournment

Motion for adjournment was made by Laree Jansen, seconded by a Unanimous Vote, and carried to adjourn the meeting on March 9, 2016.

Respectfully submitted,

Elizabeth Flasnick
Executive Secretary

**2016 Curricular
Materials Selection
Committee
Recommendations**



K-12 Mathematics

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Classifications of Curricular Materials:

Core Mathematics Program- a complete stand-alone program which meets the focus, coherence and rigor of the Idaho Core Mathematics Standards, with minimal or no need for supplemental materials. Substantial evidence clearly supports the designation of this program as Core.

Other Mathematics Program- a program that substantially, but partially, meets the focus, coherence and rigor of the Idaho Core Mathematics Standards, with some need for supplemental materials. Substantial evidence clearly supports the designation of this program as Other.

Component Mathematics Program- a program designed and intended to be used with another program. This program supports and/or enhances the focus, coherence and rigor of Core and Other Programs. Substantial evidence clearly supports the designation of this program as Component.

Intervention Program- a program designed and intended to target and support students' specific needs. Substantial evidence clearly supports the designation of this program as Intervention.

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Big Ideas Learning	Big Ideas Math Green: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	6	978-1-60840-449-0	Core	
	Notes: <ul style="list-style-type: none"> • Lots of resources for students, teacher, and parents • Laurie's notes are a great resource for teachers • Progression is great across all grades • Different paths for regular and accelerated 						
	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 Green: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2014	6	978-1-60840-456-8		
	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			

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	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): Teaching Edition, Assessment Book, Resources by Chapter, Record and Practice Journal, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	6	978-1-68033-272-8	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Big Ideas Learning	Big Ideas Math Red: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	7	978-1-60840-450-6	Core
	Notes: <ul style="list-style-type: none"> • Lots of resources for students, teacher, and parents • Laurie's notes are a great resource for teachers • Progression is great across all grades • Different paths for regular and accelerated 					
	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		

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	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	
	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): Teaching Edition, Assessment Book, Resources by Chapter, Record and Practice Journal, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	7	978-1-68033-274-2	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Big Ideas Learning	Big Ideas Math Blue: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	8	978-1-60840-451-3	Core
	<p>Notes: Strengths: This book is much “smaller” in comparison to many other text books. This is due to the coherence to the CCSS with basic review instead of comprehensive review of previous grades. The teacher’s edition is an invaluable resource that gives multiple lesson strategies, presentations of learning, and motivational strategies. The curriculum is CCSS aligned with strict obedience to the mathematical practices and grade level vocabulary. Hardback student text will hold up better than other books.</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</p>					

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	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	
	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): Teaching Edition, Assessment Book, Resources by Chapter, Record and Practice Journal, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	8	978-1-68033-276-6	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Big Ideas Learning	Big Ideas Math Red Accelerated: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	7	978-1-60840-505-3	Core
	Notes: Strengths: <ul style="list-style-type: none"> • Lots of resources for students, teacher, and parents • Laurie’s notes are a great resource for teachers • Progression is great across all grades • Different paths for regular and accelerated Weaknesses:					

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- ELL suggestions don't include writing prompts or realia.
- Laurie's notes there are times where one specific method is said to be the only way to solve a problem (pg. T-100) when in fact, mathematically there are multiple ways one can arrive at the correct answer.

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): Red/Red Accelerated Teaching Editions, Red Assessment Book, Red Resources by Chapter, Red Accelerated Resource by Chapter and Assessment Book, Red/Red Accelerated Record and Practice Journals, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	7	978-1-68033-278-0	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Big Ideas Learning	Big Ideas Math Algebra 1: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	8	978-1-60840-452-0	Core
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> This book is “smaller” in comparison to other math text books. This is due to the coherence to the CCSS with basic review instead of comprehensive review throughout the text. Many resources to help support the teacher and also the students learning at different ability levels. Hardback text which would hold up to multiple year use. The curriculum is CCSS aligned with strict adherence to the mathematical practices and grade level vocabulary. This book follows the accelerated Traditional Pathway found in Appendix A of the Mathematics CCSS. The standards covered in this book align directly with the Overview of the Accelerated Traditional Pathway for the CCSS found on pages 82-91 of Appendix A. Every standard is covered. <p>Weaknesses:</p> <ul style="list-style-type: none"> The visual design is a little elementary. Otherwise, a very well designed textbook. 					
	<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</p>					

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	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 Online (6 years)	Ron Larson & Laurie Boswell	2014	8	978-1-60840-504-6	
	Big Ideas Math Algebra 1 Teacher Resource Package (6 years): Teaching Edition, Assessment Book, Resources by Chapter, Record and Practice Journal, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	8	978-1-68033-284-1	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Big Ideas Learning	Big Ideas Math Advanced 1: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	6	978-1-60840-526-8	Core
	Notes: <ul style="list-style-type: none"> • Lots of resources for students, teacher, and parents • Laurie's notes are a great resource for teachers • Progression is great across all grades 					

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	<ul style="list-style-type: none"> Different paths for regular and accelerated 																																				
	<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>																																				
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	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 Online (6 years)	Ron Larson & Laurie Boswell	2014	6	978-1-60840-581-7	
	Big Ideas Math Advanced 1 Teacher Resource Package (6 years): Green/Advanced 1 Teaching Editions, Green Assessment Book, Green Resources by Chapter, Advanced 1 Resource by Chapter and Assessment Book, Green/Advanced 1 Record and Practice Journals, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	6	978-1-68033-280-3	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Big Ideas Learning	Big Ideas Math Advanced 2: A Common Core Curriculum	Ron Larson & Laurie Boswell	2014	7	978-1-60840-527-5	Core
	<p>Notes: Overall the material aims to meet the needs of all learners. There are many attempts at building conceptual understanding that work and some that ultimately end up being procedural in nature. There are plenty of support materials and suggestions for teachers. The student's Record and Practice Journal is a great tool for recording work on the group/partner activities utilized throughout the materials. There are a variety of assessment materials to choose from and including alternative assessments. Each of the assessment items includes either an item analysis or a scoring rubric (alternative assessment only). There are plenty of online resources for students to access and a Skills Review and Basic Skills Handbook. This does not however, indicate grade level or content standard aligned to the skills. The pacing allows adequate time for students to work through the concepts including many group and partner tasks.</p> <p>Visually, the book is busy and seems jam-packed. Teachers will need to be selective in what they choose to ask students to work on.</p> <p>Teachers will need to push students to higher levels of instruction on mathematical practice standards. This is an area of weakness of this text. The standards are present and addressed, but are not pushing students to think critically or apply their own strategies and models to solve.</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 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	

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	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	
	Big Ideas Math Advanced 2 Teacher Resource Package (6 years): Blue/Advanced 2 Teaching Editions, Blue Assessment Book, Blue Resources by Chapter, Advanced 2 Resource by Chapter and Assessment Book, Blue/Advanced 2 Record and Practice Journals, Skills Review and Basic Skills Handbook, and online teaching license	Ron Larson & Laurie Boswell	2014	7	978-1-68033-282-7	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Big Ideas Learning	Big Ideas Math Algebra 1: A Common Core Curriculum	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-838-2	Core
	Notes: Strengths: <ul style="list-style-type: none"> • Clear communication and visible connections across clusters/concepts throughout text Weaknesses: <ul style="list-style-type: none"> • Little explicit attention to comparing various strategies to develop ability to apply 					

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	<p>opportunistic strategies-leads to perhaps weaker conceptual understanding of procedures.</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 Laurie's Notes in the Teaching Edition</p>					
	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): Teaching Edition, Assessment Book, Resources by Chapter, Student Journal, and online teaching license	Ron Larson & Laurie Boswell	2015	9-12	978-1-68033-286-5	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Big Ideas Learning	Big Ideas Math Geometry: A Common Core Curriculum	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-839-9	Core
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> Problems with scaffolding and differentiation 					

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- Laurie's Notes for beginning and advanced teachers
- Spiraling curriculum
- Lots of explorations
- List of postulates and theorems at end of text
- Dynamic real world applications
- Each chapter begins with a common core progression (ex T-298)
- Well developed, particularly if teacher uses Laurie's Notes

Weaknesses:

- Connection between the written textbook and the online components is not readily apparent within the lessons.
- No examples or diagrams in glossary

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 Geometry: A Common Core Curriculum Teaching Edition	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-842-9
Big Ideas Math Geometry Student Journal	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-853-5
Big Ideas Math Geometry Dynamic Student Resources Online (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-865-8
Big Ideas Math Geometry Student Print Package (6 years): Student Edition & Student Journal	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-579-9
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
Big Ideas Math Geometry Student Resource Package (6 years): Student Journal and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-590-4
Big Ideas Math Geometry Premium Student Resources Package (6 years): Student Edition, Student Journal, and online student license	Ron Larson & Laurie Boswell	2015	9-12	978-0-54458-585-0
Big Ideas Math Geometry Assessment Book	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-856-6

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	Big Ideas Math Geometry Resources by Chapter Book	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-859-7						
	Big Ideas Math Geometry Dynamic Teaching Resources Online (6 years)	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-862-7						
	Big Ideas Math Geometry Teacher Resource Package (6 years): Teaching Edition, Assessment Book, Resources by Chapter, Student Journal, and online teaching license	Ron Larson & Laurie Boswell	2015	9-12	978-1-68033-288-9						
Big Ideas Learning	Big Ideas Math Algebra 2: A Common Core Curriculum	Ron Larson & Laurie Boswell	2015	9-12	978-1-60840-840-5	Core					
<p>Notes:</p> <ul style="list-style-type: none"> • Text is well organized, flows well. • Supports: differentiation ideas, ELL supports, Math Practices • Leads with vocabulary, tying lessons/chapters nicely together • Appropriate formatting (i.e. text size) • Well developed • Lots of guidance for teachers with Laurie's Notes 											
<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>											
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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	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): Teaching Edition, Assessment Book, Resources by Chapter, Student Journal, and online teaching license	Ron Larson & Laurie Boswell	2015	9-12	978-1-68033-288-9	
Carnegie Learning	Carnegie Learning Algebra 1 Worktext (Print Only)	Carnegie Learning, Inc.	2012	HS	978-1-60972-152-7	Core
	Carnegie Learning Algebra 1 Worktext (Print Only)	Carnegie Learning, Inc.	2012	HS	978-1-60972-152-7	
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Quality exercises • Covers Widely Applicable Prerequisites, standards, and mathematical practices • Requires the students to write about their thinking and discuss with other students • Extensive online resources <p>Weaknesses:</p> <ul style="list-style-type: none"> • Lacks accommodations for English Language Learners and gifted students • Mathematical Practices are not clearly marked in the teacher or student texts • Paperback, would have to be replaced often or lots of copies would need to be made • Multiple books for the students and teachers • Not a good text to picture ratio • Bland and boring in appearance • There are no examples that are fully worked out so that a student who was absent from class could go back and try and learn the material on their own <p>It is worth noting, that in order to adopt Carnegie Learning in high school it would be necessary to adopt the same curriculum at least in grades 6-8.</p>					
	<p>Key Features: The Carnegie Learning Algebra I 3rd Edition text was developed to support students as they build their mathematical understanding and make connections both from previous years and within the different mathematical clusters outlined in the Common Core State Standards for Mathematics, as specified in Appendix A Pathways. The materials were strongly influenced by research into how students learn mathematics and how to best motivate them to succeed academically.</p> <p>The instructional design of the Carnegie Learning Algebra I 3rd Edition text includes:</p>					

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- A student-centered approach that focuses on students thinking about and discussing mathematics as active participants in their learning.
- Tasks that make use of models—real-world situations, graphs, diagrams, and worked examples, among others—to help students see and make connections between different topics.
- Questions written to promote analysis, to develop higher-order-thinking skills, and to encourage students to seek mathematical relationships.

The instructional materials provide investigations, applications, and practice with on-course-level problems. The consumable *Student Text* is the primary classroom resource and provides a record of the students' thinking, reasoning, and problem solving. The Lessons, each comprised of several Problems, were written to engage and motivate students, develop conceptual understanding and procedural fluency, and provide opportunities for students to assess their own understanding. The goal of the instructional materials is for students to view mathematics as a set of related topics rather than as a set of discrete topics. Students should understand why algorithms work, not just memorize procedures.

Each Lesson within the Student Text:

- Demonstrates the usefulness of mathematics in the real world
- Provides access for all students
- Connects to and builds upon prior knowledge and experiences
- Develops conceptual and procedural knowledge
- Requires thinking, modeling, reasoning, and explaining mathematical ideas
- Engages students in accountable discourse
- Provides opportunities to assess student understanding

Each Problem within a Lesson exhibits one of these attributes:

- New concept development through problem solving and investigations
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Student Assignments and *Skills Practice Worksheets* additional practice and engagement through the Carnegie Learning Online Resource Center. The *Student Assignments* provide opportunities for students to practice and apply their understanding of the mathematical objectives addressed in the corresponding student lesson. The *Student Skills Practice* is a supplemental resource that provides targeted practice of discrete skills within each student lesson. Each *Skills Practice* worksheet contains two sections—vocabulary and problem sets. Also provided on the Carnegie Learning Online Resource Center are See It-Try It videos. These videos explore, animate, or demonstrate a key concept or collection of concepts. Each

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	<p>video is tagged with its corresponding text Lesson and Problem.</p> <p>Each chapter includes a variety of <i>Assessments</i>, e.g., Pre-test, Post-test, Mid-Chapter, End of chapter, and Standardized Test Practice. Additionally, <i>Assessments</i> and additional practice worksheets can easily be generated through the ExamView test generator.</p> <p>Carnegie Learning Algebra I 3rd Edition Table of Contents</p> <ul style="list-style-type: none"> • Quantities and Relationships • Graphs, Equations, and Inequalities • Linear Functions • Sequences • Exponential Functions • 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 <table border="1" data-bbox="300 829 1323 976"> <tr> <td>Carnegie Learning Algebra 1 Teacher Text Set</td> <td>Carnegie Learning, Inc.</td> <td></td> <td>HS</td> <td>978-1-60972-160-2</td> </tr> <tr> <td>Carnegie Learning Algebra 1 Online Student Skills Practice</td> <td>Carnegie Learning, Inc.</td> <td></td> <td>HS</td> <td></td> </tr> <tr> <td>Carnegie Learning Algebra 1 Student Assignments</td> <td>Carnegie Learning, Inc.</td> <td></td> <td>HS</td> <td></td> </tr> </table>					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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Carnegie Learning Algebra I 3rd Edition Table of Contents

- Quantities and

- Analyzing Data Sets for One Variable
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- Real Number Systems
- Other Functions and Inverses

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	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Guided discussion format & approach good • Consumable materials are appealing & not overwhelming • Lesson themes used to introduce section and carried through • Adaptable for all students through focus on communication <p>Weaknesses:</p> <ul style="list-style-type: none"> • Specific helps for ELLs & other needs could be more explicit • Two distinct manuals for Assignments & Skills Practice could be seen as a weakness 					
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Carnegie Learning Geometry 3rd Edition Table of Contents

- | | |
|---|--------------------------------|
| • Tools of Geometry | • Using Congruence Theorems |
| • Introduction to Proof | • Trigonometry |
| • Perimeter and Area of Geometric Figures on the Coordinate Plane | • Properties of Quadrilaterals |
| • Three-Dimensional Figures | • Circles |
| | • Arcs and Sectors of Circles |
| | • Circles and Parabolas |
| | • Probability |

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	<ul style="list-style-type: none"> • Properties of Triangles • Similarity Through Transformations • Congruence Through Transformations 					
	Carnegie Learning Geometry Teacher Text Set	Carnegie Learning, Inc.		HS	978-1-60972-221-0	
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- Prerequisite Chapter
- End of chapter review summary
- How Do You See It, Exploration, Summarize, and Problem Solving given in each section and/or chapter
- Scope and sequence
- Scaffolding of exercises
- Pictures and illustrations do not distract from content
- Lesson Plan book gives pacing guides, more examples, and section objectives
- Disc has nice resources

Weaknesses:

- The ELL only supports Spanish learners
- The red on whit cannot be seen by some color blind students
- No differential resources for teachers

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.

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.
- Algebra Helps direct students to sections of the textbook where they can review algebra skills needed to master the current topic.
- 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.
- Chapter Summaries include explanations and examples of the objectives taught in the chapter.

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<ul style="list-style-type: none"> 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. Checkpoint Problems encourage immediate practice and check students' understanding of the concepts in the paired example. Expanded 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. <p>Series Companion Website features chapter projects, data tables, assessments, study tools, video solutions, and more to support students outside the text.</p>					
Larson, Trigonometry 9e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	9-12	9781305547360	
Larson, Trigonometry 9e ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	9-12	9781305547537	
Instructor's Annotated Edition	Larson	2014	9-12	9781133954316	
Complete Solutions Manual	Larson	2014	9-12	9781133954309	
High School Lesson Plans	Larson	2014	9-12	9781285416915	
PowerLecture CD-ROM with ExamView® Test Generator	Larson	2014	9-12	9781133953579	
DVD Program	Larson	2014	9-12	9781133954279	
Student Notetaking Guide	Larson	2014	9-12	9781133953630	
Student Solutions Manual	Larson	2014	9-12	9781133954293	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN
Cengage	College Prep Algebra, 1/E	Larson	2014	9-12	9781285182629
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> Helpful teacher notes in the margins of the teacher's edition including common misconceptions by students Extensive number of procedural and conceptual problems in each lesson Many different examples with different levels of difficulties Quality scaffolding in each lesson Hard cover, colorful, quality graphics, good text to graphic ratio Extensive online resources 					Core

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	<ul style="list-style-type: none"> • Quality modeling and conceptual problems • Highlights vocabulary • Students spend well of 50% of their time on WAPs <p>Weaknesses:</p> <ul style="list-style-type: none"> • Doesn't cover F-BF.2 • Doesn't cover S-IC.1 • Doesn't cover F-LE.1 • No ELL accommodations throughout the text • Weak on Mathematical Practices 5 and 8 • Mathematical Practices aren't identified • Connections between clusters and domains is lacking 	
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	<p>Key Features: Ideal for 3rd or 4th year math students, COLLEGE PREP ALGEBRA presents a pedagogically sound, mathematically precise, and comprehensive text that provides students with the tools they need to master algebra.</p> <p>Features include:</p> <ul style="list-style-type: none"> • Integrates a wide variety of real-life applications throughout the text in examples and exercises that demonstrate the relevance of algebra to the real world, many of which use real data. • Examples that all have been carefully chosen to illustrate a particular mathematical concept or problem-solving technique, covering a wide variety of problems and titled for easy reference. • Many examples that offer detailed, step-by-step solutions with side comments to explain the key steps of the solution process. <p>Provides exercises that appear on the same page and immediately follow a corresponding example, eliminating the need to flip back and forth from example to exercise.</p>																																														
	<table border="1" style="width: 100%;"> <tr> <td style="width: 35%;">Larson, College Prep Algebra, 1e ©2014 Package: Student Edition + CourseMate (6-year Access)</td> <td style="width: 15%;">Larson</td> <td style="width: 15%;">2014</td> <td style="width: 15%;">9-12</td> <td style="width: 20%;">9781305335455</td> </tr> <tr> <td>Larson, College Prep Algebra ©2014 Package: VitalSource eBook + CourseMate (6-year Access)</td> <td>Larson</td> <td>2014</td> <td>9-12</td> <td>9781305339729</td> </tr> <tr> <td>Annotated Instructor's Edition</td> <td>Larson</td> <td>2014</td> <td>9-12</td> <td>9781285182674</td> </tr> <tr> <td>Complete Solutions Manual</td> <td>Larson</td> <td>2014</td> <td>9-12</td> <td>9781285182704</td> </tr> <tr> <td>PowerLecture CD-ROM with ExamView® Test Generator</td> <td>Larson</td> <td>2014</td> <td>9-12</td> <td>9781285182865</td> </tr> <tr> <td>Instructor's Resource Binder for Algebra Activities ©2011</td> <td>Larson</td> <td>2014</td> <td>9-12</td> <td>9780538736756</td> </tr> <tr> <td>High School Lesson Plans</td> <td>Larson</td> <td>2014</td> <td>9-12</td> <td>9781285457529</td> </tr> <tr> <td>Student Workbook</td> <td>Larson</td> <td>2014</td> <td>9-12</td> <td>9781285182773</td> </tr> <tr> <td>Student's Solutions Manual</td> <td>Larson</td> <td>2014</td> <td>9-12</td> <td>9781285182759</td> </tr> </table>	Larson, College Prep Algebra, 1e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	9-12	9781305335455	Larson, College Prep Algebra ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	9-12	9781305339729	Annotated Instructor's Edition	Larson	2014	9-12	9781285182674	Complete Solutions Manual	Larson	2014	9-12	9781285182704	PowerLecture CD-ROM with ExamView® Test Generator	Larson	2014	9-12	9781285182865	Instructor's Resource Binder for Algebra Activities ©2011	Larson	2014	9-12	9780538736756	High School Lesson Plans	Larson	2014	9-12	9781285457529	Student Workbook	Larson	2014	9-12	9781285182773	Student's Solutions Manual	Larson	2014	9-12	9781285182759	
Larson, College Prep Algebra, 1e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	9-12	9781305335455																																											
Larson, College Prep Algebra ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	9-12	9781305339729																																											
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Complete Solutions Manual	Larson	2014	9-12	9781285182704																																											
PowerLecture CD-ROM with ExamView® Test Generator	Larson	2014	9-12	9781285182865																																											
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Student's Solutions Manual	Larson	2014	9-12	9781285182759																																											

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Algebra and Trigonometry, 9/E	Larson	2014	9-12	9781285182872	Core
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Text includes a high level of rigor • Ample problems and exercises • Procedural and application exercises • Well-organized and logical structure • Visually appealing • Meets CCSSM 4th year standards <p>Weaknesses:</p> <ul style="list-style-type: none"> • Practice standards and state standards are not readily identifiable • Lacking conceptual understanding problems • Little support for ELL and other special populations • Assessments do not include rubrics, are only in multiple-choice format 						Core
<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:</p> <ul style="list-style-type: none"> • 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 						

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	<p>review previously learned vocabulary terms necessary to solve the section exercises.</p> <ul style="list-style-type: none"> • 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. <p>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>					
	Larson, Algebra and Trigonometry 9e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	9-12	9781305547353	
	Larson, Algebra and Trigonometry 9e ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	9-12	9781305547520	
	Instructor's Annotated Edition	Larson	2014	9-12	9781133954439	
	Complete Solutions Manual	Larson	2014	9-12	9781133954422	
	Student Notetaking Guide	Larson	2014	9-12	9781133953630	
	Student Solutions Manual	Larson	2014	9-12	9781133954415	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Precalculus with Limits, 3/E	Larson	2014	9-12	9781133962885	
*Submitted as Core	<p>Notes: Strengths: This curriculum has done a good job of supporting the ideas that are needed to the new standards. The WAP are represented in all facets of the text and conceptual understanding and real life applications are present throughout. Weaknesses: Some of the textbook is old school. There could be more places to pursue "we do" problems and differentiation in higher cognitive problems.</p>					

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	<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:</p> <ul style="list-style-type: none"> • 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 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. <p>Series Companion Website features chapter projects, data tables, assessments, study tools, video solutions, and more to support students outside the text.</p>				
	Larson, Precalculus with Limits 3e ©2014 Package: Student	Larson	2014	9-12	9781305615861

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	Edition + CourseMate (6-year Access)					
	Larson, Precalculus with Limits 3e ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	9-12	9781305547513	
	Teacher's Edition	Larson	2014	9-12	9781285059433	
	High School Lesson Plans	Larson	2014	9-12	9781133954118	
	Complete Solutions Manual	Larson	2014	9-12	9781133947479	
	Test Bank	Larson	2014	9-12	9781133947448	
	PowerLecture CD-ROM with ExamView® Test Generator	Larson	2014	9-12	9781133954583	
	DVD Program	Larson	2014	9-12	9781285177670	
	Student Notetaking Guide	Larson	2014	9-12	9781285059341	
	Student Solutions Manual	Larson	2014	9-12	9781285177694	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage *Submitted as Core	Precalculus with Limits: A Graphing Approach, 7/E, High School Edition	Larson	2016	9-12	9781305071711	
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Thoughtfully structured lessons • Contains problems with application and modeling • Organized sequential lessons • Good assessments and teaching components to help assist the teacher • Consistent layout of lessons and exercises throughout the text • Visually friendly <p>Weaknesses:</p> <ul style="list-style-type: none"> • Online Spanish resources but nothing within the text 					
	<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.</p> <p>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 is 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 					

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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.

Larson, Precalc w/ Limits AGA 7e HS edition ©2016 - Student Edition + CourseMate (6-year	Larson	2016	9-12	9781305547346
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	Access)					
	Larson, Precalc w/ Limits AGA 7e HS edition ©2016 - VitalSource eBook + CourseMate (6-year Access)	Larson	2016	9-12	9781305547506	
	PowerLecture DVD-ROM with ExamView Test Generator	Larson	2016	9-12	9781305117600	
	Text-Specific DVD Program	Larson	2016	9-12	9781305117143	
	Test Bank	Larson	2016	9-12	9781305117570	
	Lesson Plans for High School	Larson	2016	9-12	9781305117549	
	Wraparound Teacher's Edition	Larson	2016	9-12	9781305117532	
	Complete Solutions Manual	Larson	2016	9-12	9781305117662	
	Notetaking Guide	Larson	2016	9-12	9781305117150	
	Student Solutions Manual	Larson	2016	9-12	9781305117112	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage *Submitted as Core	Precalculus: Mathematics for Calculus, 7/E, High School Edition	Stewart, Redlin, Watson	2016	9-12	9781305115309	Core
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> The program is well written and easy to follow Good assessments and teaching components to assist the teacher Consistency in lessons and exercises throughout the text Organized and sequential lessons Real world applications and modeling problems <p>Weaknesses:</p> <ul style="list-style-type: none"> The Pre-Calculus text does not directly list or address the practice standards; however, it does present all of the practice standards within the lessons, exercises, and assessments <p>Key Features: This bestselling author team explains precalculus 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:</p> <ul style="list-style-type: none"> Focuses 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 					

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	<p>model real-life situations.</p> <ul style="list-style-type: none"> • 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. • Discovery Projects engage students by providing a challenging but accessible set of activities that enable them (perhaps working in groups) to explore in greater depth an interesting aspect of the topic they have just learned. • 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 now 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. <p>Geometry Review: Appendix A contains a review of the main concepts of geometry used in this book, including similarity and the Pythagorean Theorem.</p>					
	Stewart, Precalculus, 7e HS Ed ©2016 Package: Student Edition + CourseMate (6-year Access)	Stewart, Redlin, Watson	2016	9-12	9781305547339	
	Stewart, Precalculus, 7e HS Ed ©2016 Package: VitalSource eBook + CourseMate (6-year Access)	Stewart, Redlin, Watson	2016	9-12	9781305547490	
	Test Bank	Stewart, Redlin, Watson	2016	9-12	9781305253902	
	Complete Solutions Manual	Stewart, Redlin, Watson	2016	9-12	9781305253810	
	Teacher's Edition	Stewart, Redlin, Watson	2016	9-12	9781305115293	
	Study Guide	Stewart, Redlin, Watson	2016	9-12	9781305253728	
	Student Solutions Manual	Stewart, Redlin, Watson	2016	9-12	9781305253735	
	Notetaking Guide	Stewart, Redlin, Watson	2016	9-12	9781305253834	
<p>Publisher</p> <p>Cengage</p>	<p>Title of Material</p> <p>Calculus of a Single Variable, 10/E, AP® Edition</p> <p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Clear and concise design • Multiple representations of concepts are bundled • Examples do not span multiple pages 	<p>Author</p> <p>Larson</p>	<p>Copyright</p> <p>2014</p>	<p>Grade Level</p> <p>11-12</p>	<p>ISBN</p> <p>9781285060330</p>	<p>Recommendation</p> <p>AP Core</p>

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	<ul style="list-style-type: none"> • AP practice exercises included for each chapter • Text promotes higher order thinking skills through the “How do you see it?” and “Writing about Concepts” exercises • AP tips in the margins of the text are useful • Text includes section projects • Useful online support for students and teachers through videos and worked out solutions • Numerous real-world application problems in each lesson • Text uses precise mathematical language <p>Weaknesses:</p> <ul style="list-style-type: none"> • Supplementary teacher resources are lacking • No glossary in text • Text should include vocabulary review or preview with key terms emphasized • Assessment materials need to be improved • Interactive materials at LarsonCalculus.com use a deprecated plug-in (NPAPI)-does not work in Chrome or Edge 	
	<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.</p> <p>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 	

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	<p>chapter. The applications reference the examples or exercises featured. You can find a full listing of the applications in the Index of Applications.</p> <ul style="list-style-type: none"> 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>					
	Larson, Calculus of a Single Variable 10e ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	11-12	9781305547391	
	Larson, Calculus of a Single Variable 10e ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	11-12	9781305547568	
	AP® Teacher's Resource Guide and Lesson Plans	Larson	2014	11-12	9781285063041	
	Complete Solutions Guide, Volume 1 (Ch. P-5)	Larson	2014	11-12	9781285085760	
	Complete Solutions Guide, Volume 2 (Ch. 6-11)	Larson	2014	11-12	9781285085777	
	Test Bank	Larson	2014	11-12	9781285090597	
	PowerLecture DVD-ROM with ExamView® Test Generator	Larson	2014	11-12	9781285094458	
	Teacher's Resource Guide and Lesson Plans	Larson	2014	11-12	9781285063041	
	Fast Track to a 5 AP® Test Preparation Workbook	Larson	2014	11-12	9781285063263	
	Student Solutions Manual, Volume 1 (Ch. P-11)	Larson	2014	11-12	9781285085715	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Calculus of a Single Variable: Early Transcendental Functions, 6/E, AP® Edition	Larson	2015	11-12	9781285775913	AP Core
	<p>Notes: Strengths: The strengths of this curriculum are evident in the AP level questioning techniques and review. There are AP Exam tips, and interactive examples as well as videos of proofs to help students deepen their conceptual understanding. The author does a great job of presenting the material in a graphical, analytical, numerical, and verbal approach. Students are required to use mathematical reasoning and problem solving skills throughout each lesson of the text. There are a lot of historical and biographical information to help students understand the where, why, how and by who questions about calculus. Weaknesses: The only weakness found in the content of this text is the limited exercises, examples, and applications with vectors. Vectors typically do not show up until Calculus 3, so while they are mentioned in Calculus BC they are not a necessary content.</p> <p>Key Features: Calculus of a Single Variable: 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 that 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 of a Single Variable: Early Transcendental Functions has made the mastery</p>					

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	<p>of traditional calculus skills a priority, while embracing the best features of new technology and review.</p> <p>Features include:</p> <ul style="list-style-type: none"> • 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. <p>LarsonCalulus.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!</p>											
	<table border="1"> <tr> <td data-bbox="297 1633 646 1759">Larson, Calculus of a Single Variable: Early Transcendentals 6e ©2015 Package: Student Edition + CourseMate (6-year Access)</td> <td data-bbox="646 1633 837 1759">Larson</td> <td data-bbox="837 1633 976 1759">2015</td> <td data-bbox="976 1633 1068 1759">11-12</td> <td data-bbox="1068 1633 1321 1759">9781305547384</td> </tr> <tr> <td data-bbox="297 1759 646 1879">Larson, Calculus of a Single Variable: Early Transcendentals 6e ©2015 Package: VitalSource eBook + CourseMate (6-year Access)</td> <td data-bbox="646 1759 837 1879">Larson</td> <td data-bbox="837 1759 976 1879">2015</td> <td data-bbox="976 1759 1068 1879">11-12</td> <td data-bbox="1068 1759 1321 1879">9781305547551</td> </tr> </table>	Larson, Calculus of a Single Variable: Early Transcendentals 6e ©2015 Package: Student Edition + CourseMate (6-year Access)	Larson	2015	11-12	9781305547384	Larson, Calculus of a Single Variable: Early Transcendentals 6e ©2015 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2015	11-12	9781305547551	
Larson, Calculus of a Single Variable: Early Transcendentals 6e ©2015 Package: Student Edition + CourseMate (6-year Access)	Larson	2015	11-12	9781305547384								
Larson, Calculus of a Single Variable: Early Transcendentals 6e ©2015 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2015	11-12	9781305547551								

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	Teacher's Resource Guide	Larson	2015	11-12	9781285778365	
	Complete Solutions Manual Volume 1	Larson	2015	11-12	9781285774817	
	Complete Solutions Manual Volume 2	Larson	2015	11-12	9781285774824	
	Printed Test Bank	Larson	2015	11-12	9781285779072	
	PowerLecture DVD-ROM with ExamView® Test Generator	Larson	2015	11-12	9781285085838	
	Fast Track to a 5 AP® Test Preparation Workbook	Larson	2015	11-12	9781285775920	
	Student Solutions Manual	Larson	2015	11-12	9781285774800	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Calculus, 10/E, AP® Edition	Larson	2014	11-12	9781285060309	AP Core
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Writing opportunities in "How Do You See It" • There are exercises throughout each section that have students explain the concepts <p>Weaknesses:</p> <ul style="list-style-type: none"> • Looks like a college textbook that might not engage high school students 					
	<p>Key Features: 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> <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 					

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	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.					
	Larson, Calculus 10e 2014 ©2014 Package: Student Edition + CourseMate (6-year Access)	Larson	2014	11-12	9781305547407	
	Larson, Calculus 10e 2014 ©2014 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2014	11-12	9781305547575	
	AP® Teacher's Resource Guide and Lesson Plans	Larson	2014	11-12	9781285063041	
	Complete Solutions Guide, Volume 1 (Ch. P-5)	Larson	2014	11-12	9781285085760	
	Complete Solutions Guide, Volume 2 (Ch. 6-11)	Larson	2014	11-12	9781285085777	
	Complete Solutions Guide, Volume 3 (Ch. 12-16)	Larson	2014	11-12	9781285085807	
	Test Bank	Larson	2014	11-12	9781285090597	
	PowerLecture DVD-ROM with ExamView® Test Generator	Larson	2014	11-12	9781285094458	
	Teacher's Resource Guide and Lesson Plans	Larson	2014	11-12	9781285063041	
	Fast Track to a 5 AP® Test Preparation Workbook	Larson	2014	11-12	9781285063263	
	Student Solutions Manual, Volume 1 (Ch. P-11)	Larson	2014	11-12	9781285085715	
	Student Solutions Manual, Volume 2 (Ch. 12-16)	Larson	2014	11-12	9781285085753	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Calculus: Early Transcendental Functions, 6/E, AP® Edition	Larson	2015	11-12	9781285775890	AP Core
	Notes: Strengths: <ul style="list-style-type: none"> • The textbook is beautiful and flows well • Good pointers and extenders in the teacher binder • Text flow is logical • Lesson progress from simple to complex • Concepts appear to be in a usable order • Includes opportunities for students to write • Great additional resources Weaknesses: <ul style="list-style-type: none"> • Less conceptual and more mechanical • Fewer graphs, more mechanical 					

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- Text is sense for some learners
- It does not include enough table problems

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 that 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.

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.
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- Historical notes provide students with background information on the foundations of calculus and the people who created calculus.
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- 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

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	from the book, explore examples, view three-dimensional graphs, download articles from math journals, and much more!					
	Larson, Calculus: Early Transcendentals 6e ©2015 Package: Student Edition + CourseMate (6-year Access)	Larson	2015	11-12	9781305547377	
	Larson, Calculus: Early Transcendentals 6e ©2015 Package: VitalSource eBook + CourseMate (6-year Access)	Larson	2015	11-12	9781305547544	
	Teacher's Resource Guide	Larson	2015	11-12	9781285778365	
	Complete Solutions Manual Volume 1	Larson	2015	11-12	9781285774817	
	Complete Solutions Manual Volume 2	Larson	2015	11-12	9781285774824	
	Complete Solutions Manual Volume 3	Larson	2015	11-12	9780547213026	
	Printed Test Bank	Larson	2015	11-12	9781285779072	
	PowerLecture DVD-ROM with ExamView® Test Generator	Larson	2015	11-12	9781285085838	
	Fast Track to a 5 AP® Test Preparation Workbook	Larson	2015	11-12	9781285775920	
	Student Solutions Manual	Larson	2015	11-12	9781285774800	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Financial Algebra: Advanced Algebra with Financial Applications	Gerver, Sgroi	2014	9-12	9781285444857	Other
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • All standards are met • More than 50% of the students time is spent on the Widely Applicable Prerequisites • Connections are made in a purposeful and logical way • Table of contents are extremely helpful • Numerous opportunities for practice with both procedural and contextual problems • Provides many real world mathematical application problems • Scaffolding within lessons is strong • General format of book is very engaging and exceptional <p>Weaknesses:</p> <ul style="list-style-type: none"> • Does not note Mathematical Practices • Weak on requiring students to make mathematical arguments • ELL accommodations are lacking • Support for differing instructional approach is missing <p>Note: This curriculum could be very affective as a 4th year course at the high school level if the book is supplemented with resources that are lacking or missing.</p> <p>Key Features: Ideal for 3rd or 4th year math students, FINANCIAL ALGEBRA: ADVANCED ALGEBRA WITH</p>					

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	<p>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 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!</p> <p>Features include:</p> <ul style="list-style-type: none"> • 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. <p>Reality Check extends students' learning experience well beyond the classroom with specific suggestions for research, projects, and hands-on learning.</p>					
	Instructor's Resource CD-ROM	Gerver, Sgroi	2014	9-12	9780538450188	
	Interactive Whiteboard Presentation	Gerver, Sgroi	2014	9-12	9781111573638	
	ExamView®	Gerver, Sgroi	2014	9-12	9780538450195	
	Guided Practice CD-ROM	Gerver, Sgroi	2014	9-12	9781111575991	
	Workbook	Gerver, Sgroi	2014	9-12	9780538449700	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Statistics: Learning from Data, 1e, AP® Edition	Peck, Olsen	2014	11-12	9781285085241	AP Core
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Comprehensive AP textbook. Little to no supplementation would be necessary • Real-world data sets used throughout text • Problems are challenging and prepare students for the exam • Online, print, and DVD resources give teachers flexibility to choose which platform to use 					

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- Practice AP multiple choice and free response questions included in the resources

Weaknesses:

- The topic of surveys is not explicitly addressed in the text
- No support for ELL students

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.

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.
- 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.
- Chapter activities guide actively engage students' thinking about important ideas and concepts.
- 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.
- 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.
- 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.
- "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,
- 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.

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.

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	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	
	Teacher's Resource Guide	Peck, Olsen	2014	11-12	9781285738147	
	PowerLecture DVD-ROM with ExamView® Test Generator	Peck, Olsen	2014	11-12	9781285734378	
	Fast Track to a 5 AP® Test Preparation Workbook	Peck, Olsen	2014	11-12	9781285094649	
	Student Solutions Manual	Peck, Olsen	2014	11-12	9781285089836	
	JMP Technology Manual for Students	Peck, Olsen	2014	11-12	9781285164700	
	Minitab Technology Manual for Students	Peck, Olsen	2014	11-12	9781285164670	
	SPSS Technology Manual for Students	Peck, Olsen	2014	11-12	9781285164687	
	TI Calculator Manual for Students	Peck, Olsen	2014	11-12	9781285164748	
	Excel Technology Manual for Statistics	Peck, Olsen	2014	11-12	9781285164816	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Introduction to Statistics and Data Analysis, 5/E, AP® Edition	Peck, Olsen, Devore	2016	11-12	9781305267244	AP Core
	<p>Notes:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Very graphical • Text is broken into many small sections • Formulas and rules are easy to find in colored boxes • Plenty of student problems in each chapter • Organized and accessible for the ordinary student and supports the development of conceptual understanding • Analysis emphasized and higher order thinking • Engaging problems <p>Weaknesses:</p> <ul style="list-style-type: none"> • Difficult to find some concepts in text • Some topics not well represented in exercises <p>Key Features:</p> <p>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</p>					

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	<p>important AP® material or procedures.</p> <p><u>Features include:</u></p> <ul style="list-style-type: none"> • 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. <p>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.</p>					
	<p>An Introduction to Statistics and Data Analysis, 5e Package: Student Edition + Aplia + CourseMate (6-year access)</p>	<p>Peck, Olsen, Devore</p>	<p>2016</p>	<p>11-12</p>	<p>9781305470590</p>	
	<p>An Introduction to Statistics and Data Analysis, 5e Package: Aplia + CourseMate + VitalSource® eBook (6-year access)</p>	<p>Peck, Olsen, Devore</p>	<p>2016</p>	<p>11-12</p>	<p>9781305470606</p>	
	<p>PowerLecture CD-ROM with ExamView</p>	<p>Peck, Olsen, Devore</p>	<p>2016</p>	<p>11-12</p>	<p>9781305266087</p>	
	<p>Instructor's Annotated Edition</p>	<p>Peck, Olsen, Devore</p>	<p>2016</p>	<p>11-12</p>	<p>9781305252523</p>	
	<p>Teacher's Resource Binder with CD-ROM</p>	<p>Peck, Olsen, Devore</p>	<p>2016</p>	<p>11-12</p>	<p>9781305266056</p>	
	<p>Fast Track to a 5 Test Preparation Workbook</p>	<p>Peck, Olsen, Devore</p>	<p>2016</p>	<p>11-12</p>	<p>9781305266049</p>	
	<p>Student Solutions Manual</p>	<p>Peck, Olsen, Devore</p>	<p>2016</p>	<p>11-12</p>	<p>9781305265820</p>	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	<p>Understandable Statistics: Concepts and Methods, 11/E, AP® Edition</p>	<p>Brase, Brase</p>	<p>2015</p>	<p>11-12</p>	<p>9781285463063</p>	<p>AP Core</p>
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Logical flow of content from specific to general, skill practice to conceptual 					

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- Use of real world data sets
- Guided practice in each unit
- Chapter Review problems and the Using Technology at the end of each chapter help the students tie everything together
- "Preparing for the AP Statistics Examination" supplement helps students to become familiar with the exam

Weaknesses:

- The sue of color may be difficult for colorblind students
- No ELL support
- No glossary

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	11-12	9781305470064
Understandable Statistics: Concepts and Methods, 11e Package: Aplia + CourseMate + VitalSource® eBook (6-year access)	Brase, Brase	2015	11-12	9781305470071

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	Instructor's Annotated Edition	Brase, Brase	2015	11-12	9781285462820	
	Teacher's Resource Manual	Brase, Brase	2015	11-12	9781285463179	
	PowerLecture CD-ROM with ExamView® Test Generator	Brase, Brase	2015	11-12	9781285462851	
	DVD Program	Brase, Brase	2015	11-12	9781285462844	
	Notetaking Guide	Brase, Brase	2015	11-12	9781285464190	
	Student Solutions Manual	Brase, Brase	2015	11-12	9781285462837	
	Fast Track to a 5 AP® Test Preparation Workbook	Brase, Brase	2015	11-12	9781285464077	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Single Variable Calculus, 8/E, AP® Edition	Stewart	2016	11 - 12	9781305266704	AP Core
	<p>Notes: Strengths: The strengths of this curriculum are evident in the AP level questioning techniques and review. There are teacher supplements for exercises with full solutions and an available student solution manual that offers only solutions to odd exercises. The rigor of the text and the application and modeling questions are excellent especially with the preparation, mathematical vocabulary, and working for the AP Calculus test. Weaknesses: The online resource material is weaker for a new teacher. There are supplemental resources for the teacher in the form of study guides, student solutions manual, complete solutions manual, test bank, resource guide, and AP test Prep but these are hard to edit and take time to work through and organize. There is a test bank, but not a test generator.</p> <p>Key Features: James Stewart's Single Variable Calculus is widely renowned for its mathematical precision and accuracy, clarity of exposition, and outstanding examples and problem sets. Millions of students worldwide have explored calculus through Stewart's trademark style, while instructors have turned to his approach time and time again. In the Eighth Edition of Single Variable Calculus, Stewart continues to set the standard for the course while adding carefully revised content. 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 Eighth Edition. From the most unprepared student to the most mathematically gifted, Stewart's writing and presentation serve to enhance understanding and build confidence</p> <ul style="list-style-type: none"> • Four carefully crafted diagnostic tests in algebra, analytic geometry, functions, and trigonometry appear at the beginning of the text. These provide students with a convenient way to test their pre-existing knowledge and brush up on skills 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. • Every concept is supported by thoughtfully worked examples—many with step-by-step explanations—and carefully chosen exercises. The quality of this pedagogical system is what sets Stewart's texts above others. • 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 					

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	<p>science to motivate students and demonstrate the power of calculus as a problem-solving tool in a wide variety of fields.</p> <ul style="list-style-type: none"> Stewart's text offers an extensive collection of more than 8,000 quality exercises. Each exercise set is carefully graded, progressing from skill-development problems to more challenging problems involving applications and proofs. The wide variety of types of exercises includes many technology-oriented, thought-provoking, real, and engaging problems. Comprehensive review sections follow each chapter and further support conceptual understanding. "Strategies" sections (based on George Polya's problem-solving methodology) help students select what techniques they'll need to solve problems in situations where the choice is not obvious, and help them develop true problem-solving skills and intuition. More challenging exercises called "Problems Plus" follow the end-of-chapter exercises. These sections reinforce concepts by requiring students to apply techniques from more than one chapter of the text, and by patiently showing them how to approach a challenging problem. 					
	Single Variable Calculus, 8/E, AP® Edition, , AP Teacher's Resource Guide	Stewart	2016	11 - 12	9781305271791	
	Single Variable Calculus, 8/E, AP® Edition, Study Guide (Single Variable)	Stewart	2016	11- 12	9781305279131	
	Single Variable Calculus, 8/E, AP® Edition, Student Solutions Manual (Single Variable)	Stewart	2016	11- 12	9781305271814	
	Single Variable Calculus, 8/E, AP® Edition, Complete Solutions Manual (Single Variable)	Stewart	2016	11- 12	9781305276109	
	Single Variable Calculus, 8/E, AP® Edition, Test Bank	Stewart	2016	11- 12	9781305271807	
	Single Variable Calculus, 8/E, AP® Edition, Fast Track to a 5 AP Test Preparation Workbook	Stewart	2016	11 - 12	9781305268623	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Calculus, 8/E	Stewart	2016	11 -12	9781305266698	AP Core
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> The teacher resources are fantastic. They will help lead through suggested group discussions, scaffolding assignments. Scope and sequence was good. Didn't place concepts not learned before student had knowledge. Student guides were great for extra help with struggling students. Reference pages located in the back of book is perforated and can easily come out and placed in plastic covers. <p>Weaknesses:</p> <ul style="list-style-type: none"> Red on white examples will create problems for colorblind students. 					

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- Student guides might become expensive if purchased every year.
- The perforated reference guides can be taken out by students.

Key Features:

James Stewart's Calculus is widely renowned for its mathematical precision and accuracy, clarity of exposition, and outstanding examples and problem sets. Millions of students worldwide have explored calculus through Stewart's trademark style, while instructors have turned to his approach time and time again. In the Eighth Edition of Calculus, Stewart continues to set the standard for the course while adding carefully revised content. 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 Eighth Edition. From the most unprepared student to the most mathematically gifted, Stewart's writing and presentation serve to enhance understanding and build confidence

- Four carefully crafted diagnostic tests in algebra, analytic geometry, functions, and trigonometry appear at the beginning of the text. These provide students with a convenient way to test their pre-existing knowledge and brush up on skills 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.
- Every concept is supported by thoughtfully worked examples—many with step-by-step explanations—and carefully chosen exercises. The quality of this pedagogical system is what sets Stewart's texts above others.
- 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 exercise set is carefully graded, progressing from skill-development problems to more challenging problems involving applications and proofs. The wide variety of types of exercises includes many technology-oriented, thought-provoking, real, and engaging problems.
- Comprehensive review sections follow each chapter and further support conceptual understanding.
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- More challenging exercises called "Problems Plus" follow the end-of-chapter exercises. These sections reinforce concepts by requiring students to apply techniques from more than one chapter of the text, and by patiently showing them how to approach a challenging problem..

Calculus, 8/E, AP Teacher's
Resource Guide

Stewart

2016

11- 12

9781305271791

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	Calculus, 8/E, Study Guide (Single Variable)	Stewart	2016	11-12	9781305279131	
	Calculus, 8/E, Study Guide (Multivariable)	Stewart	2016	11- 12	9781305271845	
	Calculus, 8/E, Student Solutions Manual (Single Variable)	Stewart	2016	11-12	9781305271814	
	Calculus, 8/E, Student Solutions Manual (Multivariable)	Stewart	2016	11- 12	9781305271821	
	Calculus, 8/E, Complete Solutions Manual (Single Variable)	Stewart	2016	11- 12	9781305276109	
	Calculus, 8/E, Complete Solutions Manual (Multivariable)	Stewart	2016	11- 12	9781305276116	
	Calculus, 8/E, Test Bank	Stewart	2016	11- 12	9781305271807	
	Calculus, 8/E, Fast Track to a 5 AP Test Preparation Workbook	Stewart	2016	11- 12	9781305268623	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Single Variable Calculus: Early Transcendentals, 8/E	Stewart	2016	11-12	9781305267275	AP Core
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Good verbally in many areas • Uses language that promotes precise understanding • Book is concise • College-level text • Meets or exceeds all requirements for AP • Good supplemental materials-teacher resource binder and study guide <p>Weaknesses:</p> <ul style="list-style-type: none"> • Lacking in graphical interpretation of concepts • Difficult to navigate • Fewer problems than many other comparable texts • High reading level • A few concepts are missing-area accumulation, solutions to different equations, and derivatives of inverse functions at a point 					
	<p>Key Features: James Stewart's Single Variable Calculus: Early Transcendentals is widely renowned for its mathematical precision and accuracy, clarity of exposition, and outstanding examples and problem sets. Millions of students worldwide have explored calculus through Stewart's trademark style, while instructors have turned to his approach time and time again. In the Eighth Edition of Single Variable Calculus: Early Transcendentals, Stewart continues to set the standard for the course while adding carefully revised content. 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 Eighth Edition. From the most unprepared student to the most mathematically gifted, Stewart's writing and presentation serve to enhance understanding and build confidence</p> <ul style="list-style-type: none"> • Four carefully crafted diagnostic tests in algebra, analytic geometry, functions, and 					

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trigonometry appear at the beginning of the text. These provide students with a convenient way to test their pre-existing knowledge and brush up on skills 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.
- Every concept is supported by thoughtfully worked examples—many with step-by-step explanations—and carefully chosen exercises. The quality of this pedagogical system is what sets Stewart’s texts above others.
- 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.
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- Comprehensive review sections follow each chapter and further support conceptual understanding.
- "Strategies" sections (based on George Polya’s problem-solving methodology) help students select what techniques they’ll need to solve problems in situations where the choice is not obvious, and help them develop true problem-solving skills and intuition.
- More challenging exercises called "Problems Plus" follow the end-of-chapter exercises. These sections reinforce concepts by requiring students to apply techniques from more than one chapter of the text, and by patiently showing them how to approach a challenging problem.

Single Variable Calculus: Early Transcendentals, 8/E, AP Teacher’s Resource Guide	Stewart	2016	11- 12	9781305272613
Single Variable Calculus: Early Transcendentals, 8/E, Study Guide (Single Variable)	Stewart	2016	11- 12	9781305279148
Single Variable Calculus: Early Transcendentals, 8/E, Student Solutions Manual (Single Variable)	Stewart	2016	11 to 12	9781305272422
Single Variable Calculus: Early Transcendentals, 8/E, Complete Solutions Manual (Single Variable)	Stewart	2016	11- 12	9781305272392
Single Variable Calculus: Early Transcendentals, 8/E, Instructor’s Guide	Stewart	2016	11- 12	9781305272613
Single Variable Calculus: Early Transcendentals, 8/E, Test Bank	Stewart	2016	11- 12	9781305387225

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	Single Variable Calculus: Early Transcendentals, 8/E, Fast Track to a 5 AP Test Preparation Workbook	Stewart	2016	11- 12	9781305267282	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Cengage	Calculus: Early Transcendentals, 8/E	Stewart	2016	11- 12	9781305267268	AP Core
	<p>Notes: This is a comprehensive curriculum that will prepare students for success in college level mathematics and for the AP examination.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Overview of technology includes free options • Teacher resources provides implementation guides for projects, tips for group work, and principles of problem solving • Comprehensive, complete, consistent, and exhaustive • Current data used in real world problems • Proofs included in appendix • Lots of practice available, including Problems Plus at the end of each chapter <p>Weaknesses:</p> <ul style="list-style-type: none"> • Despite the exhaustiveness of the text (1200+ pages), the sections are sense: new sections start immediately at the end of the previous. This could overwhelm young learners. • Compared to other calculus texts, there are minimal photos. Visual aids help engage students in learning. 					
	<p>Key Features: James Stewart's Calculus: Early Transcendentals is widely renowned for its mathematical precision and accuracy, clarity of exposition, and outstanding examples and problem sets. Millions of students worldwide have explored calculus through Stewart's trademark style, while instructors have turned to his approach time and time again. In the Eighth Edition of Calculus: Early Transcendentals, Stewart continues to set the standard for the course while adding carefully revised content. 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 Eighth Edition. From the most unprepared student to the most mathematically gifted, Stewart's writing and presentation serve to enhance understanding and build confidence</p> <ul style="list-style-type: none"> • Four carefully crafted diagnostic tests in algebra, analytic geometry, functions, and trigonometry appear at the beginning of the text. These provide students with a convenient way to test their pre-existing knowledge and brush up on skills 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. • Every concept is supported by thoughtfully worked examples—many with step-by-step explanations—and carefully chosen exercises. The quality of this pedagogical system is what sets Stewart's texts above others. • The text's clean, user-friendly design provides a clear presentation of calculus. The 					

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<p>art program, with its functional and consistent use of color, helps students identify and review mathematical concepts more easily.</p> <ul style="list-style-type: none"> • 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 exercise set is carefully graded, progressing from skill-development problems to more challenging problems involving applications and proofs. The wide variety of types of exercises includes many technology-oriented, thought-provoking, real, and engaging problems. • Comprehensive review sections follow each chapter and further support conceptual understanding. • "Strategies" sections (based on George Polya's problem-solving methodology) help students select what techniques they'll need to solve problems in situations where the choice is not obvious, and help them develop true problem-solving skills and intuition. • More challenging exercises called "Problems Plus" follow the end-of-chapter exercises. These sections reinforce concepts by requiring students to apply techniques from more than one chapter of the text, and by patiently showing them how to approach a challenging problem. 						
Calculus: Early Transcendentals, 8/E, AP Teacher's Resource Guide		Stewart	2016	11- 12	9781305272613	
Calculus: Early Transcendentals, 8/E, Study Guide (Single Variable)		Stewart	2016	11- 12	9781305279148	
Calculus: Early Transcendentals, 8/E, Study Guide (Multivariable)		Stewart	2016	11- 12	9781305271845	
Calculus: Early Transcendentals, 8/E, Student Solutions Manual (Single Variable)		Stewart	2016	11 -12	9781305272422	
Calculus: Early Transcendentals, 8/E, Student Solutions Manual (Multivariable)		Stewart	2016	11-12	9781305271821	
Calculus: Early Transcendentals, 8/E, Complete Solutions Manual (Single Variable)		Stewart	2016	11- 12	9781305272392	
Calculus: Early Transcendentals, 8/E, Complete Solutions Manual (Multivariable)		Stewart	2016	11- 12	9781305276116	
Calculus: Early Transcendentals, 8/E, Instructor's Guide		Stewart	2016	11- 12	9781305272613	
Calculus: Early Transcendentals, 8/E, Test Bank		Stewart	2016	11- 12	9781305387225	
Calculus: Early Transcendentals, 8/E, Fast Track to a 5 AP Test Preparation Workbook		Stewart	2016	11- 12	9781305267282	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Curriculum Associates	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year	Curriculum Associates	2014	K	9781495722622	Core

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Notes:

Manipulatives have to be purchased separately and Professional Development is strongly encouraged.

Strengths:

- The online portion of the curriculum is user friendly
- Interactive activities are fun and engaging for the students although there are not interactive activities for every lesson
- Hands on activity in every lesson
- Vertically and horizontally aligned to CCSS
- Prerequisite skill for every lesson
- Learning progression always aligned
- Challenge activities, justification questions, lots of place value activities, ten frames and number bonds, fluency for most lessons

Weaknesses:

- There are no manipulatives provided with the curriculum
- Geometry and measurement/data units are very brief and short. You need to supplement.

Key Features:

- Curriculum Associates' solution is research-based and proven to yield measurable improvements in students' performance against the more challenging Common Core State Standards (CCSS). Combining valid and reliable assessment, rigorous core instruction, and meaningful practice, intervention, and enrichment for those who need it, this approach includes **Ready Common Core and i-Ready Diagnostic & Instruction**:
 - Diagnose: Identify student needs at the sub-skill level, based on the expectations of the Common Core and Idaho state standards with the computer-adaptive *i-Ready Diagnostic* assessment (three times each academic year—beginning, mid, and end).
 - Whole-class instruction: Use *Ready Common Core print materials* as the core day-to-day mathematics curriculum.
 - Differentiate: Use the teacher-friendly reports from *i-Ready Diagnostic* reports to identify specific resources and lessons for individual and small group intervention within *Ready Common Core* print program.
 - Independent instruction, practice, and homework: Use the *Practice and Problem Solving Book* and *i-Ready Instruction*.
 - Progress monitoring: Track student progress via *Ready Assessments* and *i-Ready's* web-based diagnostic, interim growth monitoring, embedded progress monitoring, and standards mastery assessments.

Key features of these programs are summarized in the list below.

- *Ready Common Core* is a rigorous, on-grade level instruction and practice program for mathematics that fully prepares students for the Idaho Core State Standards for mathematics. Highly supportive for students, *Ready* also provides teachers of all backgrounds and experience levels with step-by-step, point-of-use professional development to teach the standards most effectively.
- Specifically designed and developed for the Common Core, *Ready Common Core* and *i-Ready Diagnostic & Instruction* reflect the Common Core Publishers' Criteria, learning progression

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documents, and the guidance from the Smarter Balanced Assessment Consortium. The solution provides print and online resources (including interactive whiteboard lessons) to differentiate instruction for students across the performance spectrum.

- The *Ready Mathematics* Student Books contain two types of lessons—concept and skills lessons. The “Focus on Math Concepts” lessons encourage students to pause from the procedural and just concentrate on the conceptual, while the “Develop Skills and Strategies” lessons build students’ fluency by leading students to develop, practice, and apply new skills to solve problems.
- The *Ready Mathematics* Student Books expose students to multiple representations—to measure whether or not students have gained a deep understanding of a mathematical concept, assessment items must include multiple representations. EngageNY.org specifies three “buckets” of multiple representations:
 - **Procedural Skills:** These apply to standards that reference verbs such as *compute, solve, identify, interpret, use, make, and find solutions*. Procedural representations are most often multiple-choice questions that require students to apply and identify mathematical processes in various ways.
 - **Conceptual Understanding:** These representations use verbs such as *understand, explain, represent, and describe* when applied to standards, which results in students having to combine mathematical practices.
 - **Application:** Unique to the Common Core, application standards are represented by tasks. In general, in order to complete these tasks, students must use both procedural knowledge and conceptual understanding.

The *Ready* program addresses all three of the multiple representations buckets. Both the Develop Skills and Strategies lessons and the Focus on Math Concepts lessons use language such as *solve, identify, and use*, while the Focus on Math Concepts lessons encourage students to *understand and explain*. The Performance Tasks at the end of every unit make sure students are able to combine procedural knowledge and conceptual understanding.

- The teacher-led Mathematical Discourse feature in the *Ready* lessons guides collaborative reasoning and the exchange of ideas and mathematical arguments. Lessons also provide error analysis exercises that ask students to examine a fictional student’s wrong answer. There are also multiple opportunities throughout each lesson to explain and communicate reasoning.
- With the rigor to teach and assess the CCSS, *Ready Common Core* 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 *Ready* lessons that aligns DOK levels with the standards (analyzing, integrating, synthesizing).
- The *Practice and Problem Solving Book*—which extends learning with activities and games that provide repeated opportunities for students to develop understanding and fluency of key skills and concepts—can be used for independent practice in class, after school, or at home. A family letter for every lesson helps parents or caregivers understand the content and participate in the lesson activity with their child. Rigorous performance tasks ask students to integrate concepts and skills from multiple standards within the unit to solve multi-step problems, and computation practice worksheets at the end of the book require students to demonstrate procedural fluency.
- For grades K–1, *Ready* helps young learners build the conceptual understanding needed to tackle more complex mathematical concepts. Each lesson begins with an engaging group activity that draws upon prior knowledge, then moves to interactive pictorial representations of the same skill or concept, while encouraging students to show their thinking.
- For grades 2–5, Math in Action lessons at the end of every unit teach students how to solve performance tasks and require the integration of multiple standards. The Standards for Mathematical Practice Handbook in the student book makes mathematical habits of mind truly accessible. The Student Glossary embeds additional vocabulary support and enhances explicit vocabulary instruction. Lesson Quizzes in the *Teacher Toolbox* provide opportunities to assess mastery of the standard taught on the lesson.

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- *i-Ready Diagnostic* computer-adaptive assessments collect a broad spectrum of data on students' abilities, identify areas where learners are struggling, measure growth across each student's K-12 career, and prescribe an instructional path that includes explicit next steps for teacher-led and online instruction.
- *Ready Assessments* (print) and *i-Ready Diagnostic* (online) prepare students for more complex statewide assessments with technology-enhanced items, full-length practice tests, and interim assessments that include performance tasks.
- The online, fixed-form *i-Ready Standards Mastery* assessments for grades 2–8 provide targeted insight into each student's mastery of individual, grade-level standards through a blend of constructed-response, open-ended response, and selected-response items plus a broad range of media with embedded audio, video, and imagery.

The comprehensive *Ready Teacher Resource Book* 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). Throughout, the guide embeds best-practice teaching tips—such as integrating questions to lead meaningful classroom discussions, interactive 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.

Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2014	K	9781495722615
Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2014	K	9781495722608
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2014	K	9781495722639
i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	K	9780760989692
i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	K	9780760989791
Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	K	9781495722646
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2014	K	9781495722653
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, 1 year fulfillment	Curriculum Associates	2014	K	9780760988541
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2014	K	9781495722660
i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	K	9780760972601
i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	K	9780760972618

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	Ready® Common Core Math Practice and Problem Solving Book 1 yr fulfillment	Curriculum Associates	2014	K	9780760988602	
	Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	K	9780760996799	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Curriculum Associates	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year	Curriculum Associates	2014	1	9781495722691	Core
<p>Notes: Manipulatives have to be purchased separately and Professional Development is strongly encouraged.</p> <p>Key Features:</p> <ul style="list-style-type: none"> Curriculum Associates' solution is research-based and proven to yield measurable improvements in students' performance against the more challenging Common Core State Standards (CCSS). Combining valid and reliable assessment, rigorous core instruction, and meaningful practice, intervention, and enrichment for those who need it, this approach includes Ready Common Core and i-Ready Diagnostic & Instruction: <u>Diagnose</u>: Identify student needs at the sub-skill level, based on the expectations of the Common Core and Idaho state standards with the computer-adaptive <i>i-Ready Diagnostic</i> assessment (three times each academic year—beginning, mid, and end). <u>Whole-class instruction</u>: Use <i>Ready Common Core print materials</i> as the core day-to-day mathematics curriculum. <u>Differentiate</u>: Use the teacher-friendly reports from <i>i-Ready Diagnostic</i> reports to identify specific resources and lessons for individual and small group intervention within <i>Ready Common Core</i> print program. <u>Independent instruction, practice, and homework</u>: Use the <i>Practice and Problem Solving Book</i> and <i>i-Ready Instruction</i>. <u>Progress monitoring</u>: Track student progress via <i>Ready Assessments</i> and <i>i-Ready's</i> web-based diagnostic, interim growth monitoring, embedded progress monitoring, and standards mastery assessments. <p>Key features of these programs are summarized in the list below.</p> <ul style="list-style-type: none"> <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 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. Specifically designed and developed for the Common Core, <i>Ready Common Core</i> and <i>i-Ready Diagnostic & Instruction</i> reflect the Common Core Publishers' Criteria, learning progression documents, and the guidance from the Smarter Balanced Assessment Consortium. The solution provides print and online resources (including interactive whiteboard lessons) to differentiate instruction for students across the performance spectrum. The <i>Ready Mathematics</i> Student Books contain two types of lessons—concept and skills lessons. The “Focus on Math Concepts” lessons encourage students to pause from the procedural and just concentrate on the conceptual, while the “Develop Skills and Strategies” lessons build students’ fluency by leading students to develop, practice, and apply new skills to solve problems. The <i>Ready Mathematics</i> Student Books expose students to multiple representations—to measure whether or not students have gained a deep understanding of a mathematical concept, assessment 						

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items must include multiple representations. EngageNY.org specifies three “buckets” of multiple representations:

- **Procedural Skills:** These apply to standards that reference verbs such as *compute*, *solve*, *identify*, *interpret*, *use*, *make*, and *find solutions*. Procedural representations are most often multiple-choice questions that require students to apply and identify mathematical processes in various ways.
- **Conceptual Understanding:** These representations use verbs such as *understand*, *explain*, *represent*, and *describe* when applied to standards, which results in students having to combine mathematical practices.
- **Application:** Unique to the Common Core, application standards are represented by tasks. In general, in order to complete these tasks, students must use both procedural knowledge and conceptual understanding.

The *Ready* program addresses all three of the multiple representations buckets. Both the Develop Skills and Strategies lessons and the Focus on Math Concepts lessons use language such as *solve*, *identify*, and *use*, while the Focus on Math Concepts lessons encourage students to *understand* and *explain*. The Performance Tasks at the end of every unit make sure students are able to combine procedural knowledge and conceptual understanding.

- The teacher-led Mathematical Discourse feature in the *Ready* lessons guides collaborative reasoning and the exchange of ideas and mathematical arguments. Lessons also provide error analysis exercises that ask students to examine a fictional student’s wrong answer. There are also multiple opportunities throughout each lesson to explain and communicate reasoning.
- With the rigor to teach and assess the CCSS, *Ready Common Core* 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 *Ready* lessons that aligns DOK levels with the standards (analyzing, integrating, synthesizing).
- The *Practice and Problem Solving Book*—which extends learning with activities and games that provide repeated opportunities for students to develop understanding and fluency of key skills and concepts—can be used for independent practice in class, after school, or at home. A family letter for every lesson helps parents or caregivers understand the content and participate in the lesson activity with their child. Rigorous performance tasks ask students to integrate concepts and skills from multiple standards within the unit to solve multi-step problems, and computation practice worksheets at the end of the book require students to demonstrate procedural fluency.
- For grades K–1, *Ready* helps young learners build the conceptual understanding needed to tackle more complex mathematical concepts. Each lesson begins with an engaging group activity that draws upon prior knowledge, then moves to interactive pictorial representations of the same skill or concept, while encouraging students to show their thinking.
- For grades 2–5, Math in Action lessons at the end of every unit teach students how to solve performance tasks and require the integration of multiple standards. The Standards for Mathematical Practice Handbook in the student book makes mathematical habits of mind truly accessible. The Student Glossary embeds additional vocabulary support and enhances explicit vocabulary instruction. Lesson Quizzes in the *Teacher Toolbox* provide opportunities to assess mastery of the standard taught on the lesson.
- *i-Ready Diagnostic* computer-adaptive assessments collect a broad spectrum of data on students’ abilities, identify areas where learners are struggling, measure growth across each student’s K-12 career, and prescribe an instructional path that includes explicit next steps for teacher-led and online instruction.
- *Ready Assessments* (print) and *i-Ready Diagnostic* (online) prepare students for more complex statewide assessments with technology-enhanced items, full-length practice tests, and interim assessments that include performance tasks.
- The online, fixed-form *i-Ready Standards Mastery* assessments for grades 2–8 provide targeted insight into each student’s mastery of individual, grade-level standards through a blend of

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<p>constructed-response, open-ended response, and selected-response items plus a broad range of media with embedded audio, video, and imagery.</p> <p>The comprehensive <i>Ready Teacher Resource Book</i> 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). Throughout, the guide embeds best-practice teaching tips—such as integrating questions to lead meaningful classroom discussions, interactive 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.</p>				
Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2014	1	9781495722684
Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2014	1	9781495722677
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2014	1	9781495722707
i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	1	9780760989692
i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	1	9780760989791
Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	1	9781495722738
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2014	1	9781495722714
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2014	1	9780760988671
Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2014	1	9780760988558
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2014	1	9781495722721
i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	1	9780760972601
i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	1	9780760972618
Ready® Common Core Math Practice and Problem Solving Book 1 yr fulfillment	Curriculum Associates	2014	1	9780760988619
Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	1	9780760996805
Ready® Common Core Math Practice and Problem Solving Book TG	Curriculum Associates	2014	1	9780760988633

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Curriculum Associates	<p>Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year</p> <p>Notes: Manipulatives have to be purchased separately and Professional Development is strongly encouraged. Strengths:</p> <ul style="list-style-type: none"> • Materials comprehensively and coherently align to Content Standards • Materials comprehensively and coherently attend to and embed Practice Standards in engaging ways for both teacher and students • Format of materials (teacher, student, and parent) enhances engagement, mathematical understandings and navigation of materials • Diagnostic, formative, and summative assessment is well supported • All levels of DOK are present in meaningful ways • Materials have useful/purposefully-aligned parent supports <p>Weaknesses:</p> <ul style="list-style-type: none"> • The comprehensive nature of the material is a strength; however, accompanying this strength is the responsibility of teachers/districts to fully understand the components, supports and learning opportunities found in the materials. It might be difficult for teachers to realize the full breadth and depth of these materials without professional development/training. <p>Key Features:</p> <ul style="list-style-type: none"> • Curriculum Associates' solution is research-based and proven to yield measurable improvements in students' performance against the more challenging Common Core State Standards (CCSS). Combining valid and reliable assessment, rigorous core instruction, and meaningful practice, intervention, and enrichment for those who need it, this approach includes Ready Common Core and i-Ready Diagnostic & Instruction: • <u>Diagnose</u>: Identify student needs at the sub-skill level, based on the expectations of the Common Core and Idaho state standards with the computer-adaptive <i>i-Ready Diagnostic</i> assessment (three times each academic year—beginning, mid, and end). • <u>Whole-class instruction</u>: Use <i>Ready Common Core print materials</i> as the core day-to-day mathematics curriculum. • <u>Differentiate</u>: Use the teacher-friendly reports from <i>i-Ready Diagnostic</i> reports to identify specific resources and lessons for individual and small group intervention within <i>Ready Common Core</i> print program. • <u>Independent instruction, practice, and homework</u>: Use the <i>Practice and Problem Solving Book and i-Ready Instruction</i>. • <u>Progress monitoring</u>: Track student progress via <i>Ready Assessments</i> and <i>i-Ready's</i> web-based diagnostic, interim growth monitoring, embedded progress monitoring, and standards mastery 	Curriculum Associates	2016	2	9781495722769	Core

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assessments.

Key features of these programs are summarized in the list below.

- *Ready Common Core* is a rigorous, on-grade level instruction and practice program for mathematics that fully prepares students for the Idaho Core State Standards for mathematics. Highly supportive for students, *Ready* also provides teachers of all backgrounds and experience levels with step-by-step, point-of-use professional development to teach the standards most effectively.
- Specifically designed and developed for the Common Core, *Ready Common Core* and *i-Ready Diagnostic & Instruction* reflect the Common Core Publishers' Criteria, learning progression documents, and the guidance from the Smarter Balanced Assessment Consortium. The solution provides print and online resources (including interactive whiteboard lessons) to differentiate instruction for students across the performance spectrum.
- The *Ready Mathematics* Student Books contain two types of lessons—concept and skills lessons. The “Focus on Math Concepts” lessons encourage students to pause from the procedural and just concentrate on the conceptual, while the “Develop Skills and Strategies” lessons build students’ fluency by leading students to develop, practice, and apply new skills to solve problems.
- The *Ready Mathematics* Student Books expose students to multiple representations—to measure whether or not students have gained a deep understanding of a mathematical concept, assessment items must include multiple representations. EngageNY.org specifies three “buckets” of multiple representations:
 - **Procedural Skills:** These apply to standards that reference verbs such as *compute, solve, identify, interpret, use, make, and find solutions*. Procedural representations are most often multiple-choice questions that require students to apply and identify mathematical processes in various ways.
 - **Conceptual Understanding:** These representations use verbs such as *understand, explain, represent, and describe* when applied to standards, which results in students having to combine mathematical practices.
 - **Application:** Unique to the Common Core, application standards are represented by tasks. In general, in order to complete these tasks, students must use both procedural knowledge and conceptual understanding.

The *Ready* program addresses all three of the multiple representations buckets. Both the Develop Skills and Strategies lessons and the Focus on Math Concepts lessons use language such as *solve, identify, and use*, while the Focus on Math Concepts lessons encourage students to *understand and explain*. The Performance Tasks at the end of every unit make sure students are able to combine procedural knowledge and conceptual understanding.

- The teacher-led Mathematical Discourse feature in the *Ready* lessons guides collaborative reasoning and the exchange of ideas and mathematical arguments. Lessons also provide error analysis exercises that ask students to examine a fictional student’s wrong answer. There are also multiple opportunities throughout each lesson to explain and communicate reasoning.
- With the rigor to teach and assess the CCSS, *Ready Common Core* 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 *Ready* lessons that aligns DOK levels with the standards (analyzing, integrating, synthesizing).
- The *Practice and Problem Solving Book*—which extends learning with activities and games that provide repeated opportunities for students to develop understanding and fluency of key skills and concepts—can be used for independent practice in class, after school, or at home. A family letter for every lesson helps parents or caregivers understand the content and participate in the lesson activity with their child. Rigorous performance tasks ask students to integrate concepts and skills from multiple standards within the unit to solve multi-step problems, and computation practice worksheets at the end of the book require students to demonstrate procedural fluency.
- For grades K–1, *Ready* helps young learners build the conceptual understanding needed to tackle more complex mathematical concepts. Each lesson begins with an engaging group activity that

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	Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2016	2	9781495722752
	Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2016	2	9781495722745
	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2016	2	9781495722776
	i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	2	9780760989692
	i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	2	9780760989791
	Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	2	9781495723322
	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2016	2	9781495722783
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2016	2	9781495707179
	Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2016	2	9781495705496

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Curriculum Associates	<p>Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year</p> <p>Notes: Manipulatives have to be purchased separately and Professional Development is strongly encouraged. Strengths:</p> <ul style="list-style-type: none"> • Materials comprehensively and coherently align to Content Standards • Materials comprehensively and coherently attend to and embed Practice Standards in engaging ways for both teacher and students • Format of materials (teacher, student, and parent) enhances engagement, mathematical understandings and navigation of materials • Diagnostic, formative, and summative assessment is well supported • All levels of DOK are present in meaningful ways • Materials have useful/purposefully-aligned parent supports <p>Weaknesses: The comprehensive nature of the material is a strength; however, accompanying this strength is the responsibility of teachers/districts to fully understand the components, supports and learning opportunities found in the materials. It might be difficult for teachers to realize the full breadth and depth of these materials without professional development/training.</p> <p>Key Features:</p> <ul style="list-style-type: none"> • Curriculum Associates' solution is research-based and proven to yield measurable improvements in students' performance against the more challenging Common Core State Standards (CCSS). Combining valid and reliable assessment, rigorous core instruction, and meaningful practice, intervention, and enrichment for those who need it, this approach includes Ready Common Core and i-Ready Diagnostic & Instruction: • Diagnose: Identify student needs at the sub-skill level, based on the expectations of the Common Core and Idaho state standards with the computer-adaptive <i>i-Ready Diagnostic</i> assessment (three times each academic year—beginning, mid, and end). • Whole-class instruction: Use <i>Ready Common Core print materials</i> as the core day-to-day mathematics curriculum. • Differentiate: Use the teacher-friendly reports from <i>i-Ready Diagnostic</i> reports to identify specific resources and lessons for individual and small group intervention within <i>Ready Common Core</i> print program. • Independent instruction, practice, and homework: Use the <i>Practice and Problem Solving Book</i> and <i>i-Ready Instruction</i>. • Progress monitoring: Track student progress via <i>Ready Assessments</i> and <i>i-Ready's</i> web-based diagnostic, interim growth monitoring, embedded progress monitoring, and standards mastery assessments. <p>Key features of these programs are summarized in the list below.</p> <ul style="list-style-type: none"> • <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 for mathematics. Highly supportive for students, <i>Ready</i> also provides teachers of all backgrounds and experience levels with step-by- 	Curriculum Associates	2016	3	9781495722820	Core

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step, point-of-use professional development to teach the standards most effectively.

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	<p>Student Glossary embeds additional vocabulary support and enhances explicit vocabulary instruction. Lesson Quizzes in the <i>Teacher Toolbox</i> provide opportunities to assess mastery of the standard taught on the lesson.</p> <ul style="list-style-type: none"> • <i>i-Ready Diagnostic</i> computer-adaptive assessments collect a broad spectrum of data on students' abilities, identify areas where learners are struggling, measure growth across each student's K-12 career, and prescribe an instructional path that includes explicit next steps for teacher-led and online instruction. • <i>Ready Assessments</i> (print) and <i>i-Ready Diagnostic</i> (online) prepare students for more complex statewide assessments with technology-enhanced items, full-length practice tests, and interim assessments that include performance tasks. • The online, fixed-form <i>i-Ready Standards Mastery</i> assessments for grades 2–8 provide targeted insight into each student's mastery of individual, grade-level standards through a blend of constructed-response, open-ended response, and selected-response items plus a broad range of media with embedded audio, video, and imagery. <p>The comprehensive <i>Ready Teacher Resource Book</i> 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). Throughout, the guide embeds best-practice teaching tips—such as integrating questions to lead meaningful classroom discussions, interactive 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.</p>																																																								
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fulfillment	Curriculum Associates	2016	3	9781495722813	Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2016	3	9781495722806	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2016	3	9781495722837	i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	3	9780760989692	i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	3	9780760989791	Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	3	9781495722844	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2016	3	9781495722851	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum 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	i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	3	9780760972618	
	Ready® Common Core Math Practice and Problem Solving Book 1 yr fulfillment	Curriculum Associates	2014	3	9780760992241	
	Ready® Common Core Math SBAC Practice Workbook 1 yr fulfillment	Curriculum Associates	2016	3	9781495713170	
	Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2016	3	9781495706189	
	Ready® Common Core Math Practice and Problem Solving Book TG	Curriculum Associates	2014	3	9780760995938	
	Ready® Common Core Math SBAC Practice Workbook TG	Curriculum Associates	2016	3	9781495713231	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Curriculum Associates	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year	Curriculum Associates	2016	4	9781495722899	Core
	<p>Notes: Manipulatives have to be purchased separately and Professional Development is strongly encouraged.</p> <p>Key Features:</p> <ul style="list-style-type: none"> Curriculum Associates' solution is research-based and proven to yield measurable improvements in students' performance against the more challenging Common Core State Standards (CCSS). Combining valid and reliable assessment, rigorous core instruction, and meaningful practice, intervention, and enrichment for those who need it, this approach includes Ready Common Core and i-Ready Diagnostic & Instruction: Diagnose: Identify student needs at the sub-skill level, based on the expectations of the Common Core and Idaho state standards with the computer-adaptive <i>i-Ready Diagnostic</i> assessment (three times each academic year—beginning, mid, and end). Whole-class instruction: Use <i>Ready Common Core print materials</i> as the core day-to-day mathematics curriculum. Differentiate: Use the teacher-friendly reports from <i>i-Ready Diagnostic</i> reports to identify specific resources and lessons for individual and small group intervention within <i>Ready Common Core</i> print program. Independent instruction, practice, and homework: Use the <i>Practice and Problem Solving Book and i-Ready Instruction</i>. Progress monitoring: Track student progress via <i>Ready Assessments</i> and <i>i-Ready's</i> web-based diagnostic, interim growth monitoring, embedded progress monitoring, and standards mastery assessments. <p>Key features of these programs are summarized in the list below.</p> <ul style="list-style-type: none"> <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 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. Specifically designed and developed for the Common Core, <i>Ready Common Core</i> and <i>i-Ready Diagnostic & Instruction</i> reflect the Common Core Publishers' Criteria, learning progression documents, and the guidance from the Smarter Balanced Assessment Consortium. The solution 					

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provides print and online resources (including interactive whiteboard lessons) to differentiate instruction for students across the performance spectrum.

- The *Ready Mathematics* Student Books contain two types of lessons—concept and skills lessons. The “Focus on Math Concepts” lessons encourage students to pause from the procedural and just concentrate on the conceptual, while the “Develop Skills and Strategies” lessons build students’ fluency by leading students to develop, practice, and apply new skills to solve problems.
- The *Ready Mathematics* Student Books expose students to multiple representations—to measure whether or not students have gained a deep understanding of a mathematical concept, assessment items must include multiple representations. EngageNY.org specifies three “buckets” of multiple representations:
 - **Procedural Skills:** These apply to standards that reference verbs such as *compute, solve, identify, interpret, use, make, and find solutions*. Procedural representations are most often multiple-choice questions that require students to apply and identify mathematical processes in various ways.
 - **Conceptual Understanding:** These representations use verbs such as *understand, explain, represent, and describe* when applied to standards, which results in students having to combine mathematical practices.
 - **Application:** Unique to the Common Core, application standards are represented by tasks. In general, in order to complete these tasks, students must use both procedural knowledge and conceptual understanding.

The *Ready* program addresses all three of the multiple representations buckets. Both the Develop Skills and Strategies lessons and the Focus on Math Concepts lessons use language such as *solve, identify, and use*, while the Focus on Math Concepts lessons encourage students to *understand and explain*. The Performance Tasks at the end of every unit make sure students are able to combine procedural knowledge and conceptual understanding.

- The teacher-led Mathematical Discourse feature in the *Ready* lessons guides collaborative reasoning and the exchange of ideas and mathematical arguments. Lessons also provide error analysis exercises that ask students to examine a fictional student’s wrong answer. There are also multiple opportunities throughout each lesson to explain and communicate reasoning.
- With the rigor to teach and assess the CCSS, *Ready Common Core* 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 *Ready* lessons that aligns DOK levels with the standards (analyzing, integrating, synthesizing).
- The *Practice and Problem Solving Book*—which extends learning with activities and games that provide repeated opportunities for students to develop understanding and fluency of key skills and concepts—can be used for independent practice in class, after school, or at home. A family letter for every lesson helps parents or caregivers understand the content and participate in the lesson activity with their child. Rigorous performance tasks ask students to integrate concepts and skills from multiple standards within the unit to solve multi-step problems, and computation practice worksheets at the end of the book require students to demonstrate procedural fluency.
- For grades K–1, *Ready* helps young learners build the conceptual understanding needed to tackle more complex mathematical concepts. Each lesson begins with an engaging group activity that draws upon prior knowledge, then moves to interactive pictorial representations of the same skill or concept, while encouraging students to show their thinking.
- For grades 2–5, Math in Action lessons at the end of every unit teach students how to solve performance tasks and require the integration of multiple standards. The Standards for Mathematical Practice Handbook in the student book makes mathematical habits of mind truly accessible. The Student Glossary embeds additional vocabulary support and enhances explicit vocabulary instruction. Lesson Quizzes in the *Teacher Toolbox* provide opportunities to assess mastery of the standard taught on the lesson.
- *i-Ready Diagnostic* computer-adaptive assessments collect a broad spectrum of data on students’

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	<p>abilities, identify areas where learners are struggling, measure growth across each student's K-12 career, and prescribe an instructional path that includes explicit next steps for teacher-led and online instruction.</p> <ul style="list-style-type: none"> • <i>Ready Assessments</i> (print) and <i>i-Ready Diagnostic</i> (online) prepare students for more complex statewide assessments with technology-enhanced items, full-length practice tests, and interim assessments that include performance tasks. • The online, fixed-form <i>i-Ready Standards Mastery</i> assessments for grades 2–8 provide targeted insight into each student's mastery of individual, grade-level standards through a blend of constructed-response, open-ended response, and selected-response items plus a broad range of media with embedded audio, video, and imagery. <p>The comprehensive <i>Ready Teacher Resource Book</i> 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). Throughout, the guide embeds best-practice teaching tips—such as integrating questions to lead meaningful classroom discussions, interactive 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.</p>						
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	Book 1 yr fulfillment					
	Ready® Common Core Math SBAC Practice Workbook 1 yr fulfillment	Curriculum Associates	2016	4	9781495713187	
	Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2016	4	9781495706196	
	Ready® Common Core Math Practice and Problem Solving Book TG	Curriculum Associates	2014	4	9780760995945	
	Ready® Common Core Math SBAC Practice Workbook TG	Curriculum Associates	2016	4	9781495713248	
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	Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2016	5	9781495706202	
	Ready® Common Core Math Practice and Problem Solving Book TG	Curriculum Associates	2014	5	9780760995952	
	Ready® Common Core Math SBAC Practice Workbook TG	Curriculum Associates	2016	5	9781495713255	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Curriculum Associates	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year	Curriculum Associates	2014	6	9781495723032	Core
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> Fully aligned to standards, conceptual understanding attended to throughout, teacher and student friendly, vertical alignment charts, helps for differentiation The curriculum has easy navigation, teacher and student engagement, as well as a purposeful focus on the mathematics 					
	<p>Key Features:</p> <ul style="list-style-type: none"> Curriculum Associates' solution is research-based and proven to yield measurable improvements in students' performance against the more challenging Common Core State Standards (CCSS). Combining valid and reliable assessment, rigorous core instruction, and meaningful practice, intervention, and enrichment for those who need it, this approach includes Ready Common Core and i-Ready Diagnostic & Instruction: <u>Diagnose</u>: Identify student needs at the sub-skill level, based on the expectations of the Common Core and Idaho state standards with the computer-adaptive <i>i-Ready Diagnostic</i> assessment (three times each academic year—beginning, mid, and end). <u>Whole-class instruction</u>: Use <i>Ready Common Core print materials</i> as the core day-to-day mathematics curriculum. <u>Differentiate</u>: Use <i>i-Ready Diagnostic</i> real-time reports to identify specific <i>i-Ready</i> and <i>Ready Common Core</i> resources and lessons for individual and small group intervention, plus instructional rotations. <u>Independent instruction, practice, and homework</u>: Use the <i>Practice and Problem Solving Book</i> and <i>i-Ready Instruction</i>. <u>Progress monitoring</u>: Track student progress via <i>Ready Assessments</i> and <i>i-Ready's</i> web-based diagnostic, interim growth monitoring, embedded progress monitoring, and standards mastery assessments. <p>Key features of these programs are summarized in the list below.</p> <ul style="list-style-type: none"> <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 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. Specifically designed and developed for the Common Core, <i>Ready Common Core</i> and <i>i-Ready Diagnostic & Instruction</i> reflect the Common Core Publishers' Criteria, learning progression documents, and the guidance from the Smarter Balanced Assessment Consortium. The solution provides print and online resources (including interactive whiteboard lessons) to differentiate instruction for students across the performance spectrum. 					

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- The *Ready Mathematics* Student Books contain two types of lessons—concept and skills lessons. The “Focus on Math Concepts” lessons encourage students to pause from the procedural and just concentrate on the conceptual, while the “Develop Skills and Strategies” lessons build students’ fluency by leading students to develop, practice, and apply new skills to solve problems.
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- The *Ready* program addresses all three of the multiple representations buckets. Both the Develop Skills and Strategies lessons and the Focus on Math Concepts lessons use language such as *solve, identify, and use*, while the Focus on Math Concepts lessons encourage students to *understand* and *explain*. The Performance Tasks at the end of every unit make sure students are able to combine procedural knowledge and conceptual understanding.
- The teacher-led Mathematical Discourse feature in the *Ready* lessons guides collaborative reasoning and the exchange of ideas and mathematical arguments. Lessons also provide error analysis exercises that ask students to examine a fictional student’s wrong answer. There are also multiple opportunities throughout each lesson to explain and communicate reasoning.
 - With the rigor to teach and assess the CCSS, *Ready Common Core* 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 *Ready* lessons that aligns DOK levels with the standards (analyzing, integrating, synthesizing).
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	<p>insight into each student's mastery of individual, grade-level standards through a blend of constructed-response, open-ended response, and selected-response items plus a broad range of media with embedded audio, video, and imagery.</p> <p>The comprehensive <i>Ready Teacher Resource Book</i> 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). Throughout, the guide embeds best-practice teaching tips—such as integrating questions to lead meaningful classroom discussions, interactive 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.</p>					
	Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2014	6	9781495723025	
	Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2014	6	9781495723018	
	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2014	6	9781495723049	
	i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	6	9780760989692	
	i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	6	9780760989791	
	Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	6	9781495723056	
	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2014	6	9781495723063	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2014	6	9781495705076	
	Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2014	6	9780760986417	
	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2014	6	9781495723070	
	i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	6	9780760972601	
	i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	6	9780760972618	
	Ready® Common Core Math Practice and Problem Solving Book 1 yr fulfillment	Curriculum Associates	2014	6	9781495704833	
	Ready® Common Core Math SBAC Practice Workbook 1 yr fulfillment	Curriculum Associates	2016	6	9781495713200	
	Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	6	9780760996850	
	Ready® Common Core Math Practice and Problem Solving	Curriculum Associates	2014	6	9781495704864	

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	Ready® Common Core Math SBAC Practice Workbook TG	Curriculum Associates	2016	6	9781495713262	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Curriculum Associates	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 5 year	Curriculum Associates	2014	7	9781495723100	Core
<p>Notes: Strengths: The overall strength of these materials is the commitment to encouraging the kind of thinking and work that is different in the CCSS. Getting away from an emphasis on rote procedures and instead placing more emphasis on conceptual understanding by asking students to think and respond to thoughtful questions and posing questions without obvious answers. The hands on activities are easy to implement as they often use common classroom supplies like paper or cutting paper. Weaknesses: A weakness is that the material sometimes does not provide enough of the skill based practice, that procedural fluency piece; it is there, just not as balanced it seems. Materials are in a consumable workbook format which may be a significant cost. The series also states that Professional Development is a requirement (at a cost).</p> <p>Key Features:</p> <ul style="list-style-type: none"> Curriculum Associates' solution is research-based and proven to yield measurable improvements in students' performance against the more challenging Common Core State Standards (CCSS). Combining valid and reliable assessment, rigorous core instruction, and meaningful practice, intervention, and enrichment for those who need it, this approach includes Ready Common Core and i-Ready Diagnostic & Instruction. Diagnose: Identify student needs at the sub-skill level, based on the expectations of the Common Core and Idaho state standards with the computer-adaptive <i>i-Ready Diagnostic</i> assessment (three times each academic year—beginning, mid, and end). Whole-class instruction: Use <i>Ready Common Core print materials</i> as the core day-to-day mathematics curriculum. Differentiate: Use <i>i-Ready Diagnostic</i> real-time reports to identify specific <i>i-Ready</i> and <i>Ready Common Core</i> resources and lessons for individual and small group intervention, plus instructional rotations. Independent instruction, practice, and homework: Use the <i>Practice and Problem Solving Book</i> and <i>i-Ready Instruction</i>. Progress monitoring: Track student progress via <i>Ready Assessments</i> and <i>i-Ready's</i> web-based diagnostic, interim growth monitoring, embedded progress monitoring, and standards mastery assessments. <p>Key features of these programs are summarized in the list below.</p> <ul style="list-style-type: none"> <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 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. Specifically designed and developed for the Common Core, <i>Ready Common Core</i> and <i>i-Ready Diagnostic & Instruction</i> reflect the Common Core Publishers' Criteria, learning progression documents, and the guidance from the Smarter Balanced Assessment Consortium. The solution provides print and online resources (including interactive whiteboard lessons) to differentiate instruction for students across the performance spectrum. 						

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Ready® Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 5 year fulfillment	Curriculum Associates	2014	7	'9781495723094	
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Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2014	7	9781495723117	
i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	7	9780760989692	
i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	7	9780760989791	
Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2014	7	9781495723124	
Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2014	7	9781495723155	
Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2014	7	9781495705083	
Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2014	7	9780760986424	
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i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	7	9780760972601	
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	Book TG					
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	Ready® Common Core Mathematics Student Instruction book, 5 year fulfillment	Curriculum Associates	2014	8	9781495723186	
	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 5 year	Curriculum Associates	2014	8	9781495723216	
	i-Ready® online Student Diagnostic, 5 year license	Curriculum Associates	V. 6.0	8	9780760989692	
	i-Ready® online Student Diagnostic and Student Instruction, 5 year license	Curriculum Associates	V. 6.0	8	9780760989791	
	Ready® Common Core Math Practice and Problem Solving Book 5 yr fulfillment	Curriculum Associates	2016	8	9781495723223	
	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic student license, 1 year	Curriculum Associates	2014	8	9781495723254	
	Ready Common Core Mathematics Student Instruction book and Math Practice Problem Solving Book, 1 year	Curriculum Associates	2014	8	9781495705090	
	Ready Common Core Mathematics Student Instruction book, 1 year fulfillment	Curriculum Associates	2014	8	9780760986431	
	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2014	8	9781495723261	
	i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	8	9780760972601	
	i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	8	9780760972618	
	Ready® Common Core Math Practice and Problem Solving Book 1 yr fulfillment	Curriculum Associates	2016	8	9781495704857	
	Ready® Common Core Math SBAC Practice Workbook 1 yr fulfillment	Curriculum Associates	2016	8	9781495713224	
	Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2014	8	9780760996874	

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	Ready® Common Core Math Practice and Problem Solving Book TG	Curriculum Associates	2016	8	9781495704888	
	Ready® Common Core Math SBAC Practice Workbook TG	Curriculum Associates	2016	8	9781495713286	
	Ready® Common Core Mathematics Student Instruction book + Practice and Problem Solving Book + i-Ready® Diagnostic and Instruction student license, 1 year	Curriculum Associates	2016	2	9781495722790	
	i-Ready® online Student Diagnostic, 1 year license	Curriculum Associates	V. 6.0	2	9780760972601	
	i-Ready® online Student Diagnostic and Student Instruction, 1 year license	Curriculum Associates	V. 6.0	2	9780760972618	
	Ready® Common Core Math Practice and Problem Solving Book 1 yr fulfillment	Curriculum Associates	2014	2	9780760992234	
	Ready® Common Core Math SBAC Practice Workbook 1 yr fulfillment	Curriculum Associates	2014	2	9780760991053	
	Ready® Common Core Mathematics Teacher Resource book and access to online Teacher Toolbox	Curriculum Associates	2016	2	9781495706172	
	Ready® Common Core Math Practice and Problem Solving Book TG	Curriculum Associates	2014	2	9780760995921	
	Ready® Common Core Math SBAC Practice Workbook TG	Curriculum Associates	2014	2	9780760991060	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
ExploreLearning	Reflex (Idaho Edition Student License 6-Year Subscription)	ExploreLearning	2015	2-5	978-1-4916-0801-2	Component
<p>Notes: The sole purpose of this program is to build basic math fact fluency. Strengths: The Reflex program does a great job of accomplishing its objective which is to build basic math fact fluency. The program engages and optimizes each student's individual learning experience. The program is most successful when used for 15-20 minutes each day rather than larger chunks of class or homework time sporadically. It can be accessed anywhere with internet and there is an app available. Weakness: Reflex was not created to develop conceptual understanding and therefore does not cover requirements needed to meet the necessary evidence required for those categories (Rigor and Balance, Standards of Mathematical Practice).</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). Key <i>Reflex</i> features include:</p> <ul style="list-style-type: none"> ▪ 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. <p>Flexible and accessible implementation: <i>Reflex</i> can be used with students of all ability levels; anywhere there is an Internet connection.</p>						
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Great Minds	Eureka Math - A Story of Units Grade K Full Class Print Bundle 30	Great Minds	2015-16	K	978-1-63255-650-9	Core	
	Notes:						
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Units®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.						
	Teacher's Edition						978-1-63255-347-8
	Exit Tickets Packet						978-1-63255-450-5
	Sprints & Fluency Packets						978-1-63255-557-1
	Grade K Packet Bundle - Assessment/Exit Ticket Packets/Sprint & Fluency Packets	Great Minds	2015-16	K			978-1-63255-719-3
Grade K Full Class Print Bundle 25	Great Minds	2015-16	K		978-1-63255-663-9		
	Teacher's Edition					978-1-63255-347-8	
	Exit Tickets Packet					978-1-63255-450-5	
	Sprints & Fluency Packets					978-1-63255-557-1	
	Grade K Full Class Print Bundle 20	Great Minds	2015-16	K		978-1-63255-676-9	
	Teacher's Edition					978-1-63255-347-8	
	Exit Tickets Packet					978-1-63255-450-5	
	Sprints & Fluency Packets					978-1-63255-557-1	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Great Minds	Eureka Math - A Story of Units Grade 1 Full Class Print Bundle 30	Great Minds	2015-16	1	978-1-63255-692-9	Core	
	Notes: Lack of color and graphics may lend itself to less engagement. Recommend that program be adopted in its entirety to lay a good foundation for later grades.						
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Units®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.						
	Teacher's Edition						978-1-63255-354-6
	Assessments Packet						978-1-63255-393-5
	Exit Tickets Packet						978-1-63255-461-1
	Sprints & Fluency Packets						978-1-63255-568-7
Grade 1 Packet Bundle - Assessment/Exit Ticket Packets/Sprint & Fluency Packets	Great Minds	2015-16	1		978-1-63255-651-6		
Grade 1 Full Class Print Bundle 25	Great Minds	2015-16	1		978-1-63255-693-6		

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	Teacher's Edition				978-1-63255-354-6	
	Assessments Packet				978-1-63255-393-5	
	Exit Tickets Packet				978-1-63255-461-1	
	Sprints & Fluency Packets				978-1-63255-568-7	
	Grade 1 Full Class Print Bundle 20	Great Minds	2015-16	1	978-1-63255-694-3	
	Teacher's Edition				978-1-63255-354-6	
	Assessments Packet				978-1-63255-393-5	
	Exit Tickets Packet				978-1-63255-461-1	
	Sprints & Fluency Packets				978-1-63255-568-7	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	Eureka Math - A Story of Units Grade 2 Full Class Print Bundle 30	Great Minds	2015-16	2	978-1-63255-652-3	Core
Notes: Due to the rigor of the program, it is recommended to use as a K-5/K-8 program-not just in 2 nd grade.						
Key Features: The Eureka Math elementary mathematics curriculum, A Story of Units®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.						
	Teacher's Edition				978-1-63255-362-1	
	Assessments Packet				978-1-63255-397-3	
	Exit Tickets Packet				978-1-63255-472-7	
	Sprints & Fluency Packets				978-1-63255-579-3	
	Grade 2 Packet Bundle - Assessment/Exit Ticket Packets/Sprint & Fluency Packets	Great Minds	2015-16	2	978-1-63255-652-3	
	Grade 2 Full Class Print Bundle 25	Great Minds	2015-16	2	978-1-63255-652-3	
	Teacher's Edition				978-1-63255-362-1	
	Assessments Packet				978-1-63255-397-3	
	Exit Tickets Packet				978-1-63255-472-7	
	Sprints & Fluency Packets				978-1-63255-579-3	
	Grade 2 Full Class Print Bundle 20	Great Minds	2015-16	2	978-1-63255-652-3	
	Teacher's Edition				978-1-63255-362-1	
	Assessments Packet				978-1-63255-397-3	
	Exit Tickets Packet				978-1-63255-472-7	
	Sprints & Fluency Packets				978-1-63255-579-3	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	Eureka Math - A Story of Units Grade 3 Full Class Print Bundle 30	Great Minds	2015-16	3	978-1-63255-701-8	Core

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	<p>Notes: Eureka Math appears to be written specifically with the standards in mind. Each module builds upon concepts learned across lessons and grade levels. It focuses a great deal of time on building conceptual understanding and giving students the opportunities to practice these skills and build on them to mastery. Many supports are provided for teachers, students, and families through the Great Minds website.</p>					
	<p>Key Features: The Eureka Math elementary mathematics curriculum, A Story of Units®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.</p>					
	Teacher's Edition				978-1-63255-370-6	
	Assessments Packet				978-1-63255-401-7	
	Exit Tickets Packet				978-1-63255-482-6	
	Sprints & Fluency Packets				978-1-63255-589-2	
	Grade 3 Packet Bundle - Assessment/Exit Ticket Packets/Sprint & Fluency Packets	Great Minds	2015-16	3	978-1-63255-653-0	
	Grade 3 Full Class Print Bundle 25	Great Minds	2015-16	3	978-1-63255-702-5	
	Teacher's Edition				978-1-63255-370-6	
	Assessments Packet				978-1-63255-401-7	
	Exit Tickets Packet				978-1-63255-482-6	
	Sprints & Fluency Packets				978-1-63255-589-2	
	Grade 3 Full Class Print Bundle 20	Great Minds	2015-16	3	978-1-63255-703-2	
	Teacher's Edition				978-1-63255-370-6	
	Assessments Packet				978-1-63255-401-7	
	Exit Tickets Packet				978-1-63255-482-6	
	Sprints & Fluency Packets				978-1-63255-589-2	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	<p>Eureka Math - A Story of Units Grade 4 Full Class Print Bundle 30</p> <p>Notes: It is essential for this curriculum to be adopted in K-6 if it is going to be used in 7-12. Because it is such a rigorous program, 7-12 programs need the foundational skills taught in K-6.</p> <p>Eureka Math appears to be written specifically with the standards in mind. Each module builds upon concepts learned across lessons and grade levels. It focuses a great deal of time on building conceptual understanding and giving students the opportunities to practice these skills and build on them to mastery. Many supports are provided for teachers, students, and families through the Great Minds website.</p> <p>Key Features: The Eureka Math elementary mathematics curriculum, A Story of Units®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.</p>	Great Minds	2015-16	4	978-1-63255-701-8	Core
	Teacher's Edition				978-1-63255-377-5	
	Assessments Packet				978-1-63255-406-2	
	Exit Tickets Packet				978-1-63255-492-5	

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	Sprints & Fluency Packets				978-1-63255-595-3	
	Grade 4 Packet Bundle - Assessment/Exit Ticket Packets/Sprint & Fluency Packets	Great Minds	2015-16	4	978-1-63255-654-7	
	Grade 4 Full Class Print Bundle 25	Great Minds	2015-16	4	978-1-63255-702-5	
	Teacher's Edition				978-1-63255-377-5	
	Assessments Packet				978-1-63255-406-2	
	Exit Tickets Packet				978-1-63255-492-5	
	Sprints & Fluency Packets				978-1-63255-595-3	
	Grade 4 Full Class Print Bundle 20	Great Minds	2015-16	4	978-1-63255-703-2	
	Teacher's Edition				978-1-63255-377-5	
	Assessments Packet				978-1-63255-406-2	
	Exit Tickets Packet				978-1-63255-492-5	
	Sprints & Fluency Packets				978-1-63255-595-3	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	Eureka Math - A Story of Units Grade 5 Full Class Print Bundle 30	Great Minds	2015-16	5	978-1-63255-704-9	Core
	<p>Notes: The curriculum needs to be adopted in K-5 or K-6 so that it can be transferred to 7-12. This program starts in kindergarten and follows strict patterns for building foundational skills.</p> <p>Eureka Math appears to be written specifically with the standards in mind. Each module builds upon concepts learned across lessons and grade levels. It focuses a great deal of time on building conceptual understanding and giving students the opportunities to practice these skills and build on them to mastery. Many supports are provided for teachers, students, and families through the Great Minds website.</p> <p>Key Features: The Eureka Math elementary mathematics curriculum, A Story of Units®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.</p>					
	Teacher's Edition				978-1-63255-378-2	
	Assessments Packet				978-1-63255-410-9	
	Exit Tickets Packet				978-1-63255-502-1	
	Sprints & Fluency Packets				978-1-63255-610-3	
	Grade 5 Packet Bundle - Assessment/Exit Ticket Packets/Sprint & Fluency Packets	Great Minds	2015-16	5	978-1-63255-655-4	
	Grade 5 Full Class Print Bundle 25	Great Minds	2015-16	5	978-1-63255-705-6	
	Teacher's Edition				978-1-63255-384-3	
	Assessments Packet				978-1-63255-410-9	
	Exit Tickets Packet				978-1-63255-502-1	
	Sprints & Fluency Packets				978-1-63255-610-3	
	Grade 5 Full Class Print Bundle 20	Great Minds	2015-16	5	978-1-63255-706-3	

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	Teacher's Edition				978-1-63255-384-3	
	Assessments Packet				978-1-63255-410-9	
	Exit Tickets Packet				978-1-63255-502-1	
	Sprints & Fluency Packets				978-1-63255-610-3	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	Eureka Math - A Story of Ratios Grade 6 Full Class Print Bundle 30	Great Minds	2015-16	6	978-1-63255-707-0	Core
	Notes: The curriculum is very rigorous. It would be best to adopt K-6 so students have the foundation they need to be successful in subsequent grades.					
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Ratio's®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.					
	Teacher's Edition				978-1-63255-612-7	
	Assessments Packet				978-1-63255-414-7	
	Exit Tickets Packet				978-1-63255-511-3	
	Grade 6 Packet Bundle - Assessment/Exit Ticket Packets	Great Minds	2015-16	6		
	Grade 6 Full Class Print Bundle 25	Great Minds	2015-16	6	978-1-63255-708-7	
	Teacher's Edition				978-1-63255-612-7	
	Assessments Packet				978-1-63255-414-7	
	Exit Tickets Packet				978-1-63255-511-3	
	Grade 6 Full Class Print Bundle 20	Great Minds	2015-16	6	978-1-63255-709-4	
	Teacher's Edition				978-1-63255-612-7	
	Assessments Packet				978-1-63255-414-7	
	Exit Tickets Packet				978-1-63255-511-3	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	Eureka Math - A Story of Ratios Grade 7 Full Class Print Bundle 30	Great Minds	2015-16	7	978-1-63255-710-0	Core
	Notes: Strengths: <ul style="list-style-type: none"> • Curriculum flows and is easy to follow • Discussion opportunities are engaging to students and promote student participation • Standards are thoroughly addressed throughout the curriculum • Student exercises reinforce conceptual understanding 					

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	<ul style="list-style-type: none"> • Great conceptual knowledge activities • Deep knowledge and understanding • Students will get a deep understanding of mathematics <p>Weaknesses:</p> <ul style="list-style-type: none"> • There are minimal ELL supports • The text is not visually engaging • Sometimes the skills practice is too intense 					
	<p>Key Features: The Eureka Math elementary mathematics curriculum, A Story of Ratios®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.</p>					
	Teacher's Edition				978-1-63255-619-6	
	Assessments Packet				978-1-63255-418-5	
	Exit Tickets Packet				978-1-63255-520-5	
	Grade 7 Packet Bundle - Assessment/Exit Ticket Packets	Great Minds	2015-16	7	978-1-63255-726-1	
	Grade 7 Full Class Print Bundle 25	Great Minds	2015-16	7	978-1-63255-711-7	
	Teacher's Edition				978-1-63255-619-6	
	Assessments Packet				978-1-63255-418-5	
	Exit Tickets Packet				978-1-63255-520-5	
	Grade 7 Full Class Print Bundle 20	Great Minds	2015-16	7	978-1-63255-712-4	
	Teacher's Edition				978-1-63255-619-6	
	Assessments Packet				978-1-63255-418-5	
	Exit Tickets Packet				978-1-63255-520-5	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	Eureka Math - A Story of Ratios Grade 8 Full Class Print Bundle 30	Great Minds	2015-16	8	978-1-63255-713-1	Core
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Curriculum flows and is easy to follow • Discussion opportunities are engaging to students and promote student participation • Standards are thoroughly addressed throughout the curriculum • Student exercises reinforce conceptual understanding <p>Weaknesses:</p> <ul style="list-style-type: none"> • There are minimal ELL supports • The text is not visually engaging 					

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	<ul style="list-style-type: none"> Assessment can be wordy and confusing to students 					
	Key Features: The Eureka Math elementary mathematics curriculum, A Story of Ratios®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.					
	Teacher's Edition				978-1-63255-626-4	
	Assessments Packet				978-1-63255-422-2	
	Exit Tickets Packet				978-1-63255-529-8	
	Grade 8 Packet Bundle - Assessment/Exit Ticket Packets	Great Minds	2015-16	8	978-1-63255-727-8	
	Grade 8 Full Class Print Bundle 25	Great Minds	2015-16	8	978-1-63255-714-8	
	Teacher's Edition				978-1-63255-626-4	
	Assessments Packet				978-1-63255-422-2	
	Exit Tickets Packet				978-1-63255-529-8	
	Grade 8 Full Class Print Bundle 20	Great Minds	2015-16	8	978-1-63255-715-5	
	Teacher's Edition				978-1-63255-626-4	
	Assessments Packet				978-1-63255-422-2	
	Exit Tickets Packet				978-1-63255-529-8	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	Eureka Math - A Story of Functions - Algebra I Algebra I Full Class Print Bundle 30	Great Minds	2015-16	9	978-1-63255-324-9	Core
	Notes: In order for this curriculum to be adopted and be appropriate for the grade level, Great Minds' texts would have to have been adopted in earlier grades before this class. Strengths: <ul style="list-style-type: none"> Good use of prior knowledge Covers all standards Module overview is very useful Good conceptual problems to support deeper learning Covers all mathematical practices and explicitly marks where they are covered Scaffolding suggestions in teacher edition are helpful Weaknesses: <ul style="list-style-type: none"> Very rigorous In some areas/sections the amount of procedural problems are lacking No glossary Vocabulary not clearly marked throughout lessons 					

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	<ul style="list-style-type: none"> Lacking in ELL and special populations accommodations No Spanish/English glossary 					
	<p>Key Features: The Eureka Math elementary mathematics curriculum, A Story of Functions®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.</p>					
	Teacher's Edition				978-1-63255-626-4	
	Assessments Packet				978-1-63255-428-4	
	Exit Tickets Packet				978-1-63255-536-6	
	Algebra I Packet Bundle - Assessment/Exit Ticket Packets	Great Minds	2015-16	9	978-1-63255-728-5	
	Algebra I Full Class Print Bundle 25	Great Minds	2015-16	9	978-1-63255-324-9	
	Teacher's Edition				978-1-63255-626-4	
	Assessments Packet				978-1-63255-428-4	
	Exit Tickets Packet				978-1-63255-536-6	
	Algebra I Full Class Print Bundle 20	Great Minds	2015-16	9	978-1-63255-324-9	
	Teacher's Edition				978-1-63255-626-4	
	Assessments Packet				978-1-63255-428-4	
	Exit Tickets Packet				978-1-63255-536-6	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	Eureka Math - A Story of Functions – Geometry Full Class Print Bundle 30	Great Minds	2015-16	10	978-1-63255-730-8	Core
	<p>Notes: Eureka Geometry would be most successful if foundational skills and comprehension are strong to begin with due to Eureka's rigor. Strengths:</p> <ul style="list-style-type: none"> Mathematical practice approach and the conceptual understanding it builds There are rich application problems and the concrete to abstract learning is seen throughout <p>Weaknesses:</p> <ul style="list-style-type: none"> The text is not as visually appealing for students engagement Navigation is a bit awkward with topics on the bottom of the page instead of the top 					
	<p>Key Features: The Eureka Math elementary mathematics curriculum, A Story of Functions®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.</p>					
	Teacher's Edition				978-1-63255-638-7	
	Assessments Packet				978-1-63255-434-5	
	Exit Tickets Packet				978-1-63255-544-1	
	Geometry Packet Bundle - Assessment/Exit Ticket Packets	Great Minds	2015-16	10	978-1-63255-729-2	

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	Geometry Full Class Print Bundle 25	Great Minds	2015-16	10	978-1-63255-731-5	
	Teacher's Edition				978-1-63255-638-7	
	Assessments Packet				978-1-63255-434-5	
	Exit Tickets Packet				978-1-63255-544-1	
	Geometry Full Class Print Bundle 20	Great Minds	2015-16	10	978-1-63255-732-2	
	Teacher's Edition				978-1-63255-638-7	
	Assessments Packet				978-1-63255-434-5	
	Exit Tickets Packet				978-1-63255-544-1	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	Eureka Math - A Story of Functions - Algebra II Algebra II Full Class Print Bundle 30	Great Minds	2015-16	11	978-1-63255-734-6	Core
	<p>Notes: Algebra II represents a math curriculum with high expectations for all learners. This is certainly strength, but the design of the curriculum could leave struggling learners behind without additional support provided outside of the curriculum. Referring teachers (and students) to earlier curriculum to review and reinforce standards can be useful, but it does not provide support for students that struggled in the same curriculum previously (e.g. the algebra II student that also complete4d work in Eureka Math: Algebra I).</p> <p>The text does cover all standards and mathematical practices.</p> <p>Adoption of this specific title make sense if a school adopts Eureka Math for all grades (or at least all grades addressed within a specific story-A Story of Ratios and Functions is grade 6-12) because all stakeholders become familiar with the nuances and processes of the curriculum.</p> <p>Additionally, this is a "free" curriculum that can be accessed by anyone online. This is great! With that said, schools that purchase this curriculum would either need to buy workbooks each year or print out the student materials.</p> <p>Key Features: The Eureka Math elementary mathematics curriculum, A Story of Functions®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.</p>					
	Teacher's Edition				978-1-63255-643-1	
	Assessments Packet				978-1-63255-434-5	
	Exit Tickets Packet				978-1-63255-552-6	
	Algebra II Packet Bundle - Assessment/Exit Ticket Packets	Great Minds	2015-16	11	978-1-63255-733-9	
	Algebra II Full Class Print Bundle 25	Great Minds	2015-16	11	978-1-63255-735-3	
	Teacher's Edition				978-1-63255-643-1	
	Assessments Packet				978-1-63255-434-5	
	Exit Tickets Packet				978-1-63255-552-6	
	Algebra II Full Class Print Bundle 20	Great Minds	2015-16	11	978-1-63255-736-0	
	Teacher's Edition				978-1-63255-643-1	
	Assessments Packet				978-1-63255-434-5	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Great Minds	Eureka Math - A Story of Functions Pre-Calculus Full Class Print Bundle 30	Great Minds	2015-16	12	978-1-63255-738-4	Core
Notes: Eureka Pre-calculus would be most successful if prior material is rigorous in skills and comprehension. It would be perfect material for STEM courses and motivated learners. Strengths are in the design of the text as a whole, in building on prerequisites, on engaging application problems, in the rigor and appropriate level of vocabulary, the lesson designs, the ample procedural practice problems, the authentic assessments, and opportunities to differentiate and extend student learning. <ul style="list-style-type: none"> • The text leads with the "story" of each concept, and leads teachers/students through big ideas toward procedural tasks in a cohesive manner. • This material would also be a great tool to, possibly, engage "at-risk" students. • Very rich material Weaknesses are very few. Navigation was at times slightly awkward with the topic heading at the bottom of the page instead of the top. Key Features: The Eureka Math elementary mathematics curriculum, A Story of Functions®, offers print and digital components for teachers and students, as well as live and online professional development for teachers and support resources for parents. Spanish translations of student-facing materials will be available to support the 2016-2017 school year.						
Teacher's Edition					978-1-63255-649-3	
Assessments Packet					978-1-63255-445-1	
Exit Tickets Packet					978-1-63255-609-7	
Pre-Calculus Packet Bundle - Assessment/Exit Ticket Packets					978-1-63255-737-7	
Pre-Calculus Full Class Print Bundle 25					978-1-63255-739-1	
Teacher's Edition					978-1-63255-649-3	
Assessments Packet					978-1-63255-445-1	
Exit Tickets Packet					978-1-63255-609-7	
Pre-Calculus Full Class Print Bundle 20					978-1-63255-740-7	
Teacher's Edition					978-1-63255-649-3	
Assessments Packet					978-1-63255-445-1	
Exit Tickets Packet					978-1-63255-609-7	
Online Eureka Math Pk-12 Eureka Math - A Story of Units, Ratios, and Functions					978-1-63255-219-8	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE K © 2013					Core
	Math Expressions Student Activity Book 5-Year Print Subscription (Softcover) Grade K (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	K	9780544513433	
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Teacher materials allow the teacher to understand the layout of the unit(s) with ease • Vocabulary and word problems were engaging and age appropriate • Sub/new teachers could easily pick up and teach a lesson without too much stress <p>Weaknesses:</p> <ul style="list-style-type: none"> • It would be nice if Puzzled Penguin is right sometimes to make students think about the complexity of the concept 					
<p>Key Features: Math Expressions 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. Math Expressions is:</p> <ul style="list-style-type: none"> • 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 						

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	<p>progression of teaching and learning that aligns precisely with the CCSS</p> <ul style="list-style-type: none"> As students confidence and experience build, use of modeling, repeated reasoning, and abstract thinking grow, leading to mastery of hallmark CCSS Mathematical Practice Standards <p>Extensive teaching materials include research and math background with the Common Core Learning Progressions and Mathematical Practices clearly identified</p>	
	<p>Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade K (includes 6 copies each of Volumes 1 & 2)</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780544271760</p>
	<p>Math Expressions Student Activity Book Collection (Softcover) Grade K (includes Volumes 1 & 2)</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780547824789</p>
	<p>Math Expressions Student Activity Book, Volume 1 (Softcover) Grade K</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780547824505</p>
	<p>Math Expressions Student Activity Book, Volume 2 (Softcover) Grade K</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780547824574</p>
	<p>Math Expressions Online Student Activity Book 5-Year Grade K</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780544444966</p>
	<p>Math Expressions Online Student Activity Book 1-Year Grade K</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780547927978</p>
	<p>Math Expressions Student Activity Book eTextbook ePub 5-Year Grade K</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780544445239</p>
	<p>Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade K</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780544051010</p>
	<p>Math Expressions Teacher Edition Collection Grade K (includes Volumes 1 & 2)</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780547825021</p>
	<p>Math Expressions Teacher Edition, Volume 1 Grade K</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780547824864</p>
	<p>Math Expressions Teacher Edition, Volume 2 Grade K</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780547824932</p>
	<p>Math Expressions Teacher Edition eTextbook, ePub 5-Year Grade K</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780544870925</p>
	<p>Math Expressions Online Teacher Resource Center, 5-Year Grade K (includes Online Student Activity Book Grade K, Online Challenge Easel without Annos Grade K, Online Student Response to Intervention Tier 1 BLM Grade K, Online Student Response to Intervention Tier 2-3 BLM Grade K, Online PARCC Test Prep Student Edition Grade K, Online SBAC Test Prep Student Edition, 5-Year Grade K, Online Performance Tasks Grade K, Online Teacher's Edition Grade K, Online Teacher Assessment Grade K, Online Lesson Planner Grade K, Online Bilingual eGlossary Grade K-6, Online Interactive Whiteboard Grade K, Online iTools Primary Grades K-2, Mega Math Online Grades K-6, Online Soar to Success Grades K-6, Online Professional Development Videos Grade K, Online Challenge Easel with Annos Grade K, Online Teacher Response to Intervention Tiers 1-3 Grade K, Online PARCC Test Prep Teacher Edition Grade K, Online SBAC Test Prep Teacher Edition, 5-Year Grade K, Online Literature Library Teacher Guide 5-Year Grade K, Achieving Facts Fluency, Primary, 5-Year Grades K-3, Online Multilingual Family Letters, 5-Year Grade K)</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780547860183</p>
	<p>Math Expressions Online Teacher Resource Center, 1-Year Grade K</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780547859996</p>
	<p>Math Expressions Homework & Remembering Collection 5-Year</p>	<p>Dr. Karen Fuson</p> <p>2013</p> <p>K</p> <p>9780544513594</p>

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	Print Subscription Grade K					
	Math Expressions Homework & Remembering Collection Grade K (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	K	9780547824673	
	Math Expressions Anno's Counting Big Book Grade K	Dr. Karen Fuson	2006	K	9780618697359	
	Math Expressions Math Literature Library Grade K	Dr. Karen Fuson	2013	K	9780547857732	
	Math Expressions Student Manipulatives Kit Grade K	Dr. Karen Fuson	2013	K	9780547836256	
	Math Expressions SBAC Test Prep Student Edition Grade K	Dr. Karen Fuson	2015	K	9780544251816	
	Math Expressions Flash Drive Grade K	Dr. Karen Fuson	2013	K	9780547857800	
	Math Expressions Teacher Assessment Guide Grade K	Dr. Karen Fuson	2013	K	9780547824048	
	Math Expressions Teacher's Resource Book Grade K	Dr. Karen Fuson	2013	K	9780547835822	
	Math Expressions Homework & Remembering Black Line Masters Grade K	Dr. Karen Fuson	2013	K	9780547825250	
	Math Expressions Math Center Challenge Easel Grade K	Dr. Karen Fuson	2013	K	9780547825175	
	Math Expressions Response to Intervention Tier 1 Blackline Master Grade K	Dr. Karen Fuson	2013	K	9780547836171	
	Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade K	Dr. Karen Fuson	2013	K	9780547887531	
	Math Expressions SBAC Test Prep Teacher Edition Grade K	Dr. Karen Fuson	2015	K	9780544251915	
	Math Expressions Differentiated Instruction Activity Card Kit Grade K	Dr. Karen Fuson	2013	K	9780547862125	
	Math Expressions Teacher Modeling Kit Grade K	Dr. Karen Fuson	2013	K	9780547836515	
	Math Expressions Online Soar to Success, 5-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547839110	
	Math Expressions Online Soar to Success, 1-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547940823	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6	Dr. Karen Fuson	2013	K-6	9780547941738	
	Math Expressions Custom Manipulatives Kit Grade K	Dr. Karen Fuson	2013	K	9780547836386	
	Math Expressions Manipulatives and Materials Kit Grade K	Dr. Karen Fuson	2013	K	9780547836324	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE 1 © 2013					Core
	Math Expressions Student Activity Book 5-Year Print Subscription (Softcover) Grade 1 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	1	9780544513440	
Notes: Strengths: <ul style="list-style-type: none"> • Teacher materials allow the teacher to understand the layout of the unit(s) with ease • Vocabulary and word problems were engaging and age appropriate • Sub, new teachers could easily pick up and teach a lesson without too much stress Weaknesses:						

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- It would be nice if Puzzled Penguin is right sometimes to make students think about the complexity of the concept

Key Features:

Math Expressions 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. Math Expressions 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

Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 1 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	1	9780544271821
Math Expressions Student Activity Book Collection (Softcover) Grade 1 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	1	9780547824727
Math Expressions Student Activity Book with MathBoard 5-Year Print Subscription (Softcover) Grade 1 (includes	Dr. Karen Fuson	2013	1	9780544513747

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Volumes 1 & 2, Student MathBoard Grades 1-2)					
Math Expressions Student Activity Book Collection 6 Pack With MathBoard (Softcover) Grade 1 (includes 6 copies each of Volumes 1 & 2, 6 Student MathBoards Grades 1-2)	Dr. Karen Fuson	2013	1	9780544276529	
Math Expressions Student Activity Book (Softcover) with MathBoards Grade 1 (includes Volumes 1 & 2, 2 Student MathBoards Grades 1-2)	Dr. Karen Fuson	2013	1	9780547859859	
Math Expressions Student Activity Book, Volume 1 (Softcover) Grade 1	Dr. Karen Fuson	2013	1	9780547813363	
Math Expressions Student Activity Book, Volume 2 (Softcover) Grade 1	Dr. Karen Fuson	2013	1	9780547824512	
Math Expressions Online Student Activity Book 5-Year Grade 1	Dr. Karen Fuson	2013	1	9780544445222	
Math Expressions Online Student Activity Book 1-Year Grade 1	Dr. Karen Fuson	2013	1	9780547927916	
Math Expressions Student Activity Book eTextbook, ePub 5-Year Grade 1	Dr. Karen Fuson	2013	1	9780544444829	
Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 1	Dr. Karen Fuson	2013	1	9780544051041	
Math Expressions Teacher Edition Collection Grade 1 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	1	9780547824949	
Math Expressions Teacher Edition, Volume 1 Grade 1	Dr. Karen Fuson	2013	1	9780547824796	
Math Expressions Teacher Edition, Volume 2 Grade 1	Dr. Karen Fuson	2013	1	9780547824871	
Math Expressions Teacher Edition eTextbook, ePub 5-Year Grade 1	Dr. Karen Fuson	2013	1	9780544870932	
Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 1	Dr. Karen Fuson	2013	1	9780544147287	
Math Expressions Online Teacher Resource Center, 5-Year Grade 1 (includes Online Student Activity Book Grade 1, Online Challenge Easel without Annos Grade 1, Online Student Response to Intervention Tier 1 BLM Grade 1, Online Student Response to Intervention Tier 2-3 BLM Grade 1, Online PARCC Test Prep Student Edition Grade 1, Online SBAC Test Prep Student Edition, 5-Year Grade 1, Online Performance Tasks Grade 1, Online Teacher's Edition Grade 1, Online Teacher Assessment Grade 1, Online Lesson Planner Grade 1, Online Bilingual eGlossary Grade K-6, Online Interactive Whiteboard Grade 1, Online iTools Primary Grades K-2, Mega Math Online Grades K-6, Online Soar to Success Grades K-6, Online Professional Development Videos Grade 1, Online Challenge Easel with Annos Grade 1, Online Teacher Response to Intervention Tiers 1-3 Grade 1, Online PARCC Test Prep Teacher Edition Grade 1, Online SBAC Test Prep Teacher Edition, 5-Year Grade 1, Online Literature Library Teacher Guide 5-Year Grade 1, Achieving Facts Fluency, Primary, 5-Year Grades K-3, Online Multilingual Family Letters, 5-Year Grade 1)	Dr. Karen Fuson	2013	1	9780547860121	
Math Expressions Online Teacher Resource Center, 1-Year Grade 1	Dr. Karen Fuson	2013	1	9780547860145	
Math Expressions Homework & Remembering Collection 5-Year Print Subscription Grade 1 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	1	9780544513600	

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	Math Expressions Homework & Remembering Collection Grade 1 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	1	9780547824581	
	Math Expressions SBAC Test Prep Student Edition Grade 1	Dr. Karen Fuson	2015	1	9780544251823	
	Math Expressions Student MathBoard Grades 1-2	Dr. Karen Fuson	2011	1-2	9780547389677	
	Math Expressions Math Literature Library Grade 1	Dr. Karen Fuson	2013	1	9780547857794	
	Math Expressions Student MathBoard (5-Pack) Grades 1-2	Dr. Karen Fuson	2011	1-2	9780547867694	
	Math Expressions Student Manipulatives Kit Grade 1	Dr. Karen Fuson	2013	1	9780547836263	
	Math Expressions Flash Drive Grade 1	Dr. Karen Fuson	2013	1	9780547857299	
	Math Expressions SBAC Test Prep Teacher Edition Grade 1	Dr. Karen Fuson	2015	1	9780544251922	
	Math Expressions Teacher Assessment Guide Grade 1	Dr. Karen Fuson	2013	1	9780547825489	
	Math Expressions Teacher's Resource Book Grade 1	Dr. Karen Fuson	2013	1	9780547836133	
	Math Expressions Homework & Remembering Black Line Masters Grade 1	Dr. Karen Fuson	2013	1	9780547825182	
	Math Expressions Teacher MathBoard Grades 1-2	Dr. Karen Fuson	2006	1-2	9780618510498	
	Math Expressions Math Center Challenge Easel Grade 1	Dr. Karen Fuson	2013	1	9780547825106	
	Math Expressions Response to Intervention Tier 1 Blackline Master Grade 1	Dr. Karen Fuson	2013	1	9780547836195	
	Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 1	Dr. Karen Fuson	2013	1	9780547887432	
	Math Expressions Differentiated Instruction Activity Card Kit Grade 1	Dr. Karen Fuson	2013	1	9780547862118	
	Math Expressions Teacher Modeling Kit Grade 1	Dr. Karen Fuson	2013	1	9780547836522	
	Math Expressions Online Soar to Success, 5-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547839110	
	Math Expressions Online Soar to Success, 1-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547940823	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6	Dr. Karen Fuson	2013	K-6	9780547941738	
	Math Expressions Custom Manipulatives Kit Grade 1	Dr. Karen Fuson	2013	1	9780547836393	
	Math Expressions Manipulatives and Materials Kit Grade 1	Dr. Karen Fuson	2013	1	9780547836331	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE 2 © 2013					Core
	Math Expressions Student Activity Book 5-Year Print Subscription (Softcover) Grade 2 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	2	9780544513457	
	Notes: Strengths: Curriculum provides detailed lessons that can be taught by all teachers with ease and fidelity, including first year teachers, new to grade teachers, and substitute teachers. It also provides a detailed coherent across grade level plan so teachers can see the expectation from grade level to grade level. Support for ALL learners can be found on EVERY lesson, allowing teachers to find the applicable level of intervention for their students.					

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	<p>Weaknesses: It would be nice if Puzzled Penguin could be right sometimes, instead of always wrong. This would allow students to construct viable arguments as to why he is right.</p> <p>Key Features: Math Expressions 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. Math Expressions is:</p> <ul style="list-style-type: none">• 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 <p>Extensive teaching materials include research and math background with the Common Core Learning Progressions and Mathematical Practices clearly identified</p>	
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Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 2 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	2	9780544272002
Math Expressions Student Activity Book Collection (Softcover) Grade 2 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	2	9780547824734
Math Expressions Student Activity Book with MathBoard 5-Year Print Subscription (Softcover) Grade 2 (includes Volumes 1 & 2, Student MathBoard Grades 1-2)	Dr. Karen Fuson	2013	2	9780544513754
Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 2 (includes 6 copies each of Volumes 1 & 2, 6 Student MathBoards Grades 1-2)	Dr. Karen Fuson	2013	2	9780544276543
Math Expressions Student Activity Book (Softcover) with Mathboards Grade 2 (includes Volumes 1 & 2, 2 Student MathBoards Grades 1-2)	Dr. Karen Fuson	2013	2	9780547859873
Math Expressions Student Activity Book, Volume 1 (Softcover) Grade 2	Dr. Karen Fuson	2013	2	9780547824451
Math Expressions Student Activity Book, Volume 2 (Softcover) Grade 2	Dr. Karen Fuson	2013	2	9780547824529
Math Expressions Online Student Activity Book 5-Year Grade 2	Dr. Karen Fuson	2013	2	9780544444959
Math Expressions Online Student Activity Book 1-Year Grade 2	Dr. Karen Fuson	2013	2	9780547927923
Math Expressions Student Activity Book eTextbook, ePub 5-Year Grade 2	Dr. Karen Fuson	2013	2	9780544444874
Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 2	Dr. Karen Fuson	2013	2	9780544051102
Math Expressions Teacher Edition Collection Grade 2 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	2	9780547824963
Math Expressions Teacher Edition, Volume 1 Grade 2	Dr. Karen Fuson	2013	2	9780547824802
Math Expressions Teacher Edition, Volume 2 Grade 2	Dr. Karen Fuson	2013	2	9780547824888

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	Math Expressions Teacher Edition eTextbook, ePub 5-Year Grade 2	Dr. Karen Fuson	2013	2	9780544870949
	Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 2	Dr. Karen Fuson	2013	2	9780544147416
	Math Expressions Online Teacher Resource Center, 5-Year Grade 2 (includes Online Student Activity Book Grade 2, Online Challenge Easel without Annos Grade 2, Online Student Response to Intervention Tier 1 BLM Grade 2, Online Student Response to Intervention Tier 2-3 BLM Grade 2, Online PARCC Test Prep Student Edition Grade 2, Online SBAC Test Prep Student Edition, 5-Year Grade 2, Online Performance Tasks Grade 2, Online Teacher's Edition Grade 2, Online Teacher Assessment Grade 2, Online Lesson Planner Grade 2, Online Bilingual eGlossary Grade K-6, Online Interactive Whiteboard Grade 2, Online iTools Primary Grades K-2, Mega Math Online Grades K-6, Online Soar to Success Grades K-6, Online Professional Development Videos Grade 2, Online Challenge Easel with Annos Grade 2, Online Teacher Response to Intervention Tiers 1-3 Grade 2, Online PARCC Test Prep Teacher Edition Grade 2, Online SBAC Test Prep Teacher Edition, 5-Year Grade 2, Online Literature Library Teacher Guide 5-Year Grade 2, Achieving Facts Fluency, Primary, 5-Year Grades K-3, Online Multilingual Family Letters, 5-Year Grade 2)	Dr. Karen Fuson	2013	2	9780547860008
	Math Expressions Online Teacher Resource Center, 1-Year Grade 2	Dr. Karen Fuson	2013	2	9780547860169
	Math Expressions Homework & Remembering Collection Grade 2 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	2	9780547824604
	Math Expressions Student MathBoard Grades 1-2	Dr. Karen Fuson	2011	1-2	9780547389677
	Math Expressions Math Literature Library Grade 2	Dr. Karen Fuson	2013	2	9780547857787
	Math Expressions SBAC Test Prep Student Edition Grade 2	Dr. Karen Fuson	2015	2	9780544251830
	Math Expressions Student MathBoard (5-Pack) Grades 1-2	Dr. Karen Fuson	2011	1-2	9780547867694
	Math Expressions Student Manipulatives Kit Grade 2	Dr. Karen Fuson	2013	2	9780547836270
	Math Expressions Flash Drive Grade 2	Dr. Karen Fuson	2013	2	9780547857848
	Math Expressions Teacher Assessment Guide Grade 2	Dr. Karen Fuson	2013	2	9780547825496
	Math Expressions Teacher's Resource Book Grade 2	Dr. Karen Fuson	2013	2	9780547834344
	Math Expressions Homework & Remembering Black Line Masters Grade 2	Dr. Karen Fuson	2013	2	9780547825205

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	Math Expressions Teacher MathBoard Grades 1-2	Dr. Karen Fuson	2006	1-2	9780618510498	
	Math Expressions Math Center Challenge Easel Grade 2	Dr. Karen Fuson	2013	2	9780547825113	
	Math Expressions Response to Intervention Tier 1 Blackline Master Grade 2	Dr. Karen Fuson	2013	2	9780547836201	
	Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 2	Dr. Karen Fuson	2013	2	9780547890333	
	Math Expressions SBAC Test Prep Teacher Edition Grade 2	Dr. Karen Fuson	2015	2	9780544251939	
	Math Expressions Differentiated Instruction Activity Card Kit Grade 2	Dr. Karen Fuson	2013	2	9780547861975	
	Math Expressions Teacher Modeling Kit Grade 2	Dr. Karen Fuson	2013	2	9780547836539	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6	Dr. Karen Fuson	2013	K-6	9780547941738	
	Math Expressions Online Soar to Success, 5-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547839110	
	Math Expressions Online Soar to Success, 1-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547940823	
	Math Expressions Custom Manipulatives Kit Grade 2	Dr. Karen Fuson	2013	2	9780547836409	
	Math Expressions Manipulatives and Materials Kit Grade 2	Dr. Karen Fuson	2013	2	9780547836348	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE 3 © 2013					Core
	Math Expressions Student Activity Book with MathBoard 5-Year Print Subscription (Softcover) Grade 3 (includes Volumes 1 & 2, Student MathBoard Grade 3	Dr. Karen Fuson	2013	3	9780544513761	
	Notes: 3 rd grade moved into standard algorithm quite quickly.					
	Key Features: Math Expressions 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. Math Expressions is: <ul style="list-style-type: none"> Comprehensive, research-based program that is fully aligned to the Common Core State Standards and Learning Progressions 					

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- 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

Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 3 (includes 6 copies each of Volumes 1 & 2, 6 Student MathBoards Grade 3)	Dr. Karen Fuson	2013	3	9780544276550
Math Expressions Student Activity Book (Hardbound) with MathBoards Grade 3 (includes Volumes 1 & 2, 2 Student MathBoards Grade 3)	Dr. Karen Fuson	2013	3	9780547859903
Math Expressions Student Activity Book (Softcover) with MathBoards Grade 3 (includes Volumes 1 & 2, 2 Student MathBoards Grade 3)	Dr. Karen Fuson	2013	3	9780547859866
Math Expressions Student Activity Book 5-Year Print Subscription (Softcover) Grade 3 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	3	9780544513464
Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 3 (includes 6 copies each of Volumes 1 & 2)	Dr. Karen Fuson	2013	3	9780544272033
Math Expressions Student Activity Book Collection (Hardbound) Grade 3 (includes	Dr. Karen Fuson	2013	3	9780547824680

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	Volumes 1 & 2)					
	Math Expressions Student Activity Book Collection (Softcover) Grade 3 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	3	9780547824741	
	Math Expressions Student Activity Book (Hardbound) with MathBoards & Activity Workbook Grade 3 (includes Volumes 1 & 2, 2 Student MathBoards Grade 3, Student Activity Workbook)	Dr. Karen Fuson	2013	3	9780547982977	
	Math Expressions Student Activity Book, Volume 1 (Softcover) Grade 3	Dr. Karen Fuson	2013	3	9780547824468	
	Math Expressions Student Activity Book, Volume 2 (Softcover) Grade 3	Dr. Karen Fuson	2013	3	9780547824536	
	Math Expressions Student Activity Book, Volume 1 (Hardbound) Grade 3	Dr. Karen Fuson	2013	3	9780547824369	
	Math Expressions Student Activity Book, Volume 2 (Hardbound) Grade 3	Dr. Karen Fuson	2013	3	9780547824406	
	Math Expressions Online Student Activity Book 5-Year Grade 3	Dr. Karen Fuson	2013	3	97805444445062	
	Math Expressions Online Student Activity Book 1-Year Grade 3	Dr. Karen Fuson	2013	3	9780547927930	
	Math Expressions Student Activity Book eTextbook, ePub 5-Year Grade 3	Dr. Karen Fuson	2013	3	97805444445079	
	Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 3	Dr. Karen Fuson	2013	3	9780544051393	
	Math Expressions Teacher Edition Collection Grade 3 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	3	9780547824970	
	Math Expressions Teacher Edition, Volume 1 Grade 3	Dr. Karen Fuson	2013	3	9780547824819	
	Math Expressions Teacher Edition, Volume 2 Grade 3	Dr. Karen Fuson	2013	3	9780547824895	
	Math Expressions Teacher Edition eTextbook, ePub 5-Year Grade 3	Dr. Karen Fuson	2013	3	9780544870956	
	Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 3	Dr. Karen Fuson	2013	3	9780544147461	
	Math Expressions Online Teacher Resource Center, 5-Year Grade 3 (includes Online Student Activity Book Grade 3, Online Challenge Easel without Annos Grade 3, Online Student Response to Intervention Tier 1 BLM Grade 3, Online Student Response to Intervention Tier 2-3 BLM Grade 3, Online PARCC Test Prep Student Edition Grade 3, Online SBAC Test Prep Student Edition, 5-Year Grade 3, Online Performance Tasks Grade 3, Online Teacher's Edition Grade 3, Online Teacher Assessment Grade 3, Online Lesson Planner Grade 3, Online Bilingual eGlossary Grade K-6, Online Interactive Whiteboard Grade 3, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Soar to Success Grades K-6, Online Professional Development Videos Grade 3, Online Challenge Easel with Annos Grade 3, Online Teacher Response to Intervention Tiers 1-3 Grade 3, Online PARCC Test Prep Teacher Edition Grade 3, Online SBAC Test Prep Teacher Edition, 5-Year Grade 3, Online Literature Library Teacher Guide 5-Year Grade 3, Achieving Facts Fluency, Primary, 5-Year Grades K-3, Achieving Facts Fluency, Intermediate, 5-Year Grades 3-6, Online Multilingual Family Letters, 5-Year Grade 3)	Dr. Karen Fuson	2013	3	9780547860138	

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Math Expressions Online Teacher Resource Center, 1-Year Grade 3	Dr. Karen Fuson	2013	3	9780547860077
Math Expressions Homework & Remembering Collection 5-Year Print Subscription Grade 3 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	3	9780544513631
Math Expressions Homework & Remembering Collection Grade 3 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	3	9780547824628
Math Expressions Student Activity Workbook Grade 3 (Companion to the Hardbound Student Activity Book)	Dr. Karen Fuson	2013	3	9780547824154
Math Expressions Student Activity Workbook 5-Year Print Subscription Grade 3 (Companion to the Hardbound Student Activity Book)	Dr. Karen Fuson	2013	3	9780544860018
Math Expressions Student MathBoard Grade 3	Dr. Karen Fuson	2011	3	9780547389691
Math Expressions Student MathBoard (5-Pack) Grade 3	Dr. Karen Fuson	2011	3	9780547867700
Math Expressions Math Literature Library Grade 3	Dr. Karen Fuson	2013	3	9780547857763
Math Expressions SBAC Test Prep Student Edition Grade 3	Dr. Karen Fuson	2015	3	9780544251847
Math Expressions Student Manipulatives Kit Grade 3	Dr. Karen Fuson	2013	3	9780547836287
Math Expressions Flash Drive Grade 3	Dr. Karen Fuson	2013	3	9780547857831
Math Expressions Teacher Assessment Guide Grade 3	Dr. Karen Fuson	2013	3	9780547825502
Math Expressions Teacher's Resource Book Grade 3	Dr. Karen Fuson	2013	3	9780547837055
Math Expressions Homework & Remembering Black Line Masters Grade 3	Dr. Karen Fuson	2013	3	9780547825212
Math Expressions Teacher MathBoard Grade 3	Dr. Karen Fuson	2006	3	9780618510504
Math Expressions Math Center Challenge Easel Grade 3	Dr. Karen Fuson	2013	3	9780547825120
Math Expressions Response to Intervention Tier 1 Blackline Master Grade 3	Dr. Karen Fuson	2013	3	9780547836218
Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 3	Dr. Karen Fuson	2013	3	9780547887135
Math Expressions SBAC Test Prep Teacher Edition Grade 3	Dr. Karen Fuson	2015	3	9780544251946
Math Expressions Differentiated Instruction Activity Card Kit Grade 3	Dr. Karen Fuson	2013	3	9780547862149
Math Expressions Teacher Modeling Kit Grade 3	Dr. Karen Fuson	2013	3	9780547836546
Math Expressions Online Soar to Success, 5-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547839110
Math Expressions Online Soar to Success, 1-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547940823
Math Expressions Online Destination Math (only available as 1-year component) Grades K-6	Dr. Karen Fuson	2013	K-6	9780547941738
Math Expressions Custom Manipulatives Kit Grade 3	Dr. Karen Fuson	2013	3	9780547836416
Math Expressions Manipulatives and Materials Kit Grade 3	Dr. Karen Fuson	2013	3	9780547836355

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE 4 © 2013					Core
Math Expressions Student Activity Book with MathBoard 5-Year Print Subscription (Softcover) Grade 4 (includes Volumes 1 & 2, Student MathBoard Grade 4)		Dr. Karen Fuson	2013	4	9780544513778	
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Focus on grade level standards (major work) • Focus on and support of mathematical practices with each lesson • Use of manipulatives to model and develop conceptual understanding • Multiple supports for differentiation (for teacher and student) <p>Weaknesses:</p> <ul style="list-style-type: none"> • Lack of independent conceptual work (not teacher lead) • Overabundance and time on fluency/bare problems • Lack of connection from conceptual work to independent exercises (connect fluency work with conceptual work) 						
<p>Key Features: Math Expressions 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. Math Expressions is:</p> <ul style="list-style-type: none"> • 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 						

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	<p>in them.</p> <ul style="list-style-type: none"> • 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 <p>Extensive teaching materials include research and math background with the Common Core Learning Progressions and Mathematical Practices clearly identified</p>	
	<p>Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 4 (includes 6 copies each of Volumes 1 & 2, 6 Student MathBoards Grade 4)</p>	<p>Dr. Karen Fuson 2013 4 9780544276567</p>
	<p>Math Expressions Student Activity Book (Hardbound) with MathBoards Grade 4 (includes Volumes 1 & 2, 2 Student MathBoards Grade 4)</p>	<p>Dr. Karen Fuson 2013 4 9780547859767</p>
	<p>Math Expressions Student Activity Book (Softcover) with MathBoards Grade 4 (includes Volumes 1 & 2, 2 Student MathBoards Grade 4)</p>	<p>Dr. Karen Fuson 2013 4 9780547859835</p>
	<p>Math Expressions Student Activity Book 5-Year Print Subscription (Softcover) Grade 4 (includes Volumes 1 & 2)</p>	<p>Dr. Karen Fuson 2013 4 9780544513471</p>
	<p>Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 4 (includes 6 copies each of Volumes 1 & 2)</p>	<p>Dr. Karen Fuson 2013 4 9780544272224</p>
	<p>Math Expressions Student Activity Book Collection (Hardbound) Grade 4 (includes Volumes 1 & 2)</p>	<p>Dr. Karen Fuson 2013 4 9780547824697</p>
	<p>Math Expressions Student Activity Book Collection (Softcover) Grade 4 (includes Volumes 1 & 2)</p>	<p>Dr. Karen Fuson 2013 4 9780547824758</p>
	<p>Math Expressions Student Activity Book (Hardbound) with MathBoards & Activity Workbook Grade 4 (includes Volumes 1 & 2, 2 Student MathBoards Grade 4, Student Activity Workbook Grade 4)</p>	<p>Dr. Karen Fuson 2013 4 9780547982878</p>
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	<p>Math Expressions Student Activity Book, Volume 2 (Softcover) Grade 4</p>	<p>Dr. Karen Fuson 2013 4 9780547824543</p>
	<p>Math Expressions Student Activity Book, Volume 1 (Hardbound) Grade 4</p>	<p>Dr. Karen Fuson 2013 4 9780547824376</p>
	<p>Math Expressions Student Activity Book, Volume 2 (Hardbound) Grade 4</p>	<p>Dr. Karen Fuson 2013 4 9780547824413</p>
	<p>Math Expressions Online Student Activity Book 5-Year Grade 4</p>	<p>Dr. Karen Fuson 2013 4 9780544445055</p>

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Math Expressions Online Student Activity Book 1-Year Grade 4	Dr. Karen Fuson	2013	4	9780547927947
Math Expressions Student Activity Book eTextbook, ePub 5-Year Grade 4	Dr. Karen Fuson	2013	4	9780544445086
Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 4	Dr. Karen Fuson	2013	4	9780544047044
Math Expressions Teacher Edition Collection Grade 4 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	4	9780547824987
Math Expressions Teacher Edition, Volume 1 Grade 4	Dr. Karen Fuson	2013	4	9780547824826
Math Expressions Teacher Edition, Volume 2 Grade 4	Dr. Karen Fuson	2013	4	9780547824901
Math Expressions Teacher Edition eTextbook, ePub 5-Year Grade 4	Dr. Karen Fuson	2013	4	9780544870963
Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 4	Dr. Karen Fuson	2013	4	9780544147478
Math Expressions Online Teacher Resource Center, 5-Year Grade 4 (includes Online Student Activity Book Grade 4, Online Challenge Easel without Annos Grade 4, Online Student Response to Intervention Tier 1 BLM Grade 4, Online Student Response to Intervention Tier 2-3 BLM Grade 4, Online PARCC Test Prep Student Edition Grade 4, Online SBAC Test Prep Student Edition, 5-Year Grade 4, Online Performance Tasks Grade 4, Online Teacher's Edition Grade 4, Online Teacher Assessment Grade 4, Online Lesson Planner Grade 4, Online Bilingual eGlossary Grade 4, Online Interactive Whiteboard Grade 4, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Soar to Success Grades K-6, Online Professional Development Videos Grade 4, Online Challenge Easel with Annos Grade 4, Online Teacher Response to Intervention Tiers 1-3 Grade 4, Online PARCC Test Prep Teacher Edition Grade 4, Online SBAC Test Prep Teacher Edition, 5-Year Grade 4, Online Literature Library Teacher Guide 5-Year Grade 4, Achieving Facts Fluency, Intermediate, 5-Year Grades 3-6, Online Multilingual Family Letters, 5-Year Grade 4)	Dr. Karen Fuson	2013	4	9780547860152
Math Expressions Online Teacher Resource Center, 1-Year Grade 4	Dr. Karen Fuson	2013	4	9780547860046
Math Expressions Homework & Remembering Collection 5-Year Print Subscription Grade 4 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	4	9780544513648
Math Expressions Homework & Remembering Collection Grade 4 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	4	9780547824635
Math Expressions Student Activity Workbook Grade 4 (Companion to the Hardbound Student Activity Book)	Dr. Karen Fuson	2013	4	9780547824161
Math Expressions Student Activity Workbook 5-Year Print Subscription Grade 4 (Companion to the Hardbound Student Activity Book)	Dr. Karen Fuson	2013	4	9780544860025
Math Expressions Student MathBoard Grade 4	Dr. Karen Fuson	2011	4	9780547389707
Math Expressions Student MathBoard (5-Pack) Grade 4	Dr. Karen Fuson	2011	4	9780547867717
Math Expressions Math Literature Library Grade 4	Dr. Karen Fuson	2013	4	9780547857756
Math Expressions SBAC Test Prep Student Edition Grade 4	Dr. Karen Fuson	2015	4	9780544251878

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	Math Expressions Student Manipulatives Kit Grade 4	Dr. Karen Fuson	2013	4	9780547836294	
	Math Expressions Flash Drive Grade 4	Dr. Karen Fuson	2013	4	9780547857824	
	Math Expressions Teacher's Resource Book Grade 4	Dr. Karen Fuson	2013	4	9780547839066	
	Math Expressions Homework & Remembering Black Line Masters Grade 4	Dr. Karen Fuson	2013	4	9780547825229	
	Math Expressions Teacher MathBoard Grade 4	Dr. Karen Fuson	2009	4	9780547214054	
	Math Expressions Math Center Challenge Easel Grade 4	Dr. Karen Fuson	2013	4	9780547825137	
	Math Expressions Response to Intervention Tier 1 Blackline Master Grade 4	Dr. Karen Fuson	2013	4	9780547836225	
	Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 4	Dr. Karen Fuson	2013	4	9780547888736	
	Math Expressions SBAC Test Prep Teacher Edition Grade 4	Dr. Karen Fuson	2015	4	9780544251953	
	Math Expressions Teacher Assessment Guide Grade 4	Dr. Karen Fuson	2013	4	9780547825519	
	Math Expressions Differentiated Instruction Activity Card Kit Grade 4	Dr. Karen Fuson	2013	4	9780547862019	
	Math Expressions Teacher Modeling Kit Grade 4	Dr. Karen Fuson	2013	4	9780547836553	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6	Dr. Karen Fuson	2013	K-6	9780547941738	
	Math Expressions Online Soar to Success, 5-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547839110	
	Math Expressions Online Soar to Success, 1-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547940823	
	Math Expressions Custom Manipulatives Kit Grade 4	Dr. Karen Fuson	2013	4	9780547836423	
	Math Expressions Manipulatives and Materials Kit Grade 4	Dr. Karen Fuson	2013	4	9780547836362	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE 5 © 2013					Core
	Math Expressions Student Activity Book with MathBoard 5-Year Print Subscription (Softcover) Grade 5 (includes Volumes 1 & 2, Student MathBoard Grade 5)	Dr. Karen Fuson	2013	5	9780544513785	
Notes: Strengths: <ul style="list-style-type: none"> • Focus on grade level standards (major work) • Focus on and support of mathematical practices with each lesson • Use of manipulatives to model and develop conceptual understanding • Multiple supports for differentiation (for teacher and student) Weaknesses: <ul style="list-style-type: none"> • Lack of independent conceptual work (not teacher lead) • Overabundance and time on fluency/bare problems 						

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Lack of connection from conceptual work to independent exercises (connect fluency work with conceptual work)				
<p>Key Features: Math Expressions 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. Math Expressions is:</p> <ul style="list-style-type: none"> • 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 <p>Extensive teaching materials include research and math background with the Common Core Learning Progressions and Mathematical Practices clearly identified</p>				
Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 5 (includes 6 copies each of Volumes 1 & 2, 6 Student MathBoards Grade 5)	Dr. Karen Fuson	2013	5	9780544276574
Math Expressions Student Activity Book (Hardbound) with MathBoards Grade 5 (includes Volumes 1 & 2, 2 Student MathBoards Grade 5)	Dr. Karen Fuson	2013	5	9780547859897

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Math Expressions Student Activity Book 5-Year Print Subscription (Softcover) Grade 5 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	5	9780544513488
Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 5 (includes 6 copies each of Volumes 1 & 2)	Dr. Karen Fuson	2013	5	9780544271975
Math Expressions Student Activity Book Collection (Hardbound) Grade 5 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	5	9780547824703
Math Expressions Student Activity Book Collection (Softcover) Grade 5 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	5	9780547824765
Math Expressions Student Activity Book (Hardbound) with MathBoards & Activity Workbook Grade 5 (includes Volumes 1 & 2, 2 Student MathBoards Grade 5, Student Activity Workbook Grade 5)	Dr. Karen Fuson	2013	5	9780547982779
Math Expressions Student Activity Book, Volume 1 (Softcover) Grade 5	Dr. Karen Fuson	2013	5	9780547824482
Math Expressions Student Activity Book, Volume 2 (Softcover) Grade 5	Dr. Karen Fuson	2013	5	9780547824550
Math Expressions Student Activity Book, Volume 1 (Hardbound) Grade 5	Dr. Karen Fuson	2013	5	9780547824383
Math Expressions Student Activity Book, Volume 2 (Hardbound) Grade 5	Dr. Karen Fuson	2013	5	9780547824420
Math Expressions Online Student Activity Book 5-Year Grade 5	Dr. Karen Fuson	2013	5	9780544444898
Math Expressions Online Student Activity Book 1-Year Grade 5	Dr. Karen Fuson	2013	5	9780547927954
Math Expressions Student Activity Book eTextbook, ePub 5-Year Grade 5	Dr. Karen Fuson	2013	5	9780544445109
Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 5	Dr. Karen Fuson	2013	5	9780544050105
Math Expressions Teacher Edition Collection Grade 5 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	5	9780547825007
Math Expressions Teacher Edition, Volume 1 Grade 5	Dr. Karen Fuson	2013	5	9780547824840
Math Expressions Teacher Edition, Volume 2 Grade 5	Dr. Karen Fuson	2013	5	9780547824918
Math Expressions Teacher Edition eTextbook, ePub 5-Year Grade 5	Dr. Karen Fuson	2013	5	9780544870970
Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 5	Dr. Karen Fuson	2013	5	9780544147515

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Math Expressions Online Teacher Resource Center, 5-Year Grade 5 (includes Online Student Activity Book Grade 5, Online Challenge Easel without Annos Grade 5, Online Student Response to Intervention Tier 1 BLM Grade 5, Online Student Response to Intervention Tier 2-3 BLM Grade 5, Online PARCC Test Prep Student Edition Grade 5, Online SBAC Test Prep Student Edition, 5-Year Grade 5, Online Performance Tasks Grade 5, Online Teacher's Edition Grade 5, Online Teacher Assessment Grade 5, Online Lesson Planner Grade 5, Online Bilingual eGlossary Grade K-6, Online Interactive Whiteboard Grade 5, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Soar to Success Grades K-6, Online Professional Development Videos Grade 5, Online Challenge Easel with Annos Grade 5, Online Teacher Response to Intervention Tiers 1-3 Grade 5, Online PARCC Test Prep Teacher Edition Grade 5, Online SBAC Test Prep Teacher Edition, 5-Year Grade 5, Online Literature Library Teacher Guide 5-Year Grade 5, Achieving Facts Fluency, Intermediate, 5-Year Grades 3-6, Online Multilingual Family Letters, 5-Year Grade 5)	Dr. Karen Fuson	2013	5	9780547860022
Math Expressions Online Teacher Resource Center, 1-Year Grade 5	Dr. Karen Fuson	2013	5	9780547860015
Math Expressions Homework & Remembering Collection 5-Year Print Subscription Grade 5 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	5	9780544513655
Math Expressions Homework & Remembering Collection Grade 5 (includes Volumes 1 & 2)	Dr. Karen Fuson	2013	5	9780547824642
Math Expressions Student Activity Workbook Grade 5 (Companion to the Hardbound Student Activity Book)	Dr. Karen Fuson	2013	5	9780547824178
Math Expressions Student Activity Workbook 5-Year Print Subscription Grade 5 (Companion to the Hardbound Student Activity Book)	Dr. Karen Fuson	2013	5	9780544860032
Math Expressions Student MathBoard Grade 5	Dr. Karen Fuson	2011	5	9780547389714
Math Expressions Student MathBoard (5-Pack) Grade 5	Dr. Karen Fuson	2011	5	9780547867724
Math Expressions Math Literature Library Grade 5	Dr. Karen Fuson	2013	5	9780547857749
Math Expressions SBAC Test Prep Student Edition Grade 5	Dr. Karen Fuson	2015	5	9780544251892
Math Expressions Student Manipulatives Kit Grade 5	Dr. Karen Fuson	2013	5	9780547836317
Math Expressions Flash Drive Grade 5	Dr. Karen Fuson	2013	5	9780547857817
Math Expressions Teacher Assessment Guide Grade 5	Dr. Karen Fuson	2013	5	9780547825526
Math Expressions Teacher's Resource Book Grade 5	Dr. Karen Fuson	2013	5	9780547837277
Math Expressions Homework & Remembering Black Line Masters Grade 5	Dr. Karen Fuson	2013	5	9780547825236
Math Expressions Teacher MathBoard Grade 5	Dr. Karen Fuson	2006	5	9780618510528
Math Expressions Math Center Challenge Easel Grade 5	Dr. Karen Fuson	2013	5	9780547825151
Math Expressions Response to Intervention Tier 1 Blackline Master Grade 5	Dr. Karen Fuson	2013	5	9780547836232

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	Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 5	Dr. Karen Fuson	2013	5	9780547887937	
	Math Expressions SBAC Test Prep Teacher Edition Grade 5	Dr. Karen Fuson	2015	5	9780544251960	
	Math Expressions Differentiated Instruction Activity Card Kit Grade 5	Dr. Karen Fuson	2013	5	9780547862132	
	Math Expressions Teacher Modeling Kit Grade 5	Dr. Karen Fuson	2013	5	9780547836560	
	Math Expressions Online Soar to Success, 5-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547839110	
	Math Expressions Online Soar to Success, 1-Year Grades K-6	Dr. Karen Fuson	2013	K-6	9780547940823	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6	Dr. Karen Fuson	2013	K-6	9780547941738	
	Math Expressions Custom Manipulatives Kit Grade 5	Dr. Karen Fuson	2013	5	9780547836430	
	Math Expressions Manipulatives and Materials Kit Grade 5	Dr. Karen Fuson	2013	5	9780547836379	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT MATH EXPRESSIONS GRADE 6 © 2013					Core
	Math Expressions Student Activity Book with MathBoard 5-Year Print Subscription (Softcover) Grade 6 (includes Volumes 1 & 2, Student MathBoard Grade 6)	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780544513792	
	Notes: All standards were cross referenced throughout introductions and lessons, which made everything easy to find. The manipulative kit was very useful and is necessary to make the program successful. The various test forms are beneficial for different learners. The program flowed seamlessly.					
	Key Features: Math Expressions 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. Math Expressions is: <ul style="list-style-type: none"> • 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 					

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	<p>discussion. Student invent, question, model and represent, but also learn and practice important math strategies</p> <ul style="list-style-type: none"> • 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 <p>Extensive teaching materials include research and math background with the Common Core Learning Progressions and Mathematical Practices clearly identified</p>	
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Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 6 (includes 6 copies each of Volumes 1 & 2, Student MathBoard Grade 6)	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780544276581
Math Expressions Student Activity Book (Hardbound) with MathBoards Grade 6 (includes Volumes 1 & 2, Student MathBoard Grade 6)	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780547859910
Math Expressions Student Activity Book (Softcover) with MathBoards Grade 6 (includes Volumes 1 & 2, Student MathBoard Grade 6)	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780547859880
Math Expressions Student Activity Book 5-Year Print Subscription (Softcover) Grade 6 (includes Volumes 1 & 2)	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780544513495
Math Expressions Student Activity Book Collection 6 Pack (Softcover) Grade 6 (includes 6 copies each of Volumes 1 & 2)	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780544272446
Math Expressions Student Activity Book Hardbound Collection Grade 6 (includes Volumes 1 & 2)	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567389
Math Expressions Student Activity Book Softcover Collection Grade 6 (includes Volumes 1 & 2)	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567396
Math Expressions Student Activity Book (Hardbound) with MathBoards & Activity Workbook Grade 6 (includes Volumes 1 & 2, Student MathBoard Grade 6, Activity Workbook Grade 6)	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780547982380
Math Expressions Student Activity Book Softcover Volume 1 Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567433
Math Expressions Student Activity Book Softcover Volume 2 Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567464
Math Expressions Student Activity Book Hardbound Volume 1 Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567419
Math Expressions Student Activity Book Hardbound Volume	Dr. Karen Fuson & Sybilla	2012	6	9780547567402

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	2 Grade 6	Beckmann			
	Math Expressions Online eStudent Activity Book Collection, 5-Year Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780544512863
	Math Expressions Online eStudent Activity Book, 1-Year Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2009	6	9780547733609
	Math Expressions Student Activity Book eTextbook, ePub 1-Year Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780544049666
	Math Expressions Teacher Edition Collection Grade 6 (includes Volumes 1 & 2)	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567549
	Math Expressions Teacher Edition Volume 1 Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567556
	Math Expressions Teacher Edition Volume 2 Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567440
	Math Expressions Teacher Edition eTextbook, ePub 5-Year Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780544870987
	Math Expressions Teacher Edition eTextbook, ePub 1-Year Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780544147539
	Math Expressions Online eTeacher Edition, 1-Year Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2009	6	9780547733616
	Math Expressions Online Teacher Resource Center, 5-Year Grade 6 (includes Online Student Activity Book Grade 6, Online Challenge Easel without Annos Grade 6, Online Student Response to Intervention Tier 1 5-Year Grade 6, Online Student Response to Intervention Tier 2-3 5-Year Grade 6, Online PARCC Test Prep Student Edition Grade 6, Online SBAC Test Prep Student Edition, 5-Year Grade 6, Online Performance Tasks Grade 6, Online Teacher Edition Collection, 5-Year Grade 6, Online Assessment, 5-Year Grade 6, Online Lesson Planner 5-Year Grade 6, Online Bilingual eGlossary Grades K-6, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Soar to Success Grades K-6, Online Professional Development Videos Grade 6, Online Challenge Easel with Annos Grade 6, Online Response to Intervention Teacher Edition with Annos, 5-Year Grade 6, Online PARCC Test Prep Teacher Edition Grade 6, Online SBAC Test Prep Teacher Edition, 5-Year Grade 6, Achieving Facts Fluency, Intermediate, 5-Year Grades 3-6, Online Multilingual Family Letters, 5-Year Grade 6)	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780547860091
	Math Expressions Online Teacher Resource Center, 1-Year Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780547860107
	Math Expressions Homework and Remembering Workbook Collection 5-Year Print Subscription Grade 6 (includes Volumes 1 & 2)	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780544513662
	Math Expressions Homework and Remembering Workbook Collection Grade 6 (includes Volumes 1 & 2)	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567532
	Math Expressions Student Activity Workbook Grade 6 (Companion to the Hardbound Student Activity Book)	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567471
	Math Expressions Student Activity Workbook 5-Year Print Subscription Grade 6 (Companion to the Hardbound	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780544860049

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	Student Activity Book)					
	Math Expressions Student MathBoard Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547918877	
	Math Expressions Student MathBoard (5-Pack) Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2011	6	9780547950020	
	Math Expressions Assessment Guide Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567693	
	Math Expressions Literature Library Set Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547587608	
	Math Expressions Response to Intervention Tier 1 Blackline Master Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780547836249	
	Math Expressions Response to Intervention Tier 2-3 Blackline Master Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2013	6	9780547887838	
	Math Expressions SBAC Test Prep Student Edition Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2015	6	9780544251908	
	Math Expressions Student Manipulative Kit Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2011	6	9780547727929	
	Math Expressions Teacher's Resource Book Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567495	
	Math Expressions Homework and Remembering Blackline Master Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567563	
	Math Expressions Classroom MathBoard Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547607429	
	Math Expressions Math Center Unit Challenge Easels Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567730	
	Math Expressions SBAC Test Prep Teacher Edition Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2015	6	9780544251991	
	Math Expressions Online Soar to Success, 5-Year Grades K-6	Dr. Karen Fuson & Sybilla Beckmann	2013	K-6	9780547839110	
	Math Expressions Online Soar to Success, 1-Year Grades K-6	Dr. Karen Fuson & Sybilla Beckmann	2013	K-6	9780547940823	
	Math Expressions Online Destination Math (only available as 1-year component) Grades K-6	Dr. Karen Fuson & Sybilla Beckmann	2013	K-6	9780547941738	
	Math Expressions Differentiated Instruction Activity Card Kit Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2012	6	9780547567594	
	Math Expressions Teacher's Modeling Kit Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2011	6	9780547727912	
	Math Expressions Manipulatives and Materials Kit Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2011	6	9780547728209	
	Math Expressions Custom Manipulative Kit Grade 6	Dr. Karen Fuson & Sybilla Beckmann	2011	6	9780547728223	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE K © 2015					Other
	GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes 25	Juli Dixon, Matthew	2015	K	9780544449992	

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	<p>Student Edition Multi-Volume Bundle (includes Student Edition Chapters 1-12 Grade K, Student Resource Book Grade K), 5-Year Print Subscriptions Grade K, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade K, 25 Bilingual Mathboards Grade K, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade K, Teacher Edition with Planning Guide Bundle Grade K (includes Teacher Edition Collection Grade K (includes Chapters 1-12), Planning Guide Grade K), Teacher Digital Management Center 5-Year Grade K, Chapter Resource Blackline Master Collection Grade K (includes Chapter 1-12 Resource Books), English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Customized Manipulatives Kit Grade K, Grab and Go Differentiated Centers Kit Grade K, Downloadable Student Edition PDF Grade K, Downloadable Teacher Resource Tool Grade K)</p>	<p>Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval- Martinez</p>					
	<p>Notes: Low in Alignment Criteria</p>						
	<p>Key Features: GO Math! for Kindergarten through Grade 6 was built from the ground up for the Common Core State Standards (CCSS). The program, available in English and Spanish, provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. GO Math! exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, Houghton Mifflin Harcourt (HMH) has provided the trusted content of the GO Math! program to over seven million students in every state in the US and in 72 countries. GO Math! was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH was honored to have GO Math! identified for its excellence as a high-quality product that supports teaching and learning.</p> <p>Comprehensive digital resources promote mastery and support students, teachers, administrators, and families. The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. GO Math! teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing.</p> <p>The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your district through comprehensive on-site and online support. GO Math! will help you meet the goals set for Idaho's students.</p>						
	<p>GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes 25 Student Edition Multi-Volume Bundles Grade K, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade K, 25 Bilingual Mathboards Grade K, 25 SBAC Test Prep Student Editions Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center (1-Year) Grade K, Chapter Resource Blackline Master Collection Grade K, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Customized Manipulatives Kit Grade K, Grab and Go Differentiated Centers Kit Grade K)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K</p>	<p>9780544428362</p>		
	<p>GO Math! Premium Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes Student Edition Set 5-Year Print Subscription Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 5-Year Grade K, Bilingual Mathboard Grade K, SBAC Test Prep Student Edition 5-Year Print Subscription Grade K, Teacher Edition with</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K</p>	<p>9780544449978</p>		

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	<p>Planning Guide Bundle Grade K, Teacher Digital Management Center 5-Year Grade K, Chapter Resource Blackline Master Collection Grade K, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Customized Manipulatives Kit Grade K, Grab and Go Differentiated Centers Kit Grade K, Downloadable Student Edition PDF Grade K, Downloadable Teacher Resource Tool Grade K)</p>					
	<p>GO Math! Premium Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes 25 Student Edition Sets Grade K, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade K, 25 Bilingual Mathboards Grade K, 25 SBAC Test Prep Student Editions Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center (1-Year) Grade K, Chapter Resource Blackline Master Collection Grade K, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Customized Manipulatives Kit Grade K, Grab and Go Differentiated Centers Kit Grade K)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K</p>	<p>9780544436084</p>	
	<p>GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes 25 Student Edition Multi-Volume Bundles, 5-Year Print Subscription Grade K, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade K, 25 Bilingual Mathboards Grade K, SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center 5-Year Grade K, Chapter Resource Blackline Master Collection Grade K, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K, 25 Downloadable Student Edition PDFs Grade K, Downloadable Teacher Resource Tool Grade K)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K</p>	<p>9780544450004</p>	
	<p>GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes 25 Student Edition Multi-Volume Bundles Grade K, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade K, 25 Bilingual Mathboards Grade K, SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center (1-Year) Grade K, Chapter Resource Blackline Master Collection Grade K, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K</p>	<p>9780544428508</p>	
	<p>GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes 25 Student Edition Set 5-Year Print Subscriptions Grade K, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade K, 25 Bilingual Mathboards Grade K, SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center 5-Year Grade K, Chapter Resource Blackline Master Collection Grade K, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K, 25 Downloadable Student Edition PDFs Grade K, Downloadable Teacher Resource Tool Grade K)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K</p>	<p>9780544449985</p>	
	<p>GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes 25 Student Edition Sets Grade K, 25 Online Interactive Student</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E.</p>	<p>2015</p>	<p>K</p>	<p>9780544436107</p>	

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	Editions (with Personal Math Trainer) 1-Year Grade K, 25 Bilingual Mathboards Grade K, SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center (1-Year) Grade K, Chapter Resource Blackline Master Collection Grade K, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade K, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K)	Sandoval-Martinez				
	GO Math! Digital Classroom Package (5-Year) Grade K (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade K, Teacher Digital Management Center 5-Year Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544449480	
	GO Math! Digital Classroom Package (1-Year) Grade K (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade K, Teacher Digital Management Center (1-Year) Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544428263	
	GO Math! Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade K (includes Student Edition Chapters 1-12 Grade K, Student Resource Book Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544450066	
	GO Math! Student Edition Multi-Volume Bundle Grade K (includes Student Edition Chapters 1-12 Grade K, Student Resource Book Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544390119	
	GO Math! Student Resource Book Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544343436	
	GO Math! Student Edition Set 5-Year Print Subscription Grade K (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544450042	
	GO Math! Student Edition Set Grade K (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544433342	
	GO Math! Student Edition eTextbook ePub, 5-Year Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544449503	
	GO Math! Student Edition eTextbook ePub, 1-Year Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544349278	
	GO Math! Online Interactive Student Edition, (with Personal Math Trainer) 5-Year Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544449725	
	GO Math! Online Interactive Student Edition, (with Personal Math Trainer) 1-Year Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544370517	
	GO Math! Downloadable Student Edition PDF Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544448773	
	GO Math! Bilingual Mathboard Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	K	9780547677255	

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	GO Math! SBAC Test Prep Student Edition 5-Year Print Subscription Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544450059
	GO Math! SBAC Test Prep Student Edition Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	K	9780544251816
	GO Math! Teacher Edition with Planning Guide Bundle Grade K (includes Teacher Guide Collection Grade K, Planning Guide Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544390508
	GO Math! Teacher Edition Collection Grade K (includes Chapters 1-12)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544390256
	GO Math! Planning Guide Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544293304
	GO Math! Teacher Digital Management Center (5-Year) Grade K (includes Online Student Edition, 5-Year Grade K, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade K, Online Student English Language Learners Activity Guide, 5-Year Grades K-2, Online Strategic Intervention Student Edition Grade K, Online Concept Readers, 5-Year Grade K, Online Critical Area Projects Student 5-Year Grade K, Online SBAC Test Prep Student Edition, 5-Year Grade K, Online PARCC Test Prep Student Edition Grade K, Online Student Lesson Transparencies, 5-Year Grade K, Online Interactive Teacher Edition, 5-Year Grade K, Online Teacher Edition, 5-Year Grade K, Online Personal Math Trainer, 5-Year Grade K, Online Professional Development Video, 5-Year Grade K, Online Chapter Resource Book, 5-Year Grade K, Online Teacher English Language Learners Activity Guide, 5-Year Grades K-2, Online Intensive Intervention Skill Pack Grades K-1, Online Intensive Intervention Activity Guide Grade K, Online Intensive Intervention Teacher Guide Grades K-1, Online Strategic Intervention Teacher Guide Grade K, Online Getting Ready Lessons and Resources, 5-Year Grade K, Online Vocabulary Activities 5-Year, Teacher Guide Grade K-2, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade K-1, Online Grab and Go Teacher Activity Guide Grade K, Online Interactive Whiteboard Lessons, Grade K, Online iTools Primary, 5-Year Grades K-2, Mega Math Online Grades K-6, Online Animated Math Model Grade K, Online Multilingual School Home Letter, 5-Year Grade K, Online Critical Area Projects Teacher 5-Year Grade K, Online Math on the Spot Video 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade K, Online Chapter Resource Book 5-Year Grade K, Online Planning Guide 5-Year Grade K, Online SBAC Test Prep Teacher Edition BLM Grade K, Online PARCC Test Prep Teacher Edition BLM Grade K, Online Grab-N-Go Math Center Cards and Games 5-Year Grade K, Online Teacher RTI, 5-Year Grade K, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade K, Strategies and Practice for Skills and Facts Fluency, Primary, 5-Year Grades K-3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544449602
	GO Math! Teacher Digital Management Center (1-Year) Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544389298
	GO Math! Downloadable Teacher Resource Tool Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E.	2015	K	9780544448704

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		Sandoval-Martinez			
	GO Math! SBAC Test Prep Teacher Edition BLM Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	K	9780544251915
	GO Math! Chapter Resource Blackline Master Collection Grade K (includes Chapter 1-12 Resource Books)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544390188
	GO Math! Strategic Intervention Teacher Guide Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544249028
	GO Math! English Language Activity Guide, Teacher Edition Grades K-2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K-2	9780544401037
	GO Math! Grab and Go Differentiated Centers Kit Grade K (includes HMH Math Chapter Reader Pattern Play, HMH Math Chapter Reader Play Time, HMH Math Reader Up, Up to the Top, HMH Math Reader Hippo and Fox Sort Socks, HMH Math Reader Let's Go to a Show, HMH Math Reader Mabel's Place, HMH Math Reader Pancakes for All, HMH Math Reader The Red Caboose, HMH Math Reader Shells! Shells!, HMH Math Reader And the Wheels Go Round, HMH Math Reader Curious George Goes to the Toy Store, HMH Math Reader A Nutty Story, HMH Math Reader Raccoons' Playtime, HMH Math Reader Flowers for Flossie, HMH Math Reader Under the Umbrellas, HMH Math Reader Monday Morning, HMH Math Chapter Reader Who Am I?, HMH Math Reader Curious George and the Mystery Boxes, HMH Math Reader Stop the Picnic!, HMH Math Reader Where's the Party?, On Level Reader I Know Big & Small Grade K, On Level Reader I Know Alike & Different Grade K, On Level Reader I Know Numbers Grade K, On Level Reader I Know Shapes Grade K, On Level Reader Counting at the Market Grade K, On Level Reader Shortest and Longest Where I Live Grade K, On Level Reader Numbers at the Lake Grade K, On Level Reader Summertime Math! Grade K, HMH Grab & Go Teacher Guide & Act Resources Level K, HMH Grab & Go Kit Games 1-6 Gr K, HMH Grab & Go Math Center Cards Level K Set 1, HMH Grab & Go Math Center Cards Level K Set 2, HMH Grab & Go Math Center Cards Level K Set 3, HMH Grab & Go Kit Games 7-12 Gr K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	K	9780547712840
	GO Math! Grab and Go Customized Manipulatives Kit Grade K (includes Geosolids®, Manipulite® Set/6, HMH Number & Symbol Tiles, ManipuLite® Set, Pattern Blocks, Manipulite®, 0.5 Cm Set/27, Plane Shapes, Manipulite® Set/152, Popcubes®, 5 Colors Set/100, Two-Color Counters, ManipuLite® Set/20)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544257474
	GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade K (includes SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K (includes Teacher Edition Collection Grade K, Planning Guide Grade K), Teacher Digital Management Center 5-Year Grade K, Chapter Resource Blackline Master Collection Grade K, Strategic Intervention Teacher Guide Grade K, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544494541

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	Kit Grade K, Grab and Go Customized Manipulatives Kit Grade K, Downloadable Teacher Resource Tool Grade K)					
	GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade K (includes SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center (1-Year) Grade K, Chapter Resource Blackline Master Collection Grade K, Strategic Intervention Teacher Guide Grade K, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K, Grab and Go Customized Manipulatives Kit Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544539297	
	GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade K (includes SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Teacher Digital Management Center 5-Year Grade K, Chapter Resource Blackline Master Collection Grade K, Strategic Intervention Teacher Guide Grade K, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K, Downloadable Teacher Resource Tool Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544450011	
	GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade K (includes SBAC Test Prep Student Edition Grade K, Teacher Edition with Planning Guide Bundle Grade K, Planning Guide Grade K), Teacher Digital Management Center (1-Year) Grade K, Chapter Resource Blackline Master Collection Grade K, Strategic Intervention Teacher Guide Grade K, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade K, Grab and Go Differentiated Centers Kit Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544445420	
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 5-Year Grade K, Bilingual Mathboard Grade K, SBAC Test Prep Student Edition 5-Year Print Subscription Grade K, Downloadable Student Edition PDF Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544494961	
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes Student Edition Multi-Volume Bundle Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 1-Year Grade K, Bilingual Mathboard Grade K, SBAC Test Prep Student Edition Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544540507	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes Student Edition Set 5-Year Print Subscription Grade K, Online	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544494824	

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<p>Interactive Student Edition, (with Personal Math Trainer) 5-Year Grade K, Bilingual Mathboard Grade K, SBAC Test Prep Student Edition 5-Year Print Subscription Grade K, Downloadable Student Edition PDF Grade K)</p>					
<p>GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes Student Edition Set Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 1-Year Grade K, Bilingual Mathboard Grade K, SBAC Test Prep Student Edition Grade K)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K</p>	<p>9780544540361</p>	
<p>GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 5-Year Grade K, Bilingual Mathboard Grade K, Downloadable Student Edition PDF Grade K)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K</p>	<p>9780544450035</p>	
<p>GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year Print/5-Year Digital) Grade K (includes Student Edition Set 5-Year Print Subscription Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 5-Year Grade K, Bilingual Mathboard Grade K, Downloadable Student Edition PDF Grade K)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K</p>	<p>9780544450028</p>	
<p>GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes Student Edition Multi-Volume Bundle Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 1-Year Grade K, Bilingual Mathboard Grade K)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K</p>	<p>9780544445635</p>	
<p>GO Math! Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade K (includes Student Edition Set Grade K, Online Interactive Student Edition, (with Personal Math Trainer) 1-Year Grade K, Bilingual Mathboard Grade K)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K</p>	<p>9780544445567</p>	
<p>GO Math! Common Cartridge 5-Year Grade K</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K</p>	<p>9780544611290</p>	
<p>GO Math! Common Cartridge 1-Year Grade K</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K</p>	<p>9780544611436</p>	
<p>GO Math! Literature Big Book Collection Grade K (includes Big Book Student Edition Grade K: The Shape Of Things, Literature Big Book Grade K: Mortimer's Math, Literature Big Book Grade K: Snowflake & Ice Skates, Literature Big Book 1 Grade K: Moose/20 Mice, Literature Big Book Grade K: Best Bug Parade, Literature Big Book Grade K: Quack & Count)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2009</p>	<p>K</p>	<p>9780153665677</p>	
<p>GO Math! Math Concept Reader Collection Grade K (includes 1 copy each of the Above Level, On Level, and Below Level versions of the following titles: I Know Big & Small, I Know Alike And Different, I Know Numbers, I Know Shapes, Counting At the Market!, Shortest & Longest</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2009</p>	<p>K</p>	<p>9780153685194</p>	

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	Where I Live, Numbers At the Lake, Summertime Math!)					
	GO Math! ExamView Downloadable Grade K	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	K	9780544255135	
	GO Math! Intensive Intervention Skill Packs - 5 pack Grades K-1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544263925	
	GO Math! Vocabulary Activities Bundle Grade K (includes Vocabulary Activities, Teacher Guide Grades K-2, Vocabulary Cards Grade K)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544452862	
	GO Math! Intensive Intervention Kit Grade K (includes Intensive Intervention Skill Pack - 5 Pack Grades K-1, Intensive Intervention Activity Guide Grade K, Intensive Intervention Teacher Guide Grades K-1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K	9780544264557	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade K (includes Pattern Blocks, Manipulite®, 0.5 Cm Set/27, Geosolids®, Manipulite® Set/6, Plane Shapes, Manipulite® Set/152, Hmh Number & Symbol Tiles, Manipulite® Set/30, Blank Dice(2 Dice with 50 Labels), Popcubes®, 5 Colors Set/100, Tape, Adding Machine 3"/150', Beads On A Lace, Two-Color Counters, Manipulite® Set/20)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	K	9780547731759	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 1 © 2015					Other
	GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes 25 Student Edition Multi-Volume Bundles 5-Year Print Subscriptions Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 1, 25 Bilingual Mathboards Grade 1, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center 5-Year Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Customized Manipulatives Kit Grade 1, 25 Downloadable Student Edition PDFs Grade 1, Downloadable Teacher Resource Tool Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450097	
	Notes: Low in Alignment Criteria					
	Key Features: GO Math! for Kindergarten through Grade 6 was built from the ground up for the Common Core State Standards (CCSS). The program, available in English and Spanish, provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. GO Math! exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, Houghton Mifflin Harcourt (HMH) has provided the trusted content of the GO Math! program to over seven million students in every state in the US and in 72 countries. GO Math! was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH					

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	<p>was honored to have GO Math! identified for its excellence as a high-quality product that supports teaching and learning.</p> <p>Comprehensive digital resources promote mastery and support students, teachers, administrators, and families. The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. GO Math! teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing.</p> <p>The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your district through comprehensive on-site and online support. GO Math! will help you meet the goals set for Idaho's students.</p>					
	<p>GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes 25 Student Edition Multi-Volume Bundles Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 1, 25 Bilingual Mathboards Grade 1, 25 SBAC Test Prep Student Editions Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Teacher Digital Management Center (1-Year) Grade 1, Grab and Go Customized Manipulatives Kit Grade 1, Grab and Go Differentiated Centers Kit Grade 1)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>1</p>	<p>9780544428379</p>	
	<p>GO Math! Premium Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) , 5-Year Grade 1, 25 Bilingual Mathboards Grade 1, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 1, Teacher Edition with Planning Guide Bundle Grade 1 (includes Teacher Edition Collection Grade 1, Teacher Digital Management Center 5-Year Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Customized Manipulatives Kit Grade 1, Grab and Go Differentiated Centers Kit Grade 1, 25 Downloadable Student Edition PDFs Grade 1, Downloadable Teacher Resource Tool Grade 1)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>1</p>	<p>9780544450073</p>	
	<p>GO Math! Premium Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes 25 Student Edition Sets Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 1, 25 Bilingual Mathboards Grade 1, 25 SBAC Test Prep Student Editions Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center (1-Year) Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Customized Manipulatives Kit Grade 1, Grab and Go Differentiated Centers Kit Grade 1)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>1</p>	<p>9780544436190</p>	
	<p>GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) , 5-Year Grade 1, 25 Bilingual Mathboards Grade 1, SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1 (includes Teacher Edition Collection Grade 1, Teacher Digital Management Center 5-Year Grade 1, Chapter Resource Blackline</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>1</p>	<p>9780544450202</p>	

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	Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1, 25 Downloadable Student Edition PDFs Grade 1, Downloadable Teacher Resource Tool Grade 1)				
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes 25 Student Edition Multi-Volume Bundles Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 1, 25 Bilingual Mathboards Grade 1, SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center (1-Year) Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544428515
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) , 5-Year Grade 1, 25 Bilingual Mathboards Grade 1, SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center 5-Year Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1, 25 Downloadable Student Edition PDFs Grade 1, Downloadable Teacher Resource Tool Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450080
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes 25 Student Edition Sets Grade 1, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 1, 25 Bilingual Mathboards Grade 1, SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center (1-Year) Grade 1, Chapter Resource Blackline Master Collection Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 1, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544436213
	GO Math! Digital Classroom Package (5-Year) Grade 1 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 1, Teacher Digital Management Center 5-Year Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544449558
	GO Math! Digital Classroom Package (1-Year) Grade 1 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 1, Teacher Digital Management Center (1-Year) Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544428249
	GO Math! Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 1 (includes Student Edition Chapters 1-12 Grade 1, Student Resource Book Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450363
	GO Math! Student Edition Multi-Volume Bundle Grade 1 (includes Student Edition Chapters 1-12 Grade 1, Student Resource Book	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544390126

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	Grade 1)					
	GO Math! Student Resource Book Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544343443	
	GO Math! Student Edition Set 5-Year Print Subscription Grade 1 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450349	
	GO Math! Student Edition Set Grade 1 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544433359	
	GO Math! Student Edition eTextbook ePub, 5-Year Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544449442	
	GO Math! Student Edition eTextbook ePub, 1-Year Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544349285	
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544449510	
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544435414	
	GO Math! Downloadable Student Edition PDF Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544448780	
	GO Math! Bilingual Mathboard Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	1	9780547679730	
	GO Math! SBAC Test Prep Student Edition 5-Year Print Subscription Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450257	
	GO Math! SBAC Test Prep Student Edition Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	1	9780544251823	
	GO Math! Teacher Edition with Planning Guide Bundle Grade 1 (includes Teacher Edition Collection Grade 1 (includes Chapters 1-12), Planning Guide Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544390515	
	GO Math! Teacher Edition Collection Grade 1 (includes Teacher Edition Chapters 1-12)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544390263	
	GO Math! Planning Guide Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544293311	
	GO Math! Teacher Digital Management Center 5-Year Grade 1 (includes Online Student Edition, 5-Year Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 1, Online Student English Language Learners Activity Guide, 5-Year Grades K-2, Online Strategic Intervention Student Edition Grade 1, Online Concept Readers, 5-Year Grade 1, Online Critical Area Projects Student 5-Year Grade 1, Online SBAC Test Prep Student Edition, 5-Year Grade 1, Online PARCC Test Prep Student Edition Grade 1, Online Student Lesson Transparencies, 5-Year Grade 1, Online Interactive Teacher Edition, 5-Year Grade 1, Online Teacher Edition, 5-Year Grade 1, Online Personal Math Trainer, 5-	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544449619	

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<p>Year Grade 1, Online Professional Development Video, 5-Year Grade 1, Online Chapter Resource Book, 5-Year Grade 1, Online Teacher English Language Learners Activity Guide, 5-Year Grades K-2, Online Intensive Intervention Skill Pack Grades K-1, Online Intensive Intervention User Guide Grade 1, Online Intensive Intervention Teacher Guide Grades K-1, Online Strategic Intervention Teacher Guide Grade 1, Online Getting Ready Lessons and Resources, 5-Year Grade 1, Online Vocabulary Activities 5-Year, Teacher Guide Grade K-2, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade K-1, Online Grab and Go Teacher Activity Guide Grade 1, Online Interactive Whiteboard Lessons, Grade 1, Online iTools Primary, 5-Year Grades K-2, Mega Math Online Grades K-6, Online Animated Math Model Grade 1, Online Multilingual School Home Letter, 5-Year Grade 1, Online Critical Area Projects Teacher 5-Year Grade 1, Online Math on the Spot Video 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade 1, Online Chapter Resource Book 5-Year Grade 1, Online Planning Guide 5-Year Grade 1, Online SBAC Test Prep Teacher Edition BLM Grade 1, Online PARCC Test Prep Teacher Edition BLM Grade 1, Online Grab-N-Go Math Center Cards and Games 5-Year Grade 1, Online Teacher RTI, 5-Year Grade 1, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade 1, Strategies and Practice for Skills and Facts Fluency, Primary, 5-Year Grades K-3)</p>						
<p>GO Math! Teacher Digital Management Center 1-Year Grade 1</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>1</p>	<p>9780544389236</p>	
<p>GO Math! Downloadable Teacher Resource Tool Grade 1</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>1</p>	<p>9780544448711</p>	
<p>GO Math! SBAC Test Prep Teacher Edition BLM Grade 1</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2014</p>	<p>1</p>	<p>9780544251922</p>	
<p>GO Math! English Language Activity Guide, Teacher Edition Grades K-2</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>K-2</p>	<p>9780544401037</p>	
<p>GO Math! Strategic Intervention Teacher Guide Grade 1</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>1</p>	<p>9780544249035</p>	
<p>GO Math! Chapter Resource Blackline Master Collection Grade 1 (includes Chapter 1-12 Resource Books)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>1</p>	<p>9780544390195</p>	
<p>GO Math! Grab and Go Customized Manipulatives Kit Grade 1 (includes Base Ten Rods, Manipulite®, Green Set/20, Base Ten Units, Manipulite®, Green Set/20, Geosolids®, Manipulite® Set/6, HMH Math Mountain Cards, Pattern Blocks, Manipulite®, 0.5 Cm Set/27, Popcubes®, 5 Colors Set/100, Two-color Counters, Manipulite® Set/20)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>1</p>	<p>9780544257481</p>	
<p>GO Math! Grab and Go Differentiated Centers Kit Grade 1 (includes HMH Math Chapter Reader L1 Funny Bunny Hats, HMH Math Chapter Reader L1 Miss Bumble's Garden, HMH Math Chapter Reader L1 It's A Homerun!, HMH Math Chapter Reader L1</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2012</p>	<p>1</p>	<p>9780547712871</p>	

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	<p>Garden Party, HMH Math Reader L1 What Next?, HMH Math Chapter Reader L1 Ducks in a Pond, HMH Math Reader L1 Join Us, HMH Math Reader L1 Busy Bugs, HMH Math Reader L1 Milk for Sale, HMH Math Reader L1 Signs Shape Up, HMH Math Reader L1 April's First Word, HMH Math Chapter Reader L1 Astronaut Arrangement, HMH Math Reader L1 Throw That Ball!, HMH Math Reader L1 Strawberries, HMH Math Reader L1 Name That Number, HMH Math Reader L1 Drew's Shoes, HMH Math Reader L1 Juggling, HMH Math Reader L1 Picture Puzzles, HMH Math Reader L1 Ken's Coins, HMH Math Reader L1 Time To Play, HMH Math Reader L1 Rolling Snowballs, On Level Reader Math Club Grade 1, On Level Reader Miss B's Graphs Grade 1, On Level Reader Dog Show Grade 1, On Level Reader Class Party Grade 1, Below Level Reader Doubles Fun/farm Grade 2, Below Level Reader Party Plans Grade 2, Below Level Reader Building/minipark Grade 2, Below Level Reader Treasure Hunts Grade 2, HMH Grab & Go Teacher Guida & Act Resources Lv 1, HMH Grab & Go Kit Games 1-10 Lv 1, HMH Grab & Go Math Center Cards Lv 1 Set 1, HMH Grab & Go Math Center Cards Lv 1 Set 2, HMH Grab & Go Math Center Cards Lv 1 Set 3, HMH Grab & Go Kit Games 11-20 Lv 1)</p>					
	<p>GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 1 (includes SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center 5-Year Grade 1, Chapter Resource Blackline Master Collection Grade 1, Strategic Intervention Teacher Guide Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1, Grab and Go Customized Manipulatives Kit Grade 1, Downloadable Teacher Resource Tool Grade 1)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>1</p>	<p>9780544494558</p>	
	<p>GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 1 (includes SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Teacher Digital Management Center (1-Year) Grade 1, Chapter Resource Blackline Master Collection Grade 1, Strategic Intervention Teacher Guide Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1, Grab and Go Customized Manipulatives Kit Grade 1)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>1</p>	<p>9780544539303</p>	
	<p>GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 1 (includes SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1, Downloadable Teacher Resource Tool Grade 1, Teacher Digital Management Center 5-Year Grade 1, Chapter Resource Blackline Master Collection Grade 1, Strategic Intervention Teacher Guide Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>1</p>	<p>9780544450219</p>	
	<p>GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 1 (includes SBAC Test Prep Student Edition Grade 1, Teacher Edition with Planning Guide Bundle Grade 1 (includes Teacher Edition Collection Grade 1, Downloadable Teacher Resource Tool Grade 1, Teacher Digital Management Center (1-Year) Grade 1, Chapter Resource Blackline Master Collection Grade 1, Strategic Intervention Teacher Guide Grade 1, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 1, Grab and Go Differentiated Centers Kit Grade 1)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>1</p>	<p>9780544445437</p>	
	<p>GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes Student Edition Multi-Volume Bundle 5-Year</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E.</p>	<p>2015</p>	<p>1</p>	<p>9780544494978</p>	

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	Print Subscription Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 1, Downloadable Student Edition PDF Grade 1, Bilingual Mathboard Grade 1, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 1)	Sandoval-Martinez				
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes Student Edition Multi-Volume Bundle Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 1, Bilingual Mathboard Grade 1, SBAC Test Prep, Student Edition Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544540514	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes Student Edition Set 5-Year Print Subscription Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 1, Downloadable Student Edition PDF Grade 1, Bilingual Mathboard Grade 1, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544494831	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes Student Edition Set Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 1, Bilingual Mathboard Grade 1, SBAC Test Prep, Student Edition Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544540378	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 1, Downloadable Student Edition PDF Grade 1, Bilingual Mathboard Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450233	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year Print/5-Year Digital) Grade 1 (includes Student Edition Set 5-Year Print Subscription Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 1, Downloadable Student Edition PDF Grade 1, Bilingual Mathboard Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544450226	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes Student Edition Multi-Volume Bundle Grade 1, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 1, Bilingual Mathboard Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544445642	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade 1 (includes Student Edition Set Grade 1 (includes Volumes 1 & 2), Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 1, Bilingual Mathboard Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544445574	
	GO Math! Common Cartridge 5-Year Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544611306	
	GO Math! Common Cartridge 1-Year Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544611443	
	GO Math! Math Concept Reader Collection Grade 1 (includes 1	Juli Dixon, Matthew Larson, Edward	2009	1	9780153685200	

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	copy each of the Above Level, On Level, and Below Level versions of the following titles: Counting in the City, My Counting Trip to the Zoo, Class Party, Dog Show, Pattern Parade, Our Lemonade Stand, Miss B's Graphs, Math Club)	Burger, Steven Leinwand, Martha E. Sandoval-Martinez				
	GO Math! ExamView Downloadable Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	1	9780544255425	
	GO Math! Strategic Intervention Teacher Guide Grade 1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544249035	
	GO Math! Intensive Intervention Skill Packs - 5 Pack Grades K-1	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544263925	
	GO Math! Vocabulary Activities Bundle Grade 1 (includes Vocabulary Activities, Teacher Guide Grades K-2, Vocabulary Cards Grade 1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544451803	
	GO Math! Intensive Intervention Kit Grade 1 (includes Intensive Intervention Skill Pack - 5 Pack Grades K-1, Intensive Intervention User Guide Grade 1, Intensive Intervention Teacher Guide Grades K-1)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	1	9780544257122	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade 1 (includes HMH Math Mountain Cards, Color Tiles, Manipulite® Set/40, Popcubes®, 5 Colors Set/100, Tape, Adding Machine 3"/150', Two-color Counters, Manipulite® Set/20, Base Ten Units, Manipulite®, Green Set/20, Base Ten Rods, Manipulite®, Green Set/20, Pattern Blocks, Manipulite®, 0.5 Cm Set/27, Geosolids®, Manipulite® Set/6, Plane Shapes, Manipulite® Set/152, Blank Dice(2 Dice with 50 Labels), Note Pad, Multicolor 3x3" S/200, Clock Face, Pupil's, Set/10)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	1	9780547732527	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 2 © 2015					Other
	GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 2, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 2, 25 Bilingual Mathboards Grade 2, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center 5-Year Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Customized Manipulatives Kit Grade 2, Grab and Go Differentiated Centers Kit Grade 2, 25 Downloadable Student Edition PDFs Grade 2, Downloadable Teacher Resource Tool Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval- Martinez	2015	2	9780544450295	

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	<p>Notes: This program meets all of the non-negotiables and most of the alignment criterion. The program is strong with use of instructional strategies, using manipulatives, vocabulary, ELL support, differentiation, assessment, performance tasks, RTI guides, and homework. The program is lacking in mathematical practices as it is weaker in teaching some additional and subtraction concepts, which is a major work in second grade. It also lacks in critiquing the arguments of others and having student pick their own tools.</p>				
	<p>Key Features: GO Math! for Kindergarten through Grade 6 was built from the ground up for the Common Core State Standards (CCSS). The program, available in English and Spanish, provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. GO Math! exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, Houghton Mifflin Harcourt (HMH) has provided the trusted content of the GO Math! program to over seven million students in every state in the US and in 72 countries. GO Math! was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH was honored to have GO Math! identified for its excellence as a high-quality product that supports teaching and learning. Comprehensive digital resources promote mastery and support students, teachers, administrators, and families. The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. GO Math! teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing. The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your district through comprehensive on-site and online support. GO Math! will help you meet the goals set for Idaho's students.</p>				
	<p>GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes 25 Student Edition Multi-Volume Bundles Grade 2, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 2, 25 Bilingual Mathboards Grade 2, 25 SBAC Test Prep Student Editions Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center (1-Year) Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Customized Manipulatives Kit Grade 2, Grab and Go Differentiated Centers Kit Grade 2)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>2</p>	<p>9780544428386</p>
	<p>GO Math! Premium Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 2, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 2, 25 Bilingual Mathboards Grade 2, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center 5-Year Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Customized Manipulatives Kit Grade 2, Grab and Go Differentiated Centers Kit Grade 2, 25 Downloadable Student Edition PDFs Grade 2, Downloadable Teacher Resource Tool Grade 2)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>2</p>	<p>9780544450271</p>
	<p>GO Math! Premium Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes 25 Student Edition Sets Grade 2, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 2, 25 Bilingual Mathboards Grade 2, 25 SBAC Test Prep Student Editions Grade</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>2</p>	<p>9780544436305</p>

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	2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center (1-Year) Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Customized Manipulatives Kit Grade 2, Grab and Go Differentiated Centers Kit Grade 2)					
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 2, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 2, 25 Bilingual Mathboards Grade 2, SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center 5-Year Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2, 25 Downloadable Student Edition PDFs Grade 2, Downloadable Teacher Resource Tool Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450301	
	GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 2, 25 Student Edition Multi-Volume Bundles Grade 2, 25 Bilingual Mathboards Grade 2, SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center (1-Year) Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544428522	
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 2, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 2, 25 Bilingual Mathboards Grade 2, SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center 5-Year Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2, 25 Downloadable Student Edition PDFs Grade 2, Downloadable Teacher Resource Tool Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450288	
	GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 2, 25 Student Edition Sets Grade 2, 25 Bilingual Mathboards Grade 2, SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center (1-Year) Grade 2, Chapter Resource Blackline Master Collection Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, Strategic Intervention Teacher Guide Grade 2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544436329	
	GO Math! Digital Classroom Package (5-Year) Grade 2 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 2, Teacher Digital Management Center 5-Year Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544449565	

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	GO Math! Digital Classroom Package (1-Year) Grade 2 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 2, Teacher Digital Management Center (1-Year) Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544428232
	GO Math! Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 2 (includes Student Edition Chapters 1-11, Student Resource Book	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450363
	GO Math! Student Edition Multi-Volume Bundle Grade 2 (includes Student Edition Chapters 1-11, Student Resource Book)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544390133
	GO Math! Student Resource Book Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544343450
	GO Math! Student Edition Set 5-Year Print Subscription Grade 2 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450349
	GO Math! Student Edition Set Grade 2 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544433366
	GO Math! Student Edition eTextbook ePub, 5-Year Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544449459
	GO Math! Student Edition eTextbook ePub, 1-Year Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544349292
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544449527
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544372092
	GO Math! Downloadable Student Edition PDF Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544448797
	GO Math! Bilingual Mathboard Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	2	9780547680811
	GO Math! SBAC Test Prep Student Edition 5-Year Print Subscription Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450356
	GO Math! SBAC Test Prep Student Edition Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	2	9780544251830
	GO Math! Teacher Edition with Planning Guide Bundle Grade 2 (includes Teacher Collection Grade 2, Planning Guide Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544390522
	GO Math! Teacher Edition Collection Grade 2 (includes Teacher Edition Chapters 1-11)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544390270
	GO Math! Planning Guide Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E.	2015	2	9780544293328

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		Sandoval-Martinez			
	GO Math! Teacher Digital Management Center 5-Year Grade 2 (includes Online Student Edition, 5-Year Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 2, Online Student English Language Learners Activity Guide, 5-Year Grades K-2, Online Strategic Intervention Student Edition Grade 2, Online Concept Readers, 5-Year Grade 2, Online Critical Area Projects Student 5-Year Grade 2, Online SBAC Test Prep Student Edition, 5-Year Grade 2, Online PARCC Test Prep Student Edition Grade 2, Online Student Lesson Transparencies, 5-Year Grade 2, Online Interactive Teacher Edition, 5-Year Grade 2, Online Teacher Edition, 5-Year Grade 2, Online Personal Math Trainer, 5-Year Grade 2, Online Professional Development Video, 5-Year Grade 2, Online Chapter Resource Book, 5-Year Grade 2, Online Teacher English Language Learners Activity Guide, 5-Year Grades K-2, Online Intensive Intervention Skill Pack Grade 2, Online Intensive Intervention User Guide Grade 2, Online Intensive Intervention Teacher Guide Grade 2, Online Strategic Intervention Teacher Guide Grade 2, Online Getting Ready Lessons and Resources, 5-Year Grade 2, Online Vocabulary Activities 5-Year, Teacher Guide Grade 2-2, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade 2, Online Grab and Go Teacher Activity Guide Grade 2, Online Interactive Whiteboard Lessons, Grade 2, Online iTools Primary, 5-Year Grades K-2, Mega Math Online Grades K-6, Online Animated Math Model Grade 2, Online Multilingual School Home Letter, 5-Year Grade 2, Online Critical Area Projects Teacher 5-Year Grade 2, Online Math On The Spot Videos 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade 2, Online Chapter Resource Book 5-Year Grade 2, Online Planning Guide 5-Year Grade 2, Online SBAC Test Prep Teacher Edition BLM Grade 2, Online PARCC Test Prep Teacher Edition BLM Grade 2, Online Grab-N-Go Math Center Cards and Games 5-Year Grade 2, Online Teacher RTI, 5-Year Grade 2, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade 2, Strategies and Practice for Skills and Facts Fluency, Primary, 5-Year Grades K-3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544449626
	GO Math! Teacher Digital Management Center (1-Year) Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544389243
	GO Math! Downloadable Teacher Resource Tool Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544448728
	GO Math! SBAC Test Prep Teacher Edition BLM Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	2	9780544251939
	GO Math! Chapter Resource Blackline Master Collection Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544390201
	GO Math! English Language Activity Guide, Teacher Edition Grades K-2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	K-2	9780544401037
	GO Math! Strategic Intervention Teacher Guide Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544249042
	GO Math! Grab and Go Customized Manipulatives Kit Grade 2 (includes Base Ten Cube, Cardboard, Set/10,	Juli Dixon, Matthew Larson, Edward Burger, Steven	2015	2	9780544257498

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	Base Ten Flats, Manipulite®, Green Set/10, Base Ten Rods, Manipulite®, Green Set/20, Base Ten Units, Manipulite®, Green Set/100, Bills, \$1, Set/100, Coin Set Of 49 Coins, Geosolids®, Manipulite® Set/6, HMH Secr Code Crds, Ones, Tens, 100)	Leinwand, Martha E. Sandoval-Martinez				
	GO Math! Grab and Go Differentiated Centers Kit Grade 2 (includes HMH Math Chapter Reader L2 Coin Trick, HMH Math Chapter Reader L2 Nature's Numbers, HMH Math Chapter Reader L2 Taking Shape, HMH Math Chapter Reader L2 The If Game, HMH Math Chapter Reader L2 The Bug Boys, HMH Math Reader L2 Margo's Lights, HMH Math Reader L2 Number Machine, HMH Math Reader L2 Dave & Boots, HMH Math Chapter Reader L2 Ben Bes & Blueberry, HMH Math Reader L2 Game Time, HMH Math Reader L2 Wow Fluffo Can Eat, HMH Math Chapter Reader L2 Grab Bag, HMH Math Reader L2 Roadside Stand, HMH Math Chapter Reader L2 Butterfly Farm, HMH Math Reader L2 Comic Book Sale, HMH Math Reader L2 Is It Time Yet?, HMH Math Reader L2 Nature Walk, HMH Math Reader L2 Square Fair, HMH Math Reader L2 Pizza Puzzle, HMH Math Reader L2 Missing Muffins, On Level Reader All The Time Grade 2, On Level Reader Doubles Fun/farm Grade 2, On Level Reader Party Plans Grade 2, On Level Reader Time to Go Shopping! Grade 2, On Level Reader Building/minipark Grade 2, On Level Reader Time to Take a Trip! Grade 2, On Level Reader What Do You Like? Grade 2, Below Level Reader Trip To the Pond Grade 3, HMH Grab & Go Teacher Guide & Act Resources Lv 2, HMH Grab & Go Kit Games 1-10 Lv 2, HMH Grab & Go Math Center Cards Lv 2 Set 1, HMH Grab & Go Math Center Cards Lv 2 Set 2, HMH Grab & Go Math Center Cards Lv 2 Set 3, HMH Grab & Go Kit Games 11-20 Lv 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	2	97805447715452	
	GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 2 (includes SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Downloadable Teacher Resource Tool Grade 2, Teacher Digital Management Center 5-Year Grade 2, Chapter Resource Blackline Master Collection Grade 2, Strategic Intervention Teacher Guide Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2, Grab and Go Customized Manipulatives Kit Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	97805444494565	
	GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 2 (includes SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Teacher Digital Management Center (1-Year) Grade 2, Chapter Resource Blackline Master Collection Grade 2, Strategic Intervention Teacher Guide Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2, Grab and Go Customized Manipulatives Kit Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	97805444539310	
	GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 2 (includes SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2, Downloadable Teacher Resource Tool Grade 2, Teacher Digital Management Center 5-Year Grade 2, Chapter Resource Blackline Master Collection Grade 2, Strategic Intervention Teacher Guide Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	97805444450318	
	GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 2 (includes SBAC Test Prep Student Edition Grade 2, Teacher Edition with Planning Guide Bundle Grade 2,	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	97805444445444	

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	Teacher Digital Management Center (1-Year) Grade 2, Chapter Resource Blackline Master Collection Grade 2, Strategic Intervention Teacher Guide Grade 2, English Language Activity Guide, Teacher Edition Grades K-2, SBAC Test Prep Teacher Edition BLM Grade 2, Grab and Go Differentiated Centers Kit Grade 2)				
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 2, Downloadable Student Edition PDF Grade 2, Bilingual Mathboard Grade 2, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544494985
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes Student Edition Multi-Volume Bundle Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 2, Bilingual Mathboard Grade 2, SBAC Test Prep Student Edition Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	97805444540521
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes Student Edition Set 5-Year Print Subscription Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 2, Downloadable Student Edition PDF Grade 2, Bilingual Mathboard Grade 2, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544494848
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes Student Edition Set Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 2, Bilingual Mathboard Grade 2, SBAC Test Prep Student Edition Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	97805444540385
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 2, Downloadable Student Edition PDF Grade 2, Bilingual Mathboard Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450332
	GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year Print/5-Year Digital) Grade 2 (includes Student Edition Set 5-Year Print Subscription Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 2, Downloadable Student Edition PDF Grade 2, Bilingual Mathboard Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544450325
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes Student Edition Multi-Volume Bundle Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 2, Bilingual Mathboard Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544445659
	GO Math! Hybrid Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade 2 (includes Student Edition Set Grade 2, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 2, Bilingual Mathboard Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544445581
	GO Math! Common Cartridge 5-Year Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E.	2015	2	9780544611313

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		Sandoval-Martinez				
	GO Math! Common Cartridge 1-Year Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544611450	
	GO Math! Math Concept Reader Collection Grade 2 (includes 1 copy each of the Above Level, On Level, and Below Level versions of the following titles: Doubles Fun/Farm, Party Plans, Time to Go Shopping!, Building/Minipark, Time to Take a Trip!, What Do You Like?, All the Time, Day/Snack Stand)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2009	2	9780153685217	
	GO Math! ExamView Downloadable Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	2	9780544255432	
	GO Math! Intensive Intervention Skill Packs - 5 Pack Grade 2	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544263949	
	GO Math! Vocabulary Activities Bundle Grade 2 (includes Vocabulary Activities, Teacher Guide Grades K-2, Vocabulary Cards Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544451810	
	GO Math! Intensive Intervention Kit Grade 2 (includes Intensive Intervention Skill Pack - 5 Pack Grade 2, Intensive Intervention User Guide Grade 2, Intensive Intervention Teacher Guide Grade 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	2	9780544264205	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade 2 (includes Color Tiles, Manipulite® Set/40; Ruler 12"/30cm (1/16") Set/10; Pattern Blocks, Manipulite®, 0.5 Cm Set/27; Post It Notes, Yellow, 3x3" Pad/100; Blank Dice(2 Dice with 50 Labels); Popcubes®, 10 Colors Set/100; Tape, Adding Machine 3"/150; Bills, \$1, Set/100; Bills, \$5, Set/100; Bills, \$10, Set/100; Bills, \$20, Set/100; Plane Shapes, Manipulite® Set/152; Post-it Notes, Pink 3x3" P/100; Clock Face, Pupil's, Set/10; Coin Set Of 49 Coins; HMH Secret Code Cards 1's, 10, 100; HMH Math Mountain Cards; HMH Secret Code Cards Grade 2-3 Cardboard; HMH Math Mountain Cards; Base Ten Units, Manipulite®, Green Set/100; Base Ten Flats, Manipulite®, Green Set/10; Base 10 Cube, Plastic Green; Geosolids®, Manipulite® Set/6; Two-color Counters, Manipulite® Set/20; Base Ten Rods, Manipulite®, Green Set/20)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	2	9780547732428	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 3 © 2015					Core
	GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 3 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 3, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 3, 25 Bilingual Mathboards Grade 3, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center 5-Year Grade 3, Chapter Resource Blackline Master Collection Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 3, SBAC Test Prep Teacher Edition BLM Grade 3, Grab and Go Customized Manipulatives Kit Grade 3, Grab And Go Differentiated Centers Kit Grade 3, 25 Downloadable Student	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544450394	

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Edition PDFs Grade 3, Downloadable Teacher Resource Tool Grade 3)				
<p>Notes: This program meets all the major, supporting, and additional clusters of third grade. It has everything needed to be a core mathematics program.</p>				
<p>Key Features: GO Math! for Kindergarten through Grade 6 was built from the ground up for the Common Core State Standards (CCSS). The program, available in English and Spanish, provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. GO Math! exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, Houghton Mifflin Harcourt (HMH) has provided the trusted content of the GO Math! program to over seven million students in every state in the US and in 72 countries. GO Math! was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH was honored to have GO Math! identified for its excellence as a high-quality product that supports teaching and learning. Comprehensive digital resources promote mastery and support students, teachers, administrators, and families. The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. GO Math! teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing. The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your district through comprehensive on-site and online support. GO Math! will help you meet the goals set for Idaho's students.</p>				
GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 3 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 3, 25 Student Edition Multi-Volume Bundles Grade 3, 25 Bilingual Mathboards Grade 3, 25 SBAC Test Prep Student Editions Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center (1-Year) Grade 3, Chapter Resource Blackline Master Collection Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 3, SBAC Test Prep Teacher Edition BLM Grade 3, Grab and Go Customized Manipulatives Kit Grade 3, Grab And Go Differentiated Centers Kit Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544428393
GO Math! Premium Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 3 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 3, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 3, 25 Bilingual Mathboards Grade 3, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center 5-Year Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 3, SBAC Test Prep Teacher Edition BLM Grade 3, Grab and Go Customized Manipulatives Kit Grade 3, Grab And Go Differentiated Centers Kit Grade 3, Chapter Resource Blackline Master Collection Grade 3, 25 Downloadable Student Edition PDFs Grade 3, Downloadable Teacher Resource Tool Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544450370
GO Math! Premium Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 3 (includes 25 Student Edition Sets Grade 3, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 3, 25 Bilingual Mathboards Grade 3, 25 SBAC Test Prep Student Editions Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544436411

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<p>Management Center (1-Year) Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 3, SBAC Test Prep Teacher Edition BLM Grade 3, Grab and Go Customized Manipulatives Kit Grade 3, Grab And Go Differentiated Centers Kit Grade 3, Chapter Resource Blackline Master Collection Grade 3)</p>					
<p>GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 3 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 3, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 3, 25 Bilingual Mathboards Grade 3, SBAC Test Prep Student Edition Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center 5-Year Grade 3, Chapter Resource Blackline Master Collection Grade 3, Strategic Intervention Teacher Guide Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 3, Grab And Go Differentiated Centers Kit Grade 3, 25 Downloadable Student Edition PDFs Grade 3, Downloadable Teacher Resource Tool Grade 3)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544450400</p>
<p>GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 3 (includes 25 Student Edition Multi-Volume Bundles Grade 3, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 3, 25 Bilingual Mathboards Grade 3, SBAC Test Prep Student Edition Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center (1-Year) Grade 3, Chapter Resource Blackline Master Collection Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 3, SBAC Test Prep Teacher Edition BLM Grade 3, Grab And Go Differentiated Centers Kit Grade 3)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544428539</p>
<p>GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 3 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 3, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 3, 25 Bilingual Mathboards Grade 3, SBAC Test Prep Student Edition Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center 5-Year Grade 3, Chapter Resource Blackline Master Collection Grade 3, Strategic Intervention Teacher Guide Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 3, Grab And Go Differentiated Centers Kit Grade 3, 25 Downloadable Student Edition PDFs Grade 3, Downloadable Teacher Resource Tool Grade 3)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544450387</p>
<p>GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 3 (includes 25 Student Edition Sets Grade 3, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 3, 25 Bilingual Mathboards Grade 3, SBAC Test Prep Student Edition Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center (1-Year) Grade 3, Chapter Resource Blackline Master Collection Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 3, SBAC Test Prep Teacher Edition BLM Grade 3, Grab And Go Differentiated Centers Kit Grade 3)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544437425</p>
<p>GO Math! Digital Classroom Package (5-Year) Grade 3 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 3, Teacher Digital Management Center 5-Year Grade 3)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544449572</p>
<p>GO Math! Digital Classroom Package (1-Year) Grade 3 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544428294</p>

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	3, Teacher Digital Management Center (1-Year) Grade 3)				
	GO Math! Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 3 (includes Student Edition Chapters 1-12, Student Resource Book Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544450462
	GO Math! Student Edition Multi-Volume Bundle Grade 3 (includes Student Edition Chapters 1-12, Student Resource Book Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544390140
	GO Math! Student Resource Book Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544343467
	GO Math! Student Edition Set 5-Year Print Subscription Grade 3 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544450448
	GO Math! Student Edition Set Grade 3 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544433373
	GO Math! Student Edition eTextbook ePub, 5-Year Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544449466
	GO Math! Student Edition eTextbook ePub, 1-Year Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544349308
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544449664
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544370500
	GO Math! Downloadable Student Edition PDF Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544448803
	GO Math! Bilingual Mathboard Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	3	9780547678122
	GO Math! SBAC Test Prep Student Edition 5-Year Print Subscription Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544450455
	GO Math! SBAC Test Prep Student Edition Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	3	9780544251847
	GO Math! Teacher Edition with Planning Guide Bundle Grade 3 (includes Teacher Collection Grade 3, Planning Guide Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544390539
	GO Math! Teacher Edition Collection Grade 3 (includes Teacher Edition Chapters 1-12)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544390287
	GO Math! Planning Guide Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544293427
	GO Math! Teacher Digital Management Center 5-Year Grade 3 (includes Online Student Edition, 5-Year Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 3, Online Student English Language Learners Activity Guide, 5-Year Grades 3-6, Online Strategic	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544449633

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	<p>Intervention Student Edition Grade 3, Online Concept Readers, 5-Year Grade 3, Online Critical Area Projects Student 5-Year Grade 3, Online SBAC Test Prep Student Edition, 5-Year Grade 3, Online PARCC Test Prep Student Edition Grade 3, Online Student Lesson Transparencies, 5-Year Grade 3, Online Interactive Teacher Edition, Online Chapter Resource Book, 5-Year Grade 3, Online Personal Math Trainer, 5-Year Grade 3, Real World Videos, 5-Year Grade 3, Online Professional Development Video, 5-Year Grade 3, Online Teacher English Language Learners Activity Guide, 5-Year Grades 3-6, Online Intensive Intervention Skill Pack Grade 3, Online Intensive Intervention User Guide Grade 3, Online Intensive Intervention Teacher Guide Grade 3, Online Strategic Intervention Teacher Guide Grade 3, Online Getting Ready Lessons and Resources, 5-Year Grade 3, Online Vocabulary Activities 5-Year, Teacher Guide Grade 3-6, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade 3, Online Grab and Go Teacher Activity Guide Grade 3, Online Interactive Whiteboard Lessons, Grade 3, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Animated Math Model, 5-Year Grade 3, Online Multilingual School Home Letter, 5-Year Grade 3, Online Critical Area Projects Teacher 5-Year Grade 3, Math on the Spot Videos, 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade 3, Online Chapter Resource Book 5-Year Grade 3, Online Planning Guide 5-Year Grade 3, Online SBAC Test Prep Teacher Edition BLM Grade 3, Online PARCC Test Prep Teacher Edition BLM Grade 3, Online Grab-N-Go Math Center Cards and Games 5-Year Grade 3, Online Teacher RTI, 5-Year Grade 3, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade 3, Strategies and Practice for Skills and Facts Fluency, Primary, 5-Year Grades K-3, Strategies and Practice for Skills and Facts Fluency, Intermediate, 5-Year Grades 3-6)</p>					
	<p>GO Math! Chapter Resource Blackline Master Collection Grade 3 (includes Resource Book Chapters 1-12)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544390218</p>	
	<p>GO Math! SBAC Test Prep Teacher Edition BLM Grade 3</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2014</p>	<p>3</p>	<p>9780544251946</p>	
	<p>GO Math! English Language Activity Guide, Teacher Edition Grades 3-6</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3-6</p>	<p>9780544401044</p>	
	<p>GO Math! Strategic Intervention Teacher Guide Grade 3</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544249059</p>	
	<p>GO Math! Grab and Go Customized Manipulatives Kit Grade 3 (includes Clock Face, Pupil's, Set/10; Color Tiles, Manipulite® Set/40; HMH Math Mountain Cards; Rainbow Fraction® Tiles Set/51; Two-color Counters, Manipulite® Set/50)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544257504</p>	
	<p>GO Math! Grab And Go Differentiated Centers Kit Grade 3 (includes HMH Math Chapter Reader L3 Metric Measures; HMH Math Chapter Reader L3 Measure Up; HMH Math Reader L3 Soccer Bash; HMH Math Reader L3 Concert Hall World; HMH Math Chapter Reader L3 Late For School; HMH Math Reader L3 Class Trip; HMH Math Reader L3 So Many Seashells; HMH Math Chapter Reader L3 More Acorns; HMH Math</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2012</p>	<p>3</p>	<p>9780547713403</p>	

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	<p>Reader L3 Penny Bank; HMH Math Chapter Reader L3 Signs Symmetry; HMH Math Reader L3 James Frames; HMH Math Reader L3 Clct Times Four; HMH Math Reader L3 The Workshop; HMH Math Reader L3 Here's What I Do; HMH Math Reader L3 Corey Cookie Caper; HMH Math Reader L3 Homework Table; HMH Math Reader L3 How Heavy? How Much?; HMH Math Reader L3 The Whole Picture; HMH Math Reader L3 Possibly, Dear; On Level Reader Party Pins/Numbers Grade 3; On Level Reader Garden Fence Grade 3; On Level Reader Sports Camp Grade 3; On Level Reader Pizza Parts! Grade 3; On Level Reader Trip To the Pond Grade 3; Below Level Reader On/math Menu:lrts Grade 4; Below Level Reader Diego;s Perfect Fit Grade 4; Tx On Level Reader Walk/Path Grade 3; HMH Grab & Go Teacher Guide & Act Resources Lv 3; HMH Grab & Go Kit Games 1-10 Lv 3; HMH Grab & Go Math Center Cards Lv 3 Set 1; HMH Grab & Go Math Center Cards Lv 3 Set 2; HMH Grab & Go Math Center Cards Lv 3 Set 3; HMH Grab & Go Kit Games 11-20 Lv 3)</p>				
	<p>GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 3 (includes SBAC Test Prep Student Edition Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center 5-Year Grade 3, Downloadable Teacher Resource Tool Grade 3, SBAC Test Prep Teacher Edition BLM Grade 3, Chapter Resource Blackline Master Collection Grade 3, Strategic Intervention Teacher Guide Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, Grab And Go Differentiated Centers Kit Grade 3, Grab and Go Customized Manipulatives Kit Grade 3)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544494572</p>
	<p>GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 3 (includes SBAC Test Prep Student Edition Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center (1-Year) Grade 3, Chapter Resource Blackline Master Collection Grade 3, Strategic Intervention Teacher Guide Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 3, Grab And Go Differentiated Centers Kit Grade 3, Grab and Go Customized Manipulatives Kit Grade 3)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544539327</p>
	<p>GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 3 (includes SBAC Test Prep Student Edition Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center 5-Year Grade 3, Downloadable Teacher Resource Tool Grade 3, Chapter Resource Blackline Master Collection Grade 3, Strategic Intervention Teacher Guide Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 3, Grab And Go Differentiated Centers Kit Grade 3)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544450417</p>
	<p>GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 3 (includes SBAC Test Prep Student Edition Grade 3, Teacher Edition with Planning Guide Bundle Grade 3, Teacher Digital Management Center (1-Year) Grade 3, Chapter Resource Blackline Master Collection Grade 3, Strategic Intervention Teacher Guide Grade 3, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 3, Grab And Go Differentiated Centers Kit Grade 3)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544445451</p>
	<p>GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 3 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 3, Downloadable Student Edition PDF Grade 3, Bilingual Mathboard Grade 3, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 3)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544494992</p>

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<p>GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 3 (includes Student Edition Multi-Volume Bundle Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 3, Bilingual Mathboard Grade 3, SBAC Test Prep Student Edition Grade 3)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544540538</p>
<p>GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 3 (includes Student Edition Set 5-Year Print Subscription Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 3, Downloadable Student Edition PDF Grade 3, Bilingual Mathboard Grade 3, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 3)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544494855</p>
<p>GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 3 (includes Student Edition Set Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 3, Bilingual Mathboard Grade 3, SBAC Test Prep Student Edition Grade 3)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544540392</p>
<p>GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 3 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 3, Downloadable Student Edition PDF Grade 3, Bilingual Mathboard Grade 3)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544450431</p>
<p>GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year Print/5-Year Digital) Grade 3 (includes Student Edition Set 5-Year Print Subscription Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 3, Downloadable Student Edition PDF Grade 3, Bilingual Mathboard Grade 3)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544450424</p>
<p>GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 3 (includes Student Edition Multi-Volume Bundle Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 3, Bilingual Mathboard Grade 3)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544445666</p>
<p>GO Math! Hybrid Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade 3 (includes Student Edition Set Grade 3, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 3, Bilingual Mathboard Grade 3)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544445598</p>
<p>GO Math! Common Cartridge 5-Year Grade 3</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544611320</p>
<p>GO Math! Common Cartridge 1-Year Grade 3</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>3</p>	<p>9780544611467</p>
<p>GO Math! Math Concept Reader Collection Grade 3 (includes 1 copy each of the Above Level, On Level, and Below Level versions of the following titles: Nose/News & Numbers, Party</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2009</p>	<p>3</p>	<p>9780153685224</p>

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	Plans/Numbers!, Garden Fence, Surprising Solids!, Sports Camp, Pizza Parts!, Fun & Games, Trip To The Pond)					
	GO Math! ExamView Downloadable Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	3	9780544255449	
	GO Math! Intensive Intervention Skill Packs - 5 Pack Grade 3	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544263956	
	GO Math! Vocabulary Activities Bundle Grade 3 (includes Vocabulary Activities, Teacher Guide Grades 3-6, Vocabulary Cards Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544451940	
	GO Math! Intensive Intervention Kit Grade 3 (includes Intensive Intervention Skill Pack - 5 Pack Grade 3, Intensive Intervention User Guide Grade 3, Intensive Intervention Teacher Guide Grade 3)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3	9780544264212	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade 3 (includes HMH Whole Number Secret Code Cards 3-4; HMH Math Mountain Cards; HMH Math Mountain Cards; Base Ten Units, Manipulite®, Green Set/100; Base Ten Flats, Manipulite®, Green Set/10; Pattern Blocks, Manipulite®, 0.5 Cm Set/27; Geoboard, Double-sided, Each with bands; Post It Notes, Yellow, 3x3" Pad/100; Base 10 Cube, Plastic Green; Blank Dice(2 Dice with 50 Labels); Tape, Adding Machine 3"/150"; Base Ten Rods, Manipulite®, Green Set/20; Post-it Notes, Pink 3x3" P/100; Clock Face, Pupil's, Set/10; Scale, Dual Dial Platform, Large; Color Tiles, Manipulite® Set/40; Mass, Kilogram, Plastic; Balance, Pan Jr; Ruler 12"/30cm (1/16") Set/10; Tape Measur Eng/metric, Set/10; Measuring, Pitchers, Liquid, Set/3; Masses, Hexagram® Set/54; Bills, \$1, Set/100; Bills, \$5, Set/100; Bills, \$10, Set/100; Bills, \$20, Set/100; Two-color Counters, Manipulite® Set/50; Coin Set Of 49 Coins; Rainbow Fraction® Tiles Set/51; Popcubes®, 10 Colors Set/100; Fraction Circles, Economy Set/51)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	3	9780547731797	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 4 © 2015					Core
	GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 4, 25 Bilingual Mathboards Grade 4, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center 5-Year Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab and Go Customized Manipulatives Kit Grade 4, Grab And Go Differentiated Centers Kit Grade 4, 25 Downloadable Student Edition PDFs Grade 4, Downloadable Teacher Resource Tool Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544450493	
	Notes: This program fully supports the teacher to meet the Common Core Standards in a rigorous, conceptual manner, attending to special populations and differentiation, in a very clear, organized, easy to follow manner. The only areas of weakness noted were lack of multi-stop problems, not enough fluency and practice problems, and depth of mathematical reasoning in the areas of constructing arguments effectively and					

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justifying mathematical claims.					
<p>Key Features: GO Math! for Kindergarten through Grade 6 was built from the ground up for the Common Core State Standards (CCSS). The program, available in English and Spanish, provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. GO Math! exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, Houghton Mifflin Harcourt (HMH) has provided the trusted content of the GO Math! program to over seven million students in every state in the US and in 72 countries. GO Math! was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH was honored to have GO Math! identified for its excellence as a high-quality product that supports teaching and learning.</p> <p>Comprehensive digital resources promote mastery and support students, teachers, administrators, and families. The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. GO Math! teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing.</p> <p>The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your district through comprehensive on-site and online support. GO Math! will help you meet the goals set for Idaho's students.</p>					
GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes 25 Student Edition Multi-Volume Bundles Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 4, 25 Bilingual Mathboards Grade 4, 25 SBAC Test Prep Student Editions Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center (1-Year) Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab and Go Customized Manipulatives Kit Grade 4, Grab And Go Differentiated Centers Kit Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544428409	
GO Math! Premium Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 4, 25 Bilingual Mathboards Grade 4, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center 5-Year Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab and Go Customized Manipulatives Kit Grade 4, Grab And Go Differentiated Centers Kit Grade 4, 25 Downloadable Student Edition PDFs Grade 4, Downloadable Teacher Resource Tool Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544450479	
GO Math! Premium Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 4, 25 Student Edition Sets Grade 4, 25 Bilingual Mathboards Grade 4, 25 SBAC Test Prep Student Editions Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center (1-Year) Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544437517	

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<p>Edition BLM Grade 4, Grab and Go Customized Manipulatives Kit Grade 4, Grab And Go Differentiated Centers Kit Grade 4)</p>	<p>GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 4, 25 Bilingual Mathboards Grade 4, SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center 5-Year Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab And Go Differentiated Centers Kit Grade 4, 25 Downloadable Student Edition PDFs Grade 4, Downloadable Teacher Resource Tool Grade 4)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>4</p>	<p>9780544450509</p>
<p>GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes 25 Student Edition Multi-Volume Bundles Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 4, 25 Bilingual Mathboards Grade 4, SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center (1-Year) Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab And Go Differentiated Centers Kit Grade 4)</p>	<p>GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 4, 25 Bilingual Mathboards Grade 4, SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center 5-Year Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab And Go Differentiated Centers Kit Grade 4, 25 Downloadable Student Edition PDFs Grade 4, Downloadable Teacher Resource Tool Grade 4)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>4</p>	<p>9780544428546</p>
<p>GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes 25 Student Edition Sets Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 4, 25 Bilingual Mathboards Grade 4, SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center (1-Year) Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab And Go Differentiated Centers Kit Grade 4)</p>	<p>GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes 25 Student Edition Sets Grade 4, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 4, 25 Bilingual Mathboards Grade 4, SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center (1-Year) Grade 4, Chapter Resource Blackline Master Collection Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 4, SBAC Test Prep Teacher Edition BLM Grade 4, Grab And Go Differentiated Centers Kit Grade 4)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>4</p>	<p>9780544437531</p>
<p>GO Math! Digital Classroom Package (5-Year) Grade 4 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year) Grade 4, Teacher Digital Management Center 5-Year Grade 4)</p>	<p>GO Math! Digital Classroom Package (1-Year) Grade 4 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year) Grade 4,</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>4</p>	<p>9780544449589</p>
<p>GO Math! Digital Classroom Package (1-Year) Grade 4 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year) Grade 4,</p>	<p>GO Math! Digital Classroom Package (1-Year) Grade 4 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year) Grade 4,</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>4</p>	<p>9780544428287</p>

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	Teacher Digital Management Center (1-Year) Grade 4)				
	GO Math! Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 4 (includes Student Chapters 1-13, Student Resource Book Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544452121
	GO Math! Student Edition Multi-Volume Bundle Grade 4 (includes Student Edition Chapters 1-13, Student Resource Book Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544390157
	GO Math! Student Resource Book Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544343474
	GO Math! Student Edition Set 5-Year Print Subscription Grade 4 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544452107
	GO Math! Student Edition Set Grade 4 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544433380
	GO Math! Student Edition eTextbook ePub, 5-Year Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544449473
	GO Math! Student Edition eTextbook ePub, 1-Year Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544349315
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544449695
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544372139
	GO Math! Downloadable Student Edition PDF Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544448810
	GO Math! Bilingual Mathboard Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	4	9780547679433
	GO Math! SBAC Test Prep Student Edition 5-Year Print Subscription Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544452114
	GO Math! SBAC Test Prep Student Edition Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	4	9780544251878
	GO Math! Teacher Edition with Planning Guide Bundle Grade 4 (includes Teacher Edition Collection Grade 4, Planning Guide Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544390546
	GO Math! Teacher Edition Collection Grade 4 (includes Teacher Edition Chapters 1-13)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544390294
	GO Math! Planning Guide Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544293434
	GO Math! Teacher Digital Management Center 5-Year Grade 4 (includes Online Student Edition, 5-Year Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 4, Online Student English Language Learners Activity	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544449640

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	<p>Guide, 5-Year Grades 3-6, Online Strategic Intervention Student Edition Grade 4, Online Concept Readers, 5-Year Grade 4, Online Critical Area Projects Student 5-Year Grade 4, Online SBAC Test Prep Student Edition, 5-Year Grade 4, Online PARCC Test Prep Student Edition Grade 4, Online Student Lesson Transparencies, 5-Year Grade 4, Online Interactive Teacher Edition, 5-Year Grade 4, Online Teacher Edition, 5-Year Grade 4, Online Personal Math Trainer, 5-Year Grade 4, Real World Videos, 5-Year Grade 4, Online Professional Development Video, 5-Year Grade 4, Online Chapter Resource Book, 5-Year Grade 4, Online Teacher English Language Learners Activity Guide, 5-Year Grades 3-6, Online Intensive Intervention Skill Pack Grade 4, Online Intensive Intervention User Guide Grade 4, Online Intensive Intervention Teacher Guide Grade 4, Online Strategic Intervention Teacher Guide Grade 4, Online Getting Ready Lessons and Resources, 5-Year Grade 4, Online Vocabulary Activities 5-Year, Teacher Guide Grade 3-6, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade 4, Online Grab and Go Teacher Activity Guide Grade 4, Online Interactive Whiteboard Lessons, Grade 4, Online ITools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Animated Math Model, 5-Year Grade 4, Online Multilingual School Home Letter, 5-Year Grade 4, Online Critical Area Projects Teacher 5-Year Grade 4, Online Math on the Spot Video 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade 4, Online Chapter Resource Book 5-Year Grade 4, Online Planning Guide 5-Year Grade 4, Online SBAC Test Prep Teacher Edition BLM Grade 4, Online PARCC Test Prep Teacher Edition BLM Grade 4, Online Grab-N-Go Math Center Cards and Games 5-Year Grade 4, Online Teacher RTI, 5-Year Grade 4, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade 4, Strategies and Practice for Skills and Facts Fluency, Intermediate, 5-Year Grades 3-6)</p>					
	<p>GO Math! Teacher Digital Management Center (1-Year) Grade 4</p> <p>GO Math! Downloadable Teacher Resource Tool Grade 4</p> <p>GO Math! SBAC Test Prep Teacher Edition BLM Grade 4</p> <p>GO Math! Chapter Resource Blackline Master Collection Grade 4 (includes Resource Books Chapters 1-13)</p> <p>GO Math! English Language Activity Guide, Teacher Edition Grades 3-6</p> <p>GO Math! Strategic Intervention Teacher Guide Grade 4</p> <p>GO Math! Grab and Go Customized Manipulatives Kit Grade 4 (includes Base Ten Cube, Cardboard, Set/10, Base Ten Flats, Manipulite®, Green Set/10, Base Ten Rods, Manipulite®, Green Set/20, Base Ten Units, Manipulite®, Green Set/100, Fraction Circles, Economy Set/51, HMH Whole Number Secret Code Cards 3-4,</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p> <p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p> <p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p> <p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p> <p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p> <p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p> <p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p> <p>2015</p> <p>2014</p> <p>2015</p> <p>2015</p> <p>2015</p> <p>2015</p>	<p>4</p> <p>4</p> <p>4</p> <p>4</p> <p>3-6</p> <p>4</p> <p>4</p>	<p>9780544389267</p> <p>9780544448742</p> <p>9780544251953</p> <p>9780544390225</p> <p>9780544401044</p> <p>9780544249066</p> <p>9780544257511</p>	

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<p>Rainbow Fraction® Tiles Set/51, Two-color Counters, Manipulite® Set/50)</p> <p>GO Math! Grab And Go Differentiated Centers Kit Grade 4 (includes HMH Math Chapter Reader L4 The Mystery of the X Variable, HMH Math Chapter Reader L4 Eratosthenes and His Sieve, HMH Math Chapter Reader L4 Plotting a Way to Treasure, HMH Math Chapter Reader L4 What Are the Chances?, HMH Math Reader L4 It's All About Order, HMH Math Chapter Reader L4 Carl F. Gauss, Math Genius, HMH Math Reader L4 Summing Up a Pet's Need, HMH Math Reader L4 Tickle My Memory, HMH Math Reader L4 Multiplying a Good Deed, HMH Math Reader L4 The Division Champs, HMH Math Reader L4 Measuring the Mississippi, HMH Math Reader L4 Skateboarding Takes Shape, HMH Math Reader L4 A Mirror Image, HMH Math Reader L4 A Melody in Fractions, HMH Math Reader L4 Decimals on a Diamond, HMH Math Reader L4 Sleeping Half the Day Away, HMH Math Reader L4 And the Total Is!, HMH Math Reader L4 Paint By Numbers, HMH Math Reader L4 Buildings with Faces, HMH Math Reader L4 What's the Weather?, Above Level Reader A Trip to the Pond Grade 3, On Level Reader Putting/world/page Grade 4, On Level Reader Thirst Quencher Grade 4, On Level Reader Eliza's Groovy Machine Grade 4, On Level Reader New Angle...statsn Grade 4, On Level Reader Fighting Fire with Fire Grade 4, Below Level Reader Wrlds..bdgs Grade 5, Below Level Reader Fundraising Fair Grade 5, Below Level Reader Designing a Skatepark Grade 5, HMH Grab & Go Teacher Guide & Act Resources L 4, HMH Grab And Go Kit Games 1-10 Level 4, HMH Grab And Go Kit Math Center Cards Level 4 Set1 Computation and Mental Math, HMH Grab And Go Kit Math Center Cards Level 4 Set2 Geometry and Measurement, HMH Grab And Go Kit Math Center Cards Level 4 Set3 Challenge)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2012</p>	<p>4</p>	<p>9780547713274</p>
<p>GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 4 (includes SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center 5-Year Grade 4, Chapter Resource Blackline Master Collection Grade 4, Strategic Intervention Teacher Guide Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 4, Downloadable Teacher Resource Tool Grade 4, Grab And Go Differentiated Centers Kit Grade 4, Grab and Go Customized Manipulatives Kit Grade 4)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>4</p>	<p>9780544494589</p>
<p>GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 4 (includes SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center (1-Year) Grade 4, Chapter Resource Blackline Master Collection Grade 4, Strategic Intervention Teacher Guide Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 4, Grab And Go Differentiated Centers Kit Grade 4, Grab and Go Customized Manipulatives Kit Grade 4)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>4</p>	<p>97805444539334</p>
<p>GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 4 (includes SBAC Test Prep Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center 5-Year Grade 4, Downloadable Teacher Resource Tool Grade 4, Chapter Resource Blackline Master Collection Grade 4, Strategic Intervention Teacher Guide Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 4, Grab And Go Differentiated Centers Kit Grade 4)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>4</p>	<p>97805444450516</p>
<p>GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 4 (includes SBAC Test Prep</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven</p>	<p>2015</p>	<p>4</p>	<p>97805444445468</p>

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	Student Edition Grade 4, Teacher Edition with Planning Guide Bundle Grade 4, Teacher Digital Management Center (1-Year) Grade 4, Chapter Resource Blackline Master Collection Grade 4, Strategic Intervention Teacher Guide Grade 4, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 4)	Leinwand, Martha E. Sandoval-Martinez				
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 4, Downloadable Student Edition PDF Grade 4, Bilingual Mathboard Grade 4, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544495005	
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes Student Edition Multi-Volume Bundle Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 4, Bilingual Mathboard Grade 4, SBAC Test Prep Student Edition Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544540545	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes Student Edition Set 5-Year Print Subscription Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 4, Downloadable Student Edition PDF Grade 4, Bilingual Mathboard Grade 4, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544494862	
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes Student Edition Set Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 4, Bilingual Mathboard Grade 4, SBAC Test Prep Student Edition Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544540408	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 4, Downloadable Student Edition PDF Grade 4, Bilingual Mathboard Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544450530	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year Print/5-Year Digital) Grade 4 (includes Student Edition Set 5-Year Print Subscription Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 4, Downloadable Student Edition PDF Grade 4, Bilingual Mathboard Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544450523	
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes Student Edition Multi-Volume Bundle Grade 4, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 4, Bilingual Mathboard Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544445673	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade 4 (includes Student Edition Set Grade 4, Online Interactive	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544445604	

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	Student Edition (with Personal Math Trainer) 1-Year Grade 4, Bilingual Mathboard Grade 4)					
	GO Math! Common Cartridge 5-Year Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544611337	
	GO Math! Common Cartridge 1-Year Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544611474	
	GO Math! Math Concept Reader Collection Grade 4 (includes 1 copy each of the Above Level, On Level, and Below Level versions of the following titles: Exercising/Beads, On/Math Menu, Putting/World/Page, Thirst Quencher, Diego's Perfect Fit, Eliza's Groovy Machine, New Angle...Stations, Fighting Fire with Fire)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2009	4	9780153685231	
	GO Math! Intensive Intervention Skill Packs - 5 Pack Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544263963	
	GO Math! ExamView Downloadable Grade 4	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	4	9780544255456	
	GO Math! Vocabulary Activities Bundle Grade 4 (includes Vocabulary Activities, Teacher Guide Grades 3-6, Vocabulary Cards Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544451957	
	GO Math! Intensive Intervention Kit Grade 4 (includes Intensive Intervention Skill Pack - 5 Pack Grade 4, Intensive Intervention User Guide Grade 4, Intensive Intervention Teacher Guide Grade 4)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	4	9780544264229	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade 4 (includes Thermometer, Low Range, Set/10; Color Tiles, Manipulite® Set/40; Ruler 12"/30cm (1/16") Set/10; Rainbow Fraction® Tiles Set/51; Pattern Blocks, Manipulite®, 0.5 Cm Set/27; Protractor, Student, Set/6; Blank Dice(2 Dice with 50 Labels); Tape, Adding Machine 3"/150"; Fraction Circles, Economy Set/51; Two-color Counters, Manipulite® Set/50; Clock Face, Pupil's, Set/10; HMH Mth Deci Sc Crd 10-100 4-5; HMH Mth Deci Sc 1k-10k30/pk4-5; Base Ten Units, Manipulite®, Green Set/100; Base Ten Flats, Manipulite®, Green Set/10; Base 10 Cube, Plastic Green; Bills, \$1, Set/100; Base Ten Rods, Manipulite®, Green Set/20; HMH Multiple Markers Set/34 Sheets; Coins, Quarters, Set/100; Coin Set Of 49 Coins)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	4	9780547732602	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 5 © 2015					Core
	GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 5; 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 5; 25 Bilingual Mathboards Grade 5-6; 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 5; Teacher Edition with Planning Guide Bundle Grade 5; Teacher Digital Management Center 5-Year Grade 5; Chapter Resource Blackline Master Collection Grade 5; English Language Activity Guide, Teacher Edition Grades 3-6; Strategic Intervention Teacher Guide Grade 5; SBAC Test Prep Teacher Edition BLM Grade 5; Grab and	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452152	

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	<p>Go Customized Manipulatives Kit Grade 5; Grab And Go Differentiated Centers Kit Grade 5; 25 Downloadable Student Edition PDFs Grade 5; Downloadable Teacher Resource Tool Grade 5)</p>					
<p>Notes: The Engage activity at the start of each lesson is connected with digital resources. Fact fluency to support conceptual learning is focused on in the digital materials. The curriculum clearly builds upon prior knowledge and earlier concepts and then continues the continuum of learning. Domains, standards, and MPs are clearly identified and used meaningfully. A strength of the curriculum is its attention to the conceptual understanding and use of discussion. There is focus on a variety of instructional approaches and differentiation resources. Weaknesses lie in lack of basic fluency building and minimal use of multi-step problems.</p>						
<p>Key Features: GO Math! for Kindergarten through Grade 6 was built from the ground up for the Common Core State Standards (CCSS). The program, available in English and Spanish, provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. GO Math! exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, Houghton Mifflin Harcourt (HMH) has provided the trusted content of the GO Math! program to over seven million students in every state in the US and in 72 countries. GO Math! was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH was honored to have GO Math! identified for its excellence as a high-quality product that supports teaching and learning. Comprehensive digital resources promote mastery and support students, teachers, administrators, and families. The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. GO Math! teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing. The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your district through comprehensive on-site and online support. GO Math! will help you meet the goals set for Idaho's students.</p>						
	<p>GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes 25 Student Edition Multi-Volume Bundles Grade 5, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 5, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Editions Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center (1-Year) Grade 5, Chapter Resource Blackline Master Collection Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher Edition BLM Grade 5, Grab and Go Customized Manipulatives Kit Grade 5, Grab And Go Differentiated Centers Kit Grade 5)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>5</p>	<p>9780544428416</p>	
	<p>GO Math! Premium Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 5, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 5, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center 5-Year Grade 5, Chapter Resource Blackline Master Collection Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher Edition BLM Grade 5, Grab and Go Customized Manipulatives Kit Grade 5, Grab And Go Differentiated Centers Kit Grade 5, 25</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>5</p>	<p>9780544452138</p>	

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Downloadable Student Edition PDFs Grade 5, Downloadable Teacher Resource Tool Grade 5)						
GO Math! Premium Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 5, 25 Student Edition Sets Grade 5, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Editions Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center (1-Year) Grade 5, Chapter Resource Blackline Master Collection Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher Edition BLM Grade 5, Grab and Go Customized Manipulatives Kit Grade 5, Grab And Go Differentiated Centers Kit Grade 5)		Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544437623	
GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes 25 Student Edition Multi-Volume Bundle 5-Year Print Subscriptions Grade 5, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 5, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center 5-Year Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5, Chapter Resource Blackline Master Collection Grade 5, 25 Downloadable Student Edition PDFs Grade 5, Downloadable Teacher Resource Tool Grade 5)		Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452169	
GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes 25 Student Edition Multi-Volume Bundles Grade 5, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 5, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center (1-Year) Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5, Chapter Resource Blackline Master Collection Grade 5)		Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544428553	
GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 5, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 5, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center 5-Year Grade 5, Chapter Resource Blackline Master Collection Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5, 25 Downloadable Student Edition PDFs Grade 5, Downloadable Teacher Resource Tool Grade 5)		Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452145	
GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes 25 Student Edition Sets Grade 5, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 5, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center (1-Year) Grade 5, Chapter Resource Blackline Master Collection Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 5, SBAC Test Prep Teacher		Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544437647	

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	Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5)				
	GO Math! Digital Classroom Package (5-Year) Grade 5 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 5, Teacher Digital Management Center 5-Year Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544449596
	GO Math! Digital Classroom Package (1-Year) Grade 5 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 5, Teacher Digital Management Center (1-Year) Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544428317
	GO Math! Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 5 (includes Student Edition Chapters 1-11, Student Resource Book Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452220
	GO Math! Student Edition Multi-Volume Bundle Grade 5 (includes Student Edition Chapters 1-11, Student Resource Book Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544390164
	GO Math! Student Resource Book Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544343481
	GO Math! Student Edition Set 5-Year Print Subscription Grade 5 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452206
	GO Math! Student Edition Set Grade 5 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544433397
	GO Math! Student Edition eTextbook ePub, 5-Year Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544449497
	GO Math! Student Edition eTextbook ePub, 1-Year Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544349322
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544449701
	GO Math! Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544438378
	GO Math! Downloadable Student Edition PDF Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544448827
	GO Math! Bilingual Mathboard Grade 5-6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	5-6	9780547677224
	GO Math! SBAC Test Prep Student Edition 5-Year Print Subscription Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452213
	GO Math! SBAC Test Prep Student Edition Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	5	9780544251892
	GO Math! Teacher Edition with Planning Guide Bundle Grade 5 (includes Teacher Edition	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E.	2015	5	9780544390553

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	Collection Grade 5, Planning Guide Grade 5)	Sandoval-Martinez			
	GO Math! Teacher Edition Collection Grade 5 (includes Teacher Edition Chapters 1-11)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544390300
	GO Math! Planning Guide Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544293441
	GO Math! Teacher Digital Management Center 5-Year Grade 5 (includes Online Student Edition, 5-Year Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 5, Online Student English Language Learners Activity Guide, 5-Year Grades 3-6, Online Strategic Intervention Student Edition Grade 5, Online Concept Readers, 5-Year Grade 5, Online Critical Area Projects Student 5-Year Grade 5, Online SBAC Test Prep Student Edition, 5-Year Grade 5, Online PARCC Test Prep Student Edition Grade 5, Online Student Lesson Transparencies, 5-Year Grade 5, Online Interactive Teacher Edition, 5-Year Grade 5, Online Teacher Edition, 5-Year Grade 5, Online Personal Math Trainer, 5-Year Grade 5, Real World Videos, 5-Year Grade 5, Online Professional Development Video, 5-Year Grade 5, Online Chapter Resource Book, 5-Year Grade 5, Online Teacher English Language Learners Activity Guide, 5-Year Grades 3-6, Online Intensive Intervention Skill Pack Grade 5, Online Intensive Intervention User Guide Grade 5, Online Intensive Intervention Teacher Guide Grade 5, Online Strategic Intervention Teacher Guide Grade 5, Online Getting Ready Lessons and Resources, 5-Year Grade 5, Online Vocabulary Activities 5-Year, Teacher Guide Grade 3-6, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade 5-6, Online Grab and Go Teacher Activity Guide Grade 5, Online Interactive Whiteboard Lessons, Grade 5, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Animated Math Model Grade 5, Online Multilingual School Home Letter, 5-Year Grade 5, Online Critical Area Projects Teacher 5-Year Grade 5, Online Math on the Spot Video 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade 5, Online Chapter Resource Book 5-Year Grade 5, Online Planning Guide 5-Year Grade 5, Online SBAC Test Prep Teacher Edition BLM Grade 5, Online PARCC Test Prep Teacher Edition BLM Grade 5, Online Grab-N-Go Math Center Cards and Games 5-Year Grade 5, Online Teacher RTI, 5-Year Grade 5, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade 5, Strategies and Practice for Skills and Facts Fluency, Intermediate, 5-Year Grades 3-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544449657
	GO Math! Teacher Digital Management Center (1-Year) Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544389274
	GO Math! Downloadable Teacher Resource Tool Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544448759
	GO Math! SBAC Test Prep Teacher Edition BLM Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	5	9780544251960
	GO Math! Chapter Resource Blackline Master Collection Grade 5 (includes Resource Book Chapters 1-11)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544390232

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GO Math! English Language Activity Guide, Teacher Edition Grades 3-6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3-6	9780544401044
GO Math! Strategic Intervention Teacher Guide Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544249073
GO Math! Grab and Go Customized Manipulatives Kit Grade 5 (includes Base Ten Flats, Manipulite®, Green Set/10; Base Ten Rods, Manipulite®, Green Set/20; Base Ten Units, Manipulite®, Green Set/100; Fraction Circles, Economy Set/51; Rainbow Fraction® Tiles Set/51)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544257528
GO Math! Grab And Go Differentiated Centers Kit Grade 5 (includes HMH Math Chapter Reader L5 Fractions Add Up!, HMH Math Chapter Reader L5 Cranking Out the Numbers, HMH Math Chapter Reader L5 Doubling Every Day, HMH Math Chapter Reader L5 Seeking the Lowest Price, HMH Math Chapter Reader L5 Graphing Practice, HMH Math Chapter Reader L5 A Roller Coaster of Angles, HMH Math Chapter Reader L5 Beautiful Geometry, HMH Math Chapter Reader L5 100% Trivia about Money, HMH Math Chapter Reader L5 Dewey and His Decimals, HMH Math Chapter Reader L5 Data on the Endangered, HMH Math Reader L5 Working on the Railroad, HMH Math Chapter Reader L5 Niagara Falls Numbers, HMH Math Chapter Reader L5 A Math Mix-up, HMH Math Chapter Reader L5 Catching The Wind, HMH Math Chapter Reader L5 Goldbach's Gift to Math, HMH Math Chapter Reader L5 And the Survey Says, HMH Math Chapter Reader L5 Fossil Hunters, HMH Math Chapter Reader L5 A Hundredth Of A Second, HMH Math Chapter Reader L5 Damage Along a Fault Line, HMH Math Chapter Reader L5 Is This a Career for You?, On Level Reader Table Soccer Grade 5, On Level Reader Halfpipe Grade 5, On Level Reader City of the Future Grade 5, On Level Reader Park Visitors Grade 5, Tx On Level Reader Drive Through History Grade 5, Tx On Level Reader A Day In Dallas Grade 5, HMH Grab And Go Teacher Guide & Act Resources L 5, HMH Grab And Go Kit Games 1-10 Level 5, HMH Grab And Go Kit Math Center Cards Level 5 Set 1 Computation and Mental Math, HMH Grab And Go Kit Math Center Cards Level 5 Set 2 Geometry and Measurement, HMH Grab And Go Kit Math Center Cards Level 5 Set 3 Challenge, HMH Grab And Go Kit Games 11-20 Level 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	5	9780547713205
GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 5 (includes SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center 5-Year Grade 5, Downloadable Teacher Resource Tool Grade 5, Chapter Resource Blackline Master Collection Grade 5, Strategic Intervention Teacher Guide Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5, Grab and Go Customized Manipulatives Kit Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544494596
GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 5 (includes SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center (1-Year) Grade 5, Chapter Resource Blackline Master Collection Grade 5, Strategic Intervention Teacher Guide Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544539358

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	Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5, Grab and Go Customized Manipulatives Kit Grade 5)				
	GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 5 (includes SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center 5-Year Grade 5, Downloadable Teacher Resource Tool Grade 5, Chapter Resource Blackline Master Collection Grade 5, Strategic Intervention Teacher Guide Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452176
	GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 5 (includes SBAC Test Prep Student Edition Grade 5, Teacher Edition with Planning Guide Bundle Grade 5, Teacher Digital Management Center (1-Year) Grade 5, Strategic Intervention Teacher Guide Grade 5, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 5, Grab And Go Differentiated Centers Kit Grade 5, Chapter Resource Blackline Master Collection Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544445475
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 5, Downloadable Student Edition PDF Grade 5, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544495012
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes Student Edition Multi-Volume Bundle Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 5, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544540552
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes Student Edition Set 5-Year Print Subscription Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 5, Downloadable Student Edition PDF Grade 5, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544494879
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes Student Edition Set Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 5, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544540415
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes Student Edition Multi-Volume Bundle 5-Year Print Subscription Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 5, Downloadable Student Edition PDF Grade 5, Bilingual Mathboard Grade 5-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452190
	GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year Print/5-Year Digital) Grade 5 (includes Student Edition Set 5-Year Print Subscription Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 5, Downloadable Student Edition PDF Grade 5, Bilingual Mathboard Grade 5-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452183

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	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes Student Edition Multi-Volume Bundle Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 5, Bilingual Mathboard Grade 5-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544445680	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade 5 (includes Student Edition Set Grade 5, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 5, Bilingual Mathboard Grade 5-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544445611	
	GO Math! Common Cartridge 5-Year Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544611344	
	GO Math! Common Cartridge 1-Year Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544611481	
	GO Math! Math Concept Reader Collection Grade 5 (includes 1 copy of the Above Level, On Level, and Below Level versions of the following titles: Worlds...Buildings, Fundraising Fair, Table Soccer, Halfpipe, Forecast: Skies, City of the Future, Designing a Skatepark, Park Visitors)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2009	5	9780153685248	
	GO Math! Intensive Intervention Skill Packs - 5 Pack Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544263994	
	GO Math! ExamView Downloadable Grade 5	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	5	9780544255463	
	GO Math! Vocabulary Activities Bundle Grade 5 (includes Vocabulary Activities, Teacher Guide Grades 3-6, Vocabulary Cards Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544452091	
	GO Math! Intensive Intervention Kit Grade 5 (includes Intensive Intervention Skill Pack - 5 Pack Grade 5, Intensive Intervention User Guide Grade 5, Intensive Intervention Teacher Guide Grade 5)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	5	9780544264236	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade 5 (includes Pattern Blocks, Manipulite®, 1 Cm Set/250; Rainbow Fraction® Tiles Set/51; Fraction Circles, Economy Set/51; Two-color Counters, Manipulite® Set/50; Color Tiles, Manipulite® Set/40; Base Ten Units, Manipulite®, Green Set/100; Base Ten Flats, Manipulite®, Green Set/10; Ruler 12"/30cm (1/16") Set/10; Post It Notes, Yellow, 3x3" Pad/100; Base 10 Cube, Plastic Green; Blank Dice(2 Dice with 50 Labels); Popcubes®, 10 Colors Set/100; Tape, Adding Machine 3"/150; Base Ten Rods, Manipulite®, Green Set/20; Post-it Notes, Pink 3x3" P/100)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	5	9780547732442	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin	HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 6 © 2015					

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<p>Harcourt</p>	<p>GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes 25 Multi-Volume Student Edition Bundle 5-Year Print Subscriptions Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Teacher Digital Management Center 5-Year Grade 6, Grab and Go Customized Manipulatives Kit Grade 6, Grab And Go Differentiated Centers Kit Grade 6, 25 Downloadable Student Edition PDFs Grade 6, Downloadable Teacher Resource Tool Grade 6)</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval- Martinez</p>	<p>2015</p>	<p>6 Elem</p>	<p>9780544491816</p>	<p>Core</p>
<p>Notes: Strengths: Go Math! 6th grade covers all Common Core Standards. The Fluency Builder in each lesson provides students practice with the fluencies and/or previous grade-level fluencies and concepts. The materials provided to support RTI in the classroom provide teachers with materials for intervention and enrichment. The Spiral Review included in each lesson provides students with opportunities to practice previous concepts. Weaknesses: Go Math! 6th grade does not spend sufficient time on the Major Works for the grade level. Clear connections between standards are absent. The uses of Mathematical Practices in the student materials are not authentic in nature. The materials lack multi-step problems and lacks student to student interaction.</p>						
<p>Key Features: GO Math! for Kindergarten through Grade 6 was built from the ground up for the Common Core State Standards (CCSS). The program, available in English and Spanish, provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. GO Math! exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, Houghton Mifflin Harcourt (HMH) has provided the trusted content of the GO Math! program to over seven million students in every state in the US and in 72 countries. GO Math! was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH was honored to have GO Math! identified for its excellence as a high-quality product that supports teaching and learning. Comprehensive digital resources promote mastery and support students, teachers, administrators, and families. The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. GO Math! teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing. The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your district through comprehensive on-site and online support. GO Math! will help you meet the goals set for Idaho's students.</p>						
	<p>GO Math! Premium Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes 25 Student Edition Multi-Volume Bundles Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Editions Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Teacher Digital Management Center (1-Year) Grade 6, Grab and Go Customized</p>	<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>6</p>	<p>9780544428423</p>	

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<p>Manipulatives Kit Grade 6, Grab And Go Differentiated Centers Kit Grade 6)</p>						
<p>GO Math! Premium Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes 25 Student Edition Set 5-Year Print Subscriptions Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Edition 5-Year Print Subscriptions Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Teacher Digital Management Center 5-Year Grade 6, Grab and Go Customized Manipulatives Kit Grade 6, Grab And Go Differentiated Centers Kit Grade 6, 25 Downloadable Student Edition PDFs Grade 6, Downloadable Teacher Resource Tool Grade 6)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>6</p>	<p>9780544491755</p>	
<p>GO Math! Premium Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes 25 Student Edition Sets Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, 25 SBAC Test Prep Student Editions Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Teacher Digital Management Center (1-Year) Grade 6, Grab and Go Customized Manipulatives Kit Grade 6, Grab And Go Differentiated Centers Kit Grade 6)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>6</p>	<p>9780544437739</p>	
<p>GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes 25 Multi-Volume Student Edition Bundle 5-Year Print Subscriptions Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center 5-Year Grade 6, Grab And Go Differentiated Centers Kit Grade 6, 25 Downloadable Student Edition PDFs Grade 6, Downloadable Teacher Resource Tool Grade 6)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>6</p>	<p>9780544491830</p>	
<p>GO Math! Hybrid Classroom Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes 25 Student Edition Multi-Volume Bundles Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center (1-Year) Grade 6, Grab And Go Differentiated Centers Kit Grade 6)</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>6</p>	<p>9780544428560</p>	
<p>GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes SBAC Test Prep Student Edition Grade 6, 25 Student Edition Set 5-Year Print Subscriptions Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center 5-Year Grade 6, Grab And Go Differentiated Centers Kit Grade 6, 25</p>		<p>Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez</p>	<p>2015</p>	<p>6</p>	<p>9780544491779</p>	

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Downloadable Student Edition PDFs Grade 6, Downloadable Teacher Resource Tool Grade 6)					
GO Math! Hybrid Classroom Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes 25 Student Edition Sets Grade 6, 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 6, 25 Bilingual Mathboards Grade 5-6, SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, Strategic Intervention Teacher Guide Grade 6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center (1-Year) Grade 6, Grab And Go Differentiated Centers Kit Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544437753	
GO Math! Digital Classroom Package (5-Year) Grade 6 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 5-Year Grade 6, Teacher Digital Management Center 5-Year Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544475137	
GO Math! Digital Classroom Package (1-Year) Grade 6 (includes 25 Online Interactive Student Editions (with Personal Math Trainer) 1-Year Grade 6, Teacher Digital Management Center (1-Year) Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544428300	
GO Math! Multi-Volume Student Edition Bundle 5-Year Print Subscription Grade 6 (includes Student Edition Chapters 1-13, Student Resource Book Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544482241	
GO Math! Student Edition Multi-Volume Bundle Grade 6 (includes Student Edition Chapters 1-13, Student Resource Book Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544390171	
GO Math! Student Resource Book Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544341463	
GO Math! Student Edition Set 5-Year Print Subscription Grade 6 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544482159	
GO Math! Student Edition Set Grade 6 (includes Volumes 1 & 2)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544433403	
GO Math! Student Edition eTextbook ePub, 5-Year Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544703599	
GO Math! Student Edition eTextbook ePub, 1-Year Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544349339	
GO Math! Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544483279	
GO Math! Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544372122	
GO Math! Downloadable Student Edition PDF Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544448834	
GO Math! Bilingual Mathboard Grade 5-6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	5-6	9780547677224	
GO Math! SBAC Test Prep Student Edition 5-Year Print	Juli Dixon, Matthew Larson, Edward	2015	6	9780544482357	

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	Subscription Grade 6	Burger, Steven Leinwand, Martha E. Sandoval-Martinez				
	GO Math! SBAC Test Prep Student Edition Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544251908	
	GO Math! Teacher Edition with Planning Guide Bundle Grade 6 (includes Teacher Edition Collection Grade 6, Planning Guide Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544390560	
	GO Math! Teacher Edition Collection Grade 6 (includes Teacher Edition Chapters 1-13)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544390317	
	GO Math! Planning Guide Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544293458	
	GO Math! Teacher Digital Management Center 5-Year Grade 6 (includes Online Student Edition, 5-Year Grade 6, Online Interactive Student Edition (Includes Personal Math Trainer), 5-Year Grade 6, Online Professional Development Video, 5-Year Grade 6, Online Strategic Intervention Student Edition Grade 6, Online SBAC Test Prep Student Edition, 5-Year Grade 6, Online PARCC Test Prep Student Edition Grade 6, Online Critical Area Projects Student 5-Year Grade 6, Online Student English Language Learners Activity Guide, 5-Year Grades 3-6, Online Concept readers, Online Student Lesson Transparencies, 5-Year Grade 6, Online Teacher Edition, 5-Year Grade 6, Online Interactive Teacher Edition, 5-Year Grade 6, Online Multilingual School Home Letter, 5-Year Grade 6, Online Teacher English Language Learners Activity Guide, 5-Year Grades 3-6, Online Personal Math Trainer, 5-Year Grade 6, Real World Videos, 5-Year Grade 6, Online Chapter Resource Book, 5-Year Grade 6, Online Intensive Intervention Skill Pack Grade 6, Online Intensive Intervention User Guide Grade 6, Online Intensive Intervention Teacher Guide Grade 6, Online Strategic Intervention Teacher Guide Grade 6, Online Getting Ready Lessons and Resources, 5-Year Grade 6, Online Vocabulary Activities 5-Year, Teacher Guide Grade 3-6, Online Common Core Math Practices Prof Development Video, 5-Year Grades K-6, Online Mathboard, 5-Year Grade 5-6, Online Grab and Go Teacher Activity Guide Grade 6, Online Interactive Whiteboard Lessons, Grade 6, Online iTools Intermediate Grades 3-6, Mega Math Online Grades K-6, Online Animated Math Model Grade 6, Online Critical Area Projects Teacher 5-Year Grade 6, Online Math on the Spot Video 5-Year Grades K-6, Online eGlossary, 5-Year Grades K-6, Online Teacher Resource Blackline Master 5-Year Grade 6, Online Chapter Resource Book 5-Year Grade 6, Online Planning Guide 5-Year Grade 6, Online SBAC Test Prep Teacher Edition BLM Grade 6, Online PARCC Test Prep Teacher Edition BLM Grade 6, Online Grab-N-Go Math Center Cards and Games 5-Year Grade 6, Online Teacher RTI, 5-Year Grade 6, Online Prof Development Performance Tasks Video, 5-Year Grades K-6, Online Teacher Lesson Transparencies, 5-Year Grade 6, Strategies and Practice for Skills and Facts Fluency, Intermediate, 5-Year Grades 3-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544483354	
	GO Math! Teacher Digital Management Center (1-Year) Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544389281	
	GO Math! Downloadable Teacher Resource Tool Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544448766	

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	GO Math! SBAC Test Prep Teacher Edition BLM Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544251991
	GO Math! Chapter Resource Blackline Master Collection Grade 6 (includes Resource Book Chapters 1-13)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544390249
	GO Math! English Language Activity Guide, Teacher Edition Grades 3-6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	3-6	9780544401044
	GO Math! Strategic Intervention Teacher Guide Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544249080
	GO Math! Grab and Go Customized Manipulatives Kit Grade 6 (includes Algebra Tiles™, Manipulite® Set/32; Base Ten Units, Manipulite®, Green Set/100; Rainbow Fraction® Tiles Set/51; Two-color Counters, Manipulite® Set/50)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544252257
	GO Math! Grab And Go Differentiated Centers Kit Grade 6 (includes HMH Math Chapter Reader L4 Input Should Equal Output, HMH Math Chapter Reader L5 Watch It Grow!, HMH Math Chapter Reader L5 Fair Share, HMH Math Chapter Reader L5 If I Designed The Zoo, HMH Math Chapter Reader L5 The Latest in Recycling, HMH Math Chapter Reader L5 How Much Should It Cost, HMH Math Chapter Reader L5 Searching for a Shipwreck, HMH Math Chapter Reader L5 Buying Online, HMH Math Chapter Reader L4 Fabulous Fibonacci Num, HMH Math Chapter Reader L4 The Mystery Message, HMH Math Chapter Reader L5 A Peek into a Tiny World, HMH Math Chapter Reader L5 Secrets of the Whiz Kid, HMH Math Chapter Reader L5 More Than a Guess, HMH Math Chapter Reader L5 The Missing Cup, HMH Math Chapter Reader L5 Think of the Possibilities, Above Level Reader Halfpipe Grade 5, Above Level Reader Forecast:skies Grade 5, On Level Reader Tke Year Mth/wrk Grade 6, On Level Reader Music/ears..Grade 6, On Level Reader Room Makeover Grade 6, Above Level Reader Drv Thru Histry Grade 5, HMH Grab & Go Teacher Guide & Act Resources L6, HMH Grab & Go Math Center Cards Lv 6 Set 1 Computation and Mental Math, HMH Grab & Go Math Center Cards Lv 6 Set 2 Geometry and Measurement, HMH Grab & Go Math Center Cards Lv 6 Set 3 Challenge, HMH Grab & Go Kit Games 1-8 Gr 6, HMH Grab & Go Kit Games 9-16 Gr 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	6	9780547713236
	GO Math! Premium Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 6 (includes SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, Strategic Intervention Teacher Guide Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 6, Downloadable Teacher Resource Tool Grade 6, Teacher Digital Management Center 5-Year Grade 6, Grab And Go Differentiated Centers Kit Grade 6, Grab and Go Customized Manipulatives Kit Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544494602
	GO Math! Premium Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 6 (includes SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, Strategic Intervention Teacher Guide Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center (1-Year) Grade 6, Grab And Go Differentiated	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544539365

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	Centers Kit Grade 6, Grab and Go Customized Manipulatives Kit Grade 6)				
	GO Math! Hybrid Teacher Resource Package with SBAC (5-Year Print/5-Year Digital) Grade 6 (includes SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, Strategic Intervention Teacher Guide Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center 5-Year Grade 6, Downloadable Teacher Resource Tool Grade 6, Grab And Go Differentiated Centers Kit Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544491991
	GO Math! Hybrid Teacher Resource Package with SBAC (1-Year Print/1-Year Digital) Grade 6 (includes SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, Strategic Intervention Teacher Guide Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 6, Teacher Digital Management Center (1-Year) Grade 6, Grab And Go Differentiated Centers Kit Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	97805444445482
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes Multi-Volume Student Edition Bundle 5-Year Print Subscription Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 6, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 6, Downloadable Student Edition PDF Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544495029
	GO Math! Premium Student Resource Package with SBAC (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes Student Edition Multi-Volume Bundle Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 6, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544540569
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes Student Edition Set 5-Year Print Subscription Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 6, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition 5-Year Print Subscription Grade 6, Downloadable Student Edition PDF Grade 6 (includes SBAC Test Prep Student Edition Grade 6, Teacher Edition with Planning Guide Bundle Grade 6, Chapter Resource Blackline Master Collection Grade 6, Strategic Intervention Teacher Guide Grade 6, English Language Activity Guide, Teacher Edition Grades 3-6, SBAC Test Prep Teacher Edition BLM Grade 6, Downloadable Teacher Resource Tool Grade 6, Teacher Digital Management Center 5-Year Grade 6, Grab And Go Differentiated Centers Kit Grade 6, Grab and Go Customized Manipulatives Kit Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544494886
	GO Math! Premium Student Resource Package with SBAC (2-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes Student Edition Set Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 6, Bilingual Mathboard Grade 5-6, SBAC Test Prep Student Edition Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544540422
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (5-Year Print/5-Year Digital) Grade 6 (includes Multi-Volume Student Edition Bundle 5-Year Print Subscription Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 6, Bilingual Mathboard Grade 5-6, Downloadable Student Edition PDF Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544492059
	GO Math! Hybrid Student Resource Package (2-Volume SE) (5-Year	Juli Dixon, Matthew Larson, Edward Burger, Steven	2015	6	9780544492035

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	Print/5-Year Digital) Grade 6 (includes Student Edition Set 5-Year Print Subscription Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 5-Year Grade 6, Bilingual Mathboard Grade 5-6, Downloadable Student Edition PDF Grade 6)	Leinwand, Martha E. Sandoval-Martinez				
	GO Math! Hybrid Student Resource Package (Multi-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes Student Edition Multi-Volume Bundle Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 6, Bilingual Mathboard Grade 5-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544445697	
	GO Math! Hybrid Student Resource Package (2-Volume SE) (1-Year Print/1-Year Digital) Grade 6 (includes Student Edition Set Grade 6, Online Interactive Student Edition (with Personal Math Trainer) 1-Year Grade 6, Bilingual Mathboard Grade 5-6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544445628	
	GO Math! Common Cartridge 5-Year Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544611351	
	GO Math! Common Cartridge 1-Year Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544611498	
	GO Math! Math Concept Reader Collection Grade 6 (includes 1 copy of each of the Above Level, On Level, and Below Level versions of the following titles: Model Rocket, Expedition to the Antarctic, Take...Work, Music to Our Ears, Walk/Distance, Room Makeover, Listening/World/Science, Geometry in Art)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2009	6	9780153685255	
	GO Math! Intensive Intervention Skill Packs - 5 Pack Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544264014	
	GO Math! ExamView Downloadable Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	6	9780544255470	
	GO Math! Intensive Intervention Kit Grade 6 (includes Intensive Intervention Skill Pack - 5 Pack Grade 6, Intensive Intervention User Guide Grade 6, Intensive Intervention Teacher Guide Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544264243	
	GO Math! Vocabulary Activities Bundle Grade 6 (includes Vocabulary Activities, Teacher Guide Grades 3-6, Vocabulary Cards Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544452473	
	GO Math! Grab and Go Classroom Manipulatives Kit Grade 6 (includes Thermometer, low Range, 6/set; Power Solids® In Acetate Box; Balance, Pan Jr; Ruler 12"/30cm (1/16") Set/10; Pattern Blocks, Manipulite®, 0.5 Cm Set/27; Centimeter Cubes, Set/1000; Blank Dice(2 Dice with 50 Labels); Masses, Hexagram® Set/54; Tape, Adding Machine 3"/150"; Algebra Tiles™, Manipulite® Set/32; Two-color Counters, Manipulite® Set/50; Base Ten Units, Manipulite®, Green Set/100; Base Ten Flats, Manipulite®, Green Set/10; Rainbow Fraction® Tiles Set/51; Base Ten Rods, Manipulite®, Green Set/20; Fraction Circles, Economy Set/51)	Juli Dixon, Matthew Larson, Edward Burger, Steven Leinwand, Martha E. Sandoval-Martinez	2012	6	9780547732411	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HOUGHTON MIFFLIN HARCOURT GO MATH! GRADE 6 © 2014					Other
	GO Math! Premium Classroom Package Enhanced (Print/Digital 5-Years) for 75 students Grade 6 (includes 75 Interactive Student Edition 5-Year Print Subscriptions Grade 6, 75 Online Student Editions with Personal Math Trainer 5-Year Access Grade 6, 75 Common Core Assessment Readiness Workbook 5-Year Print Subscriptions Grade 6, Teacher Edition Grade 6, Teacher Resource Management Center 5-Year Access Grade 6, Differentiated Instruction Resource with Answers Grade 6, Assessment Resource with Answers Grade 6, Solutions Key Grade 6, Common Core Assessment Readiness Teacher Guide Grade 6, Downloadable Teacher Resource Tool Grade 6, 75 Downloadable Student Edition PDFs Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6 MS	9780544669697	
	Notes: The connections between clusters and the extensive modeling are strengths for this textbook. There seems to be little conceptual development before moving into procedures. Opportunities for student reasoning come after direct instruction on procedures rather than before procedural instruction. This seems to violate the idea that procedural fluency flows from conceptual understanding.					
Key Features: Houghton Mifflin Harcourt (HMH) GO Math! is a focused, middle school mathematics program designed to meet the objectives and intent of the Common Core State Standards for Mathematics. The GO Math! program was built from the ground up for the CCSS and provides in-depth instruction with equal emphasis on conceptual understanding, procedural fluency, and real-world application. The program includes a fully integrated digital curriculum that transforms instruction and learning. GO Math! exemplifies best practices in research-based curriculum and the best of today's educational technology. Over the past five years, HMH has provided the trusted content of the GO Math! program to over seven million students in every state in the US and in 72 countries. GO Math! was selected as a finalist in the 2015 Revere Awards from the Association of American Publishers (AAP). HMH was honored to have GO Math! identified for its excellence as a high-quality product that supports teaching and learning. Comprehensive digital resources promote mastery and support students, teachers, administrators, and families. The next-generation digital components have been designed specifically with students and teachers in mind, with online and offline accessibility, tutorial videos, interactivities, and adaptive tools available at point-of-use. GO Math! teacher components present new levels of convenience and efficiency around planning, instructing, assigning, and assessing. The program provides rigor and depth with increased accessibility, with the Mathematical Practices embedded in every lesson, interactivity, research-based instructional approaches, and differentiated instructional resources to ensure success for all students. The program comes with our commitment to deliver quality implementation training that meets the needs of your districts through comprehensive on-site and online support. GO Math! will help you meet the goals set for Idaho's middle school students.						
GO Math! Premium Classroom Package Enhanced (Print/Digital 1-Year) for 75 students Grade 6 (includes 75 Interactive Student Editions Grade 6, 75 Online Student Editions with Personal Math Trainer 1-Year Access Grade 6, 75 Common Core Assessment Readiness Grade 6, Teacher Edition Grade 6, Teacher Resource Management Center 1-Year Access Grade 6, Differentiated Instruction Resource with Answers Grade 6, Assessment Resource with Answers Grade 6, Solutions Key Grade 6, Common Core Assessment Readiness	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544669772		

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	Teacher Guide Grade 6)					
	GO Math! Hybrid Classroom Package Enhanced (Print/Digital 5-Years) for 75 students Grade 6 (includes 75 Interactive Student Edition 5-Year Print Subscriptions Grade 6, 75 Online Student Editions with Personal Math Trainer 5-Year Access Grade 6, Common Core Assessment Readiness Grade 6, Teacher Edition Grade 6, Teacher Resource Management Center 5-Year Access Grade 6, Differentiated Instruction Resource with Answers Grade 6, Assessment Resource with Answers Grade 6, Solutions Key Grade 6, Common Core Assessment Readiness Teacher Guide Grade 6, Downloadable Teacher Resource Tool Grade 6, 75 Downloadable Student Edition PDFs Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544669895	
	GO Math! Hybrid Classroom Package Enhanced (Print/Digital 1-Year) for 75 students Grade 6 (includes 75 Interactive Student Editions Grade 6, 75 Online Student Editions with Personal Math Trainer 1-Year Access Grade 6, Common Core Assessment Readiness Grade 6, Teacher Edition Grade 6, Teacher Resource Management Center 1-Year Access Grade 6, Differentiated Instruction Resource with Answers Grade 6, Assessment Resource with Answers Grade 6, Solutions Key Grade 6, Common Core Assessment Readiness Teacher Guide Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544669970	
	GO Math! Digital Classroom Package 5-Year digital for 75 students Grade 6 (includes 75 Online Student Edition with Personal Math Trainer 5-Year Access Grade 6, Teacher Resource Management Center 5-Year Access Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544449763	
	GO Math! Interactive Student Edition 5-Year Print Subscription Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544273115	
	GO Math! Interactive Student Edition Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544056725	
	GO Math! Online Student Edition with Personal Math Trainer 5-Year Access Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544277052	
	GO Math! Online Student Edition with Personal Math Trainer 1-Year Access Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544101937	
	GO Math! Downloadable Student Edition PDF Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544511026	
	GO Math! Common Core Assessment Readiness Workbook 5-Year Print Subscription Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2012	6	9780544488601	
	GO Math! Common Core Assessment Readiness Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2012	6	9780547876337	
	GO Math! Teacher Edition Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544065710	

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GO Math! Teacher Resource Management Center 5-Year Access Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544275201
GO Math! Teacher Resource Management Center 1-Year Access Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544083097
GO Math! Downloadable Teacher Resource Tool Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544510982
GO Math! Differentiated Instruction Resource with Answers Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544066373
GO Math! Assessment Resource with Answers Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544066915
GO Math! Solutions Key Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544068506
GO Math! Common Core Assessment Readiness Teacher Guide Grade 6	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2012	6	9780547875897
GO Math! Teacher Resource Package Enhanced 5-Year Grade 6 (includes Common Core Assessment Readiness Grade 6, Teacher Edition Grade 6, Teacher Resource Management Center 5-Year Access Grade 6, Differentiated Instruction Resource with Answers Grade 6, Assessment Resource with Answers Grade 6, Solutions Key Grade 6, Common Core Assessment Readiness Teacher Guide Grade 6, Downloadable Teacher Resource Tool Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544670136
GO Math! Premium Student Resource Package 5-Year Print/5-Year Digital Grade 6 (includes Interactive Student Edition 5-Year Print Subscription Grade 6, Online Student Edition with Personal Math Trainer 5-Year Access Grade 6, Common Core Assessment Readiness Workbook 5-Year Print Subscription Grade 6, Downloadable Student Edition PDF Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2015	6	9780544503595
GO Math! Hybrid Student Resource Package 5-Year Print/5-Year Digital Grade 6 (includes Interactive Student Edition 5-Year Print Subscription Grade 6, Online Student Edition with Personal Math Trainer 5-Year Access Grade 6, Downloadable Student Edition PDF Grade 6)	Juli Dixon, Matthew Larson, Edward Burger, Timothy Kanold, Steven Leinwand, Martha E. Sandoval-Martinez	2014	6	9780544452275

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HMH ALGEBRA 1 © 2015					Core
HMH Algebra 1 Premium Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Algebra 1, 75 Online Student Editions with Personal Math Trainer 5-Year Algebra 1, 75 Common Core Assessment Readiness Workbook 5-Year Print Subscriptions Algebra 1, Teacher's Edition with Solutions Algebra 1, Online Teacher Resource Management Center 5-Year Algebra 1, Response to Intervention Blackline Masters Algebra 1, Common Core Assessment Readiness Teacher Guide Algebra 1, Online Interactive Whiteboard Classroom Set Algebra 1, Downloadable Teacher Resource Tool Algebra 1, 75 Downloadable Student Edition PDFs Algebra 1)		Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670426	
<p>Notes: This curriculum meets all the requirements; however it is not necessarily visually appealing to young adults. Teacher's edition has ideas to promote collaborative learning in the classroom as well as incorporate STEM activities throughout the text. The textbook was definitely designed around the CCSS and aligns very well. The practice problems are written more as story problems and less the traditional way. There is a task performance problem in each homework section; however, the task performance problem is just an extension of a story problem. The 8 MPs are very apparent throughout the textbook. The online resources really provide a lot of support when found. This requires extensive researching of the online resources.</p>						
<p>Key Features: HMH Algebra 1 provides coherent, focused, and rigorous instruction through a blended learning approach. This digital-first program offers an interactive HTML pathway that is organized around the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate) and built to meet 100 percent of the Common Core State Standards. The concise print offering showcases interactivity with a "less talking, more doing" approach to teaching mathematics. Developed for its 2015 release, HMH Algebra 1 delivers current, relevant information that teachers and students connect with and the accuracy Idaho teachers and students can count on. Created to reach today's students in their preferred learning style and built around the groundbreaking <i>HMH Player™ App</i>, HMH Algebra 1 is uniquely organized into modules, or content clusters, that allow students to make connections across mathematical domains, better preparing them for high-stakes assessments and college and career math. The digital student experience leverages the best in digital functionality and instructional design to engage students by meeting them where they are and taking them where they need to be. With the Mathematical Practices embedded in every lesson, the program engages and provides rigor and depth of understanding through interactivity, research-based instructional approaches, best practices, and differentiated instructional resources to ensure success for all students in Idaho's schools.</p>						
HMH Algebra 1 Hybrid Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Algebra 1, 75 Online Student Editions with Personal Math Trainer 5-Year Algebra 1, Common Core Assessment Readiness Algebra 1, Teacher's Edition with Solutions Algebra 1, Online Teacher Resource Management Center 5-Year Algebra 1, Response to Intervention Blackline Masters Algebra 1, Common Core Assessment Readiness Teacher Guide Algebra 1, Online Interactive Whiteboard Classroom Set Algebra 1, Downloadable Teacher Resource Tool Algebra 1, 75		Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670488	

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	Downloadable Student Edition PDFs Algebra 1)				
	HMH Algebra 1 Digital Classroom Package 5-Year (includes 75 Online Student Editions with Personal Math Trainer 5-Year Algebra 1, Online Teacher Resource Management Center 5-Year Algebra 1)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505681
	HMH Algebra 1 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544477506
	HMH Algebra 1 Online Student Edition with Personal Math Trainer 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505568
	HMH Algebra 1 Downloadable Student Edition PDF	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511217
	HMH Algebra 1 Common Core Assessment Readiness Workbook 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2014	9-12	9780544488137
	HMH Algebra 1 Common Core Assessment Readiness	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547881263
	HMH Algebra 1 Teacher's Edition with Solutions	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544381964
	HMH Algebra 1 Online Teacher Resource Management Center 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505629
	HMH Algebra 1 Downloadable Teacher Resource Tool	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511187
	HMH Algebra 1 Response to Intervention Blackline Masters	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544381971
	HMH Algebra 1 Common Core Assessment Readiness Teacher Guide	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547877334
	HMH Algebra 1 Online Interactive Whiteboard Classroom Set	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547909011
	HMH Algebra 1 Teacher Resource Package Enhanced 5-Year (includes Common Core Assessment Readiness Algebra 1, Teacher's Edition with Solutions Algebra 1, Online Teacher Resource Management Center 5-Year Algebra 1, Response to Intervention Blackline Masters Algebra 1, Common Core Assessment Readiness Teacher Guide Algebra 1, Online Interactive Whiteboard Classroom Set Algebra 1, Downloadable Teacher Resource Tool Algebra 1)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670556
	HMH Algebra 1 Premium Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Algebra 1, Online Student Edition with Personal Math Trainer 5-Year Algebra 1, Common Core Assessment Readiness Workbook 5-Year Print Subscription Algebra 1, Downloadable Student Edition PDF Algebra 1)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504998
	HMH Algebra 1 Hybrid Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive	Timothy Kanold, Matthew Larson, Edward Burger, Juli	2015	9-12	9780544505018

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	Student Edition Volumes 1 & 2 5-Year Print Subscription Algebra 1, Online Student Edition with Personal Math Trainer 5-Year Algebra 1, Downloadable Student Edition PDF Algebra 1)	Dixon, Steven Leinwand				
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HMH GEOMETRY © 2015					Core
	HMH Geometry Premium Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Geometry, 75 Online Student Editions with Personal Math Trainer 5-Year Geometry, 75 Common Core Assessment Readiness Workbook 5-Year Print Subscriptions Geometry, Teacher's Edition with Solutions Geometry, Online Teacher Resource Management Center 5-Year Geometry, Response to Intervention Blackline Masters Geometry, Common Core Assessment Readiness Teacher Guide Geometry, Online Interactive Whiteboard Classroom Set Geometry, Downloadable Teacher Resource Tool Geometry, 75 Downloadable Student Edition PDFs Geometry)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670594	
	<p>Notes:</p> <p>Strengths:</p> <ul style="list-style-type: none"> This curriculum meets all requirements The textbook covers CCSS and aligns well The 8 MPs are apparent throughout the textbook Online resources are fantastic <p>Weakness:</p> <ul style="list-style-type: none"> Might not be visually appealing to young adults <p>Key Features:</p> <p>HMH Geometry provides coherent, focused, and rigorous instruction through a blended learning approach. This digital-first program offers an interactive HTML pathway that is organized around the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate) and built to meet 100 percent of the Common Core State Standards. The concise print offering showcases interactivity with a “less talking, more doing” approach to teaching mathematics. Developed for its 2015 release, HMH Geometry delivers current, relevant information that teachers and students connect with and the accuracy Idaho teachers and students can count on.</p> <p>Created to reach today’s students in their preferred learning style and built around the groundbreaking <i>HMH Player™ App</i>, HMH Geometry is uniquely organized into modules, or content clusters, that allow students to make connections across mathematical domains, better preparing them for high-stakes assessments and college and career math. The digital student experience leverages the best in digital functionality and instructional design to engage students by meeting them where they are and taking them where they need to be. With the Mathematical Practices embedded in every lesson, the program engages and provides rigor and depth of understanding through interactivity, research-based instructional approaches, best practices, and differentiated instructional resources to ensure success for all students in Idaho’s schools.</p>					
HMH Geometry Hybrid Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Geometry, 75 Online Student Editions with Personal Math Trainer 5-Year Geometry, Common Core Assessment Readiness Geometry, Teacher's Edition with Solutions Geometry, Online Teacher Resource Management Center 5-Year Geometry, Response to Intervention Blackline Masters Geometry, Common Core	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670655		

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	Assessment Readiness Teacher Guide Geometry, Online Interactive Whiteboard Classroom Set Geometry, Downloadable Teacher Resource Tool Geometry, 75 Downloadable Student Edition PDFs Geometry)					
	HMH Geometry Digital Classroom Package 5-Year (includes 75 Online Student Editions with Personal Math Trainer 5-Year Geometry, Online Teacher Resource Management Center 5-Year Geometry)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505834	
	HMH Geometry Interactive Student Edition Volumes 1 & 2 5- Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544477537	
	HMH Geometry Online Student Edition with Personal Math Trainer 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505575	
	HMH Geometry Downloadable Student Edition PDF	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511224	
	HMH Geometry Common Core Assessment Readiness Workbook 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2014	9-12	9780544505728	
	HMH Geometry Common Core Assessment Readiness	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547877655	
	HMH Geometry Teacher's Edition with Solutions	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544385825	
	HMH Geometry Online Teacher Resource Management Center 5- Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505636	
	HMH Geometry Downloadable Teacher Resource Tool	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511194	
	HMH Geometry Response to Intervention Blackline Masters	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544385832	
	HMH Geometry Common Core Assessment Readiness Teacher Guide	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547877150	
	HMH Geometry Online Interactive Whiteboard Classroom Set	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547910222	
	HMH Geometry Teacher Resource Package Enhanced 5-Year (includes Common Core Assessment Readiness Geometry, Teacher's Edition with Solutions Geometry, Online Teacher Resource Management Center 5- Year Geometry, Response to Intervention Blackline Masters Geometry, Common Core Assessment Readiness Teacher Guide Geometry, Online Interactive Whiteboard Classroom Set Geometry, Downloadable Teacher Resource Tool Geometry)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670723	
	HMH Geometry Premium Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Geometry, Online Student Edition with Personal Math Trainer 5-Year Geometry, Common Core Assessment Readiness Workbook 5-Year Print Subscription Geometry, 75 Downloadable Student Edition PDFs Geometry)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505094	

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	HMH Geometry Hybrid Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Geometry, Online Student Edition with Personal Math Trainer 5-Year Geometry, Downloadable Student Edition PDF Geometry)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505117	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	<p>HMH ALGEBRA 2 © 2015</p> <p>HMH Algebra 2 Premium Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Algebra 2, 75 Online Student Editions with Personal Math Trainer 5-Year Algebra 2, 75 Common Core Assessment Readiness Workbook 5-Year Print Subscriptions Algebra 2, Teacher's Edition with Solutions Algebra 2, Online Teacher Resource Management Center 5-Year Algebra 2, Response to Intervention Blackline Masters Algebra 2, Common Core Assessment Readiness Teacher Guide Algebra 2, Online Interactive Whiteboard Classroom Set Algebra 2, Downloadable Teacher Resource Tool Algebra 2, 75 Downloadable Student Edition PDFs Algebra 2)</p> <p>Notes: Videos on PD for each module Digital TE Personal Math Tutor Strengths:</p> <ul style="list-style-type: none"> • Glossary in both English and Spanish with problems worked out side by side in both English and Spanish • RTI support is helpful • Offering of professional development • Student edition is consumable with blanks to help with note writing <p>Weaknesses:</p> <ul style="list-style-type: none"> • Index is limited-conjugate is not listed • Student edition is softbound so districts would have to purchase each year <p>Key Features: HMH Algebra 2 provides coherent, focused, and rigorous instruction through a blended learning approach. This digital-first program offers an interactive HTML pathway that is organized around the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, and Evaluate) and built to meet 100 percent of the Common Core State Standards. The concise print offering showcases interactivity with a “less talking, more doing” approach to teaching mathematics. Developed for its 2015 release, HMH Algebra 2 delivers current, relevant information that teachers and students connect with and the accuracy Idaho teachers and students can count on. Created to reach today’s students in their preferred learning style and built around the groundbreaking <i>HMH Player™ App</i>, HMH Algebra 2 is uniquely organized into modules, or content clusters, that allow students to make connections across mathematical domains, better preparing them for high-stakes assessments and college and career math. The digital student experience leverages the best in digital functionality and instructional design to engage students by meeting them where they are and taking them where they need to be. With the Mathematical Practices embedded in every lesson, the program engages and provides rigor and depth of understanding through interactivity, research-based instructional approaches, best practices, and differentiated instructional resources to ensure success for all</p>					Core

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	students in Idaho's schools.				
	HMH Algebra 2 Hybrid Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Editions Volumes 1 & 2 5-Year Print Subscription Algebra 2, 75 Online Student Editions with Personal Math Trainer 5-Year Algebra 2, Common Core Assessment Readiness Algebra 2, Teacher's Edition with Solutions Algebra 2, Online Teacher Resource Management Center 5-Year Algebra 2, Response to Intervention Blackline Masters Algebra 2, Common Core Assessment Readiness Teacher Guide Algebra 2, Online Interactive Whiteboard Classroom Set Algebra 2, Downloadable Teacher Resource Tool Algebra 2, 75 Downloadable Student Edition PDFs Algebra 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670822
	HMH Algebra 2 Digital Classroom Package 5-Year (includes 75 Online Student Editions with Personal Math Trainer 5-Year Algebra 2, Online Teacher Resource Management Center 5-Year Algebra 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505841
	HMH Algebra 2 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544477568
	HMH Algebra 2 Online Student Edition with Personal Math Trainer 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505582
	HMH Algebra 2 Downloadable Student Edition PDF	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511231
	HMH Algebra 2 Common Core Assessment Readiness Workbook 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2014	9-12	9780544505773
	HMH Algebra 2 Common Core Assessment Readiness	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547882444
	HMH Algebra 2 Teacher's Edition with Solutions	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544385924
	HMH Algebra 2 Online Teacher Resource Management Center 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505643
	HMH Algebra 2 Downloadable Teacher Resource Tool	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511200
	HMH Algebra 2 Response to Intervention Blackline Masters	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544385931
	HMH Algebra 2 Common Core Assessment Readiness Teacher Guide	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547877143
	HMH Algebra 2 Online Interactive Whiteboard Classroom Set	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2012	9-12	9780547906133
	HMH Algebra 2 Teacher Resource Package Enhanced 5-Year (includes Common Core Assessment Readiness Algebra 2, Teacher's Edition with Solutions Algebra 2, Online Teacher Resource Management Center 5-Year Algebra 2, Response to Intervention Blackline Masters Algebra 2, Common Core	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670891

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	Assessment Readiness Teacher Guide Algebra 2, Online Interactive Whiteboard Classroom Set Algebra 2, Downloadable Teacher Resource Tool Algebra 2)					
	HMH Algebra 2 Premium Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Algebra 2, Online Student Edition with Personal Math Trainer 5-Year Algebra 2, Common Core Assessment Readiness Workbook 5-Year Print Subscription Algebra 2, 75 Downloadable Student Edition PDFs Algebra 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505346	
	HMH Algebra 2 Hybrid Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Algebra 2, Online Student Edition with Personal Math Trainer 5-Year Algebra 2, Downloadable Student Edition PDF Algebra 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505360	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HMH Integrated Mathematics 1 © 2015					Core
	HMH Integrated Mathematics 1 Hybrid Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Integrated 1, 75 Online Student Editions with Personal Math Trainer 5-Year Integrated 1, Teacher's Edition with Solutions Integrated 1, Online Teacher Resource Management Center 5-Year Integrated 1, Response to Intervention Blackline Masters Integrated 1, 75 Downloadable Student Edition PDFs Integrated 1, Downloadable Teacher Resource Tool Integrated 1)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544670945	
<p>Notes:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Lots of extra materials for the teacher • Extra support materials for special populations • Task based learning • Lots of online resources for students and teachers • A variety of assessment <p>Weaknesses:</p> <ul style="list-style-type: none"> • Not a lot of focus on the conceptual understanding • Textbook is lacking in color <p>Key Features:</p> <p>Houghton Mifflin Harcourt Integrated Mathematics 1 (HMH Integrated Mathematics 1), part of the Houghton Mifflin Harcourt Integrated Mathematics 1, 2, 3 (HMH Integrated Mathematics 1, 2, 3) program, provides coherent, focused, and rigorous Common Core instruction through a blended learning approach. The program begins with a digital student experience organized around the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, Evaluate) and follows an interactive HTML5 pathway. The concise print offering also 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 of instructional resources to ensure success for all students. The program is distinguished from other programs by its:</p> <ul style="list-style-type: none"> • Seamless integration of digital features reaching today’s students in their preferred 						

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	<p>learning style</p> <ul style="list-style-type: none"> Digital course management tools which offer teachers flexibility in planning, instruction, and assessment for in-class or on-the-go learning Focused, balanced, and rigorous instruction that encompasses the philosophy and intent of the standards Digital-first solution, built around the groundbreaking <i>HMH Player</i>, which transcends the traditional approach of eBooks and online resources, providing an enhanced tablet-friendly digital experience for students, teachers, and parents <p>Personalized and adaptive instruction taken to the next level with <i>Personal Math Trainer</i>[®], powered by Knewton[™]</p>					
	<p>HMH Integrated Mathematics 1 Digital Classroom Package 5-Year (includes 75 Online Student Editions with Personal Math Trainer 5-Year Integrated 1, Online Teacher Resource Management Center 5-Year Integrated 1)</p>	<p>Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand</p>	<p>2015</p>	<p>9-12</p>	<p>9780544505506</p>	
	<p>HMH Integrated Mathematics 1 Digital Classroom Package 1-Year (includes 75 Online Student Editions with Personal Math Trainer 1-Year Integrated 1, Online Teacher Resource Management Center 1-Year Integrated 1)</p>	<p>Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand</p>	<p>2015</p>	<p>9-12</p>	<p>9780544416277</p>	
	<p>HMH Integrated Mathematics 1 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription</p>	<p>Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand</p>	<p>2015</p>	<p>9-12</p>	<p>9780544504868</p>	
	<p>HMH Integrated Mathematics 1 Online Student Edition with Personal Math Trainer 5-Year</p>	<p>Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand</p>	<p>2015</p>	<p>9-12</p>	<p>9780544504646</p>	
	<p>HMH Integrated Mathematics 1 Online Student Edition with Personal Math Trainer 1-Year</p>	<p>Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand</p>	<p>2015</p>	<p>9-12</p>	<p>9780544417977</p>	
	<p>HMH Integrated Mathematics 1 Downloadable Student Edition PDF</p>	<p>Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand</p>	<p>2015</p>	<p>9-12</p>	<p>9780544511309</p>	
	<p>HMH Integrated Mathematics 1 Teacher's Edition with Solutions</p>	<p>Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand</p>	<p>2015</p>	<p>9-12</p>	<p>9780544389786</p>	
	<p>HMH Integrated Mathematics 1 Online Teacher Resource Management Center 5-Year</p>	<p>Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand</p>	<p>2015</p>	<p>9-12</p>	<p>9780544505445</p>	
	<p>HMH Integrated Mathematics 1 Online Teacher Resource Management Center 1-Year</p>	<p>Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand</p>	<p>2015</p>	<p>9-12</p>	<p>9780544391956</p>	
	<p>HMH Integrated Mathematics 1 Downloadable Teacher Resource Tool</p>	<p>Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand</p>	<p>2015</p>	<p>9-12</p>	<p>9780544511279</p>	
	<p>HMH Integrated Mathematics 1 Response to Intervention Blackline Masters</p>	<p>Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand</p>	<p>2015</p>	<p>9-12</p>	<p>9780544389793</p>	
	<p>HMH Integrated Mathematics 1 Teacher Resource Package Enhanced 5-Year (includes Teacher's Edition with Solutions Integrated 1, Online Teacher Resource Management Center 5-Year Integrated 1, Response to Intervention Blackline Masters</p>	<p>Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand</p>	<p>2015</p>	<p>9-12</p>	<p>9780544671058</p>	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HMH Integrated Mathematics 2 © 2015					
	HMH Integrated Mathematics 2 Hybrid Classroom Package Enhanced (5-Year Print/5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Integrated 2, 75 Online Student Editions with Personal Math Trainer 5-Year Integrated 2, Teacher's Edition with Solutions Integrated 2, Online Teacher Resource Management Center 5-Year Integrated 2, Response to Intervention Blackline Masters Integrated 2, 75 Downloadable Student Edition PDFs Integrated 2, Downloadable Teacher Resource Tool integrated 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544671102	Core
	Notes: Many resources for teachers to use reach a variety of learner at their current understanding. Easy to navigate. Book is aligned with the standards and is easy to find the alignment in the teacher's edition. Nice glossary; however it only supports English and Spanish readers. Focus is on procedural skills. The student edition is consumable but there is an online resource.					
	Key Features: Houghton Mifflin Harcourt Integrated Mathematics 2 (HMH Integrated Mathematics 2) , part of the Houghton Mifflin Harcourt Integrated Mathematics 1, 2, 3 (HMH Integrated Mathematics 1, 2, 3) program, provides coherent, focused, and rigorous Common Core instruction through a blended learning approach. The program begins with a digital student experience organized around the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, Evaluate) and follows an interactive HTML5 pathway. The concise print offering also 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 of instructional resources to ensure success for all students. The program is distinguished from other programs by its: <ul style="list-style-type: none"> • Seamless integration of digital features reaching today's students in their preferred learning style • Digital course management tools which offer teachers flexibility in planning, instruction, and assessment for in-class or on-the-go learning • Focused, balanced, and rigorous instruction that encompasses the philosophy and intent of the standards • Digital-first solution, built around the groundbreaking <i>HMH Player</i>, which transcends the traditional approach of eBooks and online resources, providing an enhanced tablet-friendly digital experience for students, teachers, and parents Personalized and adaptive instruction taken to the next level with <i>Personal Math Trainer</i> [®] , powered by Knewton [™]					
	HMH Integrated Mathematics 2 Digital Classroom Package 5-Year (includes 75 Online Student Editions with Personal Math Trainer 5-Year Integrated 2, Online Teacher Resource Management Center 5-Year Integrated 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505513	

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	HMH Integrated Mathematics 2 Digital Classroom Package 1-Year (includes 75 Online Student Editions with Personal Math Trainer 1-Year Integrated 2, Online Teacher Resource Management Center 1-Year Integrated 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544416284	
	HMH Integrated Mathematics 2 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504899	
	HMH Integrated Mathematics 2 Online Student Edition with Personal Math Trainer 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504653	
	HMH Integrated Mathematics 2 Online Student Edition with Personal Math Trainer 1-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544417984	
	HMH Integrated Mathematics 2 Downloadable Student Edition PDF	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511316	
	HMH Integrated Mathematics 2 Teacher's Edition with Solutions	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544389861	
	HMH Integrated Mathematics 2 Online Teacher Resource Management Center 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505452	
	HMH Integrated Mathematics 2 Online Teacher Resource Management Center 1-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544391994	
	HMH Integrated Mathematics 2 Downloadable Teacher Resource Tool	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511286	
	HMH Integrated Mathematics 2 Response to Intervention Blackline Masters	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544389878	
	HMH Integrated Mathematics 2 Teacher Resource Package Enhanced 5-Year (includes Teacher's Edition with Solutions Integrated 2, Online Teacher Resource Management Center 5-Year Integrated 2, Response to Intervention Blackline Masters Integrated 2, Downloadable Teacher Resource Tool Integrated 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544671218	
	HMH Integrated Mathematics 2 Hybrid Student Resource Package 5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Integrated 2, Online Student Edition with Personal Math Trainer 5-Year Integrated 2, Downloadable Student Edition PDF Integrated 2)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504745	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt	HMH Integrated Mathematics 3 © 2015					Core
	HMH Integrated Mathematics 3 Hybrid Classroom Package Enhanced (5-Year Print/ 5-Year Digital for 75 students) (includes 75 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscriptions Integrated 3, 75 Online Student Editions with Personal Math Trainer 5-Year Integrated 3, Teacher's Edition with Solutions Integrated 3, Online Teacher Resource Management Center 5-Year Integrated 3, Response to Intervention Blackline Masters Integrated 3, 75	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544671263	

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	Downloadable Student Edition PDFs Integrated 3, Downloadable Teacher Resource Tool Integrated 3)				
<p>Notes: Strengths: This curriculum is a complete package that addresses the needs of all learners. Differentiation and tiered interventions are provided for every lesson, scaffolding is embedded in the curriculum with appropriate gradual release, language support is well developed, and extensions are provided for accelerated learners. Assistive support is included in the digital curriculum. The design of the curriculum is consistent throughout the digital and print presentations. Color, white space, and textual emphasis are used effectively to convey information without overwhelming the learner or the teacher (page layout is significantly better than some older textbooks). The digital material, especially the interactive textbooks, is quite useful. The digital glossary, including 10+ languages, is handy. Weaknesses: The digital version of this text is accessible (a plus), but the design of the interactive textbook is concerning. Although developed as an HTML5 application, some material is hidden behind menus and options which mean some screen readers may not be able to access the material. This is problematic as students that receive this type of assistive technology may not be able to sure their screen reader of choice. Additionally, speech-to-text is not included in the interactive textbook. iOS Dictation does work in the interactive textbook, so this probably isn't an issue for other assistive programs. The digital edition is clearly designed for tablet interfaces but common tablet interactions are not recognized, or don't behave as expected. Swiping does not provide navigation between pages of each lesson, and zooming by pinch does not work. Teachers can download an offline copy of the teacher resources, but it isn't clear if a single pdf download is available for the text. As noted previously, PDF search is more efficient in external programs. If this pdf is available, it isn't easy to find.</p>					
<p>Key Features: Houghton Mifflin Harcourt Integrated Mathematics 3 (HMH Integrated Mathematics 3), part of the Houghton Mifflin Harcourt Integrated Mathematics 1, 2, 3 (HMH Integrated Mathematics 1, 2, 3) program, provides coherent, focused, and rigorous Common Core instruction through a blended learning approach. The program begins with a digital student experience organized around the 5E Model of Instruction (Engage, Explore, Explain, Elaborate, Evaluate) and follows an interactive HTML5 pathway. The concise print offering also 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 of instructional resources to ensure success for all students. The program is distinguished from other programs by its</p> <ul style="list-style-type: none"> • Seamless integration of digital features reaching today's students in their preferred learning style • Digital course management tools which offer teachers flexibility in planning, instruction, and assessment for in-class or on-the-go learning • Focused, balanced, and rigorous instruction that encompasses the philosophy and intent of the standards • Digital-first solution, built around the groundbreaking <i>HMH Player</i>, which transcends the traditional approach of eBooks and online resources, providing an enhanced tablet-friendly digital experience for students, teachers, and parents <p>Personalized and adaptive instruction taken to the next level with <i>Personal Math Trainer</i>[®], powered by Knewton[™]</p>					
	HMH Integrated Mathematics 3 Digital Classroom Package 5-Year (includes 75 Online Student Editions with Personal Math Trainer 5-Year Integrated 3, Online Teacher Resource Management Center 5-Year Integrated 3)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505520
	HMH Integrated Mathematics 3 Digital Classroom Package 1-Year (includes 75 Online Student Editions with	Timothy Kanold, Matthew Larson, Edward Burger, Juli	2015	9-12	9780544443686

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	Personal Math Trainer 1-Year Integrated 3, Online Teacher Resource Management Center 1-Year Integrated 3)	Dixon, Steven Leinwand				
	HMH Integrated Mathematics 3 Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504912	
	HMH Integrated Mathematics 3 Online Student Edition with Personal Math Trainer 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505407	
	HMH Integrated Mathematics 3 Online Student Edition with Personal Math Trainer 1-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544417991	
	HMH Integrated Mathematics 3 Downloadable Student Edition PDF	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511323	
	HMH Integrated Mathematics 3 Teacher's Edition with Solutions	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544389915	
	HMH Integrated Mathematics 3 Online Teacher Resource Management Center 5-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544505469	
	HMH Integrated Mathematics 3 Online Teacher Resource Management Center 1-Year	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544392038	
	HMH Integrated Mathematics 3 Downloadable Teacher Resource Tool	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544511293	
	HMH Integrated Mathematics 3 Response to Intervention Blackline Masters	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544389922	
	HMH Integrated Mathematics 3 Teacher Resource Package Enhanced 5-Year (includes Teacher's Edition with Solutions Integrated 3, Online Teacher Resource Management Center 5-Year Integrated 3, Response to Intervention Blackline Masters Integrated 3, Downloadable Teacher Resource Tool Integrated 3)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544671379	
	HMH Integrated Mathematics 3 Hybrid Student Resource Package (5-Year Print/5-Year Digital) (includes Interactive Student Edition Volumes 1 & 2 5-Year Print Subscription Integrated 3, Online Student Edition with Personal Math Trainer 5-Year Integrated 3, Downloadable Student Edition PDF Integrated 3)	Timothy Kanold, Matthew Larson, Edward Burger, Juli Dixon, Steven Leinwand	2015	9-12	9780544504820	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt Intervention Solutions Group (ISG)	MATH 180 COURSE I System with 36 Student Licenses , 1 set of Teacher Materials and 2 Licenses to SAM Central, 2 days of Professional Learning, and Leadership Support	D.Ball, T. Hasselbring, S. Beckmann & D.Dockterman	2014	6	9780545585385	Intervention
	Notes: This course is great for remediating kids. However, some things seem to be more heavily addressed (fractions) than others (ratios). Homework doesn't seem to be big aspect of the program but regular assessment in class is a great bonus. Failure in the non-negotiables					

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	<p>resulted from much of the time being spent on lower grade major works that build a foundation for on grade level works.</p> <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>					
	mSpace Books Course I set of Volumes 1 & 2 consumable	D.Ball, etal.	2014	6	9780545585354	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Houghton Mifflin Harcourt Intervention Solutions Group (ISG)	MATH 180 COURSE II System with 36 Student Licenses , 1 set of Teacher Materials and 2 Licenses to SAM Central, 2 days of Professional Learning, and Leadership Support	D.Ball, T. Hasselbring, S. Beckmann & D.Dockterman	2015	7	9780545834063	Intervention
	<p>Notes: This course is great for remediating kids. However, some things seem to be more heavily addressed (fractions) than others (ratios). Homework doesn’t seem to be big aspect of the program but regular assessment in class is a great bonus. Failure in the non-negotiables resulted from much of the time being spent on lower grade major works that build a foundation for on grade level works.</p>					
	<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>					
	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
LearnBop/FuelEducation	LearnBop	various	NA	3-12	NA	Component

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	<p>Notes: LearnBop was developed to be used as an intervention program and/or a check for mastery of specific skills/standards. LearnBop does this in a way that each student's individual learning experience by providing instruction when needed and progressing without instruction when students demonstrate mastery. LearnBop was not created to provide core instruction to students or to develop fluency and therefore does not cover requirements needed to meet the necessary evidence required for those categories. The individualized instruction is helpful as a supplement to core curriculum instruction. In isolation, students would not be given ample exposure to the content to reach mastery and deep conceptual understanding. The strength of this program is that it is highly modifiable by the teacher to fit classes and individuals as they need the help. The program is easily accessible for the parent to help their children.</p> <p>Key Features: LearnBop®, an exclusive partner of Fuel Education's™ is an online math tutoring program that simultaneously serves as an assessment and diagnostic tool as an automated math tutoring system which uses a unique step-by-step approach to learning math, mimicking the kind of support a student would get in a tutoring session. LearnBop allows students to investigate math concepts at their own pace and in their own progression to differentiate instruction. Since LearnBop is segmented into domains and concepts instructors can have students stop after predetermined problems to provide further learning and discussion one-to-one, in a live class-wide forum or through small groups. Any teacher using LearnBop <i>has access to and can assign/use any of the content from the K – 12 Content Suite</i> with their classes. If a student makes a real time mistake or asks for help, the automated tutoring system breaks the problem down and guides the student. The one-on-one interactive platform offers hints, visuals, and videos for each student to self-pace in order to gain mastery before moving on to the next concept. Each step covers a concept students need to understand in order to solve a mathematical problem, helping to master math concepts with confidence. Data on student performance is collected as students learn. This granular data is organized in an intuitive dashboard that provide teachers with a dynamic view of class performance, down to each individual student saving the teacher time. Teachers integrate this learning experience based on the unique learning contours and performance of their own classroom while ensuring Common Core standards are integrated into the learning experience with automatically generated interventions down to the pre-requisite skill level. The results are teachers able to individualize instruction and make informed group instruction that fills learning gaps and increases test scores.</p>					
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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
The Math Learning Center	Bridges in Mathematics	Mattasa, Rubini, and Fisher	2015	K	9781602625082	Component
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Curriculum has a consistent format and many learning through play activities <p>Weaknesses:</p> <ul style="list-style-type: none"> • Curriculum is hard to navigate and not teacher friendly. Online materials are difficult to navigate, not hyperlinks to units, modules, sessions, etc. • Lots of teacher prep for workplaces and a lot of copying (teacher will need a large copy budge just for math curriculum if you go the online route). • Differentiation for ELL, Support and Challenge are evident, but difficult to find and provide very weak and minimal support. 						

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	<ul style="list-style-type: none"> Cluster heading objectives are not visible throughout each lesson, module, or unit. 					
	<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>					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
The Math Learning Center	Bridges in Mathematics	Frykholm and Scheafer	2015	1	9781602625099	Component
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> Curriculum has a consistent format and many learning through play activities <p>Weaknesses:</p> <ul style="list-style-type: none"> Curriculum is hard to navigate and not teacher friendly. Online materials are difficult to navigate, not hyperlinks to units, modules, sessions, etc. Lots of teacher prep for workplaces and a lot of copying (teacher will need a large copy budge just for math curriculum if you go the online route). Differentiation for ELL, Support and Challenge are evident, but difficult to find and provide very weak and minimal support. <p>Cluster heading objectives are not visible throughout each lesson, module, or unit.</p>					
	<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>					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
The Math Learning Center	Bridges in Mathematics	Frykholm and McMahon	2015	2	9781602625105	Component
	<p>Notes: This program meets every non-negotiable. However, it is lacking in some addition support (such as addition tables and addition properties). Additionally, the ELL and differentiation support is severely lacking. Furthermore, the organization of the program is cumbersome and this program could not be implemented without the purchase of manipulatives and supplies.</p>					
	<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>					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
The Math Learning Center	Bridges in Mathematics	Baker, Chandler,	2015	3	9781602625112	Component

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		Fisher, Harris, and Cooke				
	<p>Notes: This program meets most of the components of a core program, however it teaches and assesses above grade level material, and it is also lacking in ELL and differentiation support. Furthermore, the organization of the materials in binder is cumbersome and districts must purchase many additional manipulatives and supplies in order to fully implement.</p>					
	<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>					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
The Math Learning Center	Bridges in Mathematics	Baker, Chandler, Fisher, Harris, and Montague	2015	4	9781602625129	Other
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Number corners connect within clusters and across domains • Progression of work from concrete to iconic to symbolic throughout units • Conceptual/real world multi-step problems throughout <p>Weaknesses:</p> <ul style="list-style-type: none"> • Insufficient practice in student workbooks • Spanish is the only option for ELL • Practice standards not sufficiently addressed <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>					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
The Math Learning Center	Bridges in Mathematics	Baker, Chandler, Fisher, Harris, and Montague	2015	5	9781602625136	Other
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Number corners connect within clusters and across domains • Progression of work from concrete to iconic to symbolic throughout units • Conceptual/real world multi-step problems throughout <p>Weaknesses:</p>					

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	<ul style="list-style-type: none"> • Insufficient practice in student workbooks • Spanish is the only option for ELL <p>Practice standards not sufficiently addressed</p>					
	<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>					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	MCGRW-HILL MY MATH - STUDENT EDITION VOLUME 1 GRADE K	ALTIERI	2013	K	9780021150199	Core
	MCGRW-HILL MY MATH - STUDENT EDITION VOLUME 2 GRADE K	ALTIERI	2013	K	9780021160679	
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Problem of the day • Lots of problems solving • Differentiated instruction • Vocabulary • Big ELL component • Big Literature connection <p>Weaknesses:</p> <ul style="list-style-type: none"> • 10 frames the main model • Rigor could be higher • Not many games for kids to play • Not much for counting 21-100 					
	<p>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.</p>					
	MCGRW-HILL MY MATH ELD STUDENT EDITION GRADE K	ALTIERI	2013	K	9780021331024	
	MCGRW-HILL MY MATH TEACHER EDITION VOLUME 1 GRADE K	ALTIERI	2013	K	9780021435432	
MCGRW-HILL MY MATH TEACHER EDITION VOLUME 2 GRADE K	ALTIERI	2013	K	9780021383672		

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MCGRAW-HILL MY MATH ELD 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 SBACC 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

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	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	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	MCGRW-HILL MY MATH - STUDENT EDITION VOLUME 1 GRADE 1	ALTIERI	2013	1	9780021150205	Core
	MCGRW-HILL MY MATH - STUDENT EDITION VOLUME 2 GRADE 1	ALTIERI	2013	1	9780021160686	
	Notes:					
	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 MY MATH ELD 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 ELD TEACHER EDITION GRADE 1	ALTIERI	2013	1	9780021308958	
	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	
	MCGRRAW-HILL MY MATH PRINT SE + 1 YEAR ESTUDENT EDITION + 1 YEAR QUICK TABLES BUNDLE GRADE 1	ALTIERI	2013	1	9780021306343	
	MCGRRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/1 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 1	ALTIERI	2013	1	9780021404179	
	MCGRRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/6 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 1	ALTIERI	2013	1	9780021403738	
	MCGRRAW-HILL MY MATH ONLINE ETEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 1	ALTIERI	2013	1	9780021277261	
	MCGRRAW-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	
	MCGRRAW-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	
	MCGRRAW-HILL MY MATH CCSS ASSESSMENT GRADE 1	ALTIERI	2013	1	9780021386222	
	MCGRRAW-HILL MY MATH SBACC ASSESSMENT GRADE 1	ALTIERI	2013	1	9780021311798	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	MCGRRAW-HILL MY MATH - STUDENT EDITION VOLUME 1 GRADE 2	ALTIERI	2013	2	9780021150212	Core
	MCGRRAW-HILL MY MATH - STUDENT EDITON VOLUME 2 GRADE 2	ALTIERI	2013	2	9780021160693	
	Notes:					
	Key Features: McGraw-Hill My Math 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.					
	MCGRRAW-HILL MY MATH ELD STUDENT EDITION GRADE 2	ALTIERI	2013	2	9780021327164	
MCGRRAW-HILL MY MATH TEACHER EDITION VOLUME 1	ALTIERI	2013	2	9780021383955		

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	GRADE 2				
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 2 GRADE 2	ALTIERI	2013	2	9780021383962
	MCGRAW-HILL MY MATH ELD 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
	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

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	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 CCSS ASSESSMENT GRADE 2	ALTIERI	2013	2	9780021382125	
	MCGRAW-HILL MY MATH SBACC ASSESSMENT GRADE 2	ALTIERI	2013	2	9780021311750	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 1 GRADE 3	ALTIERI	2013	3	9780021150229	Core
	MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 2 GRADE 3	ALTIERI	2013	3	9780021161911	
	Notes: My Math 3 provides access and practice to the major work and supporting work of the third grade.					
	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 MY MATH ELD STUDENT EDITION GRADE 3	ALTIERI	2013	3	9780021313808	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 1 GRADE 3	ALTIERI	2013	3	9780021383979	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 2 GRADE 3	ALTIERI	2013	3	9780021383986	
	MCGRAW-HILL MY MATH ELD TEACHER EDITION GRADE 3	ALTIERI	2013	3	9780021301553	
	MCGRAW-HILL MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 3	ALTIERI	2013	3	9780021170715	
	MCGRAW-HILL MY MATH NATIONAL STUDENT PACKAGE 6 YEAR SUBSCRIPTION GRADE 3	ALTIERI	2013	3	9780021269884	
	MCGRAW-HILL MY MATH STUDENT EDITIONS AND	ALTIERI	2013	3	9780021173174	

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ONLINE ESTUDENT EDITION 1 YEAR SET GRADE 3					
MCGRAW-HILL MY MATH ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 3	ALTIERI	2013	3	9780021277162	
MCGRAW-HILL MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 3	ALTIERI	2013	3	9780021198016	
MCGRAW-HILL MY MATH TEACHER EDITION PACKAGE GRADE 3	ALTIERI	2013	3	9780021408726	
MCGRAW-HILL MY MATH TEACHER EDITIONS PLUS ONLINE ETE 6 YEAR SUBSCRIPTION GRADE 3	ALTIERI	2013	3	9780021431588	
MCGRAW-HILL MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 3	ALTIERI	2013	3	9780021386178	
MCGRAW-HILL MY MATH - ASSESSMENT MASTERS GRADE 3	ALTIERI	2013	3	9780021162093	
MATH 2009 GR 3 DELUXE RWPS READERS APPROACHING LEVEL 6PK	ALTIERI	2013	3	9780021129027	
MATH 2009 GR 3 DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	ALTIERI	2013	3	9780021073634	
MATH 2009 GR 3 DELUXE RWPS READERS BEYOND LEVEL 6PK	ALTIERI	2013	3	9780021129140	
MCGRAW-HILL MY MATH - ESTUDENT EDITION CD-ROM GRADE 3	ALTIERI	2013	3	9780021197965	
MCGRAW-HILL MY MATH TEACHER EDITION CD-ROM GRADE 3	ALTIERI	2013	3	9780021346189	
MATH 2009 GR 2-3 MATH SONGS COMPACT DISC	ALTIERI	2013	2-3	9780021064113	
MATH 2009 GR 3-5 INDIVIDUAL MANIPULATIVE KIT	ALTIERI	2013	3-5	9780021064793	
MATH 2009 GR K-5 MAGNETIC MANIPULATIVE KIT	ALTIERI	2013	K-5	9780021064861	
MATH 2009 GR 3-5 TEACHER TOOL KIT	ALTIERI	2013	3-5	9780021064885	
MCGRAW-HILL MY MATH PRINT STUDENT EDITIONS 1 YR ESTUDENT EDITION ALEKS 1 YR BUNDLE GRADE 3	ALTIERI	2013	3	9780021391585	
MCGRAW-HILL MY MATH STUDENT EDITIONS 6 YEAR ESE 6 1 YEAR ALEKS ACCESS 6 YEAR BUNDLE GRADE 3	ALTIERI	2013	3	9780021451982	
MCGRAW-HILL MY MATH STUDENT EDITIONS 6 YEAR ESE 1 YEAR ALEKS ACCESS 6 YEAR BUNDLE GRADE 3	ALTIERI	2013	3	9780021452255	
MCGRAW-HILL MY MATH PRINT SE + 1 YEAR ESTUDENT EDITION + 1 YEAR QUICK TABLES BUNDLE GRADE 3	ALTIERI	2013	3	9780021306411	
MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/1 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 3	ALTIERI	2013	3	9780021403707	
MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/6 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 3	ALTIERI	2013	3	9780021403752	

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	MCGRAW-HILL MY MATH ONLINE ETEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 3	ALTIERI	2013	3	9780021277285	
	MCGRAW-HILL MY MATH LEARNING STATION GRADE 3	ALTIERI	2013	3	9780021171620	
	MATH 2009 GR 3 RWPS READERS APPROACHING LEVEL 1 EACH	ALTIERI	2013	3	9780021128969	
	MATH 2009 GR 3 ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	ALTIERI	2013	3	9780021073832	
	MATH 2009 GR 3 RWPS READERS BEYOND LEVEL 1 EACH	ALTIERI	2013	3	9780021129089	
	MCGRAW-HILL MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 3	ALTIERI	2013	3	9780021171569	
	MATH 2009 GR 3-5 CLASSROOM MANIPULATIVE KIT	ALTIERI	2013	3-5	9780021064830	
	MCGRAW-HILL MY MATH CCSS ASSESSMENT GRADE 3	ALTIERI	2013	3	9780021382132	
	MCGRAW-HILL MY MATH SBACC ASSESSMENT GRADE 3	ALTIERI	2013	3	9780021302468	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 1 GRADE 4	ALTIERI	2013	4	9780021150236	Core
	MCGRAW-HILL MY MATH - STUDENT EDITION VOLUME 2 GRADE 4	ALTIERI	2013	4	9780021161959	
	Notes:					
	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 MY MATH ELD STUDENT EDITION GRADE 4	ALTIERI	2013	4	9780021307555	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 1 GRADE 4	ALTIERI	2013	4	9780021383993	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 2 GRADE 4	ALTIERI	2013	4	9780021384006	
	MCGRAW-HILL MY MATH ELD TEACHER EDITION GRADE 4	ALTIERI	2013	4	9780021314065	
	MCGRAW-HILL MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 4	ALTIERI	2013	4	9780021170722	
	MCGRAW-HILL MY MATH NATIONAL STUDENT PACKAGE 6 YEAR SUBSCRIPTION GRADE 4	ALTIERI	2013	4	9780021269891	
	MCGRAW-HILL MY MATH STUDENT EDITIONS AND ONLINE ESTUDENT EDITION 1 YEAR SET GRADE 4	ALTIERI	2013	4	9780021173181	

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MCGRAW-HILL MY MATH ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 4	ALTIERI	2013	4	9780021277179
MCGRAW-HILL MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 4	ALTIERI	2013	4	9780021198009
MCGRAW-HILL MY MATH TEACHER EDITION PACKAGE GRADE 4	ALTIERI	2013	4	9780021385171
MCGRAW-HILL MY MATH TEACHER EDITIONS PLUS ONLINE ETE 6 YEAR SUBSCRIPTION GRADE 4	ALTIERI	2013	4	9780021427345
MCGRAW-HILL MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 4	ALTIERI	2013	4	9780021386208
MCGRAW-HILL MY MATH - ASSESSMENT MASTERS GRADE 4	ALTIERI	2013	4	9780021162109
MATH 2009 GR 4 DELUXE RWPS READERS APPROACHING LEVEL 6PK	ALTIERI	2013	4	9780021129034
MATH 2009 GR 4 DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	ALTIERI	2013	4	9780021073641
MATH 2009 GR 4 DELUXE RWPS READERS BEYOND LEVEL 6PK	ALTIERI	2013	4	9780021129157
MCGRAW-HILL MY MATH - ESTUDENT EDITION CD-ROM GRADE 4	ALTIERI	2013	4	9780021197972
MCGRAW-HILL MY MATH TEACHER EDITION CD-ROM GRADE 4	ALTIERI	2013	4	9780021346233
MATH 2009 GR 4-5 MATH SONGS COMPACT DISC	ALTIERI	2013	4-5	9780021064175
MATH 2009 GR 3-5 INDIVIDUAL MANIPULATIVE KIT	ALTIERI	2013	3-5	9780021064793
MATH 2009 GR K-5 MAGNETIC MANIPULATIVE KIT	ALTIERI	2013	K-5	9780021064861
MATH 2009 GR 3-5 TEACHER TOOL KIT	ALTIERI	2013	3-5	9780021064885
MCGRAW-HILL MY MATH PRINT STUDENT EDITIONS 1 YR ESTUDENT EDITION ALEKS 1 YR BUNDLE GRADE 4	ALTIERI	2013	4	9780021391622
MCGRAW-HILL MY MATH STUDENT EDITIONS 6 YEAR ESE 6 1 YEAR ALEKS ACCESS 6 YEAR BUNDLE GRADE 4	ALTIERI	2013	4	9780021452040
MCGRAW-HILL MY MATH STUDENT EDITIONS 6 YEAR ESE 1 YEAR ALEKS ACCESS 6 YEAR BUNDLE GRADE 4	ALTIERI	2013	4	9780021456246
MCGRAW-HILL MY MATH PRINT SE + 1 YEAR ESTUDENT EDITION + 1 YEAR QUICK TABLES BUNDLE GRADE 4	ALTIERI	2013	4	9780021450763
MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/1 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 4	ALTIERI	2013	4	9780021403714
MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/6 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 4	ALTIERI	2013	4	9780021388608
MCGRAW-HILL MY MATH ONLINE ETEACHER EDITION 6	ALTIERI	2013	4	9780021277292

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	YEAR SUBSCRIPTION GRADE 4					
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	MCGRAW-HILL MY MATH LEARNING STATION GRADE 4	ALTIERI	2013	4	9780021171637	Core
	MATH 2009 GR 4 RWPS READERS APPROACHING LEVEL 1 EACH	ALTIERI	2013	4	9780021128976	
	MATH 2009 GR 4 ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	ALTIERI	2013	4	9780021073849	
	MATH 2009 GR 4 RWPS READERS BEYOND LEVEL 1 EACH	ALTIERI	2013	4	9780021129096	
	MCGRAW-HILL MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 4	ALTIERI	2013	4	9780021171576	
	MATH 2009 GR 3-5 CLASSROOM MANIPULATIVE KIT	ALTIERI	2013	3-5	9780021064830	
	MCGRAW-HILL MY MATH CCSS ASSESSMENT GRADE 4	ALTIERI	2013	4	9780021382149	
	MCGRAW-HILL MY MATH SBACC ASSESSMENT GRADE 4	ALTIERI	2013	4	9780021302499	
	Notes: Strength: <ul style="list-style-type: none"> • Standards and practices are clearly labeled • The connections between the grades are easy to find and they help students and teachers understand how the lesson align Weakness: <ul style="list-style-type: none"> • There isn't a lot of room to work math problems on the specific student practice page 					
	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 MY MATH ELD STUDENT EDITION GRADE 5	ALTIERI	2013	5	9780021308316	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 1 GRADE 5	ALTIERI	2013	5	9780021384013	
	MCGRAW-HILL MY MATH TEACHER EDITION VOLUME 2 GRADE 5	ALTIERI	2013	5	9780021386116	
	MCGRAW-HILL MY MATH NATIONAL STUDENT EDITION PACKAGE GRADE 5	ALTIERI	2013	5	9780021170739	
	MCGRAW-HILL MY MATH NATIONAL STUDENT PACKAGE 6 YEAR	ALTIERI	2013	5	9780021269907	

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SUBSCRIPTION GRADE 5					
MCGRAW-HILL MY MATH STUDENT EDITIONS AND ONLINE ESTUDENT EDITION 1 YEAR SET GRADE 5	ALTIERI	2013	5	9780021173198	
MCGRAW-HILL MY MATH ONLINE ESTUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 5	ALTIERI	2013	5	9780021277186	
MCGRAW-HILL MY MATH - ESTUDENT EDITION 1 YEAR SUBSCRIPTION GRADE 5	ALTIERI	2013	5	9780021197996	
MCGRAW-HILL MY MATH TEACHER EDITION PACKAGE GRADE 5	ALTIERI	2013	5	9780021385188	
MCGRAW-HILL MY MATH TEACHER EDITIONS PLUS ONLINE ETE 6 YEAR SUBSCRIPTION GRADE 5	ALTIERI	2013	5	9780021427383	
MCGRAW-HILL MY MATH ETEACHER EDITION 1 YEAR SUBSCRIPTION GRADE 5	ALTIERI	2013	5	9780021386215	
MCGRAW-HILL MY MATH - ASSESSMENT MASTERS GRADE 5	ALTIERI	2013	5	9780021162116	
MATH 2009 GR 5 DELUXE RWPS READERS APPROACHING LEVEL 6PK	ALTIERI	2013	5	9780021129041	
MATH 2009 GR 5 DELUXE ON-LEVEL REAL WORLD PROB SOLVING READER 6-PACK	ALTIERI	2013	5	9780021073658	
MATH 2009 GR 5 DELUXE RWPS READERS BEYOND LEVEL 6PK	ALTIERI	2013	5	9780021129164	
MCGRAW-HILL MY MATH - ESTUDENT EDITION CD-ROM GRADE 5	ALTIERI	2013	5	9780021197989	
MCGRAW-HILL MY MATH TEACHER EDITION CD-ROM GRADE 5	ALTIERI	2013	5	9780021346240	
MATH 2009 GR 4-5 MATH SONGS COMPACT DISC	ALTIERI	2013	4-5	9780021064175	
MATH 2009 GR 3-5 INDIVIDUAL MANIPULATIVE KIT	ALTIERI	2013	3-5	9780021064793	
MATH 2009 GR K-5 MAGNETIC MANIPULATIVE KIT	ALTIERI	2013	K-5	9780021064861	
MATH 2009 GR 3-5 TEACHER TOOL KIT	ALTIERI	2013	3-5	9780021064885	
MCGRAW-HILL MY MATH PRINT STUDENT EDITIONS 1 YR ESTUDENT EDITION ALEKS 1 YR BUNDLE GRADE 5	ALTIERI	2013	5	9780021391639	
MCGRAW-HILL MY MATH STUDENT EDITIONS 6 YEAR ESE 6 1 YEAR ALEKS ACCESS 6 YEAR BUNDLE GRADE 5	ALTIERI	2013	5	9780021452071	
MCGRAW-HILL MY MATH STUDENT EDITIONS 6 YEAR ESE 1 YEAR ALEKS ACCESS 6 YEAR BUNDLE GRADE 5	ALTIERI	2013	5	9780021453078	

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	MCGRAW-HILL MY MATH PRINT SE + 1 YEAR ESTUDENT EDITION + 1 YEAR QUICK TABLES BUNDLE GRADE 5	ALTIERI	2013	5	9780021434510	
	MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/1 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 5	ALTIERI	2013	5	9780021403721	
	MCGRAW-HILL MY MATH STUDENT EDITIONS/ONLINE ESE/6 QUICK TABLES 6 YEAR SUBSC BUNDLE GRADE 5	ALTIERI	2013	5	9780021388639	
	MCGRAW-HILL MY MATH CCSS ASSESSMENT GRADE 5	ALTIERI	2013	5	9780021382156	
	MCGRAW-HILL MY MATH ONLINE ETEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 5	ALTIERI	2013	5	9780021277308	
	MCGRAW-HILL MY MATH LEARNING STATION GRADE 5	ALTIERI	2013	5	9780021171644	
	MATH 2009 GR 5 RWPS READERS APPROACHING LEVEL 1 EACH	ALTIERI	2013	5	9780021128983	
	MATH 2009 GR 5 ON-LEVEL REAL WORLD PROB SOLVING READER 1 OF EACH	ALTIERI	2013	5	9780021073856	
	MATH 2009 GR 5 RWPS READERS BEYOND LEVEL 1 EACH	ALTIERI	2013	5	9780021129102	
	MCGRAW-HILL MY MATH REAL WORLD PROBLEM SOLVING LEVEL READER TEACHER GUIDE GRADE 5	ALTIERI	2013	5	9780021171583	
	MATH 2009 GR 3-5 CLASSROOM MANIPULATIVE KIT	ALTIERI	2013	3-5	9780021064830	
	MCGRAW-HILL MY MATH SBACC ASSESSMENT GRADE 5	ALTIERI	2013	5	9780021312917	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6 YEAR SUBSC BUNDLE GRADE K	BELL ET AL	2016	K	9780021339549	Core
	Notes: Everyday math is a comprehensive core program. It has lots of hands-on and engaging activities to meet the common core standards.					
	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.					
	EVERYDAY MATH COMPREHENSIVE SMS 1	BELL ET AL	2016	K	9780021314577	

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	YEAR SUBSCRIPTION BUNDLE GRADE K				
	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
	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 MARKERBOARDS 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

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	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	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6 YEAR SUBSC BUNDLE GRADE 1	BELL ET AL	2016	1	9780021416516	Core
	Notes:					
	<p>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.</p>					
	EVERYDAY MATH COMPREHENSIVE STUDENT MATERIAL SET 6 YEAR SUBSC BUNDLE GRADE 1	BELL ET AL	2016	1	9780021339778	
	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	

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	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 MARKERBOARDS 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	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6	BELL ET AL	2016	2	9780021416554	

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	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	
	EVERYDAY MATH - PATTERN BLOCK TEMPLATE GRADE 1-3	BELL ET AL	2016	1-3	9780076045389	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780076681860	Core
Notes: The Student Reference book does a great job with the mathematical practices.						
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						

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	grades. Subsequent exposures build upon previous experience, helping children develop both knowledge of mathematics and their ability and willingness to apply what they know.				
	EVERYDAY MATH COMPREHENSIVE STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780076686308
	EVERYDAY MATH STUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780021339365
	EVERYDAY MATH COMPREHENSIVE SMS 1 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780076746514
	EVERYDAY MATH ESSENTIAL SMS 1 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780021452651
	EVERYDAY MATH DIGITAL STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780021407866
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 1 GRADE 3	BELL ET AL	2016	3	9780021430871
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 2 GRADE 3	BELL ET AL	2016	3	9780021430918
	EVERYDAY MATH JOURNAL ANSWER TEACHER BOOK 2 VOLUME SET GRADE 3	BELL ET AL	2016	3	9780021391141
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 1 GRADE 3	BELL ET AL	2016	3	9780021409778
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 2 GRADE 3	BELL ET AL	2016	3	9780021409785
	EVERYDAY MATH COMPREHENSIVE CLASSROOM RESOURCE PKG 6 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780076666355
	EVERYDAY MATH TEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 3	BELL ET AL	2016	3	9780076671175
	EVERYDAY MATH MANIPULATIVE KIT WITH MARKERBOARDS GRADE 3	BELL ET AL	2016	3	9780076731176
	EVERYDAY MATH ACTIVITY CARDS GRADE 3	BELL ET AL	2016	3	9780021409419
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 1 GRADE 3	BELL ET AL	2016	3	9780021409969
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 2 GRADE 3	BELL ET AL	2016	3	9780021410002
	EVERYDAY MATH ASSESSMENT HANDBOOK GRADE 3	BELL ET AL	2016	3	9780021307579
	EVERYDAY MATH MINUTE MATH GRADE 1-3	BELL ET AL	2016	1-3	9780021383238
	EVERYDAY MATH MATH MASTERS GRADE 3	BELL ET AL	2016	3	9780021364640
	EVERYDAY MATH ENGLISH/SPANISH LENGTH OF DAY GRAPH POSTER GRADE 3	BELL ET AL	2016	3	9780021385683

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	EVERYDAY MATH GEOMETRY 2D SHAPES POSTER GRADE 3-5	BELL ET AL	2016	3-5	9780021385690	
	EVERYDAY MATH ENGLISH/SPANISH FRACTIONS NUMBER LINE POSTER GRADE 3	BELL ET AL	2016	3-5	9780021385713	
	EVERYDAY MATH ENGLISH/SPANISH STANDARDS MATH PRACTICE 1-8 POSTERS GRADE 3-4	BELL ET AL	2016	4-5	9780021308088	
	EVERYDAY MATH NUMBER GRID POSTER GRADE 1-6	BELL ET AL	2016	1-6	9780021385669	
	EVERYDAY MATH STUDENT REFERENCE BOOK GRADE 3	BELL ET AL	2016	3	9780021383559	
	EVERYDAY MATH CLASSROOM MANIPULATIVES KIT GRADE 3	BELL ET AL	2016	3	9780021379453	
	EVERYDAY MATH HOME LINKS GRADE 3	BELL ET AL	2016	3	9780021379637	
	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 3	BELL ET AL	2016	3	9780076220106	
	EVERYDAY MATH EQUAL GROUPS QUICK LOOK CARDS	BELL ET AL	2016	3	9780021362349	
	EVERYDAY MATH FRACTIONS QUICK LOOK CARDS	BELL ET AL	2016	3	9780021445721	
	EVERYDAY MATH - PATTERN BLOCK TEMPLATE GRADE 1-3	BELL ET AL	2016	1-3	9780076045389	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780076683307	Core
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> Students generated manipulatives, SMP are embedded throughout the lessons, differentiation/scaffolding is readily available, Home Links with family letters and help, self-assessments <p>Weaknesses:</p> <ul style="list-style-type: none"> Hard to know when working on major or supporting works quickly, supporting work may cover too much time, lattice multiplication 						
<p>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.</p>						
	EVERYDAY MATH COMPREHENSIVE STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780076671328	
	EVERYDAY MATH STUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780021390885	

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EVERYDAY MATH COMPREHENSIVE CLASSROOM RESOURCE PKG 6 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780076689453
EVERYDAY MATH COMPREHENSIVE SMS 1 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780076773046
EVERYDAY MATH ESSENTIAL SMS 1 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780076686780
EVERYDAY MATH DIGITAL STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780021407897
EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 1 GRADE 4	BELL ET AL	2016	4	9780021430925
EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 2 GRADE 4	BELL ET AL	2016	4	9780021430963
EVERYDAY MATH TEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 4	BELL ET AL	2016	4	9780076691913
EVERYDAY MATH MANIPULATIVE KIT WITH MARKERBOARDS GRADE 4	BELL ET AL	2016	4	9780076745777
EVERYDAY MATH JOURNAL ANSWER TEACHER BOOK 2 VOLUME SET GRADE 4	BELL ET AL	2016	4	9780021391189
EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 1 GRADE 4	BELL ET AL	2016	4	9780021409822
EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 2 GRADE 4	BELL ET AL	2016	4	9780021409839
EVERYDAY MATH ACTIVITY CARDS GRADE 4	BELL ET AL	2016	4	9780021409426
EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 1 GRADE 4	BELL ET AL	2016	4	9780021410019
EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 2 GRADE 4	BELL ET AL	2016	4	9780021430642
EVERYDAY MATH ASSESSMENT HANDBOOK GRADE 4	BELL ET AL	2016	4	9780021307586
EVERYDAY MATH MATH MASTERS GRADE 4	BELL ET AL	2016	4	9780021376582
EVERYDAY MATH GEOMETRY LINES POSTER GRADE 4	BELL ET AL	2016	4	9780021427925
EVERYDAY MATH GEOMETRY 2D SHAPES POSTER GRADE 3- 5	BELL ET AL	2016	3-5	9780021385690
EVERYDAY MATH ENGLISH/SPANISH FRACTIONS NUMBER LINE POSTER GRADE 4-5	BELL ET AL	2016	4-5	9780021385706
EVERYDAY MATHEMATICS ENGLISH/SPANISH FRACTION CIRCLES POSTER GRADE 4-5	BELL ET AL	2016	4-5	9780021326457
EVERYDAY MATH ENGLISH/SPANISH STANDARDS MATH PRACTICE 1-8 POSTERS GRADE 3-4	BELL ET AL	2016	3-4	9780021308088

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	EVERYDAY MATH NUMBER GRID POSTER GRADE 1-6	BELL ET AL	2015	1-6	9780021385669	
	EVERYDAY MATH STUDENT REFERENCE BOOK GRADE 4	BELL ET AL	2016	4	9780021436972	
	EVERYDAY MATH CLASSROOM MANIPULATIVES KIT GRADE 4	BELL ET AL	2016	4	9780021379484	
	EVERYDAY MATH HOME LINKS GRADE 4	BELL ET AL	2016	4	9780021379668	
	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 4	BELL ET AL	2010	4	9780076220113	
	EVERYDAY MATH - GEOMETRY TEMPLATE GRADE 4-6	BELL ET AL	2007	4-6	9780076045853	
McGraw-Hill School Education	EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780076681211	Core
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • SMP are embedded throughout the lessons, differentiation/scaffolding is readily available, Home Links with family letters and help, self-assessments <p>Weaknesses:</p> <ul style="list-style-type: none"> • Hard to know when working on major or supporting works quickly, supporting work may cover too much time 						
<p>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.</p>						
	EVERYDAY MATH COMPREHENSIVE STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780076698493	
	EVERYDAY MATH STUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780021415250	
	EVERYDAY MATH COMPREHENSIVE CLASSROOM RESOURCE PKG 6 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780076672356	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 1 GRADE 5	BELL ET AL	2016	5	9780021430994	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 2 GRADE 5	BELL ET AL	2016	5	9780021431007	
	EVERYDAY MATH COMPREHENSIVE SMS 1 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780076716609	

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EVERYDAY MATH ESSENTIAL SMS 1 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780076686162
EVERYDAY MATH DIGITAL STUDENT LEARNING CENTER 1 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780021407903
EVERYDAY MATH TEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 5	BELL ET AL	2016	5	9780076679980
EVERYDAY MATH JOURNAL ANSWER TEACHER BOOK 2 VOLUME SET GRADE 5	BELL ET AL	2016	5	9780021391219
EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 1 GRADE 5	BELL ET AL	2016	5	9780021376094
EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 2 GRADE 5	BELL ET AL	2016	5	9780021376100
EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 1 GRADE 5	BELL ET AL	2016	5	9780021430680
EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 2 GRADE 5	BELL ET AL	2016	5	9780021430697
EVERYDAY MATH MANIPULATIVE KIT WITH MARKERBOARDS GRADE 5	BELL ET AL	2016	5	9780076745937
EVERYDAY MATH ACTIVITY CARDS GRADE 5	BELL ET AL	2016	5	9780021409464
EVERYDAY MATH ASSESSMENT HANDBOOK GRADE 5	BELL ET AL	2016	5	9780021307623
EVERYDAY MATH MATH MASTERS GRADE 5	BELL ET AL	2016	5	9780021376599
EVERYDAY MATH ENGLISH/SPANISH QUADRILATERAL HIERARCHY POSTER GRADE 5	BELL ET AL	2016	5	9780021379538
EVERYDAY MATH GEOMETRY 2D SHAPES POSTER GRADE 3-5	BELL ET AL	2016	3-5	9780021385690
EVERYDAY MATH ENGLISH/SPANISH FRACTIONS NUMBER LINE POSTER GRADE 4-5	BELL ET AL	2016	4-5	9780021385706
EVERYDAY MATHEMATICS ENGLISH/SPANISH FRACTION CIRCLES POSTER GRADE 4-5	BELL ET AL	2016	4-5	9780021326457
EVERYDAY MATH NUMBER GRID POSTER GRADE 1-6	BELL ET AL	2016	1-6	9780021385669
EVERYDAY MATH STANDARDS MATH PRACTICE POSTER STANDARDS 1-8 ENG/SPAN GRADE 5-6	BELL ET AL	2016	5-6	9780021458547
EVERYDAY MATH STUDENT REFERENCE BOOK GRADE 5	BELL ET AL	2016	5	9780021383566
EVERYDAY MATH CLASSROOM MANIPULATIVES KIT GRADE 5	BELL ET AL	2016	5	9780021379491
EVERYDAY MATH HOME LINKS GRADE 5	BELL ET AL	2016	5	9780021407941
EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 5	BELL ET AL	2016	5	9780076220120
EVERYDAY MATH FRACTION CIRCLES	BELL ET AL	2016	3-5	9780021448388

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	EVERYDAY MATH ESSENTIAL STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 6	BELL ET AL	2016	6	9780076663576	Core
<p>Notes:</p> <p>Strengths: Curriculum is well developed and aligned to Common Core State Standards covering a variety of problems and strategies both procedural and conceptual. The text provided great opportunity for teachers to use student thinking to develop conceptual understanding. Student reasoning plays a key role throughout the textbook. Teachers are equipped with a variety of materials and support to teach the lessons. The Teacher's Edition includes a chart of the Standards and which lesson they are covered, Unit Organizer which further breaks down the lessons taught and the Standards included, a Spiral Trace of review and new concept lessons, and breakdown of the Mathematical Practices for each lesson. Materials are listed at the beginning of each lesson. The Manipulative Kit is very extensive, versatile, and adaptive to a variety of lessons and situations. There are math games included in the Kit that are accessible for all levels of learners. The Student Reference Book is not consumable and focuses on student-led learning. The Student Math Journal and Math Masters books are well organized with parent letters and strategies to use at home.</p> <p>Weaknesses: The Student Math Journal and math Masters books are consumable. Some applications are actually in the 7th grade standards: scaling is used to develop ideas about proportional reasoning and this is a specific 7th grade application.</p> <p>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.</p>						
	EVERYDAY MATH COMPREHENSIVE STUDENT MATERIAL SET 6 YEAR SUBSCRIPTION GRADE 6	BELL ET AL	2016	6	9780076678570	
	EVERYDAY MATH STUDENT EDITION 6 YEAR SUBSCRIPTION GRADE 6	BELL ET AL	2016	6	9780021341085	
	EVERYDAY MATH COMPREHENSIVE CLASSROOM RESOURCE PKG 6 YEAR SUBSCRIPTION GRADE 6	BELL ET AL	2016	6	9780076672776	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 1 GRADE 6	BELL ET AL	2016	6	9780021431045	
	EVERYDAY MATH STUDENT MATH JOURNAL VOLUME 2 GRADE 6	BELL ET AL	2016	6	9780021352524	
	EVERYDAY MATH COMPREHENSIVE SMS 1 YEAR SUBSCRIPTION GRADE 6	BELL ET AL	2016	6	9780076682072	
	EVERYDAY MATH ESSENTIAL SMS 1 YEAR SUBSCRIPTION GRADE 6	BELL ET AL	2016	6	9780076754892	
	EVERYDAY MATH DIGITAL STUDENT LEARNING CENTER	BELL ET AL	2016	6	9780021390779	

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	1 YEAR SUBSCRIPTION GRADE 6					
	EVERYDAY MATH TEACHER EDITION 6 YEAR SUBSCRIPTION GRADE 6	BELL ET AL	2016	6	9780076673360	
	EVERYDAY MATH JOURNAL ANSWER TEACHER BOOK 2 VOLUME SET GRADE 6	BELL ET AL	2016	6	9780021436927	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 1 GRADE 6	BELL ET AL	2016	6	9780021376148	
	EVERYDAY MATH MATH JOURNAL ANSWERS TEACHER BOOK VOLUME 2 GRADE 6	BELL ET AL	2016	6	9780021427871	
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 1 GRADE 6	BELL ET AL	2016	6	9780021430734	
	EVERYDAY MATH TEACHER LESSON GUIDE VOLUME 2 GRADE 6	BELL ET AL	2016	6	9780021430741	
	EVERYDAY MATH MANIPULATIVE KIT WITH MARKERBOARDS GRADE 6	BELL ET AL	2016	6	9780076745951	
	EVERYDAY MATH ACTIVITY CARDS GRADE 6	BELL ET AL	2016	6	9780021352777	
	EVERYDAY MATH ASSESSMENT HANDBOOK GRADE 6	BELL ET AL	2016	6	9780021307630	
	EVERYDAY MATH MATH MASTERS GRADE 6	BELL ET AL	2016	6	9780021376636	
	EVERYDAY MATH REAL NUMBER LINE POSTER GRADE 6	BELL ET AL	2016	6	9780021385676	
	EVERYDAY MATH STANDARDS MATH PRACTICE POSTER STANDARDS 1-8 ENG/SPAN GRADE 5-6	BELL ET AL	2016	5-6	9780021458547	
	EVERYDAY MATH NUMBER GRID POSTER GRADE 1-6	BELL ET AL	2016	1-6	9780021385669	
	EVERYDAY MATH HOME LINKS GRADE 6	BELL ET AL	2016	6	9780021407958	
	EVERYDAY MATH GAMES - CLASS GAMES KIT GRADE 6	BELL ET AL	2016	6	9780076220137	
	EVERYDAY MATH CLASSROOM MANIPULATIVES KIT GRADE 6	BELL ET AL	2016	6	9780021408009	
	EVERYDAY MATH STUDENT REFERENCE BOOK GRADE 6	BELL ET AL	2016	6	9780021383603	
	EVERYDAY MATH - GEOMETRY TEMPLATE GRADE 4-6	BELL ET AL	2016	4-6	9780076045853	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	NUMBER WORLDS INTERVENTION PACKAGE 6 YEAR TEACHER SUBSCRIPTION LEVEL A	Griffin	2015	PreK	9780021296538	Intervention
	NUMBER WORLDS PREVENTION TEACHER EDITION LEVEL A	Griffin	2015	PreK	9780021294138	
	Notes: Vocabulary flash cards are available to purchase; however, this is not a necessity to the success of the program.					
Key Features: With a research-proven curriculum and extensive field testing, <i>Number Worlds</i> supports RtI						

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<p>and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, <i>Number Worlds</i> is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1.</p> <p><i>Number Worlds</i> 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.</p> <p>Help struggling students accelerate math success with a proven approach.</p> <p>PREPARE students to meet rigorous Common Core State Standards with proven curriculum and enhanced planning tools.</p> <p>ENGAGE students with interactive games, embedded activities, digital resources, and project-based learning.</p> <p>ASSESS student achievement with dynamic, digital assessment and reporting tools.</p>						
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL A	Griffin	2015	PreK	9780021400195	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS PREVENTION ASSESSMENT LEVEL A	Griffin	2015	PreK	9780021294237	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL A	Griffin	2015	PreK	9780021296583	
	NUMBER WORLDS VOCABULARY CARDS LEVEL A-E	Griffin	2015	PreK-5	9780021294213	
	NUMBER WORLDS - ENGLISH LEARNER SUPPORT GUIDE LEVEL A	Griffin	2015	PreK	9780021299805	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	
	NUMBER WORLDS ACTIVITY AND WARM UP CARDS LEVEL A	Griffin	2015	PreK	9780021294176	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	NUMBER WORLDS INTERVENTION PACKAGE 6 YEAR TEACHER SUBSCRIPTION LEVEL B	Griffin	2015	K	9780021296545	Intervention
	NUMBER WORLDS PREVENTION TEACHER EDITION LEVEL B	Griffin	2015	K	9780021294145	
	<p>Notes: Vocabulary flash cards are available to purchase; however, this is not a necessity to the success of the program.</p>					
	<p>Key Features: With a research-proven curriculum and extensive field testing, <i>Number Worlds</i> supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, <i>Number Worlds</i> is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1.</p> <p><i>Number Worlds</i> 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.</p> <p>Help struggling students accelerate math success with a proven approach.</p> <p>PREPARE students to meet rigorous Common Core State Standards with proven curriculum and enhanced planning tools.</p> <p>ENGAGE students with interactive games, embedded activities, digital resources, and project-based learning.</p> <p>ASSESS student achievement with dynamic, digital assessment and reporting tools.</p>					
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL B	Griffin	2015	K	9780021400232	

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	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039		
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053		
	NUMBER WORLDS PREVENTION ASSESSMENT LEVEL B	Griffin	2015	K	9780021294244		
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL B	Griffin	2015	K	9780021296590		
	NUMBER WORLDS VOCABULARY CARDS LEVEL A-E	Griffin	2015	PreK-5	9780021294213		
	NUMBER WORLDS - ENGLISH LEARNER SUPPORT GUIDE LEVEL B	Griffin	2015	K	9780021299850		
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696		
	NUMBER WORLDS ACTIVITY AND WARM UP CARDS LEVEL B	Griffin	2015	K	9780021294183		
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521		
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
McGraw-Hill School Education	NUMBER WORLDS INTERVENTION PACKAGE 6 YEAR TEACHER SUBSCRIPTION LEVEL C	Griffin	2015	1	9780021296552	Intervention	
	NUMBER WORLDS PREVENTION TEACHER EDITION LEVEL C	Griffin	2015	1	9780021294152		
	Notes: Vocabulary flash cards are available to purchase; however, this is not a necessity to the success of the program.						
	This program is a 1 st grade intervention program; however, it focuses on Kindergarten major works. It is a concern that students will not be exposed to the 1 st grade major works.						
	Key Features: With a research-proven curriculum and extensive field testing, <i>Number Worlds</i> supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, <i>Number Worlds</i> is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. <i>Number Worlds</i> 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 STUDENT MATERIALS BUNDLE 1 YEAR SUBSCRIPTION LEVEL C	Griffin	2015	1	9780021296569		
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL C	Griffin	2015	1	9780021425372		
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039		
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053		
	NUMBER WORLDS PREVENTION ASSESSMENT LEVEL C	Griffin	2015	1	9780021294251		
NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL C	Griffin	2015	1	9780021296606			

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	NUMBER WORLDS VOCABULARY CARDS LEVEL A-E	Griffin	2015	PreK-5	9780021294213		
	NUMBER WORLDS - ENGLISH LEARNER SUPPORT GUIDE LEVEL C	Griffin	2015	1	9780021299867		
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696		
	NUMBER WORLDS ACTIVITY AND WARM UP CARDS LEVEL C	Griffin	2015	1	9780021294190		
	NUMBER WORLDS PREVENTION STUDENT WORKBOOK UNIT 1 LEVEL C 5-PACK	Griffin	2015	1	9780021294169		
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521		
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
McGraw-Hill School Education	NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL D	Griffin	2015	K-5	9780021295586	Intervention	
	NUMBER WORLDS TEACHER EDITION LEVEL D	Griffin	2015	K-5	9780021294770		
	Notes: Vocabulary flash cards are available to purchase; however, this is not a necessity to the success of the program.						
	Key Features: With a research-proven curriculum and extensive field testing, <i>Number Worlds</i> supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, <i>Number Worlds</i> is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. <i>Number Worlds</i> 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 STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL D	Griffin	2015	K-5	9780021295678		
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL D	Griffin	2015	K-5	9780021425389		
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039		
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053		
	NUMBER WORLDS ASSESSMENT LEVEL D	Griffin	2015	K-5	9780021295340		
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL D	Griffin	2015	K-5	9780021295975		
	NUMBER WORLDS VOCABULARY CARDS LEVEL A-E	Griffin	2015	PreK-5	9780021294213		
	NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL D	Griffin	2015	K-5	9780021294121		
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	NUMBER WORLDS ACTIVITY CARDS LEVEL D	Griffin	2015	K-5	9780021356065	
	NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL D	Griffin	2015	K-5	9780021296156	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	
McGraw-Hill School Education	NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL E	Griffin	2015	K-5	9780021295593	Intervention
	NUMBER WORLDS TEACHER EDITION LEVEL E	Griffin	2015	K-5	9780021294787	
Notes: Vocabulary flash cards are available to purchase; however, this is not a necessity to the success of the program.						
Key Features: With a research-proven curriculum and extensive field testing, <i>Number Worlds</i> supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, <i>Number Worlds</i> is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. <i>Number Worlds</i> 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 STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL E	Griffin	2015	K-5	9780021295685	
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL E	Griffin	2015	K-5	9780021425426	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS ASSESSMENT LEVEL E	Griffin	2015	K-5	9780021295357	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL E	Griffin	2015	K-5	9780021295982	
	NUMBER WORLDS VOCABULARY CARDS LEVEL A-E	Griffin	2015	PreK-5	9780021294213	
	NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL E	Griffin	2015	K-5	9780021358786	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	
	NUMBER WORLDS ACTIVITY CARDS LEVEL E	Griffin	2015	K-5	9780021356072	
	NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL E	Griffin	2015	K-5	9780021296163	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL F	Griffin	2015	K-5	9780021295609	Intervention
	NUMBER WORLDS TEACHER EDITION LEVEL F	Griffin	2015	K-5	9780021294794	
	Notes: The activity cards in the manipulative kit are necessary for each lesson. Strengths: The daily routine provides consistency yet offers a variety of instructional strategies such as grouping, hands-on activities, and student exploration. Number Worlds can be used along with a core mathematics program and includes a "Suggestions for Implementation" guide for teachers that outlines which sections to use depending on the time allotted for intervention: 30, 45, or 60+ minutes. There are effective planning resources for the teacher: Unit overview, charts that show alignment to standards, strong student engagement, Key Standards by Lesson Week charts in the back of the Teacher's Edition for all grades. Weaknesses: The Mathematical Practices are not explicitly addressed. Students are not asked to provide arguments or defend their work.					
	Key Features: With a research-proven curriculum and extensive field testing, <i>Number Worlds</i> supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, <i>Number Worlds</i> is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. <i>Number Worlds</i> 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 STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL F	Griffin	2015	K-5	9780021295692	
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL F	Griffin	2015	K-5	9780021425433	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS ASSESSMENT LEVEL F	Griffin	2015	K-5	9780021295364	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL F	Griffin	2015	K-5	9780021295999	
	NUMBER WORLDS VOCABULARY CARDS LEVEL F-J	Griffin	2015	6-8	9780021294220	
	NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL F	Griffin	2015	K-5	9780021361250	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	
	NUMBER WORLDS ACTIVITY CARDS LEVEL F	Griffin	2015	K-5	9780021356089	
NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL F	Griffin	2015	K-5	9780021296170		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL G	Griffin	2015	K-5	9780021295616	Intervention
	NUMBER WORLDS TEACHER EDITION LEVEL G	Griffin	2015	K-5	9780021294800	
<p>Notes: Strengths: Format is easy to follow for students. Vocabulary enriches understanding. Assessments are useful in placing students appropriately. Questions that call for explanations are helpful in developing conceptual understanding; problem-solving and daily lessons are useful for procedural understanding. The daily routine provides consistency yet offers a variety of instructional strategies such as grouping, hands-on activities, and student exploration. Number Worlds can be used along with a Core Mathematics Program and includes a "Suggestions for Implementation" guide for teachers that outlines which sections to use depending on the time the teacher has available for intervention: 30, 45, or 60+ minutes. There are effective planning resources for the teacher: Unit overview, charts that show alignment to standards, strong student engagement. Key Standards by Lesson Week charts in the back of the Teacher's Edition for all grades.</p> <p>Weaknesses: The Mathematical Practices are not explicitly addressed. Students do not have opportunities to create arguments to defend their reasoning. There is a heavy emphasis on procedural fluency. Manipulative kid and teacher's editions are necessary. Teacher's Edition references the computer program, Building Blocks.</p> <p>Key Features: With a research-proven curriculum and extensive field testing, <i>Number Worlds</i> supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, <i>Number Worlds</i> is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. <i>Number Worlds</i> 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.</p>						
	NUMBER WORLDS STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL G	Griffin	2015	K-5	9780021295708	
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL G	Griffin	2015	K-5	9780021425471	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS ASSESSMENT LEVEL G	Griffin	2015	K-5	9780021295371	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL G	Griffin	2015	K-5	9780021296002	
	NUMBER WORLDS VOCABULARY CARDS LEVEL F-J	Griffin	2015	6-8	9780021294220	
	NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL G	Griffin	2015	K-5	9780021361281	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	NUMBER WORLDS ACTIVITY CARDS LEVEL G	Griffin	2015	K-5	9780021356126	
	NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL G	Griffin	2015	K-5	9780021296187	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	
McGraw-Hill School Education	NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL H	Griffin	2015	6-8	9780021295623	Intervention
	NUMBER WORLDS TEACHER EDITION LEVEL H	Griffin	2015	6-8	9780021294817	
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Accessible for all students • Easy to understand/use for teachers and students • Different types of questioning strategies- concrete/basic, abstract/application <p>Weakness:</p> <ul style="list-style-type: none"> • More support needed to identify Math Practice Standards with the lessons or as a resource (appendix) 						
<p>Key Features: With a research-proven curriculum and extensive field testing, <i>Number Worlds</i> supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, <i>Number Worlds</i> is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. <i>Number Worlds</i> 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.</p>						
	NUMBER WORLDS STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL H	Griffin	2015	6-8	9780021295715	
	NUMBER WORLDS STUDENT MATERIALS BUNDLE WITH ALEKS 1 YEAR SUBSCRIPTION LEVEL H	Griffin	2015	6-8	9780021452545	
	NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL H	Griffin	2015	6-8	9780021425501	
	NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039	
	NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053	
	NUMBER WORLDS ASSESSMENT LEVEL H	Griffin	2015	6-8	9780021295388	
	NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL H	Griffin	2015	6-8	9780021296019	
	NUMBER WORLDS VOCABULARY CARDS LEVEL F-J	Griffin	2015	6-8	9780021294220	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL H	Griffin	2015	6-8	9780021361298	
	NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696	
	NUMBER WORLDS ACTIVITY CARDS LEVEL H	Griffin	2015	K-8	9780021354962	
	NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL H	Griffin	2015	K-8	9780021296194	
	NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521	
McGraw-Hill School Education	NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL I	Griffin	2015	6-8	9780021295630	Intervention
	NUMBER WORLDS TEACHER EDITION LEVEL I	Griffin	2015	6-8	9780021294824	
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Excellent intervention to use for the standards focused on • Discovery based • High level of engagement • Hands on activities • Vocabulary cards • Pacing guides <p>Weaknesses:</p> <ul style="list-style-type: none"> • Student workbook must be purchased in sets of 5 • Manipulatives must be purchased • A lot of materials <p>*Computer component is not necessarily needed.</p> <p>Key Features: With a research-proven curriculum and extensive field testing, <i>Number Worlds</i> supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, <i>Number Worlds</i> is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. <i>Number Worlds</i> 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.</p>						
	NUMBER WORLDS STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL I	Griffin	2015	6-8	9780021295722	
	NUMBER WORLDS STUDENT MATERIALS BUNDLE WITH ALEKS 1 YEAR SUBSCRIPTION LEVEL I	Griffin	2015	6-8	9780021452644	

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NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL I	Griffin	2015	6-8	9780021410880
NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039
NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053
NUMBER WORLDS ASSESSMENT LEVEL I	Griffin	2015	6-8	9780021295395
NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL I	Griffin	2015	6-8	9780021296026
NUMBER WORLDS VOCABULARY CARDS LEVEL F-J	Griffin	2015	6-8	9780021294220
NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL I	Griffin	2015	6-8	9780021361304
NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696
NUMBER WORLDS ACTIVITY CARDS LEVEL I	Griffin	2015	6-8	9780021354979
NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL I	Griffin	2015	6-8	9780021296200
NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521

Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	NUMBER WORLDS INTERVENTION PACKAGE 6-YEAR TEACHER SUBSCRIPTION LEVEL J	Griffin	2015	6-8	9780021295647	Intervention
	NUMBER WORLDS TEACHER EDITION LEVEL J	Griffin	2015	6-8	9780021294831	
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Activity based use of manipulatives • Good teacher resources (Example- ELL) • Very high level of engagement • Variety of instructional techniques <p>Weaknesses:</p> <ul style="list-style-type: none"> • Would like to see a stronger focus on: Functions, Radicals, and Congruence and Similarity <p>*Computer component is not necessarily needed.</p> <p>Key Features: With a research-proven curriculum and extensive field testing, <i>Number Worlds</i> supports RtI and helps schools meet their academic objectives. As RtI encourages working with at-risk students early on, <i>Number Worlds</i> is the only math intervention curriculum with a built-in prevention program for grades Pre-K to 1. <i>Number Worlds</i> 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.</p>						

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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 STUDENT MATERIAL BUNDLE 1 YEAR SUBSCRIPTION LEVEL J	Griffin	2015	6-8	9780021295739		
NUMBER WORLDS STUDENT MATERIALS BUNDLE WITH ALEKS 1 YEAR SUBSCRIPTION LEVEL J	Griffin	2015	6-8	9780021454648		
NUMBER WORLDS STUDENT 1 YEAR SUBSCRIPTION 5 STUDENTS LEVEL J	Griffin	2015	6-8	9780021340200		
NUMBER WORLDS 1 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294039		
NUMBER WORLDS 6 YEAR TEACHER LICENSE LEVEL A-J	Griffin	2015	PreK-8	9780021294053		
NUMBER WORLDS ASSESSMENT LEVEL J	Griffin	2015	6-8	9780021295401		
NUMBER WORLDS MANIPULATIVES PLUS PACK LEVEL J	Griffin	2015	6-8	9780021296033		
NUMBER WORLDS VOCABULARY CARDS LEVEL F-J	Griffin	2015	6-8	9780021294220		
NUMBER WORLDS ENGLISH LEARNER SUPPORT GUIDE LEVEL J	Griffin	2015	6-8	9780021361335		
NUMBER WORLDS PLACEMENT TEST GUIDE	Griffin	2015	PreK-8	9780021338696		
NUMBER WORLDS ACTIVITY CARDS LEVEL J	Griffin	2015	6-8	9780021354986		
NUMBER WORLDS - WORKBOOK PACKAGE 25-PACK LEVEL J	Griffin	2015	6-8	9780021296217		
NUMBER WORLDS IMPLEMENTATION GUIDE	Griffin	2015	PreK-8	9780021296521		
Administrator's License, Levels A-J, 1-year subscription	Griffin	2015	PreK-8	9780021353941		
Administrator's License, Levels A-J, 6-year subscription	Griffin	2015	PreK-8	9780021353897		
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	GLENCOE MATH COURSE 1 VOLUME 1 STUDENT EDITION	Price et al	2015	6	9780076691005	Core
	GLENCOE MATH COURSE 1 VOLUME 2 STUDENT EDITION	Price et al	2015	6	9780076709304	
	Notes: This is a comprehensive program with many ancillary products. Consumable text needs more work space for student problem-solving.					
	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.					
	GLENCOE MATH COURSE 1 VOLUME 1 SPANISH STUDENT EDITION	Price et al	2015	6	9780076771165	

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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
GLENCOE MATH COURSE 1, 1 YEAR STUDENT BUNDLE WITH ALEKS	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	Price et al	2015	6	9780076709182

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	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 1 YEAR STUDENT BUNDLE W/ALEKS STANDALONE	Price et al	2015	6	9780021349593	
	GLN MATH C1 STUDENT ED W/ONL STUDENT ED 6YR SUBSC W/6YR STAND ALONE ALEKS BNDL	Price et al	2015	6	9780076758944	
	GLN MATH C1 Teacher ED W/ONL Teacher ED 6YR SUBSC W/6YR STAND ALONE ALEKS BNDL	Price et al	2015	6	9780076758951	
	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	
	GLENCOE MATH COURSE 1 ASSESSMENT MASTERS	Price et al	2015	6	9780076623273	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	GLENCOE MATH COURSE 2 VOLUME 1 STUDENT EDITION	Price et al	2015	7	9780021447893	Core
	GLENCOE MATH COURSE 2 VOLUME 2 STUDENT EDITION	Price et al	2015	7	9780021301522	
Notes: Strengths: <ul style="list-style-type: none"> • CCSS & MP clearly evident • Many teaching strategies • Many problem types • Many assessment resources • Differentiation 						

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<p>Weaknesses:</p> <ul style="list-style-type: none"> • Teacher Edition-pages very flimsy & tear out easily • Student Edition- workbook format so pages are perforated & tear out easily • Excessive amount of lessons in supporting clusters 				
<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>				
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
GLENCOE MATH C2 SE/ESE/EMBEDDED ALEKS 1 YEAR COMPLETE SPANISH STUDENT BUNDLE	Price et al	2015	7	9780076760718
GLENCOE MATH C2 SE W/ESE & EMBEDDED ALEKS 6 YEAR COMPLETE SPANISH	Price et al	2015	7	9780076723683

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	STUDENT BUNDLE				
	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
	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
	GLN MATH C2 STUDENT ED W/ONL STUDENT ED 6YR SUBSC W/6YR STAND ALONE ALEKS BNDL	Price et al	2015	7	9780076758968
	GLN MATH C2 Teacher ED W/ONL Teacher ED 6YR SUBSC W/6YR STAND ALONE ALEKS BNDL	Price et al	2015	7	9780076758975
	GLENCOE MATH COURSE 2 1 YEAR STUDENT BUNDLE W/ALEKS STANDALONE	Price et al	2015	7	9780021349616
	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

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	GLENCOE MATH COURSE 3 VOLUME 1 STUDENT EDITION	Price et al	2015	8	9780076678525	Core
	GLENCOE MATH COURSE 3 VOLUME 2 STUDENT EDITION	Price et al	2015	8	9780021454259	
	Notes: Strengths: <ul style="list-style-type: none"> • Very good vocabulary and does a great job of using and teaching the mathematical practices • Is common core aligned and the countdown to SBAC is a very nice resource • The performance tasks are a very good resource to help the students represent the material in different ways • The teacher's manual helps facilitate a mix of instructional approaches Weaknesses: <ul style="list-style-type: none"> • Many times 7th grade standards over shadow the 8th grade standards. This happens in Chapter 5 with lessons 4-6 focusing on standard deviation (which should not even be introduced yet). Also Chapter 8 is half volume and half surface area. Surface area is not a 7th grade CCSS. • The consumable workbook format may be costly • The materials state that Professional Development is a requirement (at a cost). But after reviewing the material we don't think it would be necessary. 					
	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.					
	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		

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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
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
GLN MATH C3 STUDENT ED W/ONL STUDENT ED 6YR SUBSC W/6YR STAND ALONE ALEKS BNDL	Price et al	2015	8	9780076758999

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	GLN MATH C3 Teacher ED W/ONL Teacher ED 6YR SUBSC W/6YR STAND ALONE ALEKS BNDL	Price et al	2015	8	9780076758982	
	GLENCOE MATH COURSE 3 1 YEAR STUDENT BUNDLE W/ALEKS STANDALONE	Price et al	2015	8	9780021349623	
	GLENCOE MATH COURSE 3 ALEKS EMBEDDED ADD-ON TEACHER 6 YEAR SUBSCRIPTION	Price et al	2015	8	9780076770953	
	ALEKS ADD ON 1 YEAR SUBSCRIPTION	ALEKS	2015	6-8	9780021391509	
	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	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	GLENCOE MATH ACCELERATED STUDENT EDITION	Price et al	2014	7	9780076637980	Core
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Teacher resources • Differentiated instruction • Visually appealing • Interactive Student Guide is an excellent resource as well for scaffolding student learning <p>Weaknesses:</p> <ul style="list-style-type: none"> • Paper quality of the teacher's edition (pages tear easily) • Perforation of student guide is not best because the students keep the journal (guide) throughout as a resource • Districts need to be aware that the Interactive Student Guides are consumable and need to be replaced yearly, however they are necessary. 						
<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 case bound textbooks with the Interactive Study Guide as a companion to the hardback Student Edition.</p>						
	GLENCOE MATH ACCELERATED TEACHER EDITION VOLUME 1	Price et al	2014	7	9780076644476	

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	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	Price et al	2014	7	9780076807277

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	EDITION W/EMBEDDED ALEKS 1 YEAR SUBSCRIPTION					
	6 year Glencoe Math Accelerated Student Bundle +Standalone ALEKS (1 yr print Se_6 yr ESE+ 6 year ISG + 6 yr ALEKS	Price et al	2014	7	9780076759002	
	6-year Glencoe Math Accelerated Teacher Bundle +StandAlone ALEKS (Vol1, Vol2 print + 6 year ETE+ Standalone ALEKS	Price et al	2014	7	9780076759019	
	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	
	ALEKS ADD ON 1 YEAR SUBSCRIPTION	ALEKS	2015	6-8	9780021391509	
	GLENCOE MATH ACCELERATED INTERACTIVE STUDY GUIDE SE	Price et al	2014	7	9780076644483	
	GLENCOE MATH ACCELERATED ASSESSMENT MASTERS	Price et al	2014	7	9780076644469	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	CORE PLUS COURSE 1 SE	Hirsch	2015	9-12	9780076657940	Core
	Notes: Strengths: <ul style="list-style-type: none"> • Design focuses on active learning through investigations • 4-phrase lesson cycle • Summarize the math reflection component • Strong alignment with content standards and interfacial development of practice standards Weakness: <ul style="list-style-type: none"> • Explicit support for ELL and other adaptations could be increased (this is an explicit design choice, however) 					
	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.					
	CORE PLUS COURSE 1 VOLUME A TG	Hirsch	2015	9-12	9780076657971	
CORE PLUS COURSE 1 VOLUME B TG	Hirsch	2015	9-12	9780076657988		

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	CORE PLUS COURSE 1 STUDENT BUNDLE 6 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021417582	
	CORE PLUS COURSE 1 STUDENT BUNDLE 1 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021417612	
	CORE PLUS COURSE 1 ESE ONLINE 6 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658213	
	CORE PLUS COURSE 1 ESE ONLINE 1 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658206	
	CORE PLUS COURSE 1 TEACHER BUNDLE 6 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021377619	
	CORE PLUS COURSE 1 TEACHER BUNDLE 1 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021377640	
	CORE PLUS COURSE 1 ETE ONLINE 1 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658060	
	CORE PLUS COURSE 1 ETE ONLINE 6 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658077	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	CORE PLUS COURSE 2 SE	Hirsch	2015	9-12	9780076657957	Core
	<p>Notes: The entire Core Plus program should be adopted as a whole due to the sequencing of content. It does not fully align to Appendix A, in regards to sequence of content. A district will need to decide if a sequencing change needs to occur, depending on the pathway model the district has adopted. Again, the curriculum does not follow the integrated pathway model given in Appendix A of the CCSS-M. The minimal resources available for special populations are also a deterrent for a recommended adoption. The text relies heavily on an immersion model with students receiving support through group work. The text also relies on students having strong reading skills.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • The investigative tasks are well designed • The text is cohesive • The text does a nice job of using multiple representations of mathematics to reach a variety of learners <p>Weaknesses:</p> <ul style="list-style-type: none"> • Minimal ELL and Special population support • No summative assessments were provided • Answer keys for quizzes were not available <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>					

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	CORE PLUS COURSE 2 VOLUME A TG	Hirsch	2015	9-12	9780076657995	
	CORE PLUS COURSE 2 VOLUME B TG	Hirsch	2015	9-12	9780076658008	
	CORE PLUS COURSE 2 STUDENT BUNDLE 6 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021429752	
	CORE PLUS COURSE 2 STUDENT BUNDLE 1 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021429769	
	CORE PLUS COURSE 2 ESE ONLINE 6 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658237	
	CORE PLUS COURSE 2 ESE ONLINE 1 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658220	
	CORE PLUS COURSE 2 TEACHER BUNDLE 6 YEAR SUBSCRIPTION	Hirsch	2015	9-12	9780021377657	
	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	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	CORE PLUS COURSE 3 SE	Hirsch	2015	9-12	9780076657964	Core
	<p>Notes: Overall, strengths were that this is a problem based course which deepens students understanding conceptually, the layout is clear, and the problems are interesting and engaging for students. The tools provided were appropriate for the problems they were applied to. Teacher sources were strong in support of student learning.</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>					
	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	

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	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	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	Core-Plus Mathematics Course 4: Preparation for Calculus SE	Hirsch	2015	9-12	9780076657902	Core
<p>Notes: This text is a problem-based text that lends itself to strong mathematical practices throughout the entire content. Students are expected to develop deep conceptual understandings that are built off of widely Applicable Prerequisites. The teacher's support in the annotated teacher's edition is beneficial to promote mathematical discussions. The organization of the material is easy to follow, and the flow and coherence makes this content easy to use for teachers and students. Throughout the text the students are expected to engage with other students to learn rather than just teacher directed. The online teacher materials are important but there are no hard copy materials for solutions or answers for the tests/assessments.</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>						
	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	

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	Core-Plus Mathematics Course 4: Preparation for Calculus ETE ONLINE 1 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658121	
	Core-Plus Mathematics Course 4: Preparation for Calculus ETE ONLINE 6 YR SUBSCRIPTION	Hirsch	2015	9-12	9780076658138	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	GLENCOE ALGEBRA 1 STUDENT EDITION	Glencoe	2014	9-12	9780076639236	Core
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> The TE indicates how the materials are supposed to meet the CCSS. Specific resources are cited for each lesson. The SE has many exercises designed to improve or enhance students' procedural skills. <p>Weaknesses:</p> <ul style="list-style-type: none"> The assignments are unbalanced, with way too much emphasis on procedure and very little emphasis on application or engaging problems. Quality of material used in textbook construction does not lend itself to durability. In the short time of the review process, binding on text began to separate. Review copy was missing numerous pages in the student edition. While attempts have been made to make this text "Common Core", it appears to mostly be a traditional algebra textbook with CCSS labels. 						
<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>						
	GLENCOE ALGEBRA 1 TEACHER EDITION	Glencoe	2014	9-12	9780076639243	
	GLENCOE ALGEBRA 1 6-YEAR	Glencoe	2014	9-12	9780076639694	

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	STUDENT BUNDLE				
	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 YEAR BUNDLE	Glencoe	2014	9-12	9780076693160
	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
	ALGEBRA 1 STUDENT EDITION W/ONLINE STUDENT EDITION 6YR SUBSC W/6 YR ALEKS BUNDLE	Glencoe	2014	9-12	9780021393459
	ALGEBRA 1 SE W/ 6YR OSE W/ALEKS 1YR W/UNLIMITED GEOMETER'S SKETCHPAD LICENSE	Glencoe	2014	9-12	9780021411719
	ALGEBRA 1 STUDENT EDITION W/ONLINE STUDENT EDITION W/ALEKS 1 YEAR BUNDLE PACKAGE	Glencoe	2014	9-12	9780021391547
	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 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

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	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 ALGEBRA 1 TE + GEOMETERS SKETCHPAD 6 YEAR TEACHER BUNDLE	Carter et al	2014	9-12	9780021436057	
	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 TAE	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	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	GLENCOE ALGEBRA 2 STUDENT EDITION	Glencoe	2014	9-12	9780076639908	Other
	Notes: Strengths: Teacher's Edition is very well-organized with chapter outlines and lesson outlines included. Numerous opportunities for students to practice procedural fluency. Materials include a separate chapter resource book with additional problems, although these aren't very visually appealing. Weaknesses: Student exercises clearly focus on procedural fluency with not much effort to include					

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<p>conceptual understanding. Students exercise sets are very long and many teachers may skip the problems that would best emphasize the shifts and major features of the Core Standards. This text addresses all the content standards for Algebra 2. It does not meet the standards for mathematical practices and would not promote strong conceptual understanding.</p>				
<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>				
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

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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
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

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	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	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	GLENCOE GEOMETRY STUDENT EDITION	Glencoe	2014	9-12	9780076639298	Core
	<p>Notes:</p> <ul style="list-style-type: none"> This program provides great opportunity for scaffolding learning for all populations. The program is traditional and does not include task based learning and has minimal cooperative learning opportunities (in labs only). There is not any errors analysis type of problems. No list of postulates/theorems. The title page for the “Student Handbook” is in the back of the book. The front of the book would be a better place. The book has lots of resources for all types of learners. In the teacher’s edition, the answers for all the additional problems are at the end of each unit instead of at the end of the book. The book is straight traditional learning with lots of support. There is not a lot of opportunity for cooperative learning. No task based learning either. 					
	<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.</p>					

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	<p>In the Student Edition, Get Ready for the Chapter provides both a diagnostic quiz and a review of related concepts that were previously studied.</p> <p>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>				
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	
GLENCOE GEOMETRY STUDENT EDITION WITH EMBEDDED ALEKS 6 YEAR BUNDLE	Glencoe	2014	9-12	9780076731770	
GLENCOE GEOMETRY STUDENT 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	

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	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	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
McGraw-Hill School Education	GLENCOE PRECALCULUS STUDENT EDITION	Carter et al	2014	9-12	9780076641833	Core
	Notes: Strengths: <ul style="list-style-type: none"> • Lots of procedural and applied problems. • The text is very well organized and easy to navigate. 					

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	<ul style="list-style-type: none"> • Teacher edition contains lots of helpful resources. • Students using this text would be prepared for a calculus course. • Online resources (eSolution guide and text materials) are helpful. <p>Weaknesses:</p> <ul style="list-style-type: none"> • Mathematical practice standards are not addressed in either the student or teacher editions. • There are not problems that give students the opportunity to learn new mathematics through solving the problems. 																																									
	<p>Key Features: Balanced instruction throughout the Glencoe High School Mathematics Series, including Algebra 1, Geometry, Algebra 2, and Glencoe 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 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> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 35%;">GLENCOE PRECALCULUS TEACHER EDITION</td> <td style="width: 15%;">Carter et al</td> <td style="width: 10%;">2014</td> <td style="width: 10%;">9-12</td> <td style="width: 30%;">9780076642038</td> </tr> <tr> <td>GLENCOE PRECALCULUS 6 YEAR STUDENT BUNDLE PKG</td> <td>Carter et al</td> <td>2014</td> <td>9-12</td> <td>9780076644131</td> </tr> <tr> <td>GLENCOE PRECALCULUS ESTUDENTEDITION 1 YR SUBSCRIPTION BUNDLE PKG</td> <td>Carter et al</td> <td>2014</td> <td>9-12</td> <td>9780076644148</td> </tr> <tr> <td>GLENCOE PRECALCULUS STUDENT EDITION WITH EMBEDDED ALEKS 6 YEAR BUNDLE</td> <td>Carter et al</td> <td>2014</td> <td>9-12</td> <td>9780076744770</td> </tr> <tr> <td>GLENCOE PRECALCULUS STUDENT EDITION WITH EMBEDDED ALEKS 1 YEAR BUNDLE</td> <td>Carter et al</td> <td>2014</td> <td>9-12</td> <td>9780076693641</td> </tr> <tr> <td>GLENCOE PRECALCULUS STUDENT EDITION W/6 YEAR ONLINE STUDENT EDITION W/ALEKS 6 YEAR PKG</td> <td>Carter et al</td> <td>2014</td> <td>9-12</td> <td>9780021350858</td> </tr> <tr> <td>GLENCOE PRECALCULUS SE W/ 6YR OSE W/ALEKS 1YR W/UNLIMITED GEOMETER'S SKETCHPAD LICENSE</td> <td>Carter et al</td> <td>2014</td> <td>9-12</td> <td>9780021408948</td> </tr> <tr> <td>GLENCOE PRECALCULUS STUDENT EDITION W/ONLINE STUDENT EDITION W/ALEKS 1 YEAR BNDL PACKAGE</td> <td>Carter et al</td> <td>2014</td> <td>9-12</td> <td>9780021435456</td> </tr> </table>	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 ESTUDENTEDITION 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	
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	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 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
	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

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
ORIGO Education, Inc.	ORIGO STEPPING STONES CORE MATHEMATICS PROGRAM	J. Burnett R. Irons	2012	K	9781921959790	Core
Notes: Professional Development is a must! ORIGO Stepping Stones for kindergarten was designed and can be used as a CORE mathematics program. It covers all of the CCSS for kindergarten with the use of 12 modules and 6 lessons embedded in each module. The use of all 8 mathematical practices is apparent throughout the entirety of this program. The format and progression of each module and lesson is appropriate for early learners to begin building a foundation of these math concepts. The extra support given for both teachers and learners is very useful.						
Key Features: Stepping Stones is an innovative digital program that: <ul style="list-style-type: none"> • Fosters students' thinking and reasoning skills. • Delivers multiple ways to differentiate classroom instruction. • Provides a valuable source of professional learning for the teacher. • Presents methods to assess deep understanding and skills. • Is rich in online and print resources that engage all students. • Offers a cost-effective solution to core math implementation. • Assists in the recommended shift to digital instructional materials. • Delivers all content across all grade levels for each teacher. 						
	ORIGO Big Books - English		2012		9781922246110	
	ORIGO Big Books - Spanish		2014		9781925168006	
	ORIGO Big Book Tunes		2012		9781922246141	
	Stepping Into Financial Literacy		2014		9781925168372	
	The Number Case	J. Burnett C. Irons R. Irons	2013		9781921959370	
	Student Journal - English	J. Burnett R. Irons	2015		9781921959202	
	Practice Book - English	J. Burnett R. Irons	2015		9781921959264	
	Student Journal - Spanish	J. Burnett R. Irons	2014		9781922246400	
	Practice Book - Spanish	J. Burnett R. Irons	2014		9781922246462	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
ORIGO Education, Inc.	ORIGO STEPPING STONES CORE MATHEMATICS PROGRAM	J. Burnett C. Irons	2012	1	9781921959790	Core
Notes: Professional Development is a must!						
Key Features: Stepping Stones is an innovative digital program that: <ul style="list-style-type: none"> • Fosters students' thinking and reasoning skills. • Delivers multiple ways to differentiate classroom instruction. • Provides a valuable source of professional learning for the teacher. • Presents methods to assess deep understanding and skills. • Is rich in online and print resources that engage all students. • Offers a cost-effective solution to core math implementation. • Assists in the recommended shift to digital instructional materials. • Delivers all content across all grade levels for each teacher. 						
	ORIGO Big Books		2012		9781922246127	

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	ORIGO Big Books - Spanish		2014		9781925168013	
	ORIGO Big Book Tunes		2012		9781922246141	
	Stepping Into Financial Literacy		2014		9781925168372	
	ORIGO STaRT	K. Norris J. Hartnett	2014		9781925168235	
	ORIGO Step It Up!		2015		9781925168235	
	The Number Case	J. Burnett C. Irons R. Irons	2013		9781921959387	
	Student Journal - English	J. Burnett C. Irons	2015		9781921959219	
	Practice Book - English	J. Burnett C. Irons	2015		9781921959325	
	Student Journal - Spanish	J. Burnett C. Irons	2014		9781922246417	
	Practice Book - Spanish	J. Burnett C. Irons	2014		9781922246479	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
ORIGO Education, Inc.	ORIGO STEPPING STONES CORE MATHEMATICS PROGRAM	J. Burnett C. Irons	2012	2	9781921959790	Core
	Notes: Professional development is a must for Stepping Stones! The publisher says that professional development/training is required. With an adoption teachers receive a 3 hour implementation session. Publisher recommends a follow up 3 hour session.					
	Key Features: Stepping Stones is an innovative digital program that: <ul style="list-style-type: none"> • Fosters students' thinking and reasoning skills. • Delivers multiple ways to differentiate classroom instruction. • Provides a valuable source of professional learning for the teacher. • Presents methods to assess deep understanding and skills. • Is rich in online and print resources that engage all students. • Offers a cost-effective solution to core math implementation. • Assists in the recommended shift to digital instructional materials. • Delivers all content across all grade levels for each teacher. 					
	ORIGO Big Books		2012		9787922246134	
	ORIGO Big Books - Spanish		2014		9781925168020	
	ORIGO Big Book Tunes		2012		9781922246141	
	Stepping Into Financial Literacy		2014		9781925168372	
	ORIGO STaRT	K. Norris J. Hartnett	2014		9781925168235	
	ORIGO Step It Up!		2015		9781925168235	
	The Number Case	J. Burnett C. Irons R. Irons	2013		9781921959394	
	Student Journal - English	J. Burnett C. Irons	2015		9781921959226	
	Practice Book - English	J. Burnett C. Irons	2015		9781921959325	
	Student Journal - Spanish	J. Burnett C. Irons	2014		9781922246424	
	Practice Book - Spanish	J. Burnett C. Irons	2014		9781922246523	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
ORIGO Education, Inc.	ORIGO STEPPING STONES CORE MATHEMATICS	J. Burnett C. Irons	2012	3	9781921959790	Core

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	PROGRAM					
	Notes: ORIGO Stepping Stones meets the IMET criteria. However, the components are very difficult and time consuming to find and difficult to navigate through. Multiple tabs had to be open in order to find the needed information. Navigation could be difficult for students and families to use.					
	Key Features: Stepping Stones is an innovative digital program that: <ul style="list-style-type: none"> • Fosters students' thinking and reasoning skills. • Delivers multiple ways to differentiate classroom instruction. • Provides a valuable source of professional learning for the teacher. • Presents methods to assess deep understanding and skills. • Is rich in online and print resources that engage all students. • Offers a cost-effective solution to core math implementation. • Assists in the recommended shift to digital instructional materials. • Delivers all content across all grade levels for each teacher. 					
	Stepping Into Financial Literacy		2014		9781925168372	
	ORIGO STaRT	K. Norris J. Hartnett	2014		9781925168235	
	ORIGO Step It Up!		2015		9781925168235	
	ORIGO Gauge		2015		9781925168242	
	The Number Case	J. Burnett C. Irons R. Irons	2013		9781921959400	
	Student Journal - English	J. Burnett C. Irons	2015		9781921959233	
	Practice Book - English	J. Burnett C. Irons	2015		9781921959349	
	Student Journal - Spanish	J. Burnett C. Irons	2014		9781922246431	
	Practice Book - Spanish	J. Burnett C. Irons	2014		9781922246530	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
ORIGO Education, Inc.	ORIGO STEPPING STONES CORE MATHEMATICS PROGRAM	J. Burnett C. Irons	2012	4	9781921959790	Core
	Notes: Professional Development is a must! This program meets the IMET evaluation but was confusing and time consuming to navigate.					
	Key Features: Stepping Stones is an innovative digital program that: <ul style="list-style-type: none"> • Fosters students' thinking and reasoning skills. • Delivers multiple ways to differentiate classroom instruction. • Provides a valuable source of professional learning for the teacher. • Presents methods to assess deep understanding and skills. • Is rich in online and print resources that engage all students. • Offers a cost-effective solution to core math implementation. • Assists in the recommended shift to digital instructional materials. • Delivers all content across all grade levels for each teacher. 					
	Stepping Into Financial Literacy		2014		9781925168372	
	ORIGO STaRT	K. Norris J. Hartnett	2014		9781925168235	
	ORIGO Step It Up!		2015		9781925168235	
	ORIGO Gauge		2015		9781925168242	
	The Number Case	J. Burnett C. Irons R. Irons	2013		9781921959417	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	Student Journal - English	J. Burnett C. Irons	2015		9781921959240	
	Practice Book - English	J. Burnett C. Irons	2015		9781921959356	
	Student Journal - Spanish	J. Burnett C. Irons	2014		9781922246448	
	Practice Book - Spanish	J. Burnett C. Irons	2014		9781922246547	
ORIGO Education, Inc.	ORIGO STEPPING STONES CORE MATHEMATICS PROGRAM	J. Burnett C. Irons	2012	5	9781921959790	Core
<p>Notes: It might be difficult for teachers to realize the full breadth and depth of these materials without professional development/training.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Layout of online teacher materials, once familiar with navigation. • Login-the program opens to the page you were viewing when last closing the program. • Geometry is interspersed throughout the modules. • All teachers receive the mathematical content of all grade levels. This is especially helpful for interventions (both remedial and extending). • Teacher materials include a means for viewing the sequence of lessons across grade levels that develop the concepts and skills for that lesson. <p>Weaknesses:</p> <ul style="list-style-type: none"> • The program uses everyday items in lessons/investigation, such as boxes or scales as well as specific items such as pattern blocks. There seems to be no master list of resources needed for the entire program. • Practice exercises, pre-tests, and summative assessments are not limited to the content of the associated module. It is not clear when any given concept or skill is expected to be mastered or when/where practice for any given skill will be presented. • Modules seem to be organized by the constraint of 12 lessons, rather than topics that are related. • Binding on the workbook fell apart with the second opening. 						
<p>Key Features: Stepping Stones is an innovative digital program that:</p> <ul style="list-style-type: none"> • Fosters students' thinking and reasoning skills. • Delivers multiple ways to differentiate classroom instruction. • Provides a valuable source of professional learning for the teacher. • Presents methods to assess deep understanding and skills. • Is rich in online and print resources that engage all students. • Offers a cost-effective solution to core math implementation. • Assists in the recommended shift to digital instructional materials. • Delivers all content across all grade levels for each teacher. 						
	Stepping Into Financial Literacy		2014		9781925168372	
	ORIGO STaRT	K. Norris J. Hartnett	2014		9781925168235	
	ORIGO Step It Up!		2015		9781925168235	

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	ORIGO Gauge		2015		9781925168242	
	The Number Case	J. Burnett C. Irons R. Irons	2013		9781921959424	
	Student Journal - English	J. Burnett C. Irons	2015		9781921959257	
	Practice Book - English	J. Burnett C. Irons	2015		9781921959363	
	Student Journal - Spanish	J. Burnett C. Irons	2014		9781922246455	
	Practice Book - Spanish	J. Burnett C. Irons	2014		9781922246554	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education, Inc.	enVisionMATH 2.0 COMMON CORE					Core
	enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	K	9780328847587	
	Notes: enVisions Math 2.0 is easy to navigate and use as a teacher. There is a technology component built into each lesson.					
	Key Features: enVisionmath2.0 is organized to focus on the Common Core Clusters; aligns to the next generation assessment content emphasizes 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. enVisionmath2.0 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. enVisionmath2.0 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. enVisionmath2.0 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.					
	COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	K	9780328848355	
	COMMON CORE TEACHER EDITION PACKAGE	R. I. Charles, et al	2016	K	9780328827978	
	COMMON CORE TEACHER RESOURCE MASTERS BOOKS PACKAGE	R. I. Charles, et al	2016	K	9780328827695	
	COMMON CORE EXAMVIEW CD-ROM	R. I. Charles, et al	2016	K	9780328850280	
COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	K	9780328833757		
COMMON CORE QUICK & EASY CENTER KIT FOR DIFFERENTIATED INSTRUCTION	R. I. Charles, et al	2016	K	9780328849291		

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	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	K	9780328850211	
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	K	9780328837052	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	K-3	9780328862191	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	K	9780328797516	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	K	9780328790425	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
Pearson Education, Inc.	enVisionMATH 2.0 COMMON CORE					Core
	enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	1	9780328847594	
	Notes: This program addresses all standards and mathematical practices in an easy to use form. This program includes connections to science, technology, art, and language arts.					
	Key Features: enVisionmath2.0 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. enVisionmath2.0 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. enVisionmath2.0 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. enVisionmath2.0 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.					
	COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	1	9780328848362	
	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 EXAMVIEW CD-ROM	R. I. Charles, et al	2016	1	9780328850297	
	COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	1	9780328833764	
	COMMON CORE QUICK & EASY CENTER KIT FOR DIFFERENTIATED INSTRUCTION	R. I. Charles, et al	2016	1	9780328849307	

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	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	1	9780328850228	
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	1	9780328837069	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	K-3	9780328862191	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	1	9780328797523	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	1	9780328790432	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
Pearson Education, Inc.	enVisionMATH 2.0 COMMON CORE					Core
	enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	2	9780328847600	
	<p>Notes: This curriculum is very clearly aligned with the Common Core Content Standards as well as the Mathematical Practice Standards. There is a clear scope and sequence within the grade level, as well as throughout the K-6 program. It is well organized with a variety of materials (hands on manipulatives, posters, reading mats, etc.). The online component is flexible for teachers to be able to rearrange and omit lessons when appropriate. All activities and lessons keep differentiation and learner needs in perspective. The lesson structure is consistent throughout K-6. This is a strength and a weakness. Teachers and students may feel the lessons are monotonous, and engagement may decline as students see the same structure daily for years. Teachers must be given autonomy to be able to supplement and change the daily lesson structure when needed. There are many different resources, and teachers would benefit from a professional development by the publisher to become familiar with all components available.</p>					
	<p>Key Features: enVisionmath2.0 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. enVisionmath2.0 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. enVisionmath2.0 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. enVisionmath2.0 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.</p>					
	COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	2	9780328848379	
	COMMON CORE TEACHER EDITION PACKAGE	R. I. Charles, et al	2016	2	9780328827992	
	COMMON CORE TEACHER RESOURCE MASTERS	R. I. Charles, et al	2016	2	9780328827718	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	DOMAIN BOOKS PACKAGE					
	COMMON CORE EXAMVIEW CD-ROM	R. I. Charles, et al	2016	2	9780328850303	
	COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	2	9780328836338	
	COMMON CORE QUICK & EASY CENTER KIT FOR DIFFERENTIATED INSTRUCTION	R. I. Charles, et al	2016	2	9780328849314	
	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	2	9780328850235	
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	2	9780328837076	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	K-3	9780328862191	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	2	9780328797530	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	2	9780328790449	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
Pearson Education, Inc.	enVisionMATH 2.0 COMMON CORE					Core
	enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	3	9780328847617	
	Notes: Materials are very comprehensive. The structure is easy to follow, but may be seen as a bit overwhelming. The repetitive nature may become monotonous for teachers and students, and will require teacher creativity to ensure continued student engagement.					
	Key Features: enVisionmath2.0 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. enVisionmath2.0 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. enVisionmath2.0 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. enVisionmath2.0 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.					
	COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	3	9780328848386	
	COMMON CORE TEACHER EDITION PACKAGE	R. I. Charles, et al	2016	3	9780328828005	

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	COMMON CORE TEACHER RESOURCE MASTERS DOMAIN BOOKS PACKAGE	R. I. Charles, et al	2016	3	9780328827725	
	COMMON CORE EXAMVIEW CD-ROM	R. I. Charles, et al	2016	3	9780328850310	
	COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	3	9780328836345	
	COMMON CORE QUICK & EASY CENTER KIT FOR DIFFERENTIATED INSTRUCTION	R. I. Charles, et al	2016	3	9780328849321	
	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	3	9780328850242	
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	3	9780328837083	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	K-3	9780328862191	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	3	9780328797547	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	3	9780328790456	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education, Inc.	enVisionMATH 2.0 COMMON CORE					Core
	enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	4	9780328847624	
	Notes: Strengths: <ul style="list-style-type: none"> • Alignments of standards • Teaching and implementing of MP • Ease of use due to organization of materials • Progression of development of topics • Problem solving • Presentation in SE is kid friendly • ELL-beg, inter, advanced good • Online PD for parents-explains, give homework • Background knowledge for teachers is well done • Parent connection on each homework • "Wheel"-color coding Weakness: <ul style="list-style-type: none"> • Maybe more activities built into lessons Key Features:					

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<p>enVisionmath2.0 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.</p> <p>enVisionmath2.0 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.</p> <p>enVisionmath2.0 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.</p> <p>enVisionmath2.0 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.</p>						
	COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	4	9780328848393	
	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 EXAMVIEW CD-ROM	R. I. Charles, et al	2016	4	9780328850327	
	COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	4	9780328836352	
	COMMON CORE QUICK & EASY CENTER KIT FOR DIFFERENTIATED INSTRUCTION	R. I. Charles, et al	2016	4	9780328849338	
	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	4	9780328850259	
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	4	9780328837090	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	4-6	9780328862207	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	4	9780328797554	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	4	9780328790463	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education, Inc.	enVisionMATH 2.0 COMMON CORE					Core
	enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	5	9780328847631	
	Notes: Strengths: <ul style="list-style-type: none"> Alignments of standards 					

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	<ul style="list-style-type: none"> • Teaching and implementing of MP • Ease of use due to organization of materials • Progression of development of topics • Problem solving • Presentation in SE is kid friendly • ELL-beg, inter, advanced good • Online PD for parents-explains, give homework • Background knowledge for teachers is well done • Parent connection on each homework • “Wheel”-color coding <p>Weakness:</p> <ul style="list-style-type: none"> • Maybe more activities built into lessons-movement is lacking 																															
	<p>Key Features: enVisionmath2.0 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. enVisionmath2.0 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. enVisionmath2.0 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. enVisionmath2.0 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.</p>																															
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE</td> <td style="width: 20%;">R. I. Charles, et al</td> <td style="width: 10%;">2016</td> <td style="width: 10%;">5</td> <td style="width: 30%;">9780328848409</td> </tr> <tr> <td>COMMON CORE TEACHER EDITION PACKAGE</td> <td>R. I. Charles, et al</td> <td>2016</td> <td>5</td> <td>9780328828029</td> </tr> <tr> <td>COMMON CORE TEACHER RESOURCE MASTERS DOMAIN BOOKS PACKAGE</td> <td>R. I. Charles, et al</td> <td>2016</td> <td>5</td> <td>9780328827749</td> </tr> <tr> <td>COMMON CORE EXAMVIEW CD-ROM</td> <td>R. I. Charles, et al</td> <td>2016</td> <td>5</td> <td>9780328850334</td> </tr> <tr> <td>COMMON CORE MATHEMATICAL PRACTICE POSTERS SET</td> <td>R. I. Charles, et al</td> <td>2016</td> <td>5</td> <td>9780328836369</td> </tr> <tr> <td>COMMON CORE QUICK & EASY CENTER KIT FOR DIFFERENTIATED INSTRUCTION</td> <td>R. I. Charles, et al</td> <td>2016</td> <td>5</td> <td>9780328849345</td> </tr> </table>	COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	5	9780328848409	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 EXAMVIEW CD-ROM	R. I. Charles, et al	2016	5	9780328850334	COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	5	9780328836369	COMMON CORE QUICK & EASY CENTER KIT FOR DIFFERENTIATED INSTRUCTION	R. I. Charles, et al	2016	5	9780328849345	
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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Education, Inc.	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	5	9780328850266	Core
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	5	9780328837106	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	4-6	9780328862207	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	5	9780328797561	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	5-6	9780328790470	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
	enVisionMATH 2.0 COMMON CORE					
enVisionMATH - COMMON CORE STUDENT EDITION 5-YEAR SUBSCRIPTION + DIGITAL COURSEWARE 5-YEAR LICENSE		R. I. Charles, et al	2016	6	9780328847648	
Notes:						
<p>Key Features:</p> <p>enVisionmath2.0 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.</p> <p>enVisionmath2.0 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.</p> <p>enVisionmath2.0 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.</p> <p>enVisionmath2.0 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.</p>						
Pearson Education, Inc.	COMMON CORE DIGITAL COURSEWARE 5-YEAR LICENSE	R. I. Charles, et al	2016	6	9780328848416	Core
	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	
	COMMON CORE EXAMVIEW CD-ROM	R. I. Charles, et al	2016	6	9780328850341	
	COMMON CORE MATHEMATICAL PRACTICE POSTERS SET	R. I. Charles, et al	2016	6	9780328836376	
	COMMON CORE QUICK & EASY CENTER KIT FOR	R. I. Charles, et al	2016	6	9780328849352	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
	DIFFERENTIATED INSTRUCTION					
	COMMON CORE TEACHER EDITION ETEXT DVD-ROM	R. I. Charles, et al	2016	6	9780328850273	
	COMMON CORE TODAY'S CHALLENGE TEACHER GUIDE	R. I. Charles, et al	2016	6	9780328837113	
	COMMON CORE MATH DIAGNOSIS & INTERVENTION SYSTEM	R. I. Charles, et al	2016	4-6	9780328862207	
	BASIC CLASSROOM MANIPULATIVE KIT	R. I. Charles, et al	2015	6	9780328848263	
	INDIVIDUAL STUDENT MANIPULATIVE KIT	R. I. Charles, et al	2015	5-6	9780328790470	
	COMMON CORE ENGLISH LANGUAGE LEARNERS TOOLKIT	R. I. Charles, et al	2016	K-6	9780328848171	
Pearson Prentice Hall	PEARSON DIGITS, GRADE 6 STUDENT PACKAGE (PRINT AND DIGITAL) CONTAINS: STUDENT LOGIN (DIFFERENTIATED HOMEWORK, PERSONAL STUDY PLAN, CLASS LESSONS, AUTOMATIC SOFTWARE UPDATE, DIGITAL CONTENT UPDATES); WRITE-IN STUDENT COMPANION, 5-YEAR ACCESS	Fennell et. al	2015	6	9780133314601	Core
<p>Notes: Primarily and Internet-based online instruction. Must have (minimally) a computer and projector/Smartboard.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Highly engaging • Technology integration • Differentiation • Access to ELL support <p>Weakness:</p> <ul style="list-style-type: none"> • No explicit instruction for group/peer work <p>Hard copies of HW available for students without online access.</p>						
<p>Key Features:</p> <ul style="list-style-type: none"> • digits 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, digits 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 digits, 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' 						

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	<p>needs during class.</p> <ul style="list-style-type: none"> • <u>Personalize for the Student</u>: Today's students are natives in the digital world. digits 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 digits 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 digits author team is comprised of Pearson enVisionMATH™ authors as well as a cadre of noted advisors. 					
	Pearson Digits, Grade 6 Student Package (Digital Only), Contains items above; does not include the write-in student companion; 5-year access	Fennell et. al	2015	6	9780133316599	
	Pearson Digits, Grade 6 Student Package, Homework Helper (2 volumes, includes ACTIVE-book)	Fennell et. al	2015	6	9780133282917	
	Pearson Digits, Grade 6, Teacher Package	Fennell et. al	2015	6	9780133315783	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	<p>PEARSON DIGITS, GRADE 7 STUDENT PACKAGE (PRINT AND DIGITAL), CONTAINS: STUDENT LOGIN (DIFFERENTIATED HOMEWORK, PERSONAL STUDY PLAN, CLASS LESSONS, AUTOMATIC SOFTWARE UPDATES, DIGITAL CONTENT UPDATES); WRITE-IN STUDENT COMPANION, (ANNUAL PRINTED CONTENT UPDATES); 5-YEAR ACCESS</p> <p>Notes: This is an online curriculum. A computer and projector are needed/essential.</p> <p>Student online access is not required, but is very vital in utilizing the curriculum to its fullest potential. Strengths: Very engaging curriculum for middle school age because it is an online based curriculum containing animations, interactive tools, and videos. Differentiation is made easy with online tools and testing.</p> <p>Key Features:</p> <ul style="list-style-type: none"> • digits 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, digits 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 digits, 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' 	Fennell et. al	2015	7	9780133314618	Core

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	<p>needs during class.</p> <ul style="list-style-type: none"> • <u>Personalize for the Student</u>: Today's students are natives in the digital world. digits 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 digits way is highly-visual, fun, and engaging. <p><u>Trusted Authorship</u>: Representing a diverse background and many areas of expertise such as visual learning, technology, intervention and ELL, the digits author team is comprised of Pearson enVisionMATH™ authors as well as a cadre of noted advisors.</p>					
	Pearson Digits, Grade 7 Student Package (Digital Only), Contains items above; does not include the write-in student companion; 5-year access	Fennell et. al	2015	7	9780133316605	
	Pearson Digits, Grade 7 Student Package, Homework Helper (2 volumes, includes ACTIVE-book)	Fennell et. al	2015	7	9780133282900	
	Pearson Digits, Grade 7 Teacher Package	Fennell et. al	2015	7	9780133315806	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	PEARSON DIGITS, GRADE 7 ACCELERATED STUDENT PACKAGE (PRINT + DIGITAL) CONTAINS: STUDENT LOGIN (DIFFERENTIATED HOMEWORK, PERSONAL STUDY PLAN, CLASS LESSONS, AUTOMATIC SOFTWARE UPDATES, DIGITAL CONTECNT UPDATES); WRITE-IN STUDENT COMPANION (ANNUAL PRINTED CONTENT UPDATES), 5-YEAR ACCESS	Fennell et. al	2015	7	9780133314717	Core
Notes: Strengths: <ul style="list-style-type: none"> • The major works of both 7th and 8th grade are the entire focus and framework of the accelerated text • Students have an interactive way of engaging in the standards that could work very well for visual learners. The strong visual design of the program supports those types of learners. • The program has multiple digital manipulatives for students to use Weaknesses: <ul style="list-style-type: none"> • If the Ebook isn't available, the teacher's manual isn't enough to be successful with the program. All assessments, objectives for the lesson, and overview of the lesson are on Ebook only. 						
Key Features: <ul style="list-style-type: none"> • digits 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, digits provides prevention and enrichment paths along with individualized study plans, reporting, and auto-scored homework that saves time usually lost to administrative tasks. 						

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	<ul style="list-style-type: none"> • <u>Optimize Effective Time on Task:</u> With digits, 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. digits 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 digits way is highly-visual, fun, and engaging. <p><u>Trusted Authorship:</u> Representing a diverse background and many areas of expertise such as visual learning, technology, intervention and ELL, the digits author team is comprised of Pearson enVisionMATH™ authors as well as a cadre of noted advisors.</p> <table border="1" data-bbox="297 617 1321 888"> <tr> <td data-bbox="297 617 646 764">Pearson Digits, Grade 7 Accelerated Student Package (Digital Only), Contains items above; does not include the write-in student companion; 5-year access</td> <td data-bbox="646 617 837 764">Fennell et. al</td> <td data-bbox="837 617 976 764">2015</td> <td data-bbox="976 617 1066 764">7</td> <td data-bbox="1066 617 1321 764">9780133316629</td> </tr> <tr> <td data-bbox="297 764 646 837">Pearson Digits, Grade 7 Accelerated Student Package, Homework Helper (2 volumes)</td> <td data-bbox="646 764 837 837">Fennell et. al</td> <td data-bbox="837 764 976 837">2015</td> <td data-bbox="976 764 1066 837">7</td> <td data-bbox="1066 764 1321 837">9780133318258</td> </tr> <tr> <td data-bbox="297 837 646 888">Pearson Digits, Grade 7 Accelerated Teacher Package</td> <td data-bbox="646 837 837 888">Fennell et. al</td> <td data-bbox="837 837 976 888">2015</td> <td data-bbox="976 837 1066 888">7</td> <td data-bbox="1066 837 1321 888">9780133315813</td> </tr> </table>					Pearson Digits, Grade 7 Accelerated Student Package (Digital Only), Contains items above; does not include the write-in student companion; 5-year access	Fennell et. al	2015	7	9780133316629	Pearson Digits, Grade 7 Accelerated Student Package, Homework Helper (2 volumes)	Fennell et. al	2015	7	9780133318258	Pearson Digits, Grade 7 Accelerated Teacher Package	Fennell et. al	2015	7	9780133315813	
Pearson Digits, Grade 7 Accelerated Student Package (Digital Only), Contains items above; does not include the write-in student companion; 5-year access	Fennell et. al	2015	7	9780133316629																	
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Pearson Digits, Grade 7 Accelerated Teacher Package	Fennell et. al	2015	7	9780133315813																	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation															
Pearson Prentice Hall	PEARSON DIGITS, GRADE 8 STUDENT PACKAGE (PRINT + DIGITAL) CONTAINS: STUDENT LOGIN (DIFFERENTIATED HOMEWORK, PERSONAL STUDY PLAN, CLASS LESSONS, AUTOMATIC SOFTWARE UPDATES, DIGITAL CONTENT UPDATES); WRITE-IN STUDENT COMPANION (ANNUAL PRINTED CONTENT UPDATES), 5-YEAR ACCESS	Fennell et. al	2015	8	9780133314632	Core															
<p>Notes: Strengths: Digits is an online program for 8th grade math. The program includes the CCSSM Standards for 8th grade mathematics and includes work on the domains and clusters for the major work of the grade. The online work is engaging and interactive and includes opportunities for students to progress in their learning. The teacher's online guide provides information for differentiation, ELL learners and middle to low level learners. Weakness: The digits program is designed to be an online learning program; students need to have computer access to be successful in the program. The program has few connections between domains, the clusters have a few connections, so is missing key connections between domains. Digits is to be an online program so could be frustrating for students that have low computer skills.</p>																					
<p>Key Features:</p> <ul style="list-style-type: none"> • digits 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, digits provides prevention and enrichment paths along with individualized study plans, reporting, and auto-scored homework that saves time 																					

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	<p>usually lost to administrative tasks.</p> <ul style="list-style-type: none"> • <u>Optimize Effective Time on Task:</u> With digits, 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. digits 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 digits way is highly-visual, fun, and engaging. <p><u>Trusted Authorship:</u> Representing a diverse background and many areas of expertise such as visual learning, technology, intervention and ELL, the digits author team is comprised of Pearson enVisionMATH™ authors as well as a cadre of noted advisors.</p>					
	Pearson Digits, Grade 8 Student Package (Digital Only), Contains items above, does not include the write-in student companion; 5-year access	Fennell et. al	2015	8	9780133316636	
	Pearson Digits, Grade 8 Student Package, Homework Helper (2 volumes, includes ACTIVE-book)	Fennell et. al	2015	8	9780133283006	
	Pearson Digits, Grade 8 Teacher Package	Fennell et. al	2015	8	9780133315820	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	PEARSON CONNECTED MATHEMATICS 3™, GRADE 6 STUDENT PRINT + DIGITAL BUNDLES, STUDENT BUNDLE CONTAINS THE FOLLOWING UNITS IN BOTH PRINT + DIGITAL 5-YEAR FORMATS, PRIME TIME: FACTORS AND MULTIPLES, COMPARING BITS AND PIECES: RATIOS, RATIONAL NUMBER AND EQUIVALENCE, LET'S BE RATIONAL: UNDERSTANDING FRACTIONAL OPERATIONS, COVERING AND SURROUNDING: TWO DIMENSIONAL MEASUREMENT, DECIMAL OPERATION: COMPUTING WITH DECIMALS AND PERCENTS. VARIABLES AND PATTERNS, DATA ABOUT US: STATISTICS AND DATA ANALYSIS	Lappan et. al	2014	6	9780133296747	Core
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • High level of engagement for students • Tests focus on open ended questions leading to higher conceptual understanding • ACE problems provide a variety of opportunities to meet the needs of diverse students • ELL supports throughout (Spanish versions available) 					

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	<ul style="list-style-type: none"> • Very teacher friendly: written in a way to guide teachers through teaching process • Activity based and discovery learning • Good vertical alignment connections across mathematical domains • A high degree of cultural diversity in the images, names, and mathematical situations presented in the materials • Different levels of student ability are addressed and considered to ensure access for all • The materials include extensive background in ensuring success with implementation including building and strengthening teacher’s mathematical background, physical classroom set up, classroom culture, and even how to work with substitutes (guest teachers) 																					
	<p>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.</p> <p>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 the 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.</p> <p>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.</p>																					
	<table border="1"> <tr> <td data-bbox="297 1224 649 1297">Pearson Connected Mathematics 3™, Grade 6 Student Digital Bundle</td> <td data-bbox="649 1224 841 1297">Lappan et. al</td> <td data-bbox="841 1224 976 1297">2014</td> <td data-bbox="976 1224 1068 1297">6</td> <td data-bbox="1068 1224 1321 1297">9780133300581</td> </tr> <tr> <td data-bbox="297 1297 649 1444">Pearson Connected Mathematics 3™, Grade 6 Single Bind Student Edition Bundle, Contains: Single Bind Student Edition and the above units in digital 5-year access</td> <td data-bbox="649 1297 841 1444">Lappan et. al</td> <td data-bbox="841 1297 976 1444">2014</td> <td data-bbox="976 1297 1068 1444">6</td> <td data-bbox="1068 1297 1321 1444">9780133296839</td> </tr> <tr> <td data-bbox="297 1444 649 1619">Pearson Connected Mathematics 3™, Grade 6 Spanish Student Print + English Digital Bundles, Spanish Student Bundle, Contains: the units in both Spanish print and English digital 5-year formats</td> <td data-bbox="649 1444 841 1619">Lappan et. al</td> <td data-bbox="841 1444 976 1619">2014</td> <td data-bbox="976 1444 1068 1619">6</td> <td data-bbox="1068 1444 1321 1619">9780133296785</td> </tr> <tr> <td data-bbox="297 1619 649 1892">Pearson Connected Mathematics 3™, Grade 6 Student, Teacher Print + Digital Bundles, Teacher Place Bundle, Contains: the following print and digital resources: Printed Teacher Resources, Teacher Lesson Support CD-ROM, CMP 3 Teacher Network (5-year digital access, grade agnostic), A guide to Connected Mathematics 3: Understanding, Implementing and Teaching (grade agnostic), CMP3 Teacher's Guides, Included in the Teacher Place Bundle in Both Print and Digital 5-year Formats. Also Available For Individual Sale, Includes 5-year Format, Prime Time: Factors and Multiples,</td> <td data-bbox="649 1619 841 1892">Lappan et. al</td> <td data-bbox="841 1619 976 1892">2014</td> <td data-bbox="976 1619 1068 1892">6</td> <td data-bbox="1068 1619 1321 1892">9780133280852</td> </tr> </table>	Pearson Connected Mathematics 3™, Grade 6 Student Digital Bundle	Lappan et. al	2014	6	9780133300581	Pearson Connected Mathematics 3™, Grade 6 Single Bind Student Edition Bundle, Contains: Single Bind Student Edition and the above units in digital 5-year access	Lappan et. al	2014	6	9780133296839	Pearson Connected Mathematics 3™, Grade 6 Spanish Student Print + English Digital Bundles, Spanish Student Bundle, Contains: the units in both Spanish print and English digital 5-year formats	Lappan et. al	2014	6	9780133296785	Pearson Connected Mathematics 3™, Grade 6 Student, Teacher Print + Digital Bundles, Teacher Place Bundle, Contains: the following print and digital resources: Printed Teacher Resources, Teacher Lesson Support CD-ROM, CMP 3 Teacher Network (5-year digital access, grade agnostic), A guide to Connected Mathematics 3: Understanding, Implementing and Teaching (grade agnostic), CMP3 Teacher's Guides, Included in the Teacher Place Bundle in Both Print and Digital 5-year Formats. Also Available For Individual Sale, Includes 5-year Format, Prime Time: Factors and Multiples,	Lappan et. al	2014	6	9780133280852	
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Pearson Connected Mathematics 3™, Grade 6 Spanish Student Print + English Digital Bundles, Spanish Student Bundle, Contains: the units in both Spanish print and English digital 5-year formats	Lappan et. al	2014	6	9780133296785																		
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	Comparing Bits and Pieces: Ratios, Rational Number and Equivalence, Let's Be Rational: Understanding Fraction Operations, Covering and Surrounding: Two Dimensional Measurement, Decimal Operations					
	ExamView® Test Assessment Suite CD-ROM (6-8)	Lappan et. al	2014	6	9780133278712	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	PEARSON CONNECTED MATHEMATICS 3™, GRADE 7 STUDENT PRINT + DIGITAL BUNDLES, STUDENT BUNDLE, CONTAINS: THE FOLLOWING UNITS IN BOTH PRINT + DIGITAL 5-YEAR FORMATS, SHAPES AND DESIGNS: TWO-DIMENSIONAL GEOMETRY, ACCENTUATE THE NEGATIVE: INTEGERS AND RATIONAL NUMBERS, STRETCHING AND SHRINKING: UNDERSTANDING SIMILARITY, COMPARING AND SCALING: RATIONS, RATES, PERCENTS AND PROPORTIONS, MOVING STRAIGHT AHEAD: LINEAR RELATIONSHIPS, WHAT DO YOU EXPECT? PROBABILITY AND EXPECTED VALUE FILING AND WRAPPING: THREE DIMENSIONAL MEASUREMENT, SAMPLES AND POPULATIONS: DATA	Lappan et. al	2014	7	9780133296754	Core
<p>Notes:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • High level of engagement for students • Tests focus on open ended questions leading to higher conceptual understanding • ACE problems provide a variety of opportunities to meet the needs of diverse students • ELL supports throughout (Spanish versions available) • Very teacher friendly: written in a way to guide teachers through teaching process • Activity based and discovery learning • Good vertical alignment connections across mathematical domains • Great conceptual learning opportunities <p>Weakness:</p> <ul style="list-style-type: none"> • Will be a challenging curriculum, but will be worth it. 						
<p>Key Features:</p> <p>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.</p> <p>Curriculum development for CMP3 has been guided by an important mathematical idea: All</p>						

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		<p>students should be able to reason and communicate proficiently in mathematics. They should have knowledge of and skill in the use of the 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.</p> <p>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.</p>				
Pearson Connected Mathematics 3™, Grade 7 Student Digital bundles		Lappan et. al	2014	7	9780133300598	
Pearson Connected Mathematics 3™, Grade 7 Single Bind Student Edition Bundle Contains: Single Bind Student Edition with MathXL® for digital 5-year access		Lappan et. al	2014	7	9780133296846	
Pearson Connected Mathematics 3™, Grade 7 Spanish Student Print + English Digital bundles, Spanish Student Bundle, Contains: the units in both Spanish print and English digital 5-year formats		Lappan et. al	2014	7	9780133296792	
Pearson Connected Mathematics 3™, Grade 7 Teacher Print + Digital Bundles, Teacher Place Bundle, Contains: the following print and digital resources, Printed teacher resources, Teacher lesson Support CD-ROM, CMP3™ Teacher Network (5-year grade agnostic), A Guide to Connected Mathematics 3: Understanding, Implementing and Teaching (grade agnostic) Teacher's Guides, Included in the Teacher Place Bundle in both print + digital 5-year formats. Also available for individual sale, includes digital 5-year format Shapes and Designs: Two-Dimensional Geometry, Accentuate the Negative, Integers and Rational Numbers, Stretching and Shrinking: Understanding Similarity, Comparing and Scaling: Ratios, Rates, Percents and Proportions, Moving Straight Ahead: Linear Relationships, What do you Expect? Probability and Expected Value, Filing and Wrapping: Three Dimensional Measurement, Samples and Populations: Data		Lappan et. al	2014	7	9780133280869	
ExamView® (grade agnostic, includes CD-ROM, installer software online test banks)		Lappan et. al	2014	7	9780133278712	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	PEARSON CONNECTED MATHEMATICS 3™, GRADE 8 STUDENT PRINT + DIGITAL BUNDLES, STUDENT BUNDLE, CONTAINS: THE FOLLOWING UNITS IN BOTH PRINT + DIGITAL 5-YEAR FORMATS, THINKING WITH MATHEMATICAL MODELS: LINEAR AND INVERSE VARIATION, LOOKING FOR PHYTHAGORAS: THE PYTHAGOREAN THEOREM, GROWING, GROWING, GROWING: EXPONENTIAL RELATIONSHIPS, BUTTERFLIES, PINWHEELS AND WALLPAPER: SYMMETRY AND	Lappan et. al	2014	8	9780133296761	Core

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	<p>TRANSFORMATIONS, SAY IT WITH SYMBOLS: MAKING SENSE OF SYMBOLS, IT'S IN THE SYSTEM: SYSTEMS OF LINEAR EQUATIONS AND INEQUALITIES</p>					
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> Teacher resources provide ideas and teaching examples to integrate math practices into lessons. The lessons for the students provide a wide degree of difficulty and expect all students to master clusters in standards. Gifted students are challenged with advanced thinking problems. Visually pleasing pages in books provide the right amount of text per page. <p>Weakness:</p> <ul style="list-style-type: none"> Initial problems may be such that they can cause exacerbation with the students and cause them to quit before ideas and concepts are presented. 						
<p>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.</p> <p>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 the 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.</p> <p>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.</p>						
<p>Pearson Connected Mathematics 3™, Grade 8 Student Digital Bundles</p>	Lappan et. al	2014	8	9780133300604		
<p>Pearson Connected Mathematics 3™, Grade 8 Single Bind Student Edition Bundle, Contains: Single Bind Student Edition with MathXL® for digital 5-year access</p>	Lappan et. al	2014	8	9780133296853		
<p>Pearson Connected Mathematics 3™, Grade 8 Spanish Student Print + English Digital Bundles, Spanish Student Bundle, Contains: the units in both Spanish print and English digital 5-year formats</p>	Lappan et. al	2014	8	9780133296815		
<p>Pearson Connected Mathematics 3™, Grade 8 Teacher Print + Digital bundles, Teacher Place Bundle, Contains: the following print and digital resources, Printed teacher resources, Teacher lesson Support CD-ROM, CMP3™ Teacher's Guide, Included in the Teacher Place Bundle in both print and digital 5-year formats. Also available for individual sale, includes digital 5-year format, Thinking with Mathematical Models: Linear and Inverse Variation, Looking for Pythagoras: The Pythagorean Theorem, Growing, Growing, Growing: Exponential Relationships, Butterflies, Pinwheels and Wallpaper: Symmetry and Transformations, Say it With Symbols: Making Sense of</p>	Lappan et. al	2014	8	9780133280876		

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	Symbols, It's in the System: System of Linear Equations and Inequalities					
	ExamView® (grade agnostic, includes CD-ROM, installer software online test banks)	Lappan et. al	2014	8	9780133278712	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	PEARSON CONNECTED MATHEMATICS 3™, GRADE 8 ALGEBRA 1 STUDENT, STUDENT PRINT + DIGITAL BUNDLES, STUDENT BUNDLE, CONTAINS UNITS IN BOTH PRINT AND DIGITAL 5-YEAR FORMATS, THINKING WITH MATHEMATICAL MODELS: LINEAR AND INVERSE VARIATION, LOOKING FOR PYTHAGORAS: THE PYTHAGOREAN THEOREM, FROGS, FLEAS, AND PAINTED CUBES: QUADRATIC FUNCTIONS, GROWING, GROWING, GROWING: EXPONENTIAL RELATIONSHIPS, BUTTERFLIES, PINWHEELS AND WALLPAPER: SYMMETRY AND TRANSOFORAMTIONS, SAY IT WITH SYMBOLS: MAKING SENSE OF SYMBOLS, FUNCTION JUNCTIONS: THE FAMILIES OF FUNCTIONS, IT'S IN THE SYSTEM: SYSTEMES OF LINEAR EQUATIONS AND INEQUALITIES	Lappan et. al	2014	8	9780133296778	Core
<p>Notes: This curriculum meets Appendix A 8th grade accelerated pathway requirements. It meets all high school algebra standards except A-APR. C.4, A-APR.D.6, and A-REI.A.2 Strengths:</p> <ul style="list-style-type: none"> • Investigations of real world problems • Cooperative learning/activity based • Teacher resources • Engaging • Differentiation embedded throughout <p>Weakness:</p> <ul style="list-style-type: none"> • Curriculum materials may seem a little overwhelming at first, but once there is an understanding of how it is set up, it flows smoothly. 						

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<p>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.</p> <p>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 the 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.</p> <p>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.</p>						
Pearson Connected Mathematics 3™, Grade 8 Algebra 1 Student Digital bundles		Lappan et. al	2014	8	9780133300611	
Pearson Connected Mathematics 3™, Grade 8 Algebra 1 Student Single Bind Student Edition Bundle, Contains: Single Bind Student Edition with MathXL® for digital 5-year access		Lappan et. al	2014	8	9780133296860	
Pearson Connected Mathematics 3™, Grade 8 Algebra 1 Student, Spanish Student Print + English Digital Bundles, Spanish Student Bundle, Contains: the following units in both Spanish print and English digital 5-year formats		Lappan et. al	2014	8	9780133296822	
Pearson Connected Mathematics 3™, Grade 8 Algebra 1, Teacher Print + Digital bundles, Teacher Place Bundle, DOES NOT INCLUDE: MathXL for School		Lappan et. al	2014	8	9780133281590	
ExamView® (grade agnostic, includes CD-ROM, installer software online test banks)		Lappan et. al	2014	8	9780133278712	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	PEARSON ALGEBRA 1 COMMON CORE EDITION, ALGEBRA 1, STUDENT EDITION + DIGITAL COURSEWARE (5-YEAR ACCESS)	Laurie Bass et al.	2015	9-12	9780133315332	Core
<p>Notes:</p> <ul style="list-style-type: none"> The textbook is completely aligned with the CCSS and consistently incorporates all 8 MP's. Problems definitely meet the standards rigorous expectations. Would like to see more task based learning opportunities, but the practice and apply problems are well written with a conceptual understanding basis. Materials do a great job of connecting content standards and practice standards. This book does a great job in reaching all types of learners, including ELL students, 						

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	<p>special population students, as well as advanced students.</p> <ul style="list-style-type: none"> • This program provides great opportunity for scaffolding learning for all populations and challenging honors students. The material is very traditional and lacks task based learning. • This program provides great opportunity for scaffolding learning for all populations and challenging honors students. • The program is traditional and does not include task based learning or cooperative learning. 																																													
	<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> <table border="1" data-bbox="295 1108 1321 1829"> <tr> <td data-bbox="295 1108 646 1209">Pearson Algebra 1 Common Core Edition, Algebra 1, Student Digital Courseware (5-year access)</td> <td data-bbox="646 1108 837 1209">Laurie Bass et al.</td> <td data-bbox="837 1108 976 1209">2015</td> <td data-bbox="976 1108 1065 1209">9-12</td> <td data-bbox="1065 1108 1321 1209">9780133314090</td> </tr> <tr> <td data-bbox="295 1209 646 1283">Pearson Algebra 1 Common Core Edition, Algebra 1, Student Companion, Student</td> <td data-bbox="646 1209 837 1283">Laurie Bass et al.</td> <td data-bbox="837 1209 976 1283">2015</td> <td data-bbox="976 1209 1065 1283">9-12</td> <td data-bbox="1065 1209 1321 1283">9780133185591</td> </tr> <tr> <td data-bbox="295 1283 646 1356">Pearson Algebra 1 Common Core Edition, Algebra 1, Student Companion, Teacher’s Guide</td> <td data-bbox="646 1283 837 1356">Laurie Bass et al.</td> <td data-bbox="837 1283 976 1356">2015</td> <td data-bbox="976 1283 1065 1356">9-12</td> <td data-bbox="1065 1283 1321 1356">9780133185607</td> </tr> <tr> <td data-bbox="295 1356 646 1457">Pearson Algebra 1 Common Core Edition, Algebra 1, Teaching Resources, Teacher’s Edition</td> <td data-bbox="646 1356 837 1457">Laurie Bass et al.</td> <td data-bbox="837 1356 976 1457">2015</td> <td data-bbox="976 1356 1065 1457">9-12</td> <td data-bbox="1065 1356 1321 1457">9780133281194</td> </tr> <tr> <td data-bbox="295 1457 646 1558">Pearson Algebra 1 Common Core Edition, Algebra 1, Teaching Resources, Teacher’s Resources DVD</td> <td data-bbox="646 1457 837 1558">Laurie Bass et al.</td> <td data-bbox="837 1457 976 1558">2015</td> <td data-bbox="976 1457 1065 1558">9-12</td> <td data-bbox="1065 1457 1321 1558">9780133185638</td> </tr> <tr> <td data-bbox="295 1558 646 1656">Pearson Algebra 1 Common Core Edition, Algebra 1, Spanish Resources, Student Companion, Student</td> <td data-bbox="646 1558 837 1656">Laurie Bass et al.</td> <td data-bbox="837 1558 976 1656">2015</td> <td data-bbox="976 1558 1065 1656">9-12</td> <td data-bbox="1065 1558 1321 1656">9780133198607</td> </tr> <tr> <td data-bbox="295 1656 646 1757">Pearson Algebra 1 Common Core Edition, Algebra 1, Spanish Resources, Student Companion, Teacher’s Guide</td> <td data-bbox="646 1656 837 1757">Laurie Bass et al.</td> <td data-bbox="837 1656 976 1757">2015</td> <td data-bbox="976 1656 1065 1757">9-12</td> <td data-bbox="1065 1656 1321 1757">9780133198577</td> </tr> <tr> <td data-bbox="295 1757 646 1829">ExamView® Test Assessment Suite CD-ROM (Alg 1, Alg 2, Geo)</td> <td data-bbox="646 1757 837 1829">Laurie Bass et al.</td> <td data-bbox="837 1757 976 1829">2015</td> <td data-bbox="976 1757 1065 1829">9-12</td> <td data-bbox="1065 1757 1321 1829">9780133185652</td> </tr> </table>					Pearson Algebra 1 Common Core Edition, Algebra 1, Student Digital Courseware (5-year access)	Laurie Bass et al.	2015	9-12	9780133314090	Pearson Algebra 1 Common Core Edition, Algebra 1, Student Companion, Student	Laurie Bass et al.	2015	9-12	9780133185591	Pearson Algebra 1 Common Core Edition, Algebra 1, Student Companion, Teacher’s Guide	Laurie Bass et al.	2015	9-12	9780133185607	Pearson Algebra 1 Common Core Edition, Algebra 1, Teaching Resources, Teacher’s Edition	Laurie Bass et al.	2015	9-12	9780133281194	Pearson Algebra 1 Common Core Edition, Algebra 1, Teaching Resources, Teacher’s Resources DVD	Laurie Bass et al.	2015	9-12	9780133185638	Pearson Algebra 1 Common Core Edition, Algebra 1, Spanish Resources, Student Companion, Student	Laurie Bass et al.	2015	9-12	9780133198607	Pearson Algebra 1 Common Core Edition, Algebra 1, Spanish Resources, Student Companion, Teacher’s Guide	Laurie Bass et al.	2015	9-12	9780133198577	ExamView® Test Assessment Suite CD-ROM (Alg 1, Alg 2, Geo)	Laurie Bass et al.	2015	9-12	9780133185652	
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<p>Pearson Prentice Hall</p>	<p>PEARSON GEOMETRY COMMON CORE EDITION, GEOMETRY, STUDENT EDITION + DIGITAL COURSEWARE (5-YEAR ACCESS)</p>	<p>Laurie Bass et al.</p>	<p>2015</p>	<p>9-12</p>	<p>9780133315363</p>	<p style="text-align: center;">Core</p>
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Multiple resources • Common core aligned • Easy to follow the lessons and curriculum • Good assessments • Current content <p>Weakness:</p> <ul style="list-style-type: none"> • Not task based oriented-traditional 						
<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>						
<p>PEARSON GEOMETRY COMMON CORE EDITION, GEOMETRY, STUDENT STAND-ALONE DIGITAL COURSEWARE (5-YEAR ACCESS)</p>		<p>Laurie Bass et al.</p>	<p>2015</p>	<p>9-12</p>	<p>9780133314106</p>	
<p>Pearson Geometry Common Core Edition, Geometry, Student Companion, Student</p>		<p>Laurie Bass et al.</p>	<p>2015</p>	<p>9-12</p>	<p>9780133185942</p>	
<p>Pearson Geometry Common Core Edition, Geometry, Student Companion, Teacher's Edition</p>		<p>Laurie Bass et al.</p>	<p>2015</p>	<p>9-12</p>	<p>9780133185959</p>	
<p>Pearson Geometry Common Core Edition, Geometry, Teaching Resources, Teacher's Edition</p>		<p>Laurie Bass et al.</p>	<p>2015</p>	<p>9-12</p>	<p>9780133281231</p>	
<p>Pearson Geometry Common Core Edition, Geometry, Teaching Resources DVD</p>		<p>Laurie Bass et al.</p>	<p>2015</p>	<p>9-12</p>	<p>9780133185997</p>	
<p>ExamView® Test Assessment Suite CD-ROM (Alg 1, Alg 2, Geo)</p>		<p>Laurie Bass et al.</p>	<p>2015</p>	<p>9-12</p>	<p>9780133185652</p>	
<p>Publisher</p>	<p>Title of Material</p>	<p>Author</p>	<p>Copyright</p>	<p>Grade Level</p>	<p>ISBN</p>	<p>Recommendation</p>

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Pearson Prentice Hall	PEARSON ALGEBRA 2 COMMON CORE EDITION ALGEBRA 2, STUDENT EDITION + DIGITAL COURSEWARE (5-YEAR ACCESS)	Laurie Bass et al.	2015	9-12	9780133315400	Core
Notes: <ul style="list-style-type: none"> • Curriculum is completely aligned and consistently incorporates all mathematical practices • Extensive differentiated problem opportunities with the supplemental materials • Problems definitely meet the standards rigorous expectations. Wish there were more task based learning, but the practice problems are well written with a conceptual understanding in mind • Materials strongly follow standards and provide many opportunities to improve reasoning skills. Quite a lot of material to peruse through. • Many scaffolding and support materials, but lacks cooperative learning opportunities. • Materials have strong depth, support, and alignment, however, they are still traditional in nature and lack more group and pair work opportunities. 						
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.						
PEARSON ALGEBRA 2 COMMON CORE EDITION, ALGEBRA 2, STUDENT STAND-ALONE DIGITAL COURSEWARE (5-YEAR ACCESS)		Laurie Bass et al.	2015	9-12	9780133314113	
Pearson Algebra 2 Common Core Edition Algebra 2, Student Companion, Student		Laurie Bass et al.	2015	9-12	9780133186123	
Pearson Algebra 2 Common Core Edition Algebra 2, Student Companion, Teacher's Edition		Laurie Bass et al.	2015	9-12	9780133186130	
Pearson Algebra 2 Common Core Edition Algebra 2, Teaching Resources, Teacher's Edition		Laurie Bass et al.	2015	9-12	9780133281262	
Pearson Algebra 2 Common Core Edition Algebra 2, Teaching Resources, Teacher's Resources DVD		Laurie Bass et al.	2015	9-12	9780133186178	

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	ExamView® Test Assessment Suite CD-ROM (Alg 1, Alg 2, Geo)	Laurie Bass et al.	2015	9-12	9780133185652	
	Pearson Common Core Edition Algebra 1, Algebra 2 & Geometry Common Core Overview Implementation Guide (program wide resource)	Laurie Bass et al.	2015	9-12	9780133281101	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	TRIGONOMETRY, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL FOR SCHOOL	Lial et.al	2013	9-12	9780132832588	Core
	<p>Notes: The strengths throughout Trigonometry include that the lessons, and units and helps in the student edition and teacher edition, are clearly and easily organized. There are extra practice problems with many opportunities for modeling and application in every lesson. The weaknesses are the lack of a pacing guide, discussion prompts, and little discussion or critiquing of student process work. Some mathematical practices were not seen, such as approaching concepts from concrete thinking to abstract process. It is appropriate for this level of math though these would drastically improve student conceptual understanding if they were present.</p>					
	<p>Key Features: Trigonometry, Tenth Edition, by Lial, Hornsby, Schneider, and Daniels, engages and supports students in the learning process by developing both the conceptual understanding and the analytical skills necessary for success in mathematics. With the Tenth Edition, the authors recognize that students are learning in new ways, and that the classroom is evolving. For a graphing-optional course</p> <ul style="list-style-type: none"> • Develops conceptual understanding and analytical skills for maximum understanding. <p>Graphing calculator use is optional and integrated where appropriate.</p> <ul style="list-style-type: none"> • Optional use of a graphing calculator. • Real-life applications. • Updated exercises and examples throughout. • Explanatory side comments are increased to guide students through the steps of simplifying and solving problems in the examples. • Cautions & Notes, and Looking Ahead to Calculus features enhance student learning and appreciation. • Special function boxes offer a comprehensive, visual introduction to the major trigonometric functions. 					
	Trigonometry, Annotated Instructor's Edition	Lial et.al	2013	9-12	9780321786050	
	Trigonometry, TestGen	Lial et.al	2013	9-12	9780132832595	
	Trigonometry, Students Solutions Manual	Lial et.al	2013	9-12	9780321791535	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	PRECALCULUS, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL FOR SCHOOL	Blitzer	2014	9-12	9780133132106	Core
	<p>Notes: This is a good traditionally taught text that adheres to the CCSS. The exercises and lessons demonstrate a level of rigor consistent with a collegiate level course. There is a lack of teacher support and student collaboration.</p> <p>Strengths:</p> <ul style="list-style-type: none"> • Standards for Idaho Core are met • Mathematical Practices are met and regularly implemented 					

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	<ul style="list-style-type: none"> • Students can make use of technology through My Math Lab • The level of rigor and exercise are comparable to a college level course <p>Weaknesses:</p> <ul style="list-style-type: none"> • Teacher supports for instruction • Not exploratory, very traditional • Not supports for ELL population or differentiation • Repetitive style • Student collaboration not emphasized 											
	<p>Key Features:</p> <ul style="list-style-type: none"> • Exceptionally clear and accessible presentation. • Graphing calculator optional. • New applications and real-world data. • New! Great Question! feature and a new Concept and Vocabulary Check feature before each exercise set. • “Make Sense?” classroom discussion exercises contain four critical thinking exercises to test for conceptual understanding. • New True/False Critical Thinking exercises that encourage deeper understanding. • Preview exercise sets help students prepare for the next section. • New edition asks students if values obtained from mathematical models underestimate or overestimate data displayed by graphs, and, if so, by how much. • Increased Study Tip Boxes offer suggestions for problem solving, point out common errors to avoid, and provide informal hints and suggestions 											
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">Precalculus, Annotated Instructor's Edition</td> <td style="width: 15%;">Blitzer</td> <td style="width: 10%;">2014</td> <td style="width: 10%;">9-12</td> <td style="width: 35%;">9780321837431</td> </tr> <tr> <td>Precalculus, Student Solutions Manual</td> <td>Blitzer</td> <td>2014</td> <td>9-12</td> <td>9780321837493</td> </tr> </table>	Precalculus, Annotated Instructor's Edition	Blitzer	2014	9-12	9780321837431	Precalculus, Student Solutions Manual	Blitzer	2014	9-12	9780321837493	
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Precalculus, Student Solutions Manual	Blitzer	2014	9-12	9780321837493								
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation						
Pearson Prentice Hall	PRECALCULUS: GRAPHICAL, NUMERICAL, ALGEBRAIC, COMMON CORE EDITION, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL FOR SCHOOL	Demana et.al	2015	9-12	9780133541342	Core						
	<p>Notes:</p> <p>Strengths: The progression of the problem sets helps the students move from a conceptual understanding of the concepts to the application level. Most of the problem sets include “Explorations” and “Extending the Ideas” sections that assist the students with acquiring a deeper understanding of the concepts and a level of proficiency needed to move on to subsequent standards.</p> <p>Weakness: The text relies too much on integers in the practice problems and does not incorporate as much practice with fractions and decimals.</p>											
	<p>Key Features:</p> <p>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: 											

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	<ul style="list-style-type: none"> ○ 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: <ul style="list-style-type: none"> ○ 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 ○ Provides additional resources to meet your Common Core goals: <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 					
	Precalculus: Graphical, Numerical, Algebraic, Common Core Edition, Student Edition (HS Binding), Annotated Teacher's Edition	Demana et.al	2015	9-12 Precal c	9780133518528	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	PRECALCULUS ENHANCED WITH GRAPHING UTILITIES, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL FOR SCHOOL	Sullivan et.al	2013	9-12	9780132854351	Core
	Notes: Strengths: The online My Math Lab program provides ample resources for the teacher to meet the students' needs. The test generator and the Student's Solution Manual. Weakness: The teacher resources did not have any supports for ELL students.					

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	<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.mathxforschool.com 					
	Precalculus Enhanced with Graphing Utilities, Instructor's Edition	Sullivan et.al	2013	9-12	9780321795526	
	Precalculus Enhanced with Graphing Utilities, TestGen	Sullivan et.al	2013	9-12	9780132831871	
	Precalculus Enhanced with Graphing Utilities, Student Edition, Student's Solution Manual	Sullivan et.al	2013	9-12	9780321795496	
<p style="text-align: center;">Publisher</p>	<p style="text-align: center;">Title of Material</p>	<p style="text-align: center;">Author</p>	<p style="text-align: center;">Copyright</p>	<p style="text-align: center;">Grade Level</p>	<p style="text-align: center;">ISBN</p>	<p style="text-align: center;">Recommendation</p>
<p>Pearson Prentice Hall</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 style="text-align: center;">AP Core</p>
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Logical, consistent, thorough • Designed for AP success on both the AB and BC calculus exams • Optional MathXL is very good for providing additional practice with limited computer tutoring <p>Weakness:</p> <ul style="list-style-type: none"> • Does not explore or highlight technology that does not require institutional or student purchase (features graphing calculators, but not tools like Desmos or Geogebra) 					
	<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</p>					

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	<p>knowledge of the AP Calculus exam.</p> <ul style="list-style-type: none"> 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. <p>Historical notes have been improved and updated with new author Bressoud's insights.</p>					
	Calculus Graphical, Numerical, Algebraic, AP Test Prep: Calculus	Finney et.al	2016	9-12	9780133314588	
	Calculus Graphical, Numerical Algebraic, Annotated Teacher's Edition	Finney et.al	2016	9-12	9780133311624	
	Calculus Graphical, Numerical Algebraic, Solutions Manual	Finney et.al	2016	9-12	9780133314595	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	CALCULUS AP EDITION, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL® FOR SCHOOL	Briggs	2014	9-12 Calculus	9780133498349	AP Core
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> Ideas are presented in a logical and deep manner. Plenty of built in AP practice problems. Integration of online content. Covers all AP topics-most of them very well. <p>Weaknesses:</p> <ul style="list-style-type: none"> Some verbiage is difficult to locate mostly on variation problems. The book is more traditional. 					
	<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.</p> <ul style="list-style-type: none"> 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. 					
	Calculus AP Edition, Annotated Instructor's Edition	Briggs	2014	9-12	9780133563566	
	Calculus AP Edition, Instructor's Solution Manual	Briggs	2014	9-12	9780133563573	

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	STATS IN YOUR WORLD, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL FOR SCHOOL	Bock et.al	2016	9-12	9780133995299	Core
<p>Notes: This course is very clear and well organized. There are many supplemental resources for the teacher. These help guide the teacher through the course as well as assessment, extra practice, and resource support. The Think Show Tell section is an excellent source of individual to group exercises that includes the use of mathematical practices. The deep conceptual understanding is the basis of this statistical course. Students are given opportunities to take statistical concepts from the beginning concept to a deep and full conceptual analysis.</p> <p>There are very little ELL supports built into the program. There are scaffolded assignments and reviews as well as additional exercises on MathXL that can be used to help the ELL student but additional supports would need to be provided by the instructor.</p>						
<p>Key Features: For algebra-based Introductory Statistics courses</p> <ul style="list-style-type: none"> • Designed to help students leave high school equipped with the ability to make sense of statistics and see its relevance to everyday life. • Updated to meet and include all Common Core topics. Icons at the start of many sections identify the specific standards addressed there. • Leads with practical data analysis and graphics, encouraging students to "do statistics" and "think statistically" from the start. • Uses real-world examples wherever possible to engage students. • Includes the most common mistakes in statistical thinking to help students avoid errors. • Extensive exercise sets feature applied concepts and check students' ability to think statistically, rather than simply produce an answer. • A tiered exercise approach features the same concept at three levels to differentiate instruction. • Articles from Time, Newsweek, and the New York Times show the application of statistics in the real world. 						
	Stats in Your World, Teacher's Edition	Bock et.al	2016	9-12	9780133839944	
	Stats in Your World, Teacher's Solution Manual	Bock et.al	2016	9-12	9780133839951	
	Stats in Your World, Teacher's Resource	Bock et.al	2016	9-12	9780133839869	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Pearson Prentice Hall	Elementary Statistics: Picturing the World STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL FOR SCHOOL	Larson et.al	2015	9-12	9780133541441	

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	<p>Notes: This text is being recommended as a core program. The text covers all required standards for HS Statistics and Probability. Lessons are thoughtfully structured. Each lesson builds on previous knowledge. This text does not explicitly allow for students to critique the work of other students in the class. The text is heavily based on individual work. Students must read the text for information. The text assumes that students have strong reading and reasoning skills. The text comes with a provided DVD and on year subscription for student to MyMathXLLab. This subscription are compatible with iPads and tablets, each student is required to have their own subscription. MathXL allows teachers to create test and quizzes from a bank of questions.</p> <p>Strengths:</p> <ul style="list-style-type: none"> Objectives are written in student friendly language and easy to understand. Pacing of lessons allows students to build a foundation. Text connects to many real world situations. <p>Weaknesses:</p> <ul style="list-style-type: none"> There are no explicit opportunities for students to critique the work of their classmates. Text is heavily based on individual work. No ELL supports. 															
	<p>Key Features: Larson and Farber's <i>Elementary Statistics: Picturing the World, Sixth Edition</i>, provides stepped out instruction, real-life examples and exercises, and the use of technology to offer the most accessible approach. The authors carefully develop theory through strong pedagogy, and examples show how statistics is used to picture and describe the world. In keeping with the premise that students learn best by doing, it includes more than 210 examples and more than 2300 exercises, to make the concepts of statistics a part of students' everyday lives.</p> <p><i>Elementary Statistics: Picturing the World, Sixth Edition</i>, presents a better teaching and learning experience—for you and your students. Here's how:</p> <ul style="list-style-type: none"> Stepped out instruction and guided student learning through an abundance of exercises build students' knowledge and skills in statistics. Included are visual descriptions, unique chapter overviews and summaries, clear learning objectives, boxed definitions and formulas, margin features, and more. Real-life and interactive features present statistics at work in the real world and show how statistics is relevant to students' lives. Examples and exercises tie the material to students' lives. <table border="1" data-bbox="295 1465 1318 1539"> <tr> <td>Elementary Statistics: Picturing the World Annotated Instructor's Edition</td> <td>Larson et.al</td> <td>2015</td> <td>9-12 Statistics</td> <td>9780321901101</td> </tr> </table>	Elementary Statistics: Picturing the World Annotated Instructor's Edition	Larson et.al	2015	9-12 Statistics	9780321901101										
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<table border="1" data-bbox="35 1539 295 1883"> <thead> <tr> <th>Publisher</th> <th>Title of Material</th> <th>Author</th> <th>Copyright</th> <th>Grade Level</th> <th>ISBN</th> <th>Recommendation</th> </tr> </thead> <tbody> <tr> <td>Pearson Prentice Hall</td> <td>STATS MODELING THE WORLD, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL® FOR SCHOOL</td> <td>Bock et.al</td> <td>2015</td> <td>9-12</td> <td>9780133541250</td> <td>AP Core</td> </tr> </tbody> </table> <p>Notes: Strengths:</p> <ul style="list-style-type: none"> Teacher resources are well developed and extensive in supporting the teacher. Use of Real Data (real world app) 	Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	Pearson Prentice Hall	STATS MODELING THE WORLD, STUDENT EDITION (HS BINDING), INCLUDES FREE 1-YEAR ACCESS TO MATHXL® FOR SCHOOL	Bock et.al	2015	9-12	9780133541250	AP Core		
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	<ul style="list-style-type: none"> • Scope and sequence flowed • Visual design is consistent and helps navigate the materials (without distracting) <p>Weaknesses:</p> <ul style="list-style-type: none"> • No glossary • Some inconsistent language • Math XL for schools must be purchased for every student, every year. 										
	<p>Key Features: The most cited text in the College Board’s AP* Statistics sample syllabi.</p> <ul style="list-style-type: none"> • 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. 										
	<table border="1"> <tr> <td>Stats Modeling the World, Teacher’s Edition</td> <td>Bock et.al</td> <td>2015</td> <td>9-12</td> <td>9780133518030</td> </tr> </table>	Stats Modeling the World, Teacher’s Edition	Bock et.al	2015	9-12	9780133518030					
Stats Modeling the World, Teacher’s Edition	Bock et.al	2015	9-12	9780133518030							
	<table border="1"> <tr> <td>Stats Modeling the World, AP Test Prep: Statistics</td> <td>Bock et.al</td> <td>2015</td> <td>9-12</td> <td>9780133539844</td> </tr> </table>	Stats Modeling the World, AP Test Prep: Statistics	Bock et.al	2015	9-12	9780133539844					
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Elementary Statistics: Picturing the World Student Solution Manual	Larson et.al	2015	9-12 Statisti cs	9780321911254							
<p style="text-align: center;">Publisher</p>	<p style="text-align: center;">Title of Material</p>	<p style="text-align: center;">Author</p>	<p style="text-align: center;">Copyright</p>	<p style="text-align: center;">Grade Level</p>	<p style="text-align: center;">ISBN</p>	<p style="text-align: center;">Recommendation</p>					
<p>SMc Curriculum, LLC</p>	<p>SMc Curriculum/Core Focus on Math:Stage 1 Mathematics Set</p> <p>Notes:</p> <ul style="list-style-type: none"> • Very clearly aligned to the CCSS and Mathematical Practices • Multiple resources to practice major works • Much of teaching strategies and practices are left to teacher’s expertise • Tiered worksheets for student learning/practice support <p>Key Features: Core Focus on Math is a middle school math curriculum series which addresses the Common Core State Standards (CCSS) for grades 6, 7, 8 and the Compacted Grade 7-8 program. Core Focus on Math has three texts per grade level, each focusing on multiple clusters of standards Common Core and collectively addressing the complete grade level standards. Core Focus on addresses the three shifts of the Common Core State Standards: FOCUS – The content in Core Focus on Math focuses on the Priority Clusters in the Common State Standards as defined by Smarter Balanced Assessment Consortium. COHERENCE – Each book in the Core Focus on Math series connects vertically with standards each grade level as well as makes connections within a grade level with appropriate topics. RIGOR – Core Focus on Math goes deep into the focus areas by teaching for conceptual understanding, procedural skill/fluency and application. Students are given opportunities to understand the “why” behind the mathematics, practice for procedural skill and apply the math appropriate real-world setting.</p>	<p>McCaw, Armstrong, McCaw, Schuhl, Terry, Valway</p>	<p>2014</p>	<p>6</p>	<p>9781938801662</p>	<p style="text-align: center;">Core</p>					
	<table border="1"> <tr> <td>SMc Curriculum/Core Focus on Math:Stage 1 Mathematics Set w/1Yr OLA</td> <td>McCaw, Armstrong, McCaw, Schuhl,</td> <td>2014</td> <td>6</td> <td>9781938801686</td> </tr> </table>	SMc Curriculum/Core Focus on Math:Stage 1 Mathematics Set w/1Yr OLA	McCaw, Armstrong, McCaw, Schuhl,	2014	6	9781938801686					
SMc Curriculum/Core Focus on Math:Stage 1 Mathematics Set w/1Yr OLA	McCaw, Armstrong, McCaw, Schuhl,	2014	6	9781938801686							

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		Terry, Valway				
	SMc Curriculum/Core Focus on Decimals/Fractions	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	6	9781938801709	
	SMc Curriculum/Core Focus on Ratios, Rates Statistics	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	6	9781938801716	
	SMc Curriculum/Core Focus on Introductory Algebra	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	6	9781938801723	
	SMc Curriculum/Core Focus on Decimals/Fractions TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	6	9781938801570	
	SMc Curriculum/Core Focus on Ratios Rates Statistics TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	6	9781938801587	
	SMc Curriculum/Core Focus on Introductory Algebra TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	6	9781938801594	
	SMc Curriculum/Core Focus on Decimals/Fractions TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	6	9781938801839	
	SMc Curriculum/Core Focus on Ratios Rates Statistics TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	6	9781938801853	
	SMc Curriculum/Core Focus on Introductory Algebra TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	6	9781938801846	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
SMc Curriculum, LLC	SMc Curriculum/Core Focus on Math:Stage 2 Mathematics Set	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	7	9781938801679	Core
	<p>Notes: Overall, this program has strengths in connecting to CCSS and practice standards using an easy to follow format. Instructionally, it lacks opportunities for student to persevere through problems and reason abstractly due to the step-by-step nature of the text's instruction.</p> <p>Key Features: Core Focus on Math is a middle school math curriculum series which addresses the Common Core State Standards (CCSS) for grades 6, 7, 8 and the Compacted Grade 7-8 program. Core Focus on Math has three texts per grade level, each focusing on multiple clusters of standards in the Common Core and collectively addressing the complete grade level standards. Core Focus on Math addresses the three shifts of the Common Core State Standards: FOCUS – The content in Core Focus on Math focuses on the Priority Clusters in the Common Core State Standards as defined by Smarter Balanced Assessment Consortium. COHERENCE – Each book in the Core Focus on Math series connects vertically with standards at each grade level as well as makes connections within a grade level with appropriate topics. RIGOR – Core Focus on Math goes deep into the focus areas by teaching for conceptual understanding, procedural skill/fluency and application. Students are given opportunities to understand the “why” behind the mathematics, practice for procedural skill and apply the math in appropriate real-world setting.</p>					
	SMc Curriculum/Core Focus on Math:Stage 2 Mathematics Set w/1Yr OLA	McCaw, Armstrong, McCaw, Schuhl,	2014	7	9781938801150	

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		Terry, Valway				
	SMc Curriculum/Core Focus on Rational Numbers/Equations	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	7	9781938801730	
	SMc Curriculum/Core Focus on Proportions/Probability	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	7	9781938801747	
	SMc Curriculum/Core Focus on Shapes/Angles	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	7	9781938801754	
	SMc Curriculum/Core Focus on Rational Numbers/Equations TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	7	9781938801600	
	SMc Curriculum/Core Focus on Proportions/Probability TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	7	9781938801617	
	SMc Curriculum/Core Focus on Shapes/Angles TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	7	9781938801624	
	SMc Curriculum/Core Focus on Rational Numbers/Equations TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	7	9781935033585	
	SMc Curriculum/Core Focus on Proportions/Probability TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	7	9781935033592	
	SMc Curriculum/Core Focus on Shapes/Angles TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	7	9781935033608	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
SMc Curriculum, LLC	SMc Curriculum/Core Focus on Math:Stage 3 Mathematics Set	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801693	Core
Notes: Specific areas of Strength: <ul style="list-style-type: none"> The amazing amount of material that the teacher has available a their disposal would be very valuable to the student The organization for the teacher allows them to design a pace that fits into the calendar for the teacher Weaknesses: <ul style="list-style-type: none"> The material may overwhelm a teacher If the teacher had two years to use this material, he/she could design a program to address all students and standards 						
Key Features: Core Focus on Math is a middle school math curriculum series which addresses the Common Core State Standards (CCSS) for grades 6, 7, 8 and the Compacted Grade 7-8 program. Core Focus on Math has three texts per grade level, each focusing on multiple clusters of standards in the Common Core and collectively addressing the complete grade level standards. Core Focus on Math addresses the three shifts of the Common Core State Standards:						

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<p>FOCUS – The content in Core Focus on Math focuses on the Priority Clusters in the Common Core State Standards as defined by Smarter Balanced Assessment Consortium.</p> <p>COHERENCE – Each book in the Core Focus on Math series connects vertically with standards at each grade level as well as makes connections within a grade level with appropriate topics.</p> <p>RIGOR – Core Focus on Math goes deep into the focus areas by teaching for conceptual understanding, procedural skill/fluency and application. Students are given opportunities to understand the “why” behind the mathematics, practice for procedural skill and apply the math in appropriate real-world setting.</p>						
	SMc Curriculum/Core Focus on Math:Stage 3 Mathematics Set w/1Yr OLA	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801310	
	SMc Curriculum/Core Focus on Linear Equations	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801761	
	SMc Curriculum/Core Focus on Geometry	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801778	
	SMc Curriculum/Core Focus on Functions/Data	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801785	
	SMc Curriculum/Core Focus on Linear Equations TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801631	
	SMc Curriculum/Core Focus on Geometry TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801648	
	SMc Curriculum/Core Focus on Functions/Data TE	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2014	8	9781938801655	
	SMc Curriculum/Core Focus on Linear Equations TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	8	9781935033929	
	SMc Curriculum/Core Focus on Geometry TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	8	9781935033936	
	SMc Curriculum/Core Focus on Functions/Data TR	McCaw, Armstrong, McCaw, Schuhl, Terry, Valway	2013	8	9781935033943	
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Walch Integrated Math	CCSS Integrated Pathway Mathematics I Teacher Resource	Walch Integrated Math	2012, 2014	9-12	978-0-8251-7090-4	Core
	<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Honors supplements • Support supplements • Station activities • 100% designed for common core <p>Weaknesses:</p>					

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Not a lot of ELL support Bland text and nontraditional textbook						
<p>Key Features: The <i>CCSS Integrated Pathway: Mathematics I</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. 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 I Support Supplement	Walch Integrated Math	2015	9-12	978-0-8251-7914-3		
CCSS Integrated Pathway Mathematics I Support Supplement Student Workbook, consumable	Walch Integrated Math	2015	9-12	978-0-8251-7930-3		
<i>includes 1 free day of PD for a district wide adoption of at least \$100K</i>						
Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation
Walch Integrated Math	CCSS Integrated Pathway Mathematics II Teacher Resource	Walch Integrated Math	2013, 2014	9-12	978-0-8251-7413-1	Core
<p>Notes: Strengths:</p> <ul style="list-style-type: none"> • Covers over 50% of the WAP • Closely aligned to the CCSSM • Multiple problem sets and examples 						

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	<ul style="list-style-type: none"> • Several resource materials (online and print) • Standards clearly stated for each lesson • Vocabulary and Key Concepts <p>Weaknesses:</p> <ul style="list-style-type: none"> • Practice Standards are not stated • Limited resources for ELL students • Cohesion is lacking in some of the units 	
<p>Key Features: The <i>CCSS Integrated Pathway: Mathematics II</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. 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 hard cover Student Resource Books support parent involvement and provide class re-caps and additional homework problem sets.</p>		
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
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 II Support Supplement	Walch Integrated Math	2015 9-12 978-0-8251-7915-0
CCSS Integrated Pathway Mathematics II Support Supplement Student Workbook, consumable	Walch Integrated Math	2016 9-12 978-0-8251-7932-7
<i>includes 1 free day of PD for a district wide adoption of at least \$100K</i>		

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Publisher	Title of Material	Author	Copyright	Grade Level	ISBN	Recommendation	
Walch Integrated Math	CCSS Integrated Pathway Mathematics III Teacher Resource	Walch Integrated Math	2014, 2015	9-12	978-0-8251-7196-3	Core	
	Notes: Strengths: <ul style="list-style-type: none"> • Covers over 50% of the WAP • Closely aligned to the CCSSM • Multiple problem sets and examples • Several resource materials (online and print) • Standards clearly stated for each lesson • Vocabulary and Key Concepts Weaknesses: <ul style="list-style-type: none"> • Practice Standards are not stated • Limited resources for ELL students • Difficulty level may be too high for the average student 						
	Key Features: The <i>CCSS Integrated Pathway: Mathematics III</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. 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.						
	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,	Walch Integrated Math	2015	9-12	978-0-8251-7949-5			

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	per student. Includes all of the above, except that Hardcover Resource Books are only in digital format					
	<i>includes 1 free day of PD for a district wide adoption of at least \$100K</i>					
	CCSS Integrated Pathway Mathematics I, II, II Honors Supplement	Walch Integrated Math	2015	9-12	978-0-8251-7933-4	
	CCSS Integrated Pathway Mathematics I, II, III Honors Supplement Student Workbook, consumable	Walch Integrated Math	2015	9-12	978-0-8251-7934-1	

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SUBJECT

Appointments to the Professional Standards Commission (PSC)

REFERENCE

August 2015	Board approved one appointment to the Professional Standards Commission.
April 14, 2016	Board requested changes to the recommendation for appointments to the Professional Standards Commission to reflect a more diverse geographical representation of the state.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code sets forth the criteria for membership of the Professional Standards Commission (PSC). The PSC consists of eighteen (18) members, one (1) from the State Department of Education and one (1) from the Division of Career Technical Education. The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall 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 open positions from the Idaho Association of Colleges for Teacher Education, the Idaho Education Association, Northwest Professional Educators, and the Idaho Association of Secondary School Principals. Resumes for interested individuals are attached.

Secondary Classroom Teacher:

Kathleen Davis, St. Maries Joint School District
Glenda Funk, Pocatello School District

Secondary School Principal:

Deanne Clifford, Coeur d'Alene School District
Steve Copmann, Cassia County Joint School District

School Counselor:

Julie Dillehay, Vallivue School District

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Kristin Hagadone, Post Falls School District
Bob Solomon, Vallivue School District
Mike Wilkinson, Twin Falls School District

Secondary Classroom Teacher:

Dawn Anderson, Madison School District
Shawna Exline, Idaho Fine Arts Academy
Mark Gorton, Lakeland Joint School District
Mary Jackson, Lewiston School District
Aliene (Ali) Shearer, West Ada School District

Public Higher Education (Letters and Sciences Representation):

Tony Roark, Boise State University (reappointment)

Public Higher Education:

Taylor Raney, University of Idaho
Mark Neill, Idaho State University

Exceptional Child Education:

Levi Cavener, Vallivue School District
Christine Kaufman, Lewiston School District
Virginia Welton, Coeur d'Alene School District (reappointment)

ATTACHMENTS

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Attachment 18 – Resume for Levi Cavener	Page 81
Attachment 19 – Resume for Christine Kaufman	Page 85
Attachment 20 – Resume for Virginia Welton	Page 91

**CONSENT
JUNE 16, 2016**

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1252, Idaho Code provides that individuals that are selected to serve on the Professional Standards Commission represent the constituent groups for the position to which they are appointed, such as classroom teachers or secondary school principals not the group that nominated them. Any constituent group or individual may submit nominations to the Commission for any of the 16 positions (excluding the Department and Division of Career Technical Education representatives).

BOARD ACTION

I move to appoint Kathleen Davis as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Secondary Classroom Teachers.

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

I move to appoint Steve Copmann as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Secondary School Principals.

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

I move to appoint Mike Wilkinson as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing School Counselors.

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

I move to appoint Mark Gorton as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Secondary Classroom Teachers.

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

I move to reappoint Tony Roark as a member of the Professional Standards Commission for a three-year term beginning July 1, 2016, and ending June 30, 2019, representing Public Higher Education (Letters and Sciences Representation).

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

CONSENT
JUNE 16, 2016

I move to appoint Taylor Raney as a member of the Professional Standards Commission for a three-year term effective July 1, 2016, and ending June 30, 2019, representing Public Higher Education.

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

I move to appoint Mark Neill as a member of the Professional Standards Commission for the remainder of the three-year term which began July 1, 2014, and will end June 30, 2017, representing Public Higher Education.

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

I move to reappoint Virginia Welton as a member of the Professional Standards Commission for a three-year term effective July 1, 2016, and ending June 30, 2019, representing Exceptional Child Education.

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

**CONSENT
JUNE 16, 2016**

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

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

Kim Zeydel
Secondary Classroom Teacher
West Ada SD #2

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**CONSENT AGENDA
JUNE 16, 2016**

KATHLEEN A. DAVIS

3058 Cherry Creek Rd.
St. Maries, ID 83861
Home Phone (208) 245-3801
Cell (208) 582-0187

Penni Cyr, IEA President
Idaho Education Association
P.O. Box 2638
Boise, ID 83701

Dear Ms. Cyr,

I respectfully submit my application and required documents for consideration for the IEA's selection of a representative to the Idaho Professional Standards Commission.

I believe it is imperative that the profession be protected from negative influences. One way in which we, as teachers, can help in this effort is to monitor practices which ensure that ethical conduct is employed at all times. This will not only make certain that those we come into contact are protected from wrong doing, but also ensure that those in the profession of education are not tarnished by the misdeeds or unprofessional choices of others. This review process also provides assurance that educators will be treated appropriately if accusations should arrive and that false accusations can be handled with integrity.

I have included the following documents: application, resume, statement of commitment to education, along with three letters of recommendation.
Should you have additional questions, please contact me so that I might provide any necessary information.

Thank you for considering me as a candidate for this appointment.

Sincerely,



Kathleen A. Davis

Enc: PSC Application
Resume
Statement of Commitment to Education
Letters of Recommendation
D.Kachelmier
D. Baerlocher
N. Huddleston

**CONSENT AGENDA
JUNE 16, 2016**

KATHLEEN A. DAVIS

3058 Cherry Creek Rd.
St. Maries, ID 83861
Home Phone (208)245-3801 208 582-0187

OBJECTIVE: I would like the opportunity to serve on the Professional Standards Commission.

QUALIFICATIONS

In my 14 years of teaching, I have provided appropriate instruction to children in grades Pre K-8. During this time I have taken additional responsibilities and focused on strengthening community involvement in our school. By seeking workshops and conferences that focus on subject areas for which I am responsible, I have attempted to use current research and data to offer my students an optimal learning environment. My experience has included working with preservice teachers, novice teachers, and with college instructors involved in mentoring new teachers in order to provide resources and support that will aid them in a positive transition into the profession.

EDUCATION

1974-1978 High School Diploma, St. Maries High School, St. Maries, ID
1994-1998 B.S. Elementary Education, Lewis Clark State College, Lewiston, ID
Endorsements in Reading K-12 and English K-9
2002-2005 M. Ed. Curriculum and Instruction, University of Idaho, Moscow, ID

EMPLOYMENT

1998-1999 *Teacher, Heyburn Elementary, SD #041, St. Maries, ID*
Sept. - Jan Served as support personnel for Special Education Department. Responsible for weekly activities for grades K-5.

1999-1999 *Substitute Teacher, Heyburn Elementary, SD #041, St. Maries, ID*
Jan - June Performed as long term substitute. Responsible for daily instruction and activities for twenty preschool age children including those with special needs.
Responsible for all planning and assessment in fourth grade classroom. In addition assumed all committee activities and assignments for teacher on leave during the final academic quarter.

1999-2005 *Classroom Teacher, UpRiver Elementary, SD #041, St. Maries, ID*
Assigned instruction in Language Arts, Geography, and Math for grades 6-8. This position included work within the Title I program. During this time I served on the technology, spelling bee, and assemblies committees.

2000-2008 *Teacher for Summer Reading Program, SD #041, St. Maries, ID*
Provided remediation for students in primary grades identified through IRI assessments.

2005-present *Classroom Teacher, St. Maries Middle School, SD #041, St. Maries, ID*
Language Arts, Grades 7-8, All subjects Grade 6
Responsible for instruction in reading and English. Member of district professional development committee, and RTI team. Mentor for novice teachers. Facilitator for collaboration activities.
Coordinator for building RTI team. Assisted in staff development for Danielson Evaluation Model.

RELATED ACTIVITIES

1998-present Active Member St. Maries Education Association
2003-2005 St. Maries Education Association Building Representative
2008-present St. Maries Education Association Treasurer; Delegate
2008-present Benewah County Library Association Board Trustee
Chair 2010-present
2010-present Active member P.E.O.
Chair - Scholarship committee 2010-present; Treasurer - 2012

**CONSENT AGENDA
JUNE 16, 2016**

Professional Associations and related activities
(including offices)

St. Maries Education Association	2001-Present	Building Rep
St. Maries Education Association	2009-2011	Delegate
St. Maries Education Association	2005-present	Treasurer
SMEA	1998-present	Member
International Reading Association	1998-present	
Kappa Delta Pi		
University of Idaho Alumni Association		
Lewis-Clark State College Alumni Association		
National Teachers of English		
Idaho Library Association		

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

Benewah County Library Board of Directors		2008-present
Benewah County Library Board of Directors	Chairperson	2010-present
North Idaho Volleyball Club		1998-2006
St. Maries High School Booster Club		2000-present
St. Maries Church of the Nazarene		1990-present
Heyburn Parent Teacher Organization		1992-1998
P.E.O. International		2009-present
Parents Helping Parents		1999-2005

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES NO .

Applicant's signature Kathleen P. Davis

Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

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JUNE 16, 2016**

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CONSENT AGENDA
JUNE 16, 2016

Glenda Funk

February 12, 2013

Statement of Commitment to the Teaching Profession

Thirty-two years is a long time to spend in any profession, so in some ways writing a statement about my commitment to the teaching profession seems a bit like stating the obvious. Perhaps this would be true if commitment were measured by the clock, but commitment isn't a period of time. Nor is it a tradition. It isn't metered by what one does when unsure what else to do. Those who value commitment evaluate it by growth, by change, by perseverance and tenacity. I named my blog *Evolving English Teacher* because the name embodies my commitment to students and to my profession, a profession easily characterized as at risk.

Consider: A July 30, 2012 report, *The Irreplaceables: Understanding the Real Retention Crisis in America's Urban Schools*, by TNTP documents the growing crisis in teacher retention. Simply, especially in urban areas, not enough teachers are staying in the profession. Why? That's the million-dollar question. Many teachers lack commitment to a profession that fails in its commitment to them. Call it a Social Contract. Teachers often find their idealism immediately shattered for myriad reasons. The report offers two recommendations for keeping exceptional teachers in the classroom: Prioritize retaining those teachers who clearly advance student learning, which I'd argue isn't measured in test metrics alone; improve the profession "with higher expectations" of teachers, also not evaluated by such things as value-added assessment.

Herein resides my commitment to the profession. Long ago I decided to do all I can to live my professional life as a learner, to value professional growth above all else, especially politics. Last week a student commented: "You are the most helpful teacher ever." Teaching is a service profession, and it's my job to serve my students. That's why I blog about teaching, including lesson ideas, participate in #engchat on Twitter, speak at conferences, and share, share, share books with students, teaching materials with my colleagues in Idaho and throughout the country.

When I think about why I want to serve on the Professional Standards Commission, my thoughts turn to what needs to be done to elevate the profession so that teachers are once again revered and respected, not just by their students, but by business leaders and politicians and all other stakeholders. Daniel Pink has much to say on this topic in *Drive: The Surprising Truth About What Motivates Us*. Among his arguments, Pink names *autonomy* and *mastery* as essential components of motivation.

The trajectory of my own career verifies Pink's premise: I find ways to exercise autonomy over my career—especially as those not vested in my profession seek to diminish it—which means seeking PD outside my classroom, and I am committed to mastery of my subject matter and the pedagogy necessary to teach it successfully.

I'm committed to holding on to what Tom Newkirk calls the "good ideas in a time of bad ones" and doing all I can to promote excellence among my students and within myself.

**CONSENT AGENDA
JUNE 16, 2016**

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

**CONSENT AGENDA
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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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JUNE 16, 2016**

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CONSENT AGENDA
JUNE 16, 2016

Deanne Clifford

30514 Sienna Loop
Athol, Idaho 83801
(208) 691-1192

Professional Profile

"I believe she has unlimited potential in any administrative area for which she may apply."

John Brumley
Lake City High School

I currently serve as a high school building principal in Idaho. This has been my professional goal for many years. It is my strong desire to complete my specialist degree and certification in the superintendency. My hope is to have a positive impact on the students of Idaho.

Educational Background

- **Specialist Degree:** Educational Leadership Superintendency Projected Completion: December, 2016
University of Idaho: Moscow, Idaho
- **Master's Degree:** Educational Leadership Principalship May, 2003
University of Idaho: Moscow, Idaho
- **B.S. Degree:** Education/Secondary Ed. May, 2001
Major: Mathematics University of Idaho: Moscow, Idaho
Minor: English/Journalism

Professional Certification

- **Principal Endorsement** September 2006
School Administrator State of Idaho: State Board of Education
- **Teacher Certification** August 2001
Secondary Education State of Idaho: State Board of Education

Professional Experience

- **Principal**
July, 2010-present Lake City High School: Coeur d'Alene, ID Matt Handelman, Superintendent
- **Summer School Principal**
June, 2009-2011 Project CDA: Coeur d'Alene, ID Rosie Astorquia, Dir. Secondary Ed.
- **Assistant Principal**
August, 2007-June, 2011 Lake City High School: Coeur d'Alene, ID John Brumley, Principal
- **International Baccalaureate Diploma Program Coordinator**
January, 2004-August, 2007 Lake City High School: Coeur d'Alene, ID John Brumley, Principal
- **Administrative Intern**
September, 2002-June, 2003 Lake City High School: Coeur d'Alene, ID John Brumley, Principal
- **Mathematics Instructor/Student Council Advisor**
August, 2002-June, 2007 Lake City High School: Coeur d'Alene, ID John Brumley, Principal
- **Mathematics Instructor/Student Council Advisor**
August, 2001-June, 2002 Post Falls High School: Post Falls, ID John Billetz, Principal
- **Assistant Treasurer**
August, 1995-May, 2000 Lake City High School: Coeur d'Alene, ID John Brumley, Principal

**CONSENT AGENDA
JUNE 16, 2016**

Professional Committees and Organizations

- Inland Empire League President, 2010-2011
- Idaho Association of School Administrators Member, 2003-present
- Numerous Building and District Committees Volunteer member, 2000-present
- Idaho Association of Student Councils Interim Executive Director, 2007
Region 1 & 2 Director, 2002-2007
- Lake City High School Student Council Advisor, 2002-2007
- Parent Advisory Committee Student Council Liaison, 2002-2006
- Lake City High School Steering Committee Elected Member, 2003-2006
- Lake City High School Collaboration Team Volunteer Member, present
- Coeur d'Alene Education Association Building Representative, 2002-2005
- National Association of Secondary School Principals Member, 2003-present
- Assoc. of Supervision & Curriculum Development Member, 2002-present

Awards/Grants/Recognition

- National Association of Student Councils : *Gold Council of Excellence*, 2007
- Idaho Association of Student Councils: *Distinguished Service Award*, 2006
- National Association of Student Councils: *National Advisor of the Year Region 7*, 2005
- Idaho Association of Student Councils *Idaho State Advisor of the Year*, 2004-2005
- Coeur d'Alene School District 271: *Rookie of the Year*, 2005
- Coeur d'Alene School District 271: *Teacher of the Year Nominee*, 2003-2005
- Excel Foundation: *Grants exceeding \$6,000*, 2002-2004
- National Youth Leadership Forum: *Honoree*, May, 2002 and May, 2006
- National Teacher Training Institute Award Recipient, *Award winning lesson plan - "Measuring the Earth,"* 2001
- Golden Key National Honor Society, 1998-2002
- Phi Theta Kappa, 1996-1998

Clubs/Community Service/Activities

- Idaho Association of Student Councils interim state director and regional advisor
- High School student council advisor
- University of Idaho Instructor of International Baccalaureate Teacher Professional Development
- Lake City High School Football Boosters: former president, current member
- LCHS Math Study Club: facilitator
- Youth Soccer Association: referee and coach
- Annual Food Drive: organizational assistant
- Adopt-a-Family: program advisor
- National Association of Student Councils: annual fall and spring conference organizer
- Teen events volunteer

**CONSENT AGENDA
JUNE 16, 2016**

Kristen,

I didn't see where this went through yesterday, so I am sending it again. Hopefully it isn't too late. I am interested in applying for the open secondary position on the PSC.

The following are a few of my qualifications:

** 1989 to 1995 - Teacher and Dean of Students at Pinon Mesa Middle School in Phelan, CA

** 1995 to 1999 --> Assistant Principal at Burley Jr. High School

** 1999 to present --> Principal at Burley Jr. High School

** This is my 21st year as an administrator in Idaho

** 2006 to present --> I am the administrator on our district negotiations team

** 2002 to present --> Member of the State Accreditation Commission

** Principal of the Year for IASSP

** Active member of IASSP for 18 of the last 21 years

** Served as a member on a PSC hearing

If I am chosen for this position, I will be very dedicated to helping this commission operate in an effective and efficient manner. There are many timely and critical issues currently facing our State and I look forward to being involved with the process.

Sincerely,

Steve Copmann

Principal, Burley Jr. High School

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JUNE 16, 2016**

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CONSENT AGENDA

JUNE 16, 2016

Julie Dillehay
5414 W. Franklin Road
Meridian, Idaho 83642
208 888-7467
Cell 208 371-9117

Licenses/certifications

Licensed Clinical Professional Counselor - State of Idaho; 1991-present
National Board Certified Counselor 1992-present
Certified School Administrator: Superintendent, Principal, Special Education Director Endorsements 2015
Certified School Psychologist- Pupil Personnel State of Idaho; 1997-present
Certified School Counselor – Pupil Personnel State of Idaho; 1991- present
Standard Secondary Teaching Certificate: Endorsement, Communications (6-12); 1986-present

Counseling/Teaching Experience

Vallivue School District: Vallivue High School Counselor (Fall 2007-present)
College of Idaho: Counsel students, assist campus program development & awareness of current issues on college campuses; (September 2005-present)
College of Western Idaho; adjunct instructor; School of Behavioral Sciences (psychology) (Fall 2010-Spring 2015)
Idaho State Department of Education Mediator/ Facilitator Special Education Issues (Spring 2002- Fall 2014)
All Season's Mental Health: Perform assessments, treatment planning, psycho diagnostic testing, crisis planning, mental health therapy; (July 2004-Nov. 2005)
Lee Pesky Learning Center: Perform Psycho-educational testing, conduct program evaluation; write curriculum and taught parent and teacher education classes, counseled students & parents; (2000-2004)
University of Idaho: Adjunct Instructor; graduate level classes College of Education; School Psychology program (Spring, Summer, Fall 2002- Spring 2005)
Boise State University: Adjunct Instructor; Masters Level counseling program (Summer 2001, Fall 2002, 2003)
Meridian Schools: Coordinated, facilitated, or taught small groups and classroom units. Counseled with students; Consulted with administrators, parents and teachers to help with social and academic concerns, grades K-12; assisted with the development and establishing of Crossroads Alternative Middle School (1990-2000)
Private Practice: Investigations, evaluations, mediation, and social history for criminal, civil cases, divorce, and child custody cases. Counsel children and adults for issues of divorce, sexual abuse, self-esteem, and other family or educational issues; (1991-1996) (2005-2006)
Southwest Center for New Directions, Boise State University: Counseled single parents, non-traditional students, and others with career, parenting, divorce, self-esteem, and other personal issues in groups and individually; assisted Fourth District Court in development of parenting class of new divorcing parents. (1989-1990)
Parent Education Facilitator: taught parent education courses for intact, single, step, and divorced parents. Meridian Schools (1991, 95, 96, 99); Boise Parent Education Center (1983-88)

Education

Education Specialist Education Leadership (December 2014)
Doctoral Candidate, University of Idaho ABD; Adult Education (May 2006)
Master of Arts-Religion/Christian Education, Northwest Nazarene University (Dec. 2005)
Specialist in School Psychology-University of Idaho (May 1997)
Master of Counseling - Idaho State University (May 1991)
Bachelor of Arts Communication - Boise State University (December 1985)

Training/Conferences Attended

Special Education Law Conference (May 2015)
Bystander Program Training, College of Idaho (August 2013)
Northwest Special Education Law Conference (2014, 2011)
Emotional Intelligence and Conflict Management; Boise State University, June 2011
Mediation Training w/Stacy Holloway; SDE, June 2010
Trauma Certification Training; The National Institute for Trauma and Loss; San Antonio, TX, February, 2010
Section 504 Rehabilitation Compliance Workshop (Feb 2010)
Idaho Department of Education: Updates on IDEA case law (Sept. 2009)
Mean Girls: Workshop Spokane Washington (December 2008)
Idaho School Counselors Conference: (October 2008)
Summit on Domestic Violence: Teen Dating Violence (March 2007)
Idaho Department of Education: IDEA Reauthorization Training (March 2007)
Interest Based Bargaining Training (February 2007)
Summit on Domestic Violence and Risk Assessment (October 2006)
American College Counseling Conference (October 2006)
Idaho Department of Education: Mediation Training (October 2006)

**CONSENT AGENDA
JUNE 16, 2016**

Professional Associations

Idaho Department of Education: IEP Facilitation Training (September 2005)
Professional Member - American Counseling Association (1989-present)
Professional Member- Idaho Counselors Association (President 2001-2003)
Professional Member- National Education Association
Professional Member- Idaho Education Association/Vallivue Education Association (co-President 2008-2014)
Professional Member- American College Counselor Association (2006-2008)
Professional Member – American School Counselor Association (1990-2002) (2015-present)
Professional Member- National Association of School Psychologists (1995-2004)
Professional Member- Idaho School Psychologist Association
Idaho Society of Individual Psychology; (President 1993-94)

CONSENT AGENDA

JUNE 16, 2016

Additional Training

Idaho Counseling Association Conference (January 2002-2003-2004); Conference Chair
ACA National Conference, Anaheim, CA (March 2003)
Bridges to Learning Conference, Boise, ID (August 2000-2002)
Facing the Fire Anger Management Training, (July 2002)
ACA National Conference, New Orleans, LA (March 2002)
ACA National Conference, San Antonio, TX (March 2001)
ACA Legislative Institute, Alexandria, VA (February 2001)
ACA Western Leadership Conference; Las Vegas (Nov. 2001), Spokane, WA (Nov. 2000)
ICA Leadership Development Institute, McCall, ID (June 2002);
Idaho Falls, ID (June 2001); Twin Falls, ID (June 2000)
ICA/ISCA Conference (Chairperson) Nampa, ID (October 1999)
At-Risk Students Conference, Phoenix AZ (March 1997, March 1998, February 1999)
Cognitive Self-Change, Boise, ID (August, 1998)
School-to-Work Training, Boise, ID (June 1998)
Parent Project Facilitator Training; Nampa, ID (June- 1996)
Idaho Prevention Conference; Sun Valley, ID (April 1996, May 1995)
National At-Risk Student Conference; Scottsdale, AZ (March 1996)
ISCA Fall Conferences Nampa, ID & Boise, ID (October 1992-1995)
ISIP Conference: Empowering Families: Working Together To Make A Difference;
Boise, ID (March 1994)
NASAP Convention & Workshops; Celebrate Diversity, Encourage Connection:
Toronto, Ontario Canada (June 1993)
ISIP Conference: Empowerment of Self and Others; Boise, ID (March 1993)
Improving the Academic Performance of Adolescents: A Program for At-Risk Students;
Seattle, WA (November 1992)
NASAP Convention & Workshops; Well-being: Theory and Practice; Chicago, Illinois (June 1992)
Strengthening Families in the 90's; Boise, ID (March 1992)
Midwest Conference on Child Abuse and Incest; Middleton, WI (November 1991)
Step by Step; 16 Steps Toward Legally Sound Sexual Abuse Investigations;
Boise, ID (October 1991)
ISCA Fall Conference; Helping Children Help Themselves: Applications of RET;
Boise, ID (October, 1991)
A Dynamic Approach to Resolving Child Custody Issues; Boise, ID (September 1991)
Developing Capable People; Boise, ID (March 1991)
Children Who Hurt: Helping Child Victims of Violence and Abuse; Boise, ID (October 1990)
Evolution of Psychotherapy; Anaheim, California (December 1990)
ISCA Fall Conference; Brief Therapy; Boise, ID (October 1990)
IMPACT: Drug and Alcohol Assessment/ treatment training; Nampa Idaho (September 1990)
Families of Divorce; Boise, ID (April 1990)
Peaceful Settlements; Boise, ID (April 1990)
Andy LePage: Self-Esteem; Boise, ID (February 1989)
Haynes Mediation Training; Child Custody Mediation; Boise, ID (November 1988)
Stepfamily Workshop; Boise, ID (March 1986)

Training/Conferences Taught

Teaching Student with ADD/ ADHD (workshop); Boise, Idaho (Feb, 2003, Oct '02, March '02)
The Learning Circle: Learning Disabilities 101: Lewiston, Idaho (February 2002)
Bridges to Learning Conference; Boise, Idaho (August 2001)
At-Risk Students and Alternative Schools, Presenter, National At-Risk Students Conference, Phoenix, AZ (1997-1998)
ADHD & 504's Lake Hazel Middle School, Boise ID, August 1996
At- Risk Students- Take a Kid -On: Lake Hazel Middle School, Boise ID, (March 1996)
Peer Mediation Training for Teachers; Lake Hazel Middle School, Boise ID (June 1995);
McMillan Elementary, Boise, ID (November 1992); Silver Sage Elementary, Boise, ID (October 1991)
Domestic Law in Idaho: "Winning For Your Client": Presenter; How Divorce Affects Children;
Boise, ID (December 1991)

CONSENT AGENDA
JUNE 16, 2016



April 27, 2016

Lisa Colon, Director
Certification and Professional Standards
State Department of Education
Boise, ID 83702

Dear Ms. Colon:

I am pleased to support the nomination of Ms. Julie Dillehay for the Professional Standards Commission and support giving her at least six professional leave days per year from her duties with the Vallivue School District to perform her work with the PSC.

I have worked with Julie for nine years, and can honestly say that she is one of the finest educators with whom I have ever worked. Her skills as a high school counselor and as a leader of the teachers' association in our school district are exceptional and she will bring many skills to the table as a commissioner with the PSC.

Julie Dillehay is an honest, hard-working educator who always gives her best effort to any project that she takes on. We in Vallivue also support the efforts of the Professional Standards Commission, so I am happy to send a top employee to help in this important work.

Sincerely,

A handwritten signature in black ink that reads "Pat Charlton". The signature is written in a cursive style with a long, sweeping underline.

Pat Charlton, Ph.D.

**CONSENT AGENDA
JUNE 16, 2016**

Kristin L. Hagadone

3451 W. Linneatus Drive, Coeur d'Alene, ID 83816
Email: khagadone@sd273.com Cell: (208) 659-4640

Objective: To obtain a seat on the Professional Standards Commission where I can apply my experience and knowledge as a teacher and counselor towards the various tasks at hand.

Education

University of Idaho 2002 - 2005
Masters of Education-Counseling and Human Services

Montana State University 1995 - 2000
B.S. Health and Human Development

Work Experience

Post Falls High School 2005 - Present
Counselor

- Administered various college and state exams
- Advised students in college and career planning
- Identified as district representative for crisis team
- Collaborated with faculty, students and parents on schedules, grades and career planning
- Proactively working with administrators to identify changes in behaviors in specific students
- Guided students and parents to various resources in the community
- Scheduled, counseled and provided crisis intervention to students during summer school

Post Falls High School 2001 - 2005
Family & Consumer Sciences Teacher

- Prepared weekly lesson plans keeping with state professional/technical standards
- Demonstrated and led lessons that students would be assessed in graded lessons
- Conducted meetings and communicated with all professional technical staff and members of the advisory board for professional technical education as department head
- Provided communication to parents and students regarding progress throughout the year

Ronan School District 2000 - 2001
Family & Consumer Sciences Teacher

- Prepared weekly lesson plans keeping with state professional/technical standards
- Demonstrated and led lessons
- Assessed student learning in a multitude of ways
- Provided communication to parents and students regarding progress throughout the year

Extracurricular

- Key Club Advisor - organized and planned volunteer opportunities for club members
- Class Advisors – guided students in the planning process of various class events
- Student Council Advisor - assisted with event planning on a school wide basis; took students to various leadership conferences and

References - provided upon request

**CONSENT AGENDA
JUNE 16, 2016**

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**CONSENT AGENDA
JUNE 16, 2016**

▶ **Bob**

23578 Freezeout Caldwell, ID 83607, 208-989-3611, w)208-454-1426, ruok@cablone.net, bob.solomon@vallivue.org

Objectives

Professional Standards Commission

Education

M. Ed. Northwest Nazarene University, School Counseling, 1996

Experience: School Counselor, Vallivue Middle School 2000-Present

District Safe and Drug Free Schools Committee (worked on school policies and procedures), Committee to achieve Recognized American School Counselor Association (RAMP) recognition, School AVID, RTI, Leadership and AAT committees.

Skills/Duties

Individual and Group Counseling, work with school psych's, SLP's Nurses to develop IEP's, manage 504's, prepare weekly Advisory Lessons to be taught in home rooms, serve on AAT committee with admin, counselors and instructional coach to assist with school climate, direction and articulation of services, help coordinate registration for VMS and our sister Alternative Middle School, credit recovery and summer school.

Trainings (very partial list)

Life Skills, Positive Action, Neighborhood Mediation, Family Counseling, Thinking Errors, Tribes, Danielson Model, Anxiety, Early Childhood Trauma, Grief.

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**CONSENT AGENDA
JUNE 16, 2016**

Michael Shane Wilkinson

2055 Elizabeth Blvd.
Twin Falls, Idaho
(208)404-4215
wilkinsonmi@tfds.org

EDUCATION

Masters of Education in Counseling

Northwest Nazarene University, Nampa, Idaho
Graduation: December 2009

Bachelor of Arts in Spanish and History Education

Idaho State University, Pocatello, Idaho
Graduation: December 2002

Attended Boise State University 1995-1996.

COMPUTER SKILLS

Idaho Technology Portfolio Assessment. Met Idaho's technology standards on February 7, 2002.

RELATED EXPERIENCE

School Counselor – Robert Stuart Middle School (2010 – Current)

- Support students with socio-emotional issues so they can function at a high level in the classroom.
- Part of the building administrative team
- Help with student academic requirements as far as scheduling and matriculation

Student Assistance Specialist – Robert Stuart Junior High and Canyon Ridge High, Twin Falls, Idaho (August 2008-2010)

- Assisted students individually with socio-emotional difficulties
- Led psychoeducational and support groups weekly in areas such as substance-use prevention, anger management, divorce, LifeSkills, grief and loss, and study skills.
- Aided teachers and school staff to ensure every student received the education necessary to lead successful lives.
- Worked with families in addressing students' problems.

Spanish Teacher – Vera C. O'Leary Junior High School (2003 to 2008)

- Taught Spanish to eighth and ninth grade students
- Member of Building Leadership Team
- Student Council Advisor
- Intramural Director
- Track coach

ORGANIZATIONS AND ACTIVITIES

- Member of the American School Counselor Association
- Member of the National Education Association and the Idaho Education Association
- Current Co-President of the Twin Falls Education Association
- Served as Region representative and delegate for the Idaho Education Association

CERTIFICATIONS FROM STATE OF IDAHO

Pupil Personnel Services Certificate (PreK-12)
Standard Secondary Education Certificate with endorsements in Spanish and History

**CONSENT AGENDA
JUNE 16, 2016**

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CONSENT AGENDA
JUNE 16, 2016

Received: 2/12/13 5:28PM; 208 359 3352 -> IDAHO EDUCATION ASSOCIATION; Page 1
FEB-12-2013(TUE) 15:53 OFFICE (FAX)208 359 3352 P 001/007

Dawn Anderson
324 South 3rd East
ID 83440

Penn L. Cyr
President, Idaho Education Association
620 N. 6th St., P.O. Box 2638,
Boise, ID 83701

Dear Penni,

I am applying for a secondary education position on the Professional Standards Committee because I believe in the power of educators to transform lives and fortify a healthy, civic-minded society. Additionally, I feel that teaching is not just a profession—it is a craft, honed in the classroom and enriched by continuing education and personal dedication to the field.

When I left my position as adjunct faculty at BYU-Idaho after twenty-one years, a lot of people thought I was crazy. They couldn't understand how anyone would want to leave a cushy college position to teach in the public arena. And yet, for all those years I kept my teaching certificate current because I knew I would want to teach at the secondary level full time. I have not regretted that decision for a minute. I love my job. And my work for the past five years in the public school system teaching 8th graders has reinforced my belief that few things are more beneficial to a society than when a skilled and passionate teacher unlocks the potential of a child.

I'd like to be a part of a team that works together for the betterment of the profession—because what is good for the profession will translate into good for Idaho schools. When we treat and train teachers like the professionals they are, we not only build a quality Idaho school system, but we ensure that our students have the tools and skills they need to be successful in an increasingly globalized economy.

I bring twenty-six years of teaching experience to the table. Moreover, I've served in numerous collaborative capacities, including a scholarship committee, a college faculty association committee, and the Rexburg Children's Museum Committee where I was involved in grant writing. I've lead friendly negotiations with the Madison School Board of Trustees and served in the position of local president of the Rexburg Education Association for two years.

Included here are copies of

- o Professional resume
- o Three letters of recommendation, including one from my superintendent, my principal, and Dan Sakota who currently serves on the PSC.
- o Applications form.

Thank you for your consideration. I look forward to hearing back from you.



Dawn Anderson
208-356-4815
andersda64@gmail.com

Enclosures

**CONSENT AGENDA
JUNE 16, 2016**

7:29PM;
4 OFFICE

208 359 3352 -> IDAHO EDUCATION ASSOCIATION;
(FAX)208 359 3352

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Dawn Jeppesen Anderson

324 South 3rd East
Rexburg, ID 83440
208-356-4815 cell: 208-313-6512
daveclawn@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 *Past 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

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OFFICE

(FAX)208 359 3352

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**Professional Associations and related activities other than IEA/NEA
(including offices)**

Advisor to the BYU-I College Democrats, 2001 - 2006

Madison County Democratic Chair, 2007 - 2012

BYU-Idaho Faculty Association, 2002 - 2004

**Community Involvement (Please list all community service or other community
activities in which you have been involved and dates)**

Rexburg Children's Museum Committee

Wrote grants for the Rexburg Children's Museum

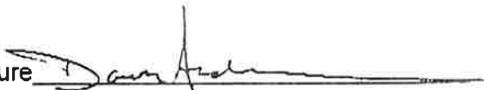
Presenter at BYU-I Literature Conference

Local President for Rexburg Ed Association (2011 - present)

Democratic Chair, Madison County 2008 - 2012

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES NO

Applicant's signature



**Please attach resume, three (3) letters of recommendation, and statement
of commitment to the profession.**

Please keep file active
1 yr. 2 yr. NO

1/07

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CONSENT AGENDA
JUNE 16, 2016



Idaho Fine Arts

ACADEMY

3467 West Flint Drive, Eagle, ID 83616 | PHONE: 208-350-4420 | FAX: 208-350-4429

February 28, 2016

Idaho Professional Standards Committee:

I am interesting in serving on the Professional Standards Committee. I have been an educator in the state since 1984. When I was first hired I received the Code of Ethics and have always carried it with me as a reminder of my commitment to the profession. Educators must accept the responsibility to practice the profession according to the Code of Ethics. Excellence in our field supports high quality educational opportunities for our students.

Thank you for considering my nomination.

Sincerely,

A handwritten signature in cursive script that reads "Shawna Exline".

Shawna Exline

Middle School English/Literature Teacher

**CONSENT AGENDA
JUNE 16, 2016**

**SHAWNA EXLINE
LETTER OF STRENGTHS
MIDDLE SCHOOL LANGUAGE ARTS TEACHER
PERFORMING ARTS SECONDARY SCHOOL**

DEGREES

60+ CREDITS POST GRADUATE WORK, VARIOUS UNIVERSITIES
M.ED. CURRICULUM & INSTRUCTION WITH SPECIALIZATION IN READING & LANGUAGE ARTS, UNIVERSITY OF OREGON, 1989
B.A. ELEMENTARY EDUCATION, BOISE STATE UNIVERSITY, 1984

CERTIFICATES

K-8 STANDARD ELEMENTARY
K-12 LITERACY ENDORSEMENT
TECHNOLOGY
PRAXIS PASSED FOR MIDDLE SCHOOL ENGLISH

POSITIONS HELD

MIDDLE SCHOOL TEACHER GRADES 6TH, 7TH, 8TH - JOINT SCHOOL DISTRICT No. 2
ICLC INSTRUCTOR - JOINT SCHOOL DISTRICT No.2
ELEMENTARY LANGUAGE ARTS & TITLE I ACADEMIC COACH - JOINT SCHOOL DISTRICT No. 2
EARLY CHILDHOOD READING SPECIALIST - IDAHO STATE DEPARTMENT OF EDUCATION
ELEMENTARY READING COACH - JOINT SCHOOL DISTRICT No. 2
COORDINATOR OF THE IDAHO INTERNATIONAL READING ASSOCIATION - STATE OF IDAHO
PRESIDENT OF THE IDAHO INTERNATIONAL READING ASSOCIATION - STATE OF IDAHO
LANGUAGE ARTS CURRICULUM COORDINATOR – JOINT SCHOOL DISTRICT No. 2
TITLE I PARENT INVOLVEMENT & LITERACY FACILITATOR - JOINT SCHOOL DISTRICT No. 2
ELEMENTARY TITLE I TEACHER - JOINT SCHOOL DISTRICT No. 2
READING ENDORSEMENT SUPERVISOR – GRADUATE FELLOWSHIP, UNIVERSITY OF OREGON
ELEMENTARY TEACHER GRADES 1ST, 3RD, 4TH AND 5TH - JOINT SCHOOL DISTRICT No. 2,
CENTER FOR EARLY EDUCATION, LOS ANGELES, CA

STRENGTHS

- EXPERTISE TEACHING GRADES 6-8 IN AN ARTS MAGNET SCHOOL
- EXPERTISE IN THE LANGUAGE ARTS
- KNOWLEDGE OF COMMON CORE STANDARDS AND DISTRICT CURRICULUM REQUIREMENTS
- EXPERIENCE IN ARTS INFUSED INSTRUCTION AND DIFFERENTIATION OF INSTRUCTION
- EXPERIENCE IN SECURING GRANTS TO SUPPORT THE ARTS
- ABILITY TO EFFECTIVELY COMMUNICATE WITH A VARIETY OF AUDIENCES
- KNOWLEDGE AND SKILLS IN COLLABORATION AND CREATIVE PROBLEM-SOLVING
- STATE/DISTRICT/CLASSROOM EXPERIENCE AND SKILLS IN ORGANIZATIONAL AND CLASSROOM MANAGEMENT
- PROFICIENCY WITH TECHNOLOGY
- POSITIVE ATTITUDE
- VESTED INTEREST IN THE SUCCESS OF THE PROFESSION
- WILLINGNESS TO TAKE ON CHALLENGES AND LEARN NEW SKILLS - DISTRICT'S TEACHER OF THE YEAR 2015-2016

**CONSENT AGENDA
JUNE 16, 2016**

MARK GORTON

13552 N. HALLEY STREET, RATHDRUM, ID 83858
PHONE (208) 660-3646. E-MAIL mgorton@lakeland272.org

OBJECTIVE:

Appointment to the Idaho Professional Standards Commission.

EDUCATION:

B.S. Communication Arts, December 1997 Lewis-Clark State College, Lewiston, Idaho

CERTIFICATION:

State of Idaho Teachers Certificate 6-12

Endorsements: Social Sciences, United States History, United States Government, World History, Computer Application Technology, Public Speaking and Drama

TEACHING EXPERIENCE:

- **Teacher, Mountain View Alternative School, Lakeland School District, Rathdrum, Idaho**
August 2001-Present
 - Public Speaking
 - Acting
 - Economics
 - U.S. Government
 - Computer Application

Teacher, Lakeland Junior High, Lakeland School District, Rathdrum Idaho
2000-2001

- United States History
- World History
- Computer Application Technology

Teacher, Lapwai Alternative School, Lapwai, School District, Lapwai, Idaho
September, 1998-2000

- United States History
- Economics
- United States Government
-

Professional Organizations:

- Northwest Professional Educators 2001
- Lakeland School NWPE employee benefit fair representative 2003-2014

Activities:

- February 2016 Master of Ceremonies Idaho District 1 and 2 Cheer and Dance Competition
- 2015/2016 Member of the Lakeland Mastery Learning and Report Card/Grade Report committee
- 2015/2016 Member of the Lakeland Mileposts/ExamView staff training committee
- 2014/2015 Member of the Lakeland Curriculum Committee
- 2014/2015 Member of the Lakeland Idaho LEADS committee
- 2004 Recipient of the NEH scholarship and summer workshop People, Place and Power summer workshop
- 2014-present. Volunteer coach, City of Rathdrum Parks and Recreation, Rathdrum, ID
- 2000- present. Head Track and Field Coach – Lakeland High School

**CONSENT AGENDA
JUNE 16, 2016**

Brad Murray
Superintendent of Schools
Lakeland Joint School District #272
bmurray@lakeland272.org

Charles Kinsey
AdvancED
Former Superintendent of Schools
Lakeland Joint School District #272
cckinsey@gmail.com

Lisa Sexton
Assistant Superintendent of Schools
Lakeland Joint School District #272
lsexton@lakeland272.org

Cindy Omlin
Executive Director
Northwest Professional Educators
director@nwpe.org

Paul Uzzi
Principal
Mountain View Alternative School
Lakeland Joint School District #272
puzzi@lakeland272.org

Jason Bradbury
President
Lakeland Education Association
jbradbury@lakeland272.org

Dr. Mary Ann Ranells
Superintendent of Schools
West Ada School District
208-855-4500
ranellstreehouse@gmail.com

Warren Bakes
University of Idaho
College of Education
warbak@uidaho.edu

Dennis Kachelmier
Superintendent of Schools
Nezperce Joint School District #302
dkachelmier@nezpercesd.us

Cassidy Hall
University of Idaho
Interim Director/Technology Integration
Specialist, Assistant Professor
cassidyh@uidaho.edu

**CONSENT AGENDA
JUNE 16, 2016**

2/4/16

To Whom This May Concern:

My name is Mary Jackson and I teach Spanish at Lewiston High School. I began teaching here in 1988. Through the years I have assisted our LHS LEA building representatives with a variety of activities. I didn't have the time to take a lead role in my association for various reasons and tried to fill the many gaps volunteering for tasks in my building. In my later years I have felt compelled to do more as I volunteered to be the building representative for a few years.

The Professional Standards Commission was something I learned a lot about as my colleague, Dennis Ohrtman, spent time on this commission. I realized long ago that I wanted to be a part of this a decision making group. Ethical practices by qualified, competent teachers in the workplace are important to me, my colleagues, the community and the state. Equitable and fair practices for Idaho educators are a pinnacle of importance currently and looking forward into the future. Teachers working toward high achievement for their students through excellent professional practices while remaining true to Idaho standards are a clear vision for all stakeholders. Being a veteran educator on this commission sets a stage to have a powerful, reliable, realistic voice as a teacher representative position.

My goal as a board member is to be a fair, accurate, thorough, hard working decision maker in this group. Thank you for my consideration on the Professional Standards Commission.

Sincerely,

Mary Jackson

CONSENT AGENDA

JUNE 16, 2016

Mary L. Jackson
1546 Heimark Court
Clarkston, Washington 99403
509-758-0566
mjackson@lewistonschools.net

EMPLOYMENT

Secondary Spanish Education Lewiston Senior High School 1988-current

- Level 1 Spanish: Grades 10-12
- Level 2 Spanish: Grades 10-12

EDUCATION

University of Idaho- Moscow, Idaho Undergraduate
B.S. ED 1983 Major: Secondary Education - History
Minors: Spanish and French

University of Idaho- Moscow, Idaho Graduate
M.S. ED 2012 Curriculum and Instruction

Additional work at Lewis Clark State College, Boise State University, Northwest Nazarene University, Seattle Pacific University, University of New Mexico, University of Oregon, Universidad Tecnológica Equinoccial, and Centro Mexicano de Idiomas

TEACHING CERTIFICATION

State of Idaho Teacher Certification Grades 6-12 Social Studies, History, Humanities, Spanish and French

PRESENTATIONS

- 2015 Boise, Idaho *Decoding Codices: What Do These Pictures Mean?*, Idaho Association of Teachers of Languages and Culture
- 2014 Kuna, Idaho *Visual Journaling-Incorporating the New Visual Arts Standards into Foreign Languages*, Idaho Association of Teachers of Languages and Culture
- 2012 Lewiston, Idaho *Creating and Using Papel Picado for Día de los Muertos* Idaho Association of Teachers of Languages and Culture
- 2011 Caldwell, Idaho *New Mexican Tin Art* Idaho Association of Teachers of Languages and Cultures
- 2008 Nampa, Idaho *Japan Fulbright Memorial Fund* Idaho Association of Teachers of Languages and Cultures
- 2005 Boise, Idaho *Basque Culture* Idaho Association of Teachers of Languages and Cultures
- 1993 Boise, Idaho *The Best of Ecuador* Idaho Association of Teachers of Languages and Cultures

COMMITTEES

- Lewiston Education Association scholarship committee 2014-2016
- Lewiston High School building representative to the Lewiston Education Association representative council 2011-2014
- Lewiston Education Association representative to the Lewiston School District sick leave bank committee 2010-current
- Senior project committee 2008-2010
- District calendar committee 2007
- Served on college screening committee for a long distance student teaching program (PACE) 2005
- Curriculum development committees for Spanish 9-12

CONSENT AGENDA

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- Textbook selection committees 9-12
- Past school attendance committee grades 10-12

ORGANIZATIONS

Member of the Lewiston Education Association, Idaho Education Association and National Education Association
Member of the Idaho Association of Teachers of Languages and Cultures
Member of the Pacific Northwest Council for Languages
Member of the American Council on the Teaching of Foreign Languages

LEADERSHIP

- 2014-current Pacific Northwest Council for Languages Board member
- 2012-2013 Secretary of Idaho Association of Teachers of Languages and Cultures (IATLC)
- 2009 Idaho Association of Teachers of Languages and Cultures conference organizer
- 2008-2009 President of the Idaho Association of Teachers of Languages and Cultures
- 2007-2008 Vice President of IATLC
- 2004-2007 Secretary of IATLC

CLASSROOM GRANTS

- 2015 Recipient of a Kids in Need Grant *Alebrijes: A Mexican Handicraft Tradition*
- 2014 Recipient of a Kids in Need Grant *Books and Roses: A Spanish Observance*
- 2013 Recipient of a Kids in Need Grant *Let's Celebrate Cinco de Mayo*
- 2013 Recipient of a Lewiston School District Impact Grant *Do You Have Anything to Read?*
- 2012 Recipient of a Kids in Need Grant *A Picture is Worth a Thousand Words*
- 2011 Recipient of a Kids in Need Grant *Papel Picado: An Introduction to Paper Cutting*
- 2010 Recipient of a Target Field Trip Grant *Cruise the World*
- 2010 Recipient of a Kids in Need Grant *If I Had a Hammer: An Introduction to Tin Art*

RECOGNITION AND ACHIEVEMENTS

- 2015 National Endowment for Humanities summer institute in Oaxaca, Mexico
- 2011 Idaho Association of Teachers of Languages and Cultures Teacher of the Year
- 2011 Thomas C. Wright Fellowship recipient. This University of Idaho scholarship program funds a Master's degree in Curriculum and Instruction.
- 2010 National Endowment for the Humanities Scholarship recipient
- 2009 Chosen as the Washington recipient of a Horace Mann-Abraham Lincoln Fellowship
- 2008 Participant in the Japan Fulbright Memorial Fund program for an extended stay in Japan
- 1993 Fulbright-Hays Grant Scholarship recipient. Attended the Universidad Tecnológica Equinoccial in Quito, Ecuador and participated in an extended home stay.
- 1989 Idaho Educator Scholarship recipient to participate in an extended home stay in Morelia, Mexico and attended Centro Mexicano de Idiomas

REFERENCES

Dr. Robert Donaldson	rdonaldson@lewistonschools.net	208-748-3044
Dr. Dennis Ohrtman	dwohrtman@aol.com	208-743-0694
Deanna Didier	deannadidier@gmail.com	208-305-3704

**CONSENT AGENDA
JUNE 16, 2016**

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**CONSENT AGENDA
JUNE 16, 2016**

February 11, 2016

To whom it may concern:

I am writing in regard to my interest in serving on the Idaho State Department of Education Professional Standards Committee (PSC). I believe I would be an asset to this committee due to my classroom experience, my ability to communicate and lead, and my desire to promote the teaching profession as one made up of professionals who are dedicated to doing the best work they can for the children of the state of Idaho.

I have been a classroom teacher since 1998. I began my career as an English and journalism teacher at Skyview High School in Nampa. Since then, I have moved to the West Ada School District, where I have been teaching French and English Language Arts at Eagle High School. I have taught a variety of subjects throughout my career. I also work as an Instructional Coach through a technology grant at Meridian Middle School. I get to work with teachers one-on-one to improve teaching practices and to integrate technology in a meaningful way. I am so excited about the changes I see taking place in classrooms every day, and the positive impact those changes have on learning and engagement. Teaching gives me a sense of purpose. I love interacting with students and with other teachers to effect change on a daily basis.

During my time in education, I have had the opportunity to work as an IEA building representative and state delegate. I have also mentored two student teachers, and several new teachers. I have served on curriculum writing and End-of-course exam writing committees. I have been a department chair, worked on the school accreditation report, and the school improvement and RTI development committees. I also work collaboratively with other Instructional Coaches to deliver professional development that supports best teaching practices. In addition, I have been working with Digital Promise and the Verizon Foundation as a technology integration coach, and have completed my master's in Educational Leadership. All of these experiences have helped me to develop effective communication skills and to be able to work with others in a variety of capacities.

I am highly dedicated to my profession. I take continuing education classes to improve my craft, even when I don't need the credits. I hold myself to high standards of ethical conduct in all things. I believe that teachers are, and should be, held to a high standard of behavior and professionalism. Educators must protect the best interests of children and do the best job we can to teach kids life-long skills, including things such as integrity and perseverance.

I am excited about the possibility of serving on the PSC. I think it will be fascinating to be a part of monitoring and developing in-service opportunities, teacher education programs, and certification requirements. I want to help ensure that students get opportunities that they have never had before as technology and mind-shifts open up possibilities for schools. I want to be a part of the committee that helps teachers be the best they can be. I am excited to work collaboratively with other representatives of the profession to determine how to meet the needs of Idaho students, teachers, and parents.

Sincerely,


Aliene (Ali) A. Shearer

**CONSENT AGENDA
JUNE 16, 2016**

ALIENE (ALI) SHEARER
2886 N Mule Deer Way
Meridian, ID 83646
(208)631-1771
shearer.ali@westada.org

CERTIFIED SECONDARY SCHOOL TEACHER (Grades 6-12)

Enthusiastic and motivated secondary teacher with leadership experience seeking to use strengths to work collaboratively with committee members and education stakeholders to advance the education profession as a member of the Professional Standards Commission.

CORE COMPETENCIES

<ul style="list-style-type: none">• Organizational and Communication Skills• Professionalism and Leadership Abilities• District Curriculum Development• Instructional Best Practices	<ul style="list-style-type: none">• Technology Integration• Learner Assessment & EOC Development• Project Based Learning• Familiarity with Common Core Standards
---	---

PROFESSIONAL EXPERIENCE

WEST ADA SCHOOL DISTRICT, Meridian, ID

Instructional Coach (grades 6-8), (Meridian Middle School)
French Teacher (grades 9-12), (Centennial and Eagle High Schools)
English Teacher (grades 9-12), (Skyview, Centennial, and Eagle High Schools)

I have filled a variety of positions at the high school level. I have taught 9th and 11th grade Language Arts, Language Arts Lab, French Levels 1-4 (including IEN classes), and others. I have written district concept based curriculum, and district End of Course exams. I have been an adviser for multiple student organizations. I have been a department chair in charge of purchasing, leading collaboration, helping with accreditation reports, and acting as a resource and sounding board for peers. I have mentored new and veteran teachers. I have organized large scale school events such as the roll-out of 1,000+ tablet computers.

Key Contributions:

- Develops and delivers professional development for school staff.
- Works with Digital Promise and the Verizon Foundation to promote innovation in education.
- Provides one-on-one teacher support for best practices.
- Wrote and received a grant for technology.
- Earned Distinguished and Proficient evaluations for the quality and creativity of classroom teaching, lesson plans and instructional materials used in teaching multiple subjects.
- Developed innovative lessons that used technology integration and project based learning.
- Coordinated and participated in regular collaboration meetings with teachers across the district via video conferencing.
- Established positive relationships with students, parents, colleagues, and school administrators.
- Successfully taught and engaged students in video conference (IEN) environment.

EDUCATION & CREDENTIALS

Northwest Nazarene University, Nampa, ID

- **MA in Educational Leadership, 2004**

Idaho State University, Pocatello, ID

- **BA in Secondary English Education, 1995**
- **Minors in French and Mass Communication**

**CONSENT AGENDA
JUNE 16, 2016**

Professional Associations and related activities
(including offices)

American Association of Teachers of French

World Language Department Chair, Centennial HS, 2007-2012

Meridian School District French Language End of Course Exam writing

Meridian School District Language Arts Content Based Curriculum revision

Community Involvement (Please list all community service or other community activities in which you have been involved and dates)

I am the communications officer for the Track and Cross Country Booster Club at Meridian High School. I also work at fundraising events for the MHS choir program. I volunteer time at my church as needed.

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position? YES NO .

Applicant's signature



Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

1/07

**CONSENT AGENDA
JUNE 16, 2016**

References

Lisa Austin Meridian Middle School Principal
 (208)855-4225 austin.lisa@westada.org
Kelly Goughnour Eagle High School Assistant Principal
 (208)350-4235 goughnour.kelly@westada.org
David Moser West Ada School District Area Director
 (208)855-4500 moser.david@westada.org

CONSENT AGENDA

JUNE 16, 2016

TONY ROARK
CURRICULUM VITAE

✉ torotoro11@gmail.com
☎ (208) 891-1100

1821 N. 8th St.
Boise, ID
83702-3612

BACKGROUND

- **Education**

Ph.D. (Philosophy) 1999, University of Washington
B.A. (Philosophy and English) 1992, University of Idaho

- **Administrative Appointments**

2012 Dean, College of Arts and Science, Boise State University
2011-12 Interim Dean, College of Arts and Science, Boise State University
2009-11 Associate Dean, College of Arts and Science, Boise State University
2007-09 Department Chair, Department of Philosophy, Boise State University

- **Faculty Appointments**

2011 Professor of Philosophy, Boise State University
2006-11 Associate Professor of Philosophy, Boise State University
2001-06 Assistant Professor of Philosophy, Boise State University
2000-01 Adjunct Professor of Philosophy, Boise State University
1999-2000 Visiting Assistant Professor of Philosophy, The Ohio State University

COLLEGE PROFILE

Departments:	16	Full-time faculty:	308	Annual approp. budget:	~\$36M
Interdisc. programs:	6	Part-time faculty:	~360	Research units:	5
Undergrad. majors:	~5,700	Admin. staff:	60	Extram. research exp.*:	~\$10M
Grad. students:	~330	Buildings occup.:	17		* 5 yr. annual avg.
SCH per year:	~240K				

ADMINISTRATIVE EXPERIENCE

- **Curriculum and Pedagogy**

General Education Reform. In 2008-2010 I co-chaired a task force charged with redesigning our nearly 30 year old core curriculum from the ground up. Engaging every program across campus, we developed AAC&U LEAP-inspired university-level learning objectives and a new curriculum to support them that features: a common, interdisciplinary first-year experience; another common course examining diversity, ethics, and civility; a writing across the curriculum requirement for all majors; and a capstone/senior experience class for all majors. Simultaneously, we reduced the minimum credits required to graduate from 128 to 120.

Pedagogy Reform. With the Dean of Engineering and the Director of our Center for Teaching and Learning, I currently serve as a co-investigator of a \$2M NSF grant whose goal is to increase the use of evidence-based instructional practices among STEM instructors, which will in turn support greater student learning, higher persistence, and shorter time to graduation. Our efforts are yielding results on the ground as well as publications, presentations, and national attention.

CONSENT AGENDA

JUNE 16, 2016

Graduate Program Development. In the fall of 2012, COAS launched an interdisciplinary Biomolecular PhD program, which is shared jointly by the departments of Biological Sciences, Chemistry and Biochemistry, and Physics. Because the program lives at the college level, devising an effective governance structure was crucial. The program has been highly successful in recruiting and retaining students, losing only one (1) student to attrition in the first three cohorts.

COAS is currently in the development phase of a PhD in Ecology, Evolution, and Behavior, which will be administered by our Biological Sciences department.

We are also in the development phase of a PhD in Computing, which will be shared by units in the College of Engineering and several COAS departments (Mathematics, Geosciences, Biological Sciences, and others). The governance structure is modeled after the PhD in Biomolecular Sciences.

- **Reorganization**

In the spring of 2013, the Provost of Boise State University announced that the College of Social Sciences and Public Affairs would be dissolved in FY15. Four of the departments in that college were collected to build a new School of Public Service to support Boise State's state-wide responsibility for delivering programs in public policy. The remaining five departments and three interdisciplinary programs were integrated into COAS, making it the largest academic unit in the university and the home of liberal arts education. I personally managed the relevant portions of the dissolution and integration. My transparency and inclusiveness resulted in a smooth process, stable results, and high morale among faculty and staff.

- **Budgeting**

Boise State University has operated according to a historically-based, incremental budget model for many decades. Under this regime, my approach to budgeting has always been highly collaborative and transparent with department chairs. We are currently in process of moving toward a RCM/incentive-based budget model, which will devolve much of the budgetary responsibility and authority that currently resides in our central budget office down to academic colleges. I have been following the proliferation of RCM-type models for several years and am currently playing a dean's-level role in the development of the model to be deployed in FY18.

- **Research**

Facilitation of faculty research takes several forms in COAS, from the negotiation and funding of start-up packages for science faculty to the development of a college workload policy that creates greater flexibility for faculty to the creation and maintenance of NIH- and NSF-funded research centers and groups. The temperament in Boise State's VPR's office has made advancing research in the sciences more readily achievable (and more visible) than in other areas, but I have undertaken efforts to advance the work of colleagues in the humanities and fine and performing arts, as well. Of particular interest to me are opportunities to link artists, humanists, and scientists in ways that advance the work and interests of all parties.

- **Fundraising**

The Advancement office at Boise State has grown substantially in recent years, thanks to significant investment by the university. It remains relatively small, however, with only one development officer embedded within COAS. Despite that, we are remarkably successful in raising major gifts (\geq \$25K at Boise State) and currently have ~25% in hand toward a \$5M private fundraising goal for a \$35M new Fine Arts Building. My development officer and I attend CASE conferences together, and I enjoy the cultivation, solicitation, and stewardship process.

**CONSENT AGENDA
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RESEARCH

• **Publications**

Books

Aristotle on Time: A Study of the Physics, Cambridge University Press, March 2011.

Book Chapters

“Applying the CACAO Change Model to Promote Systemic Transformation in STEM,” with A. Marker, P. Pyke, S. Ritter, K. Viskupic, A. Moll, R. Landrum, and S. Shadle, in *Transforming Institutions: Undergraduate STEM Education for the 21st Century*, Weaver, Burgess, Childress, Slakey (eds.), Purdue University Press, 2016, 176-88.

Articles

- “*Maieutikos*, Maypoles, and Metacognition: Teaching Undergraduates about Aristotelian Substance,” *APA Newsletter on Teaching Philosophy* 9:2 (2010), 20-4.
- “Aristotelian Temporal Passage,” *Philosophical Writings* 28 (2005), 23-33.
- “Why Aristotle Says There Is No Time Without Change,” *Apeiron* 37:3 (2004), 227-47.
- “Aristotle’s Definition of Time is Not Circular,” *Ancient Philosophy* 23:2 (2003), 301-18.
- “Conceptual Closure in Anselm’s Proof,” *History and Philosophy of Logic* 24:1 (2003), 1-14.
- “Retribution, the Death Penalty, and the Limits of Human Judgment,” *International Journal of Applied Philosophy* 13:1 (1999), 57-68.

Book Reviews

*¹ *Time for Aristotle*, by Ursula Coope, *Mind* 118:470 (2009), 459-62.

• **Conference Presentations**

National

- 2015 American Association of Colleges and Universities — Concurrent Session: “Catalyzing Institutional Transformation: An Integrated Model for Effective Practice,” with A. Marker, B. Earl
- 2009 Pacific Division Meeting of the APA — Colloquium Paper: “Perspectival Cognition in Aristotle’s *De Memoria*”
- 2009* American Association for Philosophy Teachers — Colloquium Paper: “Teaching Aristotle on the Maypole Model”
- 2007 Pacific Division Meeting of the APA — Colloquium Paper: “On a Moment’s Notice: Aristotle on Perceiving Instants in Time”
- 2005 Pacific Division Meeting of the APA — Colloquium Paper: “Aristotelian Temporal Passage”
- 2002 Pacific Division Meeting of the APA — Colloquium Paper: “Tarski and Klima: Conceptual Closure in Anselm’s Proof”
- 2001 Karl Jaspers Online Forum — Commentator: “On Fear of Solipsism: Science, Radical Constructivism, and Science Education,” Target Article 40 (Dewey I. Dykstra, Jr., Dept. of Physics, Boise State University)
- 1999 Pacific Division Meeting of the APA — Symposium Paper: “The Correct Constitutions and Aristotle’s Concept of Distributive Justice”
- 1998 Pacific Division Meeting of the APA — Colloquium Paper: “Retribution, the Death Penalty, and the Limits of Human Judgment”

¹ Items marked with an asterisk are invited articles/presentations; all other research items (except for commentator roles) are blind peer-reviewed.

**CONSENT AGENDA
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Regional

- 2010* Northwest Ancient Philosophy Conference — Colloquium Paper: “Perspectival Cognition in Aristotle’s *De Memoria*”
- 2010 Northwest Ancient Philosophy Conference — Commentator: “Sensible *Ousia* is Defined like the Snub: *Metaphysics* Z.10-11” (Chad Wiener, Portland State University)
- 2006 Northwest Conference on Philosophy — Colloquium Paper: “On a Moment’s Notice: Aristotle on Perceiving Instants in Time”
- 2006 Northwest Conference on Philosophy — Commentator: “Mind-Body Supervenience’s Cardinal Sin” (Josh Rasmussen, Notre Dame)
- 2005 Inland Northwest Philosophy Conference — Colloquium Paper: “Time Over Identity: Aristotle on the Problem of Identity Over Time.
- 2002 Northwest Conference on Philosophy — Commentator: “Socrates on Why Wrongdoing Damages the Soul” (Thomas C. Brickhouse, Lynchburg College, and Nicholas D. Smith, Lewis and Clark College)
- 2001 Inland Northwest Philosophy Conference — Commentator: “Moderate Reasons-Responsiveness, Moral Responsibility, and Manipulation: A Challenge for Fischer and Ravizza?”(Todd R. Long, University of Rochester)
- 2000 Northwest Conference on Philosophy — Commentator: “The Deflationary Approach to Truth and *De Interpretatione* 9” (Martin M. Tweedale, University of Alberta)
- 1998 Northwest Conference on Philosophy — Colloquium Paper: “The Correct Constitutions and Aristotle’s Concept of Distributive Justice”
- 1997 Northwest Conference on Philosophy — Colloquium Paper: “Retribution, the Death Penalty, and the Limits of Human Judgment”

Community

- 2013 Invited speaker, Capital City Communicators, “Ethics in Communication”
- 2010 Invited speaker, Syringa Networks Business and Technology Symposium, “The Importance of Ethics in the Workplace”
- 2006 Invited speaker, Fettuccine Forum, City of Boise, “Corruption and Civic Duty: Why Good People Can Make Bad Leaders”
- 2005 Invited speaker, Colloquium on Public Lands and Endangered Species
- 2004 Invited speaker, Western Region Conference of America’s Second Harvest

• **Panelist/Referee/Reviewer Activities**

- 2015 Panelist, National Endowment for the Humanities
- 2014 Referee, *Archiv für Geschichte der Philosophie*
- 2011,14 Manuscript reviewer, Cambridge University Press
- 2009-11 Referee, *Journal of Value Inquiry*
- 2007 Manuscript reviewer, Oxford University Press
- 2007 Referee, *Florida Philosophical Review*
- 2007 Manuscript reviewer, Longman Publishing
- 2004-05 Referee, *Ancient Philosophy*
- 2003 Manuscript reviewer, Oxford University Press

GRANT ACTIVITIES

- 2013-16 Co-PI, National Science Foundation WIDER Program (#DUE-1347830), \$2M
- 2005 PI, National Endowment for the Humanities Summer Stipend, \$5,000

HONORS AND AWARDS

- 2006 Students’ Choice Award nominee, Faculty Recognition of the Year

**CONSENT AGENDA
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- 2005 Students' Choice Award, Faculty Recognition of the Year, College of Arts and Sciences
- 2005 Phi Kappa Phi Faculty Inductee (BSU Chapter)
- 2004 Faculty Research Associates Program Participant
- 1999 Dissertation Fellowship in the Humanities, University of Washington (declined for OSU position)
- 1999 Graduate Student Award, Pacific Meeting of the APA
- 1998 Graduate Student Award, Pacific Meeting of the APA
- 1992 Alumni Award for Academic Excellence (UI)
- 1992 Phi Beta Kappa (UI Alpha)

PROFESSIONAL- COMMUNITY SERVICE ACTIVITIES

- 2013-16 Member, Professional Standards Commission, Idaho Dept. of Education
- 2005-17 Commissioner, City of Boise Ethics Commission (Chair, 2007-09; Vice Chair, 2015-17)

PROFESSIONAL AFFILIATIONS

- American Philosophical Association
- Council of Colleges of Arts and Sciences

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**CONSENT AGENDA
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CURRICULUM VITAE
University of Idaho

NAME: Taylor Raney

DATE: January 7, 2016

RANK OR TITLE: Director of Teacher Education and Clinical Associate Professor of Curriculum and Instruction

DEPARTMENT: College of Education

OFFICE LOCATION AND CAMPUS ZIP:

Targhee Hall Room 105
Mail Stop 3082

OFFICE PHONE: (208) 885-1027

FAX: (208) 885-6761

EMAIL: tcraney@uidaho.edu

WEB: www.uidaho.edu/ed/ci/taylorryaney

DATE OF FIRST EMPLOYMENT AT UI: June 21, 2015

DATE OF PRESENT RANK OR TITLE: June 21, 2015

EDUCATION BEYOND HIGH SCHOOL:

Degrees:

Ph.D. (2015) Northwest Nazarene University, Educational Leadership
Ed.S., (2013) Northwest Nazarene University, Educational Administration - Superintendency
M.Ed., (2012) Northwest Nazarene University, Curriculum and Instruction
M.Ed. (2006) Northwest Nazarene University, Educational Administration – Principalship
B.S.Ed. (2002) University of Idaho, Secondary Education

Certificates and Licenses:

Idaho Standard Secondary Credential: English 6/12, French K/12, Psychology 6/12
Idaho Standard Administrator: School Principal PreK/12, Superintendent

EXPERIENCE:

Teaching, Extension and Research Appointments:

2015–Present Clinical Associate Professor, Department of Curriculum and Instruction, University of Idaho, Moscow, ID

2003–2008 Secondary Teacher, West Junior & Boise Senior High Schools, Boise School District, Boise, ID

Academic Administrative Appointments:

2015-Present Director of Teacher Education, College of Education, University of Idaho, Moscow, ID

2015-Present Chief Certification Officer, College of Education, University of Idaho, Moscow, ID

2015-Present Elementary Program Coordinator, College of Education, Department of Curriculum and Instruction, University of Idaho, Moscow, ID

2015-Present Secondary Program Coordinator, College of Education, Department of Curriculum and Instruction, University of Idaho, Moscow, ID

2013-2015 Director of Teacher Certification, Idaho State Department of Education, Boise, ID

2013-2015 Director of Professional Standards, Idaho State Department of Education, Boise, ID

2008-2013 Elementary School Principal, Caldwell School District, Caldwell

**CONSENT AGENDA
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TEACHING ACCOMPLISHMENTS:

Areas of Specialization:

Curriculum and Instruction
Educational Leadership

Courses Taught:

Learning, Development, and Assessment, EDCI 301, Fall 2015
Alcohol and Drug Prevention, ISEM 301, Spring 2016
Practicum, EDCI 402, Spring 2016

Students Advised:

Undergraduates:

Kayla Bryant
Bonnie Gay
Klaree Hobart
Grace Libby
Kaitlyn Pyle
Shelby Smith
Lauren Votava

SCHOLARSHIP ACCOMPLISHMENTS:

Peer Reviewed/Evaluated (currently scheduled or submitted):

Raney, T. (in review). Development of kindergarten literacy automaticity through double-dosed tier one instruction: Student outcomes and parental and teacher perceptions of program efficacy. *Literacy Research and Instruction*.

Technical/Professional Reports:

- Raney, T.** (2015, May). Mathematics teacher certification in Idaho. Idaho Math Education Collaborative in Boise, ID.
- Raney, T.** (2015, January). Idaho tiered teacher licensure: Anticipated outcomes. Boise State University.
- Raney, T.** (2014, December). Issues in teacher certification. Teacher Education Coordinating Committee, University of Idaho
- Raney, T.** (2014, November). Tiered teacher licensure: What can the new teacher expect? Northwest Nazarene University.
- Raney, T.** (2014, October). Tiered licensure: Expected outcomes and ramifications. Lewis-Clark State College.
- Raney, T.,** Clark, L., Kellerer, P., Gramer, R. (2014, August). Idaho Board of Education vision for tiered teacher licensure in Idaho. Idaho School Superintendents' Annual Conference in Boise, ID.
- Raney, T.** (2014, July). Tiered teacher licensure: Other states' requirements and outcomes. Idaho State Board of Education.
- Raney, T.** (2014, April). Educator ethics: What school administration and leadership should know and do to support student safety. University of Idaho – Boise.

Refereed Presentations at International, National, Regional, State, and Local Conferences:

Raney, T., Snow, J., Sanchez, L., & Linder, C. (2015, November). Elevating the profession: Toward a continuum of professional learning. Idaho School Boards Association Annual Convention in Coeur d'Alene, ID.

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- Raney, T.,** Sanchez, L., & Kellerer, P. (2015, October). Impact on reading fluency of double-dosed tier-one instruction for struggling kindergarten students. Northern Rocky Mountain Educational Research Association Conference in Boise, ID.
- Raney, T.** (2015, March). Educator ethics in a digital world. Idaho State Prevention Conference in Sun Valley, ID.
- Raney, T.** & Haas, S. (2014, August). Trends in educator ethics in Idaho. Idaho Association of School Administrators (IASA) Summer Leadership Conference in Boise, ID.
- Losee, L., Wallace, J., **Raney, T.**, & Barzee, S. (2014, May). NTEP: Mapping our state's progress to transform educator preparation. 4th National Summit on Educator Effectiveness in San Antonio, TX. Kennedy, T., Sharrard, J., Serna, I., Johnston, H.,
- Raney, T.**, & Hammond, K. (2002, October). FLES K-6: Improving public awareness and support of elementary foreign language education programs. Idaho Association of Teachers of Language and Culture Annual Conference in Boise, ID.

SERVICE:

Major Committee Assignments:

University Level, Campus-wide

Chair, Teacher Education Coordinating Committee, 2015-present

College Level, College of Education

Member, Search Committee, Dean of College, 2015-present

Member, Leadership Team, 2015-present

Member, Expanded Leadership Team, 2015-present

Departmental Level, Curriculum and Instruction

Search Committee Chair, Director of Student Services, 2015-present

Committee Member, Clinical Faculty Third Year Review, 2015-2016

Chair, Core and Elementary/Secondary Program Revision Committee, 2015-present

Professional and Scholarly Organizations:

National Association of State Directors of Teacher Education and Certification, 2013-present

Idaho Association of School Administrators, 2008-present

Idaho School Superintendents' Association, 2013-present

Outreach Service:

Media Outreach Faculty Expert, Education Issues, University of Idaho, 2016-present

Professional Evaluation Review Committee (Idaho Department of Education), 2015

Idaho Equitable Access to Excellent Educators Committee (Idaho Department of Education), 2014-present

Institutions of Higher Education Coalition, 2013-present

Idaho Association of College of Teacher Education, 2013-2015

Region II Idaho School Superintendents' Association University of Idaho Liaison, 2015-present

Idaho Rural Schools Collaborative, 2015-present

Idaho Professional Standards Commission, Elementary Principal Representative, 2011-2013

Inclusive Education Task Force, Idaho Council on Developmental Disabilities, 2014-present

Elementary Standards Review, Professional Standards Commission, January 2015

Graduate Committees:

Northwest Nazarene University – Doctor of Philosophy

Harris, Dana

McMillan, Kendra

**CONSENT AGENDA
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University of Idaho – Doctor of Philosophy

Community Service:

Board of Directors: Family Advocates of Idaho, 2013-2015
Editorial Board: Idaho Press Tribune, 2012

Honors and Awards:

Idaho Business Review: Accomplished Under 40, 2014

PROFESSIONAL DEVELOPMENT:

Scholarship:

2015, October. *Northern Rocky Mountain Educational Research Association Conference*. Boise, ID.

Advising:

2015, September. *University of Idaho 12th Annual Advising Symposium*. Moscow, ID.

Administration/Management:

2014, January: *Network for Transforming Educator Preparation*. Atlanta, GA.

2014, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.

2014, April: *Developing Student Learning Objectives Summit*, National Education Association. Minneapolis, MN.

2014, May: *State Consortium on Educator Effectiveness*. San Antonio, TX.

2014, June: *Annual Convention*, National Association of State Directors of Teacher Education and Certification. Kansas City, MO.

2014, June: *Network for Transforming Educator Preparation*. San Francisco, CA.

2015, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.

2015, April: *Network for Transforming Educator Preparation*. Durham, NC.

2015, May: *State Consortium on Educator Effectiveness*. Atlanta, GA.

2015, June: *Annual Convention*, National Association of State Directors of Teacher Education and Certification. Atlanta, GA.

2015, November: *Idaho School Boards Association Annual Convention*. Coeur d'Alene, ID.

2016, February: *Ted Andrews NASDTEC Winter Symposium*. San Diego, CA.

**CONSENT AGENDA
JUNE 16, 2016**

**Mark W. Neill
Associate Professor
Department of Educational Leadership
Office: COE 379
(208) 282-5646
neilmark@isu.edu**

EDUCATION

- 1999 Ed.D. The University of Montana, Missoula, Montana
Primary Emphasis: Educational Leadership
Secondary Emphasis: Higher Education
Dissertation Title: *An analysis of the implementation of the essential elements in accredited Montana middle schools.*
- 1995 M.Ed. The University of Montana, Missoula, Montana
Primary Emphasis: Educational Leadership
Secondary Emphasis: Secondary Level School Administration
Non-thesis option
- 1977 B.S. Western Montana College, Dillon, Montana
Primary Emphasis: Secondary Education
Majors: Biological Science
Health & Physical Education

PROFESSIONAL EXPERIENCE

- 2015-2016 Associate Professor/Department Chair
Department of School Psychology and Educational Leadership (SPEL)
Department of Teaching and Educational Studies (TES)
College of Education
Idaho State University, Pocatello, ID
- 2014-2015 Associate Professor/Department Chair
Department of School Psychology and Educational Leadership (SPEL)
College of Education
Idaho State University, Pocatello, ID
- 2013 – 2014 Associate Professor/Department Chair
Graduate Department of Educational Leadership & Instructional Design
College of Education
Idaho State University, Pocatello, ID
- 2009 – 2013 Associate Professor/Program Area Leader
Graduate Department of Educational Leadership & Instructional Design
College of Education
Idaho State University, Pocatello, ID

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- 2007 – 2009 Assistant Professor/Program Area Leader
Graduate Department of Educational Leadership & Instructional Design
College of Education
Idaho State University, Pocatello, ID
- 2005 – 2007 Assistant Professor/Assistant Department Chair
Department of Educational Leadership
College of Education
Idaho State University, Pocatello, ID
- 2004 - 2005 Assistant Professor
Department of Educational Leadership
College of Education
Idaho State University, Pocatello, ID
- 2000 – 2004 Middle Level Principal
Florence-Carlton Middle School, Florence, Montana
- 2002 – 2003 Adjunct Professor
Department of Educational Leadership & Counseling
The University of Montana, Missoula, Montana
- 1995 – 2000 Department Chair
C.M. Russell High School, Great Falls, Montana
- 1979 – 2000 Classroom Teacher
Great Falls, Lewistown, Park City, and Thompson Falls, Montana
- 1989 – 1993 Interdisciplinary Team Leader
Great Falls, Montana

TEACHING

Courses taught

Idaho State University

Spring 2016

- EDLA 6657: Internship (10 students) (1-3 credits)
EDLP 7703: Leadership & Organizational Development (8 students) (3 credits)
Taught via DL to 3 sites

Fall 2015

- EDLA 6657: Internship (11 students) (1-3 credits)
EDLP 7700: Change Strategies (14 students) # (3 credits)
Taught via DL to 6 sites
EDLP 8830: Comprehensive Examination (3 students) (1 credit)

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Summer 2015		
EDLA 6657: Internship (12 students)		(1-3 credits)
Spring 2015		
EDLA 6657: Internship (10 students)		(1-3 credits)
EDLP 7703: Leadership and Organizational Development (14 students) #		(3 credits)
# Taught via DL to 6 sites		
Fall 2014		
EDLA 6608: Organizational Leadership & Education Administration*		(15 students)
*Hybrid class (4 in person meetings) 6 locations		(3 credits)
EDLA 6657: Internship (15 students)		(1-3 credits)
EDLP 7700: Change Strategies (7 students) to 3 locations		(3 credits)
Summer 2014		
EDLA 6615 Supervision and Instructional Leadership (9 students)		(3 credits)
# taught entirely online		
EDLA 6657 Internship (6 students)		(1-3 credits)
Spring 2014		
EDLA 6657 Internship (7 students)		(1-3 credits)
EDLP 7703 Leadership & Organizational Development		(3 credits)
(14 students via DL to 4 sites)		
Fall 2013		
EDLA 6615 Supervision of Instruction (5 students) (on-line)		(3 credits)
EDLA 6657 Internship (8 students)		(1-3 credits)
EDLP 7700 Change Strategies (11 students via DL to 3 sites)		(3 credits)
Summer 2013		
EDLA 6614 Curriculum, Instruction, & Assessment		(3 credits)
EDLA 6657 Internship (10 students)		(1-3 credits)
Spring 2013		
EDLA 6657 Internship (15 students)		(1-3 credits)
EDLP 7703 Leadership and Organizational Development (0 students)		(3 credits)
Fall 2012		
EDLA 6648 Independent Study (1 student): Educational Equity & Ethics		(3 credits)
EDLA 6657 Internship (16 students)		(1-3 credits)
EDLA 7748 Independent Study (1 student): Dissertation preparation		(1 credit)
EDLP 7702^ Supervision & Empowerment (8 students)		(3 credits)
^web based course		
Summer 2012		
EDLA 6609 Principalship (6 students)		(3 credits)
EDLA 6657 Internship (18 students)		(1-3 credits)
EDLP 7700# Change Strategies (6 students)		(3 credits)
#Course taught via distance learning network to 4 sites		

**CONSENT AGENDA
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Spring 2012

EDLA 6664#	Public School Monetary Policy (4 students) #Course taught via distance learning network to 4 sites	(3 credits)
EDLA 7751	Superintendent Case Study (1 student)	(3 credits)
EDLA 6657	Administrative Internship (18 students)	(1-3 credits)

Fall 2011

EDLP 7703#	Leadership and Organizational Development (13 students) #Course taught via distance learning network to 6 sites	(3 credits)
EDLA 6648	Independent Study for 1 student – Sub for EDLA 6644	(3 credits)
EDLA 7737	Superintendent Practicum (1 student)	(1 credit)
EDLA 6657	Administrative Internship (21 students)	(1-3 credits)
EDLP 8850	Doctoral Dissertation (5 students)	(1 credit)

Summer 2011

EDLA 6608*	School Leadership & Administration (9 students) *Course taught in Idaho Falls	(3 credits)
EDLA 6657	Administrative Internship (22 students)	(1-3 credit)
EDLP 8850	Doctoral Dissertation (5 students)	(1 credit)

Spring 2011

EDLA 6615#	Supervision of Instruction (16 students) # Course taught via distance learning network to 3 sites	(3 credits)
EDLA 6657	Administrative Internship (24 students)	(1-3 credits)
EDLP 8850	Doctoral Dissertation (5 students)	(1 credit)

Fall 2010

EDLA 6609	The Principalship (new course – 6 students)	(3 credits)
EDLA 6614#	Curriculum, Instruction, & Assessment (new course – 18) # Course taught via distance learning network to 4 sites	(3 credits)
EDLA 6657	Administrative Internship (29 students)	(1-3 credits)
EDLP 8850	Doctoral Dissertation (5 students)	(1 credit)

Summer 2010

EDLA 608	School Leadership & Administration (12 students)	(3 credits)
EDLA 615	Supervision of Instruction (19 students)	(3 credits)
EDLA 657	Administrative Internship (18 students)	(1-3 credits)
EDLP 850	Doctoral Dissertation (5 students)	(1 credit)

Spring 2010

EDLA 657	Administrative Internship (23 students)	(6 credits)
EDLP 702#	Supervision and Empowerment (4 students) # Course taught via distance learning network to 3 sites	(3 credits)
EDLP 801	Capstone Seminar (1 student)	(1 credit)
EDLP 850	Doctoral Dissertation (4 students)	

**CONSENT AGENDA
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Fall 2009		
EDLA 657	Administrative Internship (13 students)	(3 credits)
EDLP 700#	Change Strategies (19 students) # Course taught via distance learning network to 4 sites	(3 credits)
EDLP 850	Doctoral Dissertation (4 students)	(1 credit)
Summer 2009		
EDLA 615	Supervision of Instruction (9 students)	(3 credits)
EDLA 657	Administrative Internship (5 students)	(3 credits)
Spring 2009		
EDLA 608#	School Leadership & Administration #Course taught via distance learning network to 3 sites	(3 credits)
EDLA 657	Administrative Internship (20 students)	(3 credits)
EDLA 644	Independent Study (EDLP 702) (2 students)	(3 credits)
EDLA 648	Independent Study (EDLA 630) (1 student)	(1 credit)
Fall 2008		
EDLA 648	Instructional Leadership (EDLA 644) (1 student)	(3 credits)
EDLA 657	Administrative Internship (22 students)	(3 credits)
EDLP 702#	Supervision & Empowerment (6 students) #Course taught via distance learning network to 4 sites	(3 credits)
Summer 2008		
EDLA 614#	Curriculum Leadership (23 students) #Course taught via distance learning network to 3 sites	(3 credits)
EDLA 657	Administrative Internship (5 students)	(3 credits)
EDLP 700#	Change Strategies (8 students) #Course taught via distance learning network to 4 sites	(3 credits)
Spring 2008		
EDLA 608*	School Leadership & Administration (13 students) *Course taught in Idaho Falls	(3 credits)
EDLA 657	Administrative Internship (11 students)	(3 credits)
Fall 2007		
EDLP 703#	Leadership & Organizational Development (8 students) #Course taught via distance learning network to 3 sites	(3 credits)
EDLA 657	Administrative Internship (15 students)	(3 credits)
Summer 2007		
EDLA 608#	School Leadership & Administration (21 students) #Course taught via distance learning network to 3 sites	(3 credits)
EDLA 657	Administrative Internship (7 students)	(3 credits)
EDLP 702	Supervision & Empowerment (3 students)	(3 credits)
Spring 2007		
EDLA 613#	Using Data to Improve School Leadership (11 students)	(3 credits)

**CONSENT AGENDA
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	#Course taught via distance learning network to 4 sites	
EDLA 615*	Supervision of Instruction (31 students)	(3 credits)
	*Course taught at in Idaho Falls	
EDLA 651	Case Study in School Leadership (11 students)	(3 credits)
EDLA 657	Administrative Internship (13 students)	(3 credits)
Fall 2006		
EDLA 608	School Leadership and Administration (11 students)	(3 credits)
EDLA 651	Case Study in School Leadership (6 students)	(3 credits)
EDLA 657	Administrative Internship (9 students)	(3 credits)
Summer 2006		
EDLA 613*	Using Data to Improve School Leadership (19 students)	(3 credits)
	*Course taught in Idaho Falls	
EDLA 615	Supervision of Instruction (4 students)	(3 credits)
EDLA 657	Administrative Internship (3 students)	(3 credits)
Spring 2006		
EDLA 608*	Educational Leadership and Administration (11 students)	(3 credits)
	*Course taught in Idaho Falls – (M.Ed. cohort)	
EDLA 614	Curriculum Leadership (4 students)	(3 credits)
EDLA 657	Administrative Internship (9 students)	(3 credits)
Fall 2005		
EDLA 608	Educational Leadership and Administration (21 students)	(3 credits)
EDLA 657	Administrative Internship (6 students)	(3 credits)
EDLP 702#	Supervision and Empowerment (14 students)	(3 credits)
	#Course taught via distance learning network to 5 sites	
Summer 2005		
EDLA 614#	Curriculum Leadership (13 students)	(3 credits)
	#Course taught via distance learning network to 5 sites	
EDLA 722#	Data Driven Decision-Making (5 students)	(3 credits)
	#Course taught via distance learning network to 3 sites	
EDLA 657	Administrative Internship (11 students)	(3 credits)
Spring 2005		
EDLA 613	Using Data to Improve School Leadership (13 students)	(3 credits)
EDLA 657	Administrative Internship (6 students)	(3 credits)
EDLA 662	Superintendency (7 students)	(3 credits)
Fall 2004		
EDLA 614	Curriculum Leadership (10 students)	(3 credits)
EDLA 657	Administrative Internship (8 students)	(3 credits)
EDLP 702	Supervision & Empowerment (8 students)	(3 credits)

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The University of Montana

Summer 2003	EDLD 565	Secondary Level Curriculum & Instruction	(3 credits)
Summer 2002	EDLD 565	Secondary Level Curriculum & Instruction	(3 credits)

Administrative roles

2015-2016	Chair - Department of School Psychology & Educational Leadership (SPEL) Department of Teaching & Educational Studies (TES)
2014 - 2015	Chair – Department of School Psychology & Educational Leadership
2013 - 2014	Chair – Graduate Department of Educational Leadership & Instructional Design
2007 – 2013	Program Area Leader, (M.Ed., Ed.S., & Ed.D.), Department of Educational Leadership
2006 – 2007	Assistant Department Chair, Department of Educational Leadership
2005 – 2006	Assistant Department Chair, Department of Educational Leadership

Supervision activities

Administrative Internship

Spring 2016	10 students
Fall 2015	11 students
Summer 2015	12 students
Spring 2015	11 students
Fall 2014	12 students
Summer 2014	6 students
Spring 2014	7 students
Fall 2013	11 students
Summer 2013	12 students
Spring 2013	15 students
Fall 2012	18 students
Summer 2012	16 students
Spring 2012	19 students
Fall 2011	21 students
Summer 2011	22 students
Spring 2011	26 students
Fall 2010	30 students

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Summer 2010	18 students
Spring 2010	23 students
Fall 2009	29 students
Summer 2009	24 students
Spring 2009	33 students
Fall 2008	28 students
Summer 2008	05 students
Spring 2008	46 students
Fall 2007	24 students
Summer 2007	36 students
Spring 2007	47 students
Fall 2006	44 students
Summer 2006	38 students
Spring 2006	44 students
Fall 2005	41 students
Summer 2005	05 students
Spring 2005	09 students
Fall 2004	06 students

Advising Activities

Doctoral dissertations

2016	Chair	Kevin Dupree –	Completed
		Colby Gull –	Completed
		Shon Hocker –	Completed
		David Marotz –	Completed
		Lanie Keller -	Preparing defense
		Steve Morton -	
		Robert Wallace -	
2015	Chair	Kevin Dupree –	Proposal accepted
		Colby Gull –	Proposal accepted
		Shon Hocker –	Proposal accepted
		Lanie Keller –	Preparing defense
		David Marotz –	Proposal accepted
		Jeanne Maxfield-Martin –	transferred to Dr. Storie
		Steve Morton -	(pre-proposal stage)
		Troy J Thayne -	(pre-proposal stage)
		Robert Wallace -	(pre-proposal stage)

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2014	Chair	Shon Hocker - Dave Marotz - Steve Morton - Troy J Thayne – Lanie Keller – Colby Gull - Jeanenne Maxfield-Martin - Kevin Dupree - Chad Struhs -	(pre-proposal stage) (pre-proposal stage) (pre-proposal stage) one year leave of absence preparing for defense (pre-proposal stage) (pre-proposal stage) (pre-proposal stage)
2013	Chair	Dave Marotz Shon Hocker Troy J Thayne Steve Morton Lanie Keller Brandon Ferris	(pre-proposal stage) (pre-proposal stage) (pre-proposal stage) (pre-proposal stage) (defense stage) (defense stage)
2012	Chair	Jim Shank Dave Martoz Shon Hocker Troy J Thayne Joel Wilson Lanie Keller Brandon Farris	(successful defense) (pre-proposal stage) (proposal stage) (pre-proposal stage) (proposal stage) (data collection stage) (data collection stage)
2011	Chair	Bryan Jolley Dave Martoz Shon Hocker Jim Shank Troy J. Thayne Joel Wilson	(successful defense) (pre-proposal stage) (pre-proposal stage) (data collection stage) (pre-proposal stage) (pre-proposal stage)
2010	Chair	Shon Hocker Bryan Jolley Dave Martoz Jim Shank Joel Wilson	(pre-proposal stage) (data collection stage) (pre-proposal stage) (pre-proposal stage) (pre-proposal stage)
2009	Chair	Cheryl Charlton Bryan Jolley Joel Wilson Dave Martoz	(successful defense) (proposal stage) (pre-proposal stage) (pre-proposal stage)

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Advising load

2015-2016	Doctoral	(11)
	Education Specialist	(1)
	Masters	(5)
2014-2015	Doctoral	(9)
	Educational Specialist	(0)
	Masters	(10)
2013-2014	Doctoral	(9)
	Educational Specialist	(3)
	Master	(12)
2012-2013	Doctoral	(7)
	Educational Specialist	(6)
	Master's	(16)
2011-2012	Doctoral	(5)
	Education Specialist	(5)
	Master's	(44)
2010 – 2011	Doctoral	(6)
	Education Specialist	(6)
	Master's	(33)
2009 – 2010	Doctoral	(4)
	Education Specialist	(0)
	Master's	(19)
2008 – 2009	Doctoral	(7)
	Education Specialist	(2)
	Master's	(16)
2007 – 2008	Doctoral	(6)
	Education Specialist	(3)
	Master's	(23)
2006 – 2007	Doctoral	(1)
	Education Specialist	(0)
	Master's	(34)
2005 – 2006	Doctoral	(1)
	Educational Specialist	(0)
	Master's	(32)

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2004 – 2005	Doctoral	(1)
	Education Specialist	(1)
	Master's	(36)

SCHOLARSHIP

Publications

Refereed journals (Externally-reviewed publications)

Fan, C. Bocanegra, J. O., Ding, Y., **Neill, M. W.** (2016). Examining School Psychologists' Perceptions of RTI Implementation. *Trainers' Forum*.

Neill, M. W., & Mathews, J. G. (2009, Spring). Does the use of technological intervention improve student academic achievement in mathematics and language arts for an identified group of at-risk middle school students? *Southeastern Teacher Education Journal* 2(1), 57-66.

Neill, M. W., & Saunders, N. S. (2008). Servant leadership: Enhancing quality of care and staff satisfaction. *Journal of Nursing Administration*, 38(9), 395-400, Richmond, VA: Lippincott, Williams, & Wilkins.

Neill, M., Hayward, K., & Peterson, T. (2007, August). Student perceptions of the interprofessional team in practice through the application of servant leadership principles. *CJIC Journal of Interprofessional Care*, 21(4), 425-432, Oxon, UK: Informa Healthcare.

Neill, M. (2006, August). Highly qualified teachers: Provisions, problems, & prospects. *Catalyst for Change: Journal of the National School Development Council*, 34(2), 3-9. Marlborough, MA: National School Development Council.

Wang, Wan-Hsing, & **Neill, M. W.** (2006, Spring). Instructor and student attitudes, perceptions, and motivation regarding the use of hypermedia instructional technology in the cosmetology program. *International Journal of Learning*, 12(9). Melbourne, Australia: Common Ground Publishing.

Brogan, G. H., Mathews, J. G., & **Neill, M. W.** (Spring 2005). Is the principalship in peril? Task performance factors effecting job satisfaction of high school principals in a mountain west state. *Journal for Effective School*. 4(1), 47-63. Pocatello, ID: Intermountain Center for Educational Effectiveness.

Chapters in manuals

Neill, M. W. (2008, Spring). Leadership in Victim Services, *Idaho Victim Assistance Academy Manual*: Boise, ID.

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Monographs

Neill, M. W., Thomas, G. J., Sanders, S. C. (2013). *The importance of the six Idaho foundation standards for school principals and the performance indicators related to each of those standards as perceived by Idaho superintendents*. Prepared for the Idaho Department of Education Professional Standards Commission. January 2013.

Harris, K., & **Neill, M. W.** (2010, January). Creating academically proficient schools (Web only). *Principal Leadership*, 10(5). Available at:
<http://www.principals.org/Content.aspx?topic=61221>

Neill, M. W. (Spring 1998). The two faces of multiculturalism. *Educational Leadership of Montana 1*, 16-18. Great Falls, MT: Montana Association for Curriculum & Development.

Presentations

International

Hayward, K. S. & **Neill, M. W.** (July 7, 2007). *Leadership in interprofessional education and clinical practice*. Workshop presented at the Beyond the Borders: International nursing education in the 21st century conference. Brighton, England, U.K. (Invited podium session).

Hayward, K. S., & **Neill, M. W.** (March 22, 2007). *Students' perceptions of the interprofessional team in practice: Application of servant leadership in community based care*. Paper presented at the 20th Annual Pacific Nursing Research Conference. Honolulu, HI (Invited podium session).

Neill, M. W., & Saunders, N. N. (May 16, 2006). *Utilizing servant leadership in the health care profession*. Paper presented at the meeting of the 1st Nurse Education International Conference: Developing Collaborative Practice in Health and Social Care Education. Vancouver, B.C. Canada (Invited podium session).

Neill, M. W., & Hayward, K. S. (April 11, 2006). *Utilizing servant leadership to enhance the delivery of mobile interdisciplinary health and wellness services to rural older adults*. Paper presented at the Third International All Together Better Health: Challenges in Interprofessional Education and Practice Conference, Imperial College, London, England (Invited podium session).

National

Farnsworth, T.J., Lawson, J., **Neill, M.**, Neill, K., Seikel, A., & Peterson, T. (2014). Understanding the leadership dimensions of implementing and sustaining interprofessional education. Annual Meeting of the Association of Schools of Allied Health Professions, October '23. Las Vegas, NV.

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Neill, M. W., & Meyer, A. J. (March 4, 2007). Changing paradigms: Leadership for the new school. *Making Possibilities Real: PDK Region B & C Leadership Conference*. Denver, CO (Invited podium session).

Mathews, J. G., & **Neill, M. W.** (November 13, 2005). Factors influencing job satisfaction and task performance of high school principals. *The Mid-South Regional Educational Research Association Conference*, Baton Rouge, LA (Invited podium session) *

Neill, M. W., Mathews, J. G., & Davis, J. E. (November 11, 2005). The principal internship: A standards-driven field experience model. *The Mid-South Regional Educational Research Association Conference*, Baton Rouge, LA (Invited podium session). *Session cancelled due to Hurricane Katrina.

Fagenstrom, S., **Neill, M. W.,** Aspinwall, M., Kuntz, R. (February 1991.). Parent involvement program (PIP): Involving parents in the middle school. *National Middle School Conference*, Long Beach, CA (Invited podium session).

Regional

Kennedy, T., Storie, G., **Neill, M.** (Nov. 12, 2015),
Idaho School Boards Conference, Coeur d'Alene, ID.

Neill, M. W. (June 11, 2014). *Enhancing cooperation between domestic violence organizations*. Idaho Victim Assistance Academy: Boise, ID (Invited podium presentation).

Neill, M. W. (June 10, 2014). *Professional noticing: Supporting administrators in identifying effective mathematics instruction*. School District #91. Idaho Falls, ID. (Invited presentation).

Neill, M. W. (May 16, 2014). Advancing teamwork in student services. North Idaho College, Student Services. Coeur d'Alene, ID. (Invited presentation)

Neill, M. W. (April 23, 2014). *Building leadership capacity in victim services*. Victim Right's Week: Boise, ID (Invited presentation).

Neill, M. W. (August 24, 2009). Enhancing teacher effectiveness in the accountability era. *Troy Public Schools*. Troy, MT (Invited podium presentation).

Neill, M. W. (June 13, 2008). *Leadership in victim assistance and domestic violence organizations*. Idaho Victim Assistance Academy: Boise, ID (Invited podium presentation).

Neill, M. W. (April 17, 2008). *Leadership in victim assistance programs*. Victim Right's Week: Boise, ID (Invited podium presentation).

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Meyer, D., **Neill, M.**, & Gentillion, L. (November 16, 2007). Strengthening the work of school boards, *Idaho School Boards Association Annual Conference*, Coeur D'Alene, ID (Invited podium session).

Meyer, A. J., & **Neill, M. W.** (October 4, 2007,). Understanding the importance of integrity, trust, and clear communication to your role as an effective educator, *Whole Child, Whole Teacher Conference*, Idaho Falls, ID (Invited podium session).

Neill, M. W., & Meyer, A. J. (August 1, 2007). Unleashing the power: Creating tomorrow's learning communities, *Idaho Effective Schools Conference*, Boise, ID (Invited podium session).

Meyer, A. J., & **Neill, M. W.** (July 31, 2007). Effective schools: Essential competencies, *Idaho Effective Schools Conference*, Boise, ID (Invited podium session).

Neill, M. W. (March 17, 2007). Creating positive realities in middle level learning communities, *Idaho Middle Level Association Annual Conference*, Boise, ID (Invited podium session).

Neill, M. W. (July 1997). Transformational leadership: The art of change. *Leadership Institute: Leadership for Change*, University of Montana, Missoula, MT (Invited podium session).

Textbook Reviewer

Neill, M. W. (2015). *The principalship from A-Z*. (Williamson, R., & Blackburn, B. R.) Larchmont, NY: Eye on Education.

Manuscript Reviewer

Neill, M. W. (2012). *Nurse Education Today*, P.O. Box 66, Hull, HU10 7XS, United Kingdom.

Neill, M. W. (2009). *Journal of Happiness Studies*, Deakin University, 221 Burwood Highway, Burwood, Victoria 3125, Australia.

Neill, M. W. (2011). *International Journal of General Medicine*: Dove Medical Press. *Control Anxiety in Physicians and Nurses Working in Intensive Care Units Via Using Emotional Query As an Anxiety Management Tool*.

Funded Grants

Neill, M. W., Sanders, S., & Thomas, G. J. (2012). Principal Evaluation Study. Idaho Department of Education Professional Standards Commission Grant (\$2000). Boise, ID

Neill, M. W. (January 2006). Southern Regional Education Board: Using data to improve school

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leadership. *\$1400 Dean's grant*, College of Education, Idaho State University, Pocatello, ID.

Neill, M. W. (February 2006). American Colleges of Education Western Regional Conference: Preparing for the department chair. *Dean's grant*, College of Education, Idaho State University, Pocatello, ID.

Student Handbooks

Neill, M. W. (Fall 2005). *Principal internship handbook (revision)*. EDLA 657: Principal Internship. Department of Educational Leadership: Idaho State University.

Professional development activities

2014 Quality Matters, Pocatello, ID
2012 Moodle2 Training, Pocatello, ID
2012 Northwest Commission on University and Colleges – Evaluator Training, Seattle, WA
2008 Moodle Training, Pocatello, ID
2007 Performance Management Training, Pocatello, ID
2006 Effective Schools Conference, Ogden, UT
2006 Using Data to Lead Change, Southern Regional Education Board, Atlanta, GA
2004 Section 504 Workshop, Zirkel, P., Bozeman, MT
2004 HIPAA workshop, Stevensville, MT
2003 Site Supervisor Training, WORD/AmeriCorps, Missoula, MT
2002 Five-Year Comprehensive School Improvement Plan,
2002 Montana Conference of Educational Leadership - State Convention
2002 Section 504 and ADA Review Workshop, Missoula, MT
2002 Family Resource Center Workshop, Missoula, MT
2001 Title 1 Teleconference, T. Harris, OPI, Missoula, MT
2001 Northwest Secondary Principals Conference, “Breaking Ranks” Workshop, Polson, MT
2001 Montana Conference of Educational Leadership State Convention
2001 Special Education Law Review, T. Harris, OPI, Missoula, MT
2000 Teaching Kids to be Responsible, Kroneberg, Great Falls, MT
1999 Creating Independence through Student-Owned Strategies, Great Falls, MT
1998 Montana Improving Schools through Accreditation (MISTA)
1998 Performance Based Accreditation Standards and Response Team Training, Gt. Falls, MT
1997 Crisis Prevention Intervention Training (CPI), Great Falls, MT
1997 Teaching Responsibility in the Classroom, Great Falls, MT
1997 Principal Job Shadowing, H. Plass, C.M. Russell H.S., Great Falls, MT
1996 Montana Association of Leadership Development Workshop –
Confronting Contemporary School Law Challenges, Great Falls, MT
1996 Montana School Law Review, Bartos, Great Falls, MT
1996 Creating Team Success, Podesta, Great Falls, MT
1995 Scales for Effective Teaching, Great Falls, MT
1995 Montana School Districts Team Conference of K-12 Science & Math, Great Falls, MT
1995 Inclusion/Collaboration Training, Susan Fister, Great Falls. MT

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- 1995 University of Great Falls, Accreditation Review, Great Falls, MT
- 1994 Administration: The Challenge of the Job vs. Your Potential, Great Falls, MT
- 1994 Montana State University - College of Technology – Great Falls: Allied Health 1993 Curriculum Alignment, Great Falls, MT
- 1993 Canyon Ferry Limnological Institute, Canyon Ferry, MT,
- 1991 Assertive Discipline - L. Kantor, Great Falls, MT
- 1990 Onward to Excellence - Overview, Great Falls, MR
- 1990 Curriculum Development, J. Thomson, Great Falls, MT
- 1990 National Science Teachers Convention, Atlanta, GA,
- 1990 National Middle School Association, National Conference, Long Beach, CA,
- 1990 National Middle School Association, Regional Conference, Seattle,
- 1989 Beginning ITIP - Instructional Theory into Practice, Lewistown, MT

SERVICE

Current Professional & Academic Memberships

- NASSP - National Association of Secondary School Principals
- NMSA - National Middle School Association
- ASCD - Association of Supervision and Curriculum Development
- Region 5 Secondary Principal's Association
- Region 5 Superintendent's Association
- Region 5 League of Schools
- Region 6 Superintendent's Association

Service to Professional Associations

Reviewer - Northwest Commission on Colleges and Universities, (March 2013) – *University of Nevada – Las Vegas*. Three year Evaluation (off-site) Review of Standards 2c and 2d.

Reviewer - Northwest Commission on Colleges and Universities, (November 2-5, 2010) – *Utah Valley University*. Orem, UT

Text book reviewer – Centent Publishing, (2008). *Supervisory management: The art of inspiring, empowering, and developing people*. Mason, OH: Thomson-South-Western.

Reviewer - Professional Standards Commission, (2006). Praxis II alignment of Idaho Standards for Principal Certification, Boise ID

Reviewer - Professional Standards Commission, (2005). Idaho Standards for Principal Certification, Boise ID

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Professional Development Presentations

- Neill, M. W. & Thomas, G. J.** (May 19, 2014). *Presentation to the Region 5 Superintendents and League of Schools. Serving the needs of local school districts. Pocatello, ID.*
- Neill, M. W.** (Fall 2012). *The leader in me: Creating leaders - one child at a time.* Jefferson Elementary School. Pocatello, ID (Program facilitator).
- Neill, M. W.** (March 9, 2011). Principals' panel presentation: Getting your first job. *College of Education – EDUC 4402*, Idaho State University, Pocatello, ID
- Neill, M. W.** (September 15, 2010). Preparing to teach: What principals want from student teachers. *College of Education - EDUC 209*, Idaho State University, Pocatello, ID
- Neill, M. W.** (October 15, 2009). Principals' panel presentation: Getting your first job. *College of Education – EDUC 402*, Idaho State University, Pocatello, ID
- Neill, M. W.** (March 5, 2009). Principals' panel presentation: Getting your first job. *College of Education – EDUC 402*. Idaho State University, Pocatello, ID.
- Neill, M. W.** (October 16, 2008). Principals' panel presentation: Getting your first job. *College of Education – EDUC 402*. Idaho State University, Pocatello, ID.
- Neill, M. W.** (April 27, 2008). Department of Educational Leadership & Instructional Design: Program report to college faculty. *College of Education, Idaho State University*, Pocatello, ID.
- Neill, M. W.** (2007). Principals' panel: Getting your first job. *College of Education – EDUC 402*, Idaho State University, Pocatello, ID.
- Neill, M. W.** (2007). Teaching and the Field of Education, *College of Education – EDUC 250*, Idaho State University, Pocatello, ID.
- Davis, E. E., Zimmerly, C., Meyer, A. J., & **Neill, M. W.** (February 12, 2007). Consistency in decision-making for secondary school administrators, *School District #25*, Pocatello, ID.
- Neill, M. W.** (2007). Interviewing protocol and skills: Principal panel presentation: Navigating the job search. *College of Education – EDUC 402*, Pocatello, ID.
- Neill, M. W.** (2007). Principals' panel presentation: Navigating the job search. *College of Education – EDUC 402: Adaptations for Diversity Workshop*, Pocatello, ID.
- Neill, M. W.** (October 11, 2006). Careers in education. *College of Education: EDUC 250*, Pocatello, ID.
- Neill, M. W.** (Spring 2004). Site-supervisor training: The building administrator's

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responsibility. *AmeriCorp/WORD: Family Resource Center Workshop*, Missoula, MT.

Neill, M. W. (Summer 2003). No Child Left Behind: Implications for the building principal. *University of Montana Leadership Institute*, Missoula, MT.

Neill, M. W. (Spring 2003). Mock teaching interview: Knocking down the door. University *University of Montana, Student Teacher Symposium*, Missoula, MT.

Neill, M. W. (Fall 2003). Getting your first job: Procedures, practices, & problems. *University of Montana, Student Teacher Symposium*, Missoula, MT.

Neill, M. W. (2002). Middle school leadership and the implementation of effective middle level practices. *Middle Level Education, EDLD 561*. University of Montana, Missoula, MT.

Neill, M. W. (2001). Getting your first job: Procedures, practices, & problems. *University of Montana, Student Teacher Symposium*, Missoula, MT.

Neill, M. W. (2000). Getting your first job: Procedures, practices, & problems. *University of Montana, Student Teacher Symposium*, Missoula, MT.

Neill, M. W. (2000). Effective classroom management: The key to developing skills of independence. *Florence-Carlton School In-service*, Florence, MT.

Neill, M. W. (Fall 1994-99). Using classroom management to improve academic achievement: Classroom management training: Behavior management for the classroom - 40 hour new employee workshop: Great Falls Public Schools, Great Falls, MT.

Fagenstrom, S., Aspinwall, M., & **Neill, M.** (Spring 1991). Middle level education conference: Report from the National Middle School Conference, *Great Falls Public Schools*, Great Falls, MT (Podium session).

Fagenstrom, S., Aspinwall, M., & **Neill, M.** (July 1991). Effective middle schools: Essential elements of effective middle schools, *Northern Montana College*, Havre, MT (Invited workshop).

Fagenstrom, S., Aspinwall, M., & **Neill, M.** (January 1991). Middle school teaming: Practices & procedures, *Havre Public Schools*, Havre, MT (Podium session).

In-service Courses and Workshops

Neill, M. W. (April, 2012). Idaho State University. New Faculty Mentor Series: Working with Idaho School Districts. Pocatello, ID.

Neill, M. W. (October 17, 2008). Idaho State University Research Development Focus Group. *Idaho State University*. Pocatello, ID.

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Neill, M. W., & Meyer, S. (August 2006). Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, *School District #10 Opening Teacher Workshop*, Dillon, MT (Invited workshop).

Neill, M. W. (Spring 2006). Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, Cassia County School District Teacher Workshops, Burley, ID (Four invited workshops).

Neill, M. W. (Fall 2005). Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement, *Declo Junior High School Faculty In-service*, Declo, ID (Four invited workshops).

Neill, M. W. (August 2005). Becoming a model middle school: Characteristics of exemplary middle schools: Key Components of Interdisciplinary Teaming: *The Teacher's Role*, *Irving Middle School*, Pocatello, ID (Invited workshop).

Neill, M. W. (2001). Managing Classroom Behavior to Improve Student Performance, *Breaking Ranks Workshop: Northwest Principals Conference*, Polson, MT (Invited podium presentation).

University Committee Work and Leadership

University

2013 (Spring) University Graduate Council (replacement for Jane Strickland)
2009 - 2012 University Graduate Council (3 year term - member)
2007 - 2010 Faculty Senate Council for Teaching & Learning (3 year term - member)
2008 ISU Research Culture & Infrastructure (Focus Group)
2004 - 2007 Faculty Senate Council for Teaching & Learning (3 year term - member)

College

2013 - 2016 College of Education Leadership Team
2013 (spring) College of Education Graduate Studies Committee (Interim Chair – replacing Dr. Jane Strickland during her sabbatical)
2011 – 2013 College of Education Promotion & Tenure Committee (Chair – 2 year term)
2011 – 2013 College of Education Sabbatical Committee (Chair – 2 year term)
2009 – 2012 College of Education Graduate Studies Committee (Chair – 2 year term)
2009 – 2012 College of Education Graduate Studies Committee
2009 – 2013 College of Education Graduate Faculty (Chair – 2 year term)
2008 - 2010 College of Education Sabbatical Committee (member – 2 year term)
2005 – 2007 NCATE Standard Three Review Committee (member)
2006 Faculty Grant Selection Committee (member)
2006 Admissions & Retention Committee (member)
2005 - 2007 Alternative Teacher Certification Committee (member)

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- 2005 Kole-McGuffey Scholarship Selection Committee (member)
- 2005 Criminal History Background Check Form Development (Chair)
- 2004 - 2007 Teacher Education and Curriculum Committee (member)
- 2004 - 2006 EDUC 201 Revision Committee (member)

Department of Educational Leadership

- 2012 External Review Committee
- 2011 - 2012 Education Specialist Program Review Committee (member)
- 2011 – 2012 Doctorate of Education in Education Administration Program Review Committee
- 2006 - 2008 Educational Administration: K-12 Review committee (member)
- 2006 Community college review committee (member)
- 2006 Faculty search committee – (Co-chair)
- 2005 – 2008 Student recruitment
- 2005 Administrative Assistant search committee (Co-chair)

Graduate Faculty Representative

- 2016 Master of Business Administration - Doug Chambers
- Glenn Grooms
- Edward Mould
Doctor of Nursing Practice - Shawn Smart
- 2015 Masters of Business Administration - Jesse Arnoldson
- Cody Ferguson
- Brent Springer
- 2014 Master of Arts (Mass Comm.) - Ewnetu Tsegaw
Masters of Accountancy - Scott Haderlie
Master of Accountancy - Daniel Sorensen
Masters of Nursing - Karla Barney
Masters of Business Administration - Mellisa Pricillia
- 2013 Masters of Business Administration - Tyler Moore
Masters of Business Administration - Donald Wychoff
Masters of Business Administration - Tod Krumenacker
Masters of Business Administration - Beltus Abeh
Occupational Therapy - Bill Ceerle
- 2012 Masters of Counseling - Shelly Lewis
Masters of Counseling - Melissa Syria
Masters of Business Administration - Kevin Hendricks
Masters of Business Administration - Mark Robinson
- 2011 Masters of Family Practice Nursing - Krista Ellis
- 2010 Masters of Business Administration - Danny Abeggan
Masters of Biological Sciences - Kyle Buffington
- 2009 Masters of Business Administration - Travis Allred

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2008	Masters of Business Administration - Robert Smith
	Masters of Business Administration - Michelle Hara
	Masters of Business Administration - Eric Mickelsen
2007	Sports Science & Physical Education - Todd Fisher
	Master of Business Administration - Ross Young
	Department of Political Science - Matthew Lowell

Doctoral Dissertation Committees

2015-2016	Committee member – Teresa Borrenpohl (Proposal accepted) Steven Keller (Proposal accepted)
2014-2015	Committee member - David Risenmay (completed)
2013-2014	Committee member – Alyse Anekstein (completed)
2012-2013	Committee member – Alyse Anekstein Joseph Han (completed) Brandon Ferris (completed) Tracy Farnsworth (completed) Lisa McNiven (completed) Dave Risenmay
2011-2012	Committee member - Lauralee Zimmerly (completed) Lanie Keller (vice chair) (proposed) Bryce Meacham (completed) Lisa McNiven (proposed) Dave Riesenmay proposed) Joseph Han (proposed) Brandon Farris (proposed) Tracy Farnsworth (proposed)
2010-11	Committee member - Lauralee Zimmerly (proposed) Paoshi Wang (completed) Bruce Kusch (completed) Bryce Meacham (proposed)
2009	Committee member – Patti Mortensen (completed)
2008	Committee member – Chun Min Kuo (completed)
2007	Assistant Chair – Ron Perrenoud (completed) Committee member - Sue Schou (completed)
2006	Committee member – Karen Chen (completed)

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Education Specialist Case Studies

Fall 2015	Primary Member	Chester Bradshaw Mark Kartchner Brian Kress
Spring 2013	Second member	Colby Gull Gary (Spencer) Larson
Spring 2012	Primary member	Steve Morton
Fall 2010	Primary member	Byron Stutzman
Spring 2009	Second member	Kenneth Marlow
Spring 2008	Second member Second member Second member Second member	James Shank Dan Keck Lisa Sherick Jill Starnes
Fall 2005	Second member	Marvin Hansen

Masters Case Studies

Spring 2016		Doug Bitter (1 st attempt) - successful Mark Hunsaker (2 nd attempt) – successful Krystal Lockyer (1 st attempt) - successful
Fall 2015	Second Member	Mark Hunsaker (1 st attempt)
Spring 2014	Second Member	Cheryl Hansen (1 st attempt) - successful Nathan Tracy (2 nd attempt) - successful
Fall 2013	Second Member	Jill Taylor (2 nd attempt) - successful
Spring 2013	Second Member	Jeffery Blauer (2 nd attempt) - successful Odila Conica (1 st attempt) - successful Ben Glover (1 st attempt) - successful Mark Pixton (1 st attempt) - successful McKay Young (2 nd attempt) - successful
Fall 2012	Second Member	Jeffery Blauer (1 st attempt) - successful Mike Mendive (1 st attempt) - successful Anthony Peterson (2 nd attempt) - successful

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		Merrilee Rutherford (2 nd attempt) - successful McKay Young (1 st attempt)
Spring 2012	Second member	Brenda Scheer (1 st attempt) - successful Aimee Atkinson (1 st attempt) - successful Heather Tucker (1 st attempt) - successful Jennifer Cook (1 st attempt) - successful Ken Dietz (1 st attempt) - successful McKay Young (1 st attempt) Janelle Armstrong (2 nd attempt) - successful
Fall 2011	Second member	Jason Curtis (1 st attempt) - successful Kathy Malm (1 st attempt) - successful Teri Peters (1 st attempt) - successful
Spring 2011	Primary member Primary member Second member Second member Second member Second member Second member	Janelle Armstrong (1 st attempt) David Merrill (1 st attempt) Lynette Carter (2 nd attempt) - successful Lisa Delonas (1 st attempt) - successful Dustin Heath (2 nd attempt) - successful Kevin Lloyd (2 nd attempt) - successful Randy Martineau (1 st attempt) - successful
Fall 2010	Primary member Primary member Primary member Primary member Second member Primary member Second member Second member Second member	Brody Birch (2 nd attempt) - successful Ryan Cook (2 nd attempt) - successful Marilyn Hadd (1 st attempt) - successful Chad Hill (1 st attempt) - successful Wes Jensen (1 st attempt) - successful Landon LeFevre (1 st attempt) - successful Wonhyuk Park (1 st attempt) - successful Merrilee Udy-Sears (1 st attempt) - successful Cory Taylor (2 nd attempt) - successful
Spring 2010	Second member Second member Second member Second member	Brody Birch (1 st attempt) Ryan Cook (1 st attempt) Thomas Kennedy (1 st attempt) - successful Tiara Lusk (1 st attempt) - successful
Fall 2009	Second member Second member Second member	Nancy Corgiat (1 st attempt) - successful Steven Cziep (1 st attempt) - successful Brady Johnson (1 st attempt) - successful
Spring 2009	Second member Second member Second member	Charne` Adams (1 st attempt) - successful Julee Posyluzny (1 st attempt) Peggie Price (1 st attempt) - successful

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Fall 2008	Second member Second member Second member	Haley Jones (1 st attempt) - successful Oliver Roberts (1 st attempt) - successful Elisa Saffle (1 st attempt) - successful
Spring 2008	Primary member Second member Second member Second member Second member Second member Second member	Rafael CdeBaca (1 st attempt) Dona Applonie (1 st attempt) - successful Marc Gee (1 st attempt) - successful Diana Molino (1 st attempt) - successful Tina Orme (1 st attempt) - successful Austin Roberson (1 st attempt) - successful Tonya Wilkes (1 st attempt) - successful
Fall 2007	Second member	Paula Bushaw-Ashby (1 st attempt) - successful
Spring 2007	Primary member Primary member Primary member Primary member Primary member Primary member Primary member Primary member Primary member	Joseph Abercrombie (2 nd attempt) - successful Kevin Dupree (1 st attempt) - successful Mancole Fedder (1 st attempt) - successful Roger Harrison (1 st attempt) - successful Royce Murdoch (1 st attempt) - successful Sue Smith (1 st attempt) - successful Dian Swanson (1 st attempt) - successful Justin Taylor (1 st attempt) - successful David Vaughn (1 st attempt) - successful
Fall 2006	Primary member Primary member Primary member Second member	Shane Hild (1 st attempt) - successful Richard Howard (1 st attempt) - successful Kathy Luras (1 st attempt) - successful Joseph Abercrombie (1 st attempt)
Spring 2006	Primary member Primary member Second member Second member Second member Second member	Meg Fleischmann (1 st attempt) - successful Kerry Martin (1 st attempt) - successful Amy (Adams) Brinkeroff (1 st attempt) - successful Janice Nelson (1 st attempt) - successful Nathan Toll (2 nd attempt) - successful A. J. Watson (1 st attempt) - successful
Fall 2005	Second member Second member Second member	Heidi Crouch (1 st attempt) - successful Lanie Keller (1 st attempt) - successful Charles McPherson IV (1 st attempt) - successful
Spring 2005	Second member Second member Second member Second member	Travis Bell (1 st attempt) - successful Brandee Hewatt (1 st attempt) - successful Michele Kersey (1 st attempt) - successful Brian Kress (1 st attempt) - successful

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Program coordinator

Neill, M. W. (Fall 2005). Principal preparation cohort model: Master's degree and certification program design. Pocatello, Rupert, & Idaho Falls, ID.

Community Service Activities

2015 –	Reader - Tendoy Elementary Pocatello, ID
2011	ISAT monitor – Jefferson Elementary School Pocatello, ID
2009 - 2010	4 th grade Science Fair Judge – Jefferson Elementary, Pocatello, ID
2009 - 2010	Pocatello/Chubbuck - District #25 Teacher Appreciation – Talent Judge
2009 - 2010	Idaho Education Forum – Pocatello Region
2008	Bonneville School District #93 – Strategic Planning Committee
2006	Pocatello Charter School – Passages panelist
2005	Pocatello Charter School – Passages panelist

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APPLICATION FOR
PROFESSIONAL STANDARDS COMMISSION

Name: Levi B Cavener School: Vallivue High School
Home Address: ^{19222 Warbler Way} ~~2623 S Bluegrass Drive~~ Sch. Address: 1407 E Homedale Road
City: ^{Caldwell} ~~Nampa~~ Zip Code: ~~83686~~ ⁸³⁶⁰⁵ City: Caldwell Zip: 83607
Home Ph: (208) 409-3410 Sch. Ph: (208) 454-9253
E-mail Address: Levibcavener@gmail.com
PSC Position applied for: (a) ___ classroom teacher
(check one) (b) X special education teacher (Secondary)
(c) ___ pupil personnel services

PROFESSIONAL INFORMATION

Current certificate(s) [Include endorsements with expiration dates]

Type Expiration Date

Idaho Standard Secondary School Certification August ~~2014~~ ²⁰²⁰

Standard Exceptional Child Certification August ~~2014~~ ²⁰²⁰

Note: Renewal paperwork of certificates has been sent to the State Dept. of Ed

Education Background [Degrees and places obtained]

Degree

B.S. Education, 2009

M.Ed, 2012

School

University of Idaho

Northwest Nazarene University

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Professional Experience [Date, place and position]

Date	Place	Position
01/09-05/09	Garfield Elementary, Moscow, Idaho	Practicum Internship
08/09-01/10	Mountain View High, Meridian, Idaho	Student Teacher
01/10-05/10	Vallivue High School Caldwell, Idaho	Reading Interventionist
08/10-Present	Vallivue High School Caldwell, Idaho	Special Education Teacher
08/12-Present	Vallivue High School Caldwell, Idaho	Special Education Dept. Chair

Professional Associations and related activities other than IEA/NEA
(including offices)

- Advisor for Bogus Basin School Race Program
- Founder/Editor of *Idaho's Promise*
- Member of Kappa Sigma Fraternity
- Member of Phi Eta Sigma National Honor Society
- Member of Phi Beta Kappa National Honor Society
- Member of Vallivue High School Improvement Team.

Community Involvement (Please list all community service or other community
activities in which you have been involved and dates)

- Advising for Bogus Basin School Race Program involves volunteering a substantial

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amount of time to coordinate and facilitate slalom and free-style ski and snowboard races for high school students in the Treasure Valley (2009-Present).

- Editing *Idaho's Promise* involves a commitment to following education policy and news in an effort to present writing from a variety of stakeholder perspectives including teachers, professors, and parents that constantly requires interaction from community members. (2014-Present).
- Writer of various education editorials appearing in publications around the state and nation including the *Idaho Press Tribune*, *The Post Register*, and *Idaho Education News* (2013-Present).
- Tutor for the Falcon Focus program involves interacting with various members of the community including students and parents.
- Camp Counselor for Meridian's MeriMoo summer camp in which I interacted with various children from the community and their parents. (2009-2010).

The Professional Standards Commission meets as many as six (6) times a year. Each meeting spans two days. Additionally, Commission members may be asked to attend public meetings, attend State Board of Education meetings, and present at regional or state meetings. Will you be able to give the required yearly time to this position?

YES NO .

Applicant's signature _____



Please attach resume, three (3) letters of recommendation, and statement of commitment to the profession.

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Statement of Commitment to the Profession

I will never forget my father's response when I told him I intended to become a teacher. I was home for Christmas after my first semester of college at the University of Idaho. For the first time in my life, I had not seen my family in months, and I was excited to be home. Due to my mother's incredible culinary talent, the Christmas dinner table could have been on the cover *Fine Cooking Magazine*; the meal should have been spectacular.

But it wasn't. My father, to say the least, was less than thrilled with this decision. Bluntly, he reminded me of the trials of the teaching profession. Long hours. Grading at home. Problem students. Little pay. The list went on; the food on the table slowly steamed itself cold.

Yet, I was resilient about my decision during that dinner, and I remain resilient today. I kindly balanced my father's argument by reminding him of the positive elements he hadn't included. The reward of seeing students grow. The joy in nurturing young minds to mature into talented adults. The ability to make a difference with every individual student every single day in the classroom.

These reasons remain just as true to me today as they did that Christmas evening years ago. However, my father's points proved to be easily valid. As he said, teaching is much more than a job. It is larger than a profession. It is a commitment.

It is with this commitment in mind that I desire to be part of the Professional Standards Commission. Teaching is a profession that demands the highest integrity of those in the profession. Maintaining the integrity and dignity of teachers is paramount in maintaining the continued support and trust of citizens who place their children in Idaho's classrooms.

I truly believe I can be an integral part of this commission. I feel my experience in the classroom and knowledge of the standards will allow me to effectively fulfill all the duties required of a member of the commission faithfully and with the utmost integrity. I hope you will consider my name as a new member of this important group.

Sincerely,



Levi B Cavener

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February 4, 2016

To Whom It May Concern:

My name is Christine Kaufman and I am a special education teacher with Lewiston School District. I am interested in filling the open seat on the Professional Standards Commission for a professional who holds an Exceptional Child Education certificate/endorsement.

I have taken the liberty to attach my updated curriculum vitae in lieu of a resume` because it allows those who are reviewing my application to see my plethora of experience in committee work, work with the IEA, my professional training, and further education. I hold a Bachelor of Science in Elementary Education with a minor in Special Education. I've completed all necessary coursework to hold the Exceptional Child Generalist K-12 certificate/endorsement. I also hold a Master of Science in Special Education and have completed all coursework for my Doctor of Education in Curriculum, Instruction, and Assessment. I am currently working on my proposal for my dissertation, which is the next step in completing my Doctor of Education program.

I have taught special education with the Lewiston School District for over ten years. I have worked with children who have all types of exceptionalities from language impairments, autism, emotional disturbances, hearing and visual impairments, intellectual disabilities, and/or multiple disabilities. In my over ten years of teaching, I have had the privilege to work with children who represent all categories under the Individuals with Disabilities Act. Not only have I worked with these amazing children, but I've had the honor to work with their families, outside agencies, outside medical professional, and outside counselors to develop quality individualized programming to meet each of these children's learning needs.

I have always had an interest in the law and in particular ethics. I do hold a legal secretary degree, but my heart is working with children, so I never pursued this career. I believe I am a strong candidate due to the fact I am an analytical thinker, strive to be solution minded, and care deeply about my profession. I believe it my job to work hard to educate the public about the value of education and the importance of quality teachers delivering this education to our country's future, our children.

Thank you for your time and consideration for the open seat on the Professional Standards Commission. I look forward to hearing from you soon with regards to this position.

Sincerely,

A handwritten signature in cursive that reads "Christine M. Kaufman".

Christine M. Kaufman

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Mrs. Christine Kaufman

Address 1217 Powers Avenue, Lewiston, ID 83501
Telephone 208-413-7075
Email ckaufman@lewistonschools.net

Profile A child-centered, hardworking, highly organized, detail-oriented special educator. Able to supervise, lead, and learn from others with the child always being the focus. Highly knowledgeable with regards to curriculum, programming, state and federal law regarding education, as well as effects and attributes of individual disabilities.

Key Skills

- *Able to communicate effectively while providing a professional and friendly learning environment for children and staff.
- *Excellent administrative, organizational and time management skills; including knowledge of Microsoft Word, Excel, Outlook, and Enrich IEP software.
- *Ability to work well under pressure whilst maintaining excellent attention to detail.
- *Highly developed people skills, strong communicator, both written and oral.
- *Self-motivated, life-long learner with a passion for teaching our country's future, our children.

Career History

Jan 05-Present

**Independent School District #1-Lewiston, ID
Special Educator**

Independent School District #1 is a large school district in central Idaho. There are 7 elementary schools, 2 junior high schools, and a high school, and alternative high school, and a developmental preschool. My school, McGhee Elementary, has 323 students. Many students come from low-socioeconomic homes and several too many have had numerous adverse childhood experiences. My job requires me to supervise 6 instructional assistants, collaborate with 7 elementary classroom teachers (K-3), organize and lead our school special education department, and manage our department budget. I must make sure all children on my caseload and within my department (K-6) have the needed resources to access and learn within the educational environment. To ensure this occurs, I must train the instruction support staff how to use programs, build positive relationships with students, and when in times of crisis how to manage maladaptive behaviors. I am required to know and ensure state and federal special education laws are being followed with regards to each child's individualized education program (IEP). As the special educator, I must know each child individually, so I can construct an individualized program to move each child toward proficiency on Common Core State Standards or Workplace Competencies for life skill students.

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**Professional
Training**

Common Core State Standards
Alternate Assessment
Sensory Diets and Therapy
iPad training
Mondo Bookshop
Lucy Calkins Writing
Data-based Decision Making
Reading Reflex
Reading Mastery
Read Naturally
Ziggurat Model
Conflict Resolution
STAR Autism
Response to Intervention
AIMSweb
Poverty Training
Mandt
Adverse Childhood Experiences Study
Resilience Training
Milepost
Enrich

**Additional
Skills**

Northwest Children's Home-Education Center IEP Team
Lewiston Education Association- Vice President
Lewiston Education Association-Secretary
Lewiston Education Association Negotiations Team
National Education Association Grant Group
National Education Association Member
Idaho Education Association Member
Lewiston Education Association Member
2015 Delegate Assembly
Called to testify before House Education Committee-Career Ladder 2015
Extended Reading Time Facilitator
Response to Intervention Leader
ExcentTERA leader
Student Assistance Team
Building Leadership Team
Independent School District #1 Insurance Committee
Independent School District #1 Senior Project Committee
Guest Lecturer at Lewis-Clark State College
Substitute teacher for Inclusion Strategies at Lewis-Clark State College
On-site Teacher Educator for Lewis-Clark State College

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Education Walden University, Minneapolis, MN (online) 2001-Present
Doctor of Education
Curriculum, Instruction & Assessment
Completed all coursework (listed below):
Foundations: Curriculum, Instruction & Assessment
Leadership for Today's Schools
Applied Research in Education
Systemic Curriculum Design
Data Driven Instruction & Assessment
Research in Practice
Effective Professional Development
Doctoral Study Intensive
Currently working on dissertation

Walden University, Minneapolis, MN (online) 2008-2010
Degree received: Masters of Science in Special Education (M.S. Ed.)
Coursework completed (listed below):
Teacher as Professional
Designing Curriculum, Instruction & Assessment
Special Educator as Instructional Leader
Introduction to Educational Research
Impact of Disabilities on Learning & Teaching
Strategic Collaboration in Special Education
Advanced Instructional Strategies in special Education
Literacy Interventions in Special Education
Advanced Behavioral Interventions in Special Education

Lewis-Clark State College, Lewiston, ID 2000-2004
Degree Received: Bachelors of Science-Elementary Education K-8
 Generalist Special Education (K-12)
*Certified in both areas by the State of Idaho

References Available on request

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References

Deanna Didier 840 Warner Ave Lewiston, ID 83501 (208) 305-3704

Sam Weddle 13710 Sperry Grade Rd Kendrick, ID 83537 (208) 305-3627

Greg Kramasz 7664 Amberview Ct. Lewiston, ID 83501 (208)553-1400

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Virginia L Welton



[Virginia L Welton's Resume](#)

Virginia L Welton

3006 W. Broadmoore Drive
Hayden, Idaho 208-691-3561
vwelton@cdaschools.org

Summary

I have 18 years experience in teaching students with severe disabilities. I keep updated with new and innovative teaching methods, as well as, best practices to enhance my teaching methodology. I have worked with the State Department of Education, Special Education to create and update the Idaho Alternate Assessment for the past 7 years.

Objectives

I am interested in applying for the position of serving on the Idaho Professional Standards Commission.

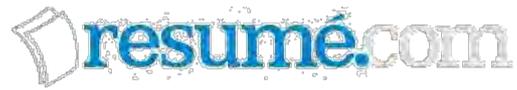
Education

*California State University, Long Beach
California State university, Long Beach, Long Beach, California
Graduated: May 2002
Grade: Bachelors Degree
Teaching Credentials: General Education K-8, Severely Handicapped K-12*

Employment History

*September 2003 – Present: Exceptional Child Teacher 6-8
Company: Coeur D'Alene School Disdivict
Coeur D'Alene, Idaho
Individualized insdivuction of 13-18 students with a variety of disabilities
Implement and run all IEP meetings
Work with general education teachers on best practice methods for mainsdiveamed students Schedule and manage 8 staff members
Create, implement and score teaching materials and assessments for the Idaho Alternate Assessment
Write grants to purchase materials that will enhance the learning of all students*

Virginia L Welton



[Virginia L Welton's Resume](#)

Professional Skills

TERA – Expert

Hobbies & Interests

I enjoy helping my sons Boy Scout Troop as the "Board of Review" leader I run the snack bar for Coeur d'Alene High School

I love to ride horses I

enjoy reading

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SUBJECT

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

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with conducting a full review of all approved teacher preparation programs in Idaho on a seven year cycle and making recommendations to the State Board of Education for continued approval of the programs. The PSC convened a State Review Team containing content experts and conducted the full program review of Idaho State University (ISU), September 20 - 22, 2015. The PSC reviewed the final report submitted by the State Review Team and voted to recommend that the State Board of Education adopt the State Team Report as written and extend approval of the programs as specified in the report. English as a New Language and the Economic Programs were not recommended for approval in the report.

Following consideration of the review team report ISU submitted additional documentation to the PSC at its March 2016 meeting showing they had already addressed the concerns with the programs that the State Team voted not to approve. The PSC felt that the documentation brought forth by ISU for their English, English as a New Language, and Economics programs provided sufficient evidence to merit a recommendation of Conditional Approval for those programs.

IMPACT

The recommendations in this report will enable ISU to continue to prepare teachers in the best possible manner, ensuring that all state teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS

Attachment 1 – Idaho State University Final State Team Report	Page 3
Attachment 2 – Idaho State University Response	Page 207
Attachment 3 – NCATE Final Report	Page 235
Attachment 4 – Documentation for Revised English as a New Language and Economics Programs	Page 269

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission based on a seven year cycle. The reviews are done in conjunction with the preparation program's accreditation review cycle.

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Additionally, every third year following the full review and audit of state specific certification requirements is conducted. The review process is designed to assure the programs are meeting the Board approved school personnel standards for the applicable programs, that the teacher are prepared to teach the state content standards for their applicable subject areas, as well as the quality of candidates exiting the programs.

The current Board approved accrediting body for teacher preparation programs is the National Council for Accreditation of Teacher Education (NCATE). On-site preparation program reviews are conducted in partnership with NCATE based on a partnership agreement. During a concurrent visit, the NCATE team and the state team collaborate to conduct the review, however each team generates their own reports.

BOARD ACTION

I move to adopt the recommendation by the Professional Standards Commission and to accept the State Team Report for Idaho State University as submitted, and to grant Conditional Approval based on the additional documentation submitted by Idaho State University for their English, English as a New Language, and Economics programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE TEAM REPORT
Idaho State University
September 20-22, 2015**

ON-SITE STATE TEAM:

Stacey Jensen, Amy Cox and Ken Cox, Co-Chairs

Christine Avila
Roddran Grimes
Esther Henry
Rick Jordan
Micah Lauer
Alissa Metzler
Carrie Semmelroth
Audra Urie
Heather VanMullem
A.J. Zenkert

Professional Standards Commission
Idaho State Board of Education

STATE OBSERVERS:

Lisa Colón
Annette Schwab

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College/University: Idaho State University Review Dates: September 20-22, 2015

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INTRODUCTION

Idaho State University, a Carnegie Research High Doctoral University and teaching institution founded in 1901, attracts students from around the world to its Idaho campuses. At the main campus in Pocatello, and at locations in Meridian, Idaho Falls and Twin Falls, ISU offers access to high-quality education in Teacher Preparation and Educational Leadership.

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

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

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

Candidate – a student enrolled at Idaho State University.

Student – an individual enrolled in an Idaho PreK-12 public school

Unit – the institution’s teacher preparation program

NCATE – National Council for the Accreditation of Teacher Education

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Program Approval Recommendations

<u>Program</u>	<u>Approved</u>	<u>Conditionally Approved</u>	<u>Not Approved</u>	<u>Notes</u> (See program rubric section for more specifics regarding recommendations.)
Core Standards				Core standards are individually reviewed but are not subject to approval
Elementary Education	X			
Special Education Generalist		X		Recommendation for conditional approval based on performance evidence considerations
Special Education-Deaf Education		X		Recommendation for conditional approval based on content considerations
English as a New Language			X	Recommendation for not approved due to lack of evidence from content courses
Blended Early Childhood		X		Recommendation for conditional approval based on this being a new program, lack of completers, and questions regarding SPA accreditation evidence
Communication Arts Foundation				Foundation standards are individually reviewed but not approved. *It should be noted that some foundation evidence was missing resulting in effected programs being recommended for conditional approval.
Journalism		X		Recommendation for conditional approval due to lack of completers and minimal content area/foundation evidence
Speech/Debate		X		Recommendation for conditional approval due to lack of completers and minimal content area/foundation evidence
English			X	Recommendation for not approved is based on lack of evidence regarding composition and language study instruction integral to English

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				certification
Health	X			
Mathematics		X		Recommendation for conditional approval based on minimal evidence regarding current mathematics standards and best practices
Physical Education	X			
PTE Foundation Standards				Foundation standards are individually reviewed but not approved
PTE-Business Education	X			
PTE-Family Consumer Science		X		Recommendation for conditional approval based on missing content knowledge classes
Science Foundations				Foundation standards are individually reviewed but not approved
Biology	X			
Chemistry		X		Recommendation for conditional approval due to lack of completers
Physics		X		Recommendation for conditional approval due to lack of completers
Social Studies Foundations				Foundation standards are individually reviewed but not approved
History	X			
Government		X		Recommendation for conditional approval based on minimal foundation evidence
Economics			X	Recommendation for not approved based on missing required coursework as noted in rubrics

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Visual Arts Foundations				Foundation standards are individually reviewed but not approved *It should be noted that foundation evidence was missing resulting in effected programs being recommended for conditional approval.
Drama		X		Recommendation for conditional approval based on lack of completers, as well as missing foundation coursework evidence
Visual Arts		X		Recommendation for conditional approval based on missing foundation coursework evidence
School Administrator	X			
School Superintendent	X			
On-Line Teacher		X		Recommendation of conditional approval based on lack of completers, as well as some missing evidence as noted in rubrics.
World Language		X		Recommendation for conditional approval based on lack of completers.

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College/University: Idaho State University Review Dates: September 20-22, 2015

Idaho Core Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard #1: 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Learner Development		X	

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- 1.1 Syllabi, required coursework descriptions, candidate lesson plans, and teacher work samples provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.

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.

Element	Unacceptable	Acceptable	Target
1.2 Performance Learner Development		X	

- 1.2 Candidate interviews, work samples, and lesson plans indicated hypothetical developmentally appropriate instruction that accounts for individual learners' strengths, interests, and needs.

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.

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Element	Unacceptable	Acceptable	Target
2.1 Knowledge Learning Differences		X	

2.1 Syllabi, required coursework descriptions, candidate lesson plans, and teacher work samples provide evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.

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.

Element	Unacceptable	Acceptable	Target
2.2 Performance Learning Differences			X

2.2 Teacher work samples, lesson plans, and interviews with candidates demonstrate an in-depth ability of candidates to understand, design, and adapt instruction for students with multiple diverse learning needs. Candidates consistently shared that they felt exceptionally prepared in this area.

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.

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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.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Learning Environments		X	

3.1 Course syllabi and course assignments, such as classroom management plans and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

Performance

1. The teacher 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.
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.

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Element	Unacceptable	Acceptable	Target
3.2 Performance Learning Environments		X	

3.2 Interviews with candidates, completers, and cooperating teachers, as well as lesson plans and classroom management analysis projects provide evidence that teacher candidates are able to create, manage, and modify learning environments to ensure they are safe and productive.

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.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Content Knowledge		X	

4.1 Praxis II exam scores, candidate assignments, lesson plans, and teacher work samples provide evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered.

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.

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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.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Content Knowledge		X	

4.2 Lesson plans, work samples, candidate interviews, and cooperating teacher interviews provide evidence that teacher candidates create learning experiences that make the content taught meaningful to students.

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.*

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- 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.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Application of Content		X	

5.1 Coursework, lesson plans, and teacher work samples provide evidence that teacher candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking. Aside from candidate philosophy papers, little evidence was provided to address issues related to ethics and quality of information.

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.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Content	X		

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5.2 Lesson plans, teacher work samples, and unit plans provide minimal evidence that teacher candidates demonstrate the ability 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. Minimal evidence was present in both Elementary and Secondary Social Studies methods and art methods. Even though candidates' lesson plan evaluations indicated this practice was systematic, evidence was not consistently apparent.

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.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Assessment		X	

6.1 Teacher work samples, lesson plans, and candidate and cooperating teacher interviews provide evidence that teacher candidates demonstrate an understanding of formal and informal student assessment strategies to evaluate students. Candidates and cooperating teachers expressed a desire and need for more candidate training in assessment strategies, specifically formative assessment.

Performance

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
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.

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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.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Assessment	X		

6.2 Teacher work samples, lesson plans, and candidate and cooperating teacher interviews provide minimal evidence that teacher candidates use and interpret multiple forms of assessment to evaluate student performance. Although assessment is clearly an integral part of lesson plan development, faculty feedback on lesson plans and teacher work samples specific to assessment consistently identify improvements needed. Candidates and cooperating teachers expressed a desire and need for more candidate training in assessment strategies, specifically utilizing formative assessment to further plan 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 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.*

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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).

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

7.1 Syllabi, lesson plans, teacher work samples, and cooperating teacher interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. Reflection exercises indicate teacher candidates consider assessment information and learner responses when adjusting teaching plans inconsistently.

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.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills		X	

7.2 Lesson plans, teacher work samples, and candidate and cooperating teacher interviews provide evidence that teacher candidates plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goals. Assessment evidence, while provided, was inconsistent. Evidence of teacher candidates' efforts to collaborate with specialists was minimal to non-existent.

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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 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.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Instructional Strategies		X	

8.1 Lesson plans, teacher work samples, and interviews with candidates and cooperating teachers provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies. Candidates work consistently shows appropriate differentiation as needed.

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.*

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- 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).*

Element	Unacceptable	Acceptable	Target
8.2 Performance Instructional Strategies		X	

8.2 Lesson plans, teacher work samples, unit plans, and candidate interviews provide evidence that teacher candidates use a variety of instructional strategies. Evidence indicated candidates utilize whole group, small group, individual, and technology for instructional strategies.

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 knows 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.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Learning and Ethical Practice		X	

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9.1 Syllabi, coursework, teacher work samples, unit plans, and interviews with candidates provide evidence that teacher candidates demonstrate an adequate ability to engage in ongoing professional learning and use evidence to continually evaluate his/her practice. Minimal evidence was provided to show candidate understanding of laws related to learners' rights and teacher responsibilities.

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.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Professional Learning and Ethical Practice		X	

9.2 Teacher work samples, the use of IPLP's, candidate reflections, and candidate interviews provide evidence that teacher candidates display an adequate ability to engage in appropriate professional learning experiences and evaluate their 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.

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 interferes with learning.*

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- 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.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Leadership and Collaboration		X	

10.1 Coursework, and candidate and cooperating teacher interviews provide evidence that teacher candidates understand how to professionally and effectively communicate and work with colleagues and families to support students' learning and well-being.

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.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Leadership and Collaboration		X	

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10.2 Teacher work samples and candidate and cooperating teacher interviews provide evidence that teacher candidates interact in a professional, effective manner with colleagues and families to support students' learning and well-being.

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**Blended Early Childhood Education/
Early Childhood Special Education**

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

- 1. The educator knows how young children integrate domains of development (language, cognition, social-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 educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in NAEYC Licensure and DEC Personnel Standards.*
- 3. The educator understands the process of self-regulation that assists young children to identify and cope with emotions.*
- 4. The educator understands language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.*
- 5. The educator understands the elements of play and how play assists children in learning.*
- 6. The educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.*
- 7. The 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.*

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8. *The 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 educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate adequate knowledge of understanding subject matter. A single course is insufficient to meet a majority, if not all, of the standards.

Performance

1. *The educator demonstrates the application of theories and educational models in early childhood education and special education practices.*
2. *The educator applies fundamental knowledge of 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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate ability to make subject matter meaningful. A single course is insufficient to meet a majority, if not all, of the standards.

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 educator knows that family systems are inextricably tied to child development.*
2. *The educator understands the typical and atypical development of infants' and young children's attachments and relationships with primary caregivers.*
3. *The educator understands how learning occurs and that young children's development influences learning and instructional decisions.*

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4. The educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.
5. The educator understands the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Human Development and Learning	X		

2.1 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate understanding of how students learn and develop. A single course is insufficient to meet a majority, if not all, of the standards.

Performance

1. The educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.
2. The educator addresses the developmental consequences of stress and trauma, protective factors and resilience, the development of mental health, and the importance of supportive relationships.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate ability to provide opportunities for development. A single course is insufficient to meet a majority, if not all, of the standards.

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.

Knowledge

1. The educator knows aspects 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.

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2. *The educator understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationships among the child, family, and their environments.*
3. *The educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.*
4. *The educator knows how to access information regarding specific children's needs and disability-related issues (e.g. medical, support, and service delivery).*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		X	

3.1 Interviews with university supervisors, elementary principals, review of multiple special education syllabi and assessment matrices provide evidence that teacher candidates demonstrate an adequate knowledge of how students differ in their approaches to learning. However, it must be noted that a single course is insufficient to meet a majority, if not all, of the standards.

Performance

1. *The 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.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		X	

3.2 Multiple candidate work samples from multiple special education classes and final exam narratives show evidence that teacher candidates demonstrate an adequate ability to accommodate individual learning needs. However, it must be noted that a single course is insufficient to meet a majority, if not all, of the standards.

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

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Knowledge

1. The 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).

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		X	

4.1 Review of multiple course syllabi, progress monitoring information and assessment guideline requirements provide evidence that the teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies. However, it must be noted that a single course is insufficient to meet a majority, if not all, of the standards.

Performance

- 1. The 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 educator uses instructional strategies that support both child-initiated and adult-directed activities.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies		X	

4.2 Multiple candidate work samples from multiple special education classes, progress monitoring work submission and final exam narratives provided show evidence that teacher candidates demonstrate an adequate ability to accommodate individual learning needs. However, it must be noted that a single course is insufficient to meet a majority, if not all, of the 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.

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Performance

1. The educator promotes opportunities for young children in natural and inclusive settings.
2. The educator embeds learning objectives within everyday routines and activities.
3. The educator creates an accessible learning environment, including the use of assistive technology.
4. The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.
5. The educator creates an environment that encourages self-advocacy and increased independence.
6. The educator implements the least intrusive and intensive intervention consistent with the needs of children.
7. The educator conducts functional behavior assessments and develops positive behavior supports.

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.	X		

5.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. A single course is insufficient to meet a majority, if not all, of the standards.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster learning and communication skills.

Performance

1. The educator adjusts language and communication strategies for the developmental age and stage of the child.

Element	Unacceptable	Acceptable	Target
6.2 Performance Using a Variety of Communication Techniques		X	

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6.2 Lesson plan work samples, final exam essay responses and interviews with course instructors show that teacher candidates demonstrate an adequate ability to use a variety of communication techniques. However, it must be noted that a single course is insufficient to meet a majority, if not all, of the standards.

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 educator understands theory and research that reflect currently recommended professional practice for working with families and children (from birth through age 2, ages 3-5, and grades K-3).

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

7.1 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate understanding of how to plan in connection with students' needs and community contexts. A single course is insufficient to meet a majority, if not all, of the standards.

Performance

- 1. The educator designs meaningful play experiences and integrated learning opportunities for development of young children.*
- 2. The 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 Education Programs (IEP).*
- 3. The educator supports 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 educator analyzes activities and tasks and uses procedures for determining and monitoring children's skill levels and progress.*
- 5. The educator evaluates and links children's skill development to that of same age peers.*

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

7.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate ability to plan in connection with students' needs and community contexts. A single course is insufficient to meet a majority, if not all, of the 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 educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.
2. The 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 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 educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	X		

8.1 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate understanding of assessment of student learning. A single course is insufficient to meet a majority, if not all, of the standards.

Performance

1. The educator assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).

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2. The educator implements services consistent with procedural safeguards in order to protect the rights and ensure the participation of families and children.
3. The educator collaborates with families and professionals involved in the assessment of children.
4. The educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

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

8.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate ability to use and interpret program and student assessment strategies. A single course is insufficient to meet a majority, if not all, of the standards.

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 educator understands NAEYC Licensure and DEC Personnel Standards.

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

9.1 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners. A single course is insufficient to meet a majority, if not all, of the standards.

Performance

1. The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.

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Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

9.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching. A single course is insufficient to meet a majority, if not all, of the standards.

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 educator knows the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood (DEC) Code of Ethics.
2. The educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.
3. The educator knows community, state, and national resources available for young children and their families.
4. The educator understands the role and function of the service coordinator and related service professionals in assisting families of young children.
5. The 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 educator knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and programs as they relate to children with disabilities.
7. The educator understands how to effectively communicate and collaborate with children, parents/guardians, colleagues, and the community in a culturally responsive manner.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Partnerships	X		

10.1 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate understanding of effective partnerships. A single course is insufficient to meet a majority, if not all, of the standards.

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Performance

1. The educator practices behavior congruent with the NAEYC Code of Ethics and the Division for Early Childhood Code of Ethics.
2. The educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, and community) to support the child's development and learning.
3. The educator identifies and accesses community, state, and national resources for young children and families.
4. The educator advocates for young children and their families.
5. The educator creates a manageable system to maintain all program and legal records for children.
6. The educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.
7. The educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Element	Unacceptable	Acceptable	Target
10.2 Performance Partnerships	X		

10.2 Due to lack of variety of sources of evidence provided and an insufficient number of program completers, teacher candidates did not demonstrate an adequate ability to interact in a professional and effective manner to support student's learning and wellbeing. A single course is insufficient to meet a majority, if not all, of the standards.

Recommended Action on Blended Early Childhood/Early Childhood Special Education:

- Approved
 Approved Conditionally
 Not Approved

Areas for Improvement:

The Early Childhood Education/Blended program is a work in progress. Due to the nature of this program, it is difficult to determine what pedagogical knowledge candidates enter the program with. Being a new program with no completers, the reviewer feels that it will be easier to determine candidate knowledge and performance ability at the 3 year focus visit.

It is our understanding that the SPA accreditation is for an Associate's Degree, not a Bachelor's Degree, and therefore is not acceptable as the ONLY evidence for the early childhood portion of the program.

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Communication Arts Foundation Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

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 how values and ethics affect communication.*
- 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 There are too few completers in this program for the last few years to be able to give this standard an acceptable rating. There were six candidates who took the Praxis II test in 2014,

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and all passed. Two student work samples demonstrated adequate understanding of Communication Standards. However, the syllabi for the Communications courses were unavailable, so it is unclear where that knowledge was taught. The English Language Arts course syllabi that would have provided knowledge in the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study dealt ONLY in literature; no instruction in composing processes or language study has been shown to have occurred.

Performance

- 1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process (e.g., speeches, interpersonal interactions, journalistic writing, 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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 There are too few completers to be able to give this standard an acceptable rating. Based on the two work samples, the teacher candidates are striving to make this subject matter meaningful, but the small number of completers gives this program an Unacceptable rating.

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.

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Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on 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.

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Journalism

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

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

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

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

- 1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, and editorial writing).*
- 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 law.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 This program has no completers. The syllabi for the course work in this program cover all of the above standards, with the exception of numbers 4, 7, and 9.

Performance

1. The teacher instructs students in the fundamentals of journalistic style.
2. The teacher presents and requires students to apply the techniques of design and layout.
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.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 This program has no completers, so there was no evidence to review.

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.

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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 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.

Recommended Action on Journalism:

- Approved
- Approved Conditionally
- Not Approved

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Speech and Debate

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

- 1. The teacher understands the models of interpersonal communication.*
- 2. The teacher knows the processes of hearing and listening.*
- 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.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 The syllabi for the foundational courses for communication and speech courses were missing. The syllabus for the one course that has students learning to debate in British Parliamentary format seemed adequate. There are too few completers to give this program an acceptable rating.

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 media.
5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, and competitive speaking).
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 minimizing communication anxiety.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 There are too few completers in this program to give it an acceptable rating. There are six completers who passed the Praxis II test in 2014, and the two student work samples provided by candidates showed acceptable knowledge and performance, but no other pieces of evidence are available to give this program an acceptable rating.

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.

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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. (Same as core standard)

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 inquiry, collaboration, and supportive interaction in and beyond the classroom.

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.

Recommended Action on Speech and Debate:

Approved
 Approved Conditionally
 Not Approved

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Elementary

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standards 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.*
- 2. The teacher understands how children learn language, the basic sound structure of the English language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.*
- 3. The teacher understands the fundamental concepts and structures of science including physical, life, and earth and space sciences as well as the applications of science to technology, personal and social perspectives, history, unifying concepts, and inquiry processes scientists use in the discovery of new knowledge.*
- 4. 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.*
- 5. 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*

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areas to develop students' abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.

6. 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.

7. 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 healthful living.

8. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.

9. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications to motivate students, build understanding, and encourage application of knowledge, skills, and ideas to real life issues and future career applications.

10. The teacher understands the principles and processes of personal skills and group dynamics incorporating respect, caring, honesty, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 The program provides minimal, but acceptable evidence that candidates have adequate knowledge of elementary subject content. The importance of integrated curriculum is not evident and there is little evidence that candidates understand the relationship between inquiry and development of thinking and reasoning. Overall, there is insufficient evidence that this standard has been met.

Performance

1. The teacher models the appropriate and accurate use of language arts.

2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.

3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.

4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.

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

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

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Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Observing candidates, analyzing lesson plans and other candidate performance data, and interviewing university faculty, completers, and current candidates provides minimal evidence that teacher candidates demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real life application making learning experiences and subject matter meaningful to most students. The program provides adequate evidence that candidates teach using inquiry and exploration.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

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

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

2.1 Adequate evidence was provided to show that candidates understand how young children and early adolescents learn. The program provides evidence that candidates understand how literacy and language development influence learning and instructional decisions. Minimal evidence was provided to show that candidates understand the role of cognition, inquiry and exploration in learning.

Performance

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

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Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Evidence was provided to show that candidates demonstrate adequate knowledge of how young children and early adolescents learn. The program provides minimal evidence, through work samples, that candidates design instruction and provide opportunities for students to learn through inquiry and exploration.

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

Knowledge

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

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

3.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning. Although evidence was minimal showing that candidates possess an understanding of collaborating with other professional peers and student' parents, interviews and lesson plans indicated a basic understanding of the levels of interventions.

Performance

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

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

3.2 The program provides minimal evidence, through work samples and interviews with candidates and completers, that teacher candidates modify instructional opportunities to support students with diverse needs. See notes below.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

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

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

5.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

Performance

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

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

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5.2 Through works samples, interviews, and candidate evaluations the program provides evidence that teacher candidates are able to create, manage, and modify learning environments to ensure they are safe and productive.

Recommended Action on the Elementary Education Program:

- Approved
 Approved Conditionally
 Not Approved

Areas for Improvement:

Standard 3.2:

- Although there appear to be opportunities for community partnerships with neighboring communities that have diverse populations, there was little or no evidence provided that these opportunities are being taken advantage of. Though EDUC 2204 and SPED 3350 address diverse populations and have assignments that seem to engage candidates in working with diverse populations, candidate interviews and work samples reveal that the assignments for EDUC 2204 are mostly theoretical. Furthermore, those assignments that are based in the field, according to candidate interviews, rarely involve the type of engagement called for in the syllabus.

- Candidates utilized the lesson plan template that called for the recognition of the population of the class, however, judgmental language was used in the teacher work samples and lesson and unit plans and there was not sufficient evidence that candidates could apply the theory they had learned.

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English as a New Language

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands the 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).*
- 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.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Due to the syllabus and assignment guidelines evidence evaluated, particularly evidence submitted by ENL methods course, teacher candidates demonstrate adequate knowledge of understanding subject matter. High percentages of passing scores on the ESOL Praxis II test demonstrate that candidates are highly knowledgeable in the subject matter.

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 articulates 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 show 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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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.*

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Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding how students learn and develop		X	

2.1 Due to the syllabus and assignment guideline evidence evaluated, particularly evidence submitted by ENL methods courses, teacher candidates demonstrate an adequate knowledge of understanding subject matter. High percentages of passing scores on the ESOL Praxis II test demonstrate that candidates are highly knowledgeable in how students learn and develop the process of second language acquisition, and the advantages of bilingualism and biliteracy.

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.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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.*

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4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		X	

3.1 The program provides evidence from course syllabi and assignment guidelines and rubrics that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning. One item of concern should be noted. A required course SPED 3350: titled Creating Inclusive Classrooms, includes attention to English Language Learners. The course syllabus supports that content specific to this standard is evident. However, speaking to a current candidate about this, she stated that she was uncomfortable with the two (special education and English language learning) being taught together and that she understands they are different and English language learners should not be considered special education. The concern here is that English Language Learners, despite the title of the course, should not be included in a special education course. Each of these topics ought to merit their own course, and in lumping them together, an inadvertent message could be sent that English Language Learners should be considered special education students.

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.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	X		

3.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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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.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		X	

4.1 Due to syllabi, course assessments, and assignment/assessment guidelines evaluated, the program provides evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies. Performance evidence submitted and candidate interviews confirm that this content knowledge is being covered in ENL methods coursework and practicum.

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.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies	X		

4.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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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.

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

5.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the influence of culture on student motivation and management skills. There is no mention of classroom management or motivation in evidence submitted under this standard.

Performance

1. The teacher demonstrates a culturally responsive approach to classroom management.

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self- Motivation.	X		

5.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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.

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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.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Understanding of a Variety of Communication Techniques	X		

6.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding or the use of a variety of communication techniques. High percentages of passing scores on the ESOL Praxis II demonstrate that candidates are knowledgeable in communication to foster in inquiry collaboration, and supportive interaction in and beyond the classroom. There is evidence to support this area in assignment guidelines evidence, but not in sufficient quantity to justify an acceptable rating.

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.

Element	Unacceptable	Acceptable	Target
6.2 Performance Using a Variety of Communication Techniques	X		

6.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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.

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

7.1 Due to the evidence evaluated, particularly evidence submitted by ENL methods courses/ practicum, teacher candidates demonstrate adequate knowledge of understanding how to prepare and plan instruction that both incorporate diverse cultural backgrounds and language demands for varying levels of English language proficiency. Interviews supported the level of preparedness candidates felt in being confident in planning and preparing instruction for students.

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.

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

7.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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.*

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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.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	X		

8.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning. High percentages of passing scores on the ESOL Praxis II demonstrate that candidates have knowledge of assessment specific to English language learners and English language proficiency. Candidate interviews support that there is an overall general need in the area of both formal and informal assessment. It is noted by the reviews that the state is in the initial adoption of a new ELPA and therefore has not allowed sufficient time for this content to be embedded in course content.

Performance

1. *The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.*
2. *The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.*
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.*

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

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8.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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.

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

9.1 Due to proof of the use of the Danielson Framework from courses, the program provides evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

Performance

1. The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

9.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

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Knowledge

1. The teacher understands the 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.

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Interacting in a Professional, Effective Manner		X	

10.1 The program provides syllabi and curriculum guide evidence that teacher candidates demonstrate an adequate knowledge of how to interact in a professional, effective manner. Overwhelmingly, student interviews supported that the knowledge gained in the "EDUC 2204 Families, Communities, Cultures" course is a highlight in their educator preparation.

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.

Element	Unacceptable	Acceptable	Target
10.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

10.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Recommended Action on English as a New Language:

- Approved
 Approved Conditionally
 Not Approved

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Areas for Improvement:

As Idaho joins the WIDA consortium and adopts the W-APT and ACCESS 2.0 this may provide an ideal time for the design and implementation of a standalone ELL instruction and assessment course. Considering that ELLs are the fastest growing special population of students, it might be beneficial to separate ELL out of the special education course and design a general education course, for all candidates' preparation, covering multiple components of lesson design, delivery, modification, assessment, ELL legislation (state and federal), as well as cultural competence. All of these are crucial in the education of ELLs that candidates are bound to encounter regardless of a general education, content area, or specialist placement in a school.

It is evident that the ENL methods courses are well designed, implemented, and received by candidates. Conversely, it is not evident how the other course requirements for an ENL credential connect or that they are as thoughtful and intentional. Unfortunately, a few great methods courses don't constitute an approved program.

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English Language Arts

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

Knowledge

- 1. The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.*
- 2. The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.*
- 3. The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.*
- 4. The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).*
- 5. The teacher understands how literature functions as artistic expression and as a reflection of human experience.*
- 6. The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.*
- 7. The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.*
- 8. The teacher understands the social and historical implications of print and nonprint media.*
- 9. The teacher understands the history of the English language.*

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10. *The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax, and usage.*
11. *The teacher understands reading as a developmental process.*
12. *The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.*
13. *The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process.*
14. *The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.*
15. *The teacher understands the appropriate selection, evaluation, and use of primary and secondary sources in research processes.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 The knowledge provided by the English Content courses is minimal or non-existent for preparing candidates for the knowledge needed to be secondary teachers in public schools. Of the 15 standards listed above, a survey of syllabi only showed instruction dealing with standards 4-9. The standards require candidates to be prepared in reading, writing, speaking, listening, viewing, and language study, but the syllabi for the English Content are heavily based in literature only. In interviews with candidates and cooperating teachers, the same knowledge gap was identified. Elementary education candidates with an emphasis in English felt more prepared than those in the secondary education program. The candidates and the cooperating teacher all said that grammar, writing, and assessment instruction, and methods for teaching those subjects were not taught at the university, but rather were learned in the field while student teaching or while working as a first-year teacher.

Performance

1. *The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.*
2. *The teacher integrates reading, writing, speaking, listening, viewing, and language study.*
3. *The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.*
4. *The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.*
5. *The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.*
6. *The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.*
7. *The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.*

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8. *The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students' experiences.*

9. *The teacher demonstrates the writing process as a recursive and developmental process.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 In spite of having huge gaps in content knowledge courses teaching writing and language study, for the most part, the student work samples showed minimally acceptable levels of competency in teaching literature, though the writing included in the candidates' samples often contained glaring grammatical errors, indicating candidates themselves may not feel confident in their own grammatical and writing abilities. In observing a candidate doing student teaching, the candidate was able to engage her students in reading, writing, and class discussion, which utilized speaking and listening standards. In the past two years, fifteen students have taken and passed the Praxis II test for the English Content area. Most of the performance standards listed are shown in student work samples, though writing and language study standards are not usually demonstrated.

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, developmental stages, and diverse ways of learning reading, writing, listening, viewing, and speaking.*

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

2.1 The student work samples show some understanding of the developmental processes of adolescents, but no course content syllabi, assignments, or observation data indicate how or where this knowledge is being taught to the candidates.

Performance

1. *The teacher identifies levels of development in reading, writing, listening, viewing, and speaking and plans for developmental stages and diverse ways of learning.*

2. *The teacher promotes and monitors growth in reading, writing, listening, viewing, and speaking for all ability levels.*

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Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Observing language arts teacher candidates, analyzing student teacher work samples and interviewing candidates and a cooperating teacher show levels of development in reading and teaching literature, but evidence showing development levels in writing and speaking levels for all ability levels and diverse ways of learning for students is not evident.

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 a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing, critical analysis and interpretation, inquiry, oral presentations, SSR, and brainstorming).

2. The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.

3. The teacher is familiar with a variety of strategies for promoting student growth in writing.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Instructional Strategies	X		

4.1 Course content syllabi do not show any instruction for classroom strategies for improving reading comprehension or fluency. Interviews with candidates showed that instructors at the university level focus mostly on the nuances of literature and the history of a literary time period, but not on teaching strategies for understanding that can be used in the classroom. The English methods course focused only on writing three unit plans for literature that were graded. Though three books about grammar instruction and writing were required reading for the course, there was no accountability piece to show that the material had been mastered by the candidates. Student lesson plans in work samples are uneven in their presentation of strategies to use with students, and the strategies utilized are often provided by the cooperating teacher rather than having the candidate utilizing knowledge acquired from the university course work. Elementary education candidates

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with an emphasis in English expressed more knowledge of multiple classroom instructional strategies than candidates in the secondary education program with a major in English.

Performance

1. The teacher effectively uses comprehension strategies.
2. The teacher incorporates a variety of analytical and theoretical approaches in teaching literature and composition.
3. The teacher monitors and adjusts strategies in response to individual literacy levels.
4. The teacher creates logical sequences for reading, writing, speaking, listening, viewing, and language study.
5. The teacher uses students' creations and responses as part of the instructional program.
6. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically (e.g., engages students in discussion, inquiry, and evaluation).
7. The teacher enriches and expands the students' language resources for adapting to diverse social, cultural, and workplace settings.
8. The teacher provides opportunities for students to create authentic responses to cultural, societal, and workplace experiences.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Instructional Strategies	X		

4.2 The evidence for candidates demonstrating multiple instructional strategies is uneven. Candidate interviews with elementary education with an emphasis in English expressed more experience in using instructional strategies in their early course work. Secondary English education candidates expressed a lack of ability and knowledge to implement multiple instructional strategies. The student work samples were also uneven in demonstrating use of multiple instructional strategies, and were often employing strategies suggested by the cooperating teachers.

Knowledge

1. The teacher knows methods of assessing students' written and oral communication skills and reading performance (e.g., holistic, analytic, and primary trait scoring; portfolios of student work; projects; student self-assessment; peer assessment; journals; rubrics; reading response logs; reading inventories; reflective and formal writing; student/teacher-developed guidelines; exhibitions; oral and dramatic presentations; and the Idaho State Direct Writing Assessment).

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	X		

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8.1 No evidence of assessment methodology, as listed in the standards, was found in syllabi of content courses. Interviews with candidates and cooperating teachers expressed a lack of knowledge in this area.

Performance

1. The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.

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

8.2 Student work samples show minimal use of assessment, but utilizing assessment to inform instruction is distinctly absent, and there were no other lines of evidence regarding assessment to consider.

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.

Performance

*1. The teacher engages in reading and writing for professional growth and satisfaction.
2. The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching	X		

9.2 There was little or no evidence showing the candidates' ability to develop in the art and science of teaching. It was not observable from the candidate interviews, course syllabi, student work samples, or candidate observations.

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Recommended Action on English Language Arts:

Approved
 Approved Conditionally
 Not Approved

Areas for Improvement:

The coursework for the English Language Arts Certification must be revamped to include ALL areas of English Language Arts including, reading, writing, including grammar, speaking, listening, and viewing. At this point the only area that is thoroughly covered is the reading of literature. Additional consideration needs to be given to the assessment and multiple instructional strategies standards in order to adequately prepare future English Language Arts teachers.

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Health

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.*
- 2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; lack of or excessive physical activity; and behaviors that result in intentional injury. .*
- 3. The teacher understands the relationship between health education content areas and youth risk behaviors.*
- 4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).*
- 5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental).*

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

1.1 Course syllabi, learning plan rubrics, Praxis II scores, candidate and completer interviews, and candidate lesson plans provide evidence that teacher candidates demonstrate adequate understanding of health education; the importance of engaging students in identification of health risk behaviors; and the ability to describe for students the ways new knowledge in a content area is applied.

- Course offerings are extensive

Performance

1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Candidate lesson plans, student teacher portfolio, faculty observations, Praxis II scores, and interviews provide evidence that teacher candidates are prepared to adequately instruct the students about health-enhancing behaviors, recognize the importance of modeling health-enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that motivate students to participate in health-enhancing behaviors.

2. The teacher knows strategies and techniques that develop positive health behavior changes in students.

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

5.1 Course syllabi, interviews with completers and candidates, candidate lesson plans, Praxis II scores, and instructor feedback provide evidence that teacher candidates demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors, and classroom management for safe physical activity and health-enhancing behaviors.

Performance

- 1. The teacher motivates students to participate in positive health-enhancing behaviors inside and outside the school setting.*
- 2. The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).*

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

5.2 Lesson plans, candidate and completer interviews, university supervisor feedback/rubrics, and Praxis II scores provide adequate evidence that teacher candidates demonstrate an adequate ability to introduce, manage, and promote, health-enhancing behaviors related to personal and social choices.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

- 1. The teacher understands student jargon and slang associated with high-risk behaviors.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

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- 6.1** Course syllabi, candidate and completer interviews, student teacher interview, lesson plans and instructor feedback provide evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience and understand the terminology and slang associated with high-risk behaviors

Performance

1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.
2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.
3. The teacher creates a respectful learning environment that is sensitive to controversial health issues.
4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).
5. The teacher demonstrates the ability to use interpersonal communication skills to enhance health.

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

- 6.2** Candidate lesson plans and work samples, candidate/student teacher/completer interviews, instructor feedback and student work provide evidence that teacher candidates demonstrate an adequate ability to create safe and sensitive learning experiences that promote student input, communication, and listening skills which facilitate responsible decision making and alternatives to high-risk behavior.

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

Knowledge

1. The teacher understands the differing community health values and practices.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services.
3. The teacher understands the influence of culture, media, technology, and other factors on health.

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

7.1 Course syllabi, lesson plan rubrics and templates, candidate lesson plans, and completer and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge, health education, students, the community, and curriculum goals.

Performance

1. The teacher modifies instruction to reflect current health-related research and local health policies.
2. The teacher accesses valid, appropriate health information and health-promoting products and services.
3. The teacher analyzes the influence of culture, media, technology, and other factors on health.

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

7.2 Candidate lesson plans, candidate interviews, faculty and university supervisor evaluations, and candidate produced demographic analysis of students provide evidence that teacher candidates demonstrate an adequate ability to plan and implement instruction reflective of current health research, trends, and local health policies compatible with community values and acceptable practices.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows the laws and codes specific to health education and health services to minors.

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

9.1 Course syllabi, candidate interviews, Praxis II scores and candidate self-reflections provide evidence that teacher candidates demonstrate an adequate understanding of laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		X	

9.2 Candidate lesson plans, candidate assessment data analysis, candidate instructional goals, instructor feedback/observation, and candidate self-reflections provide evidence that teacher candidates demonstrate an adequate ability to engage in appropriate intervention following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

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

10.1 Praxis II scores, candidate interviews, faculty interviews and course syllabi provide evidence that teacher candidates understand methods of how to advocate for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

Performance

- 1. The teacher demonstrates the ability to advocate for personal, family, and community health.*
- 2. The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.*

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

10.2 Candidate lesson plans, candidate/completer interviews, and university supervisor/cooperating teacher observations provide evidence that teacher candidates demonstrate the ability to advocate for personal, family, and community health.

Recommended Action on Health:

- Approved
 Approved Conditionally
 Not Approved

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Mathematics

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for students.

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 way individuals learn, teach, and do mathematics.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Mathematics	X		

1.1 Interviews with teachers and candidates, Praxis II scores, and work samples provide minimal or no evidence that teacher candidates demonstrate adequate understanding of subject matter and structure of the discipline related to teaching and learning with regards to a variety of problem-solving approaches for investigating and understanding mathematics, evaluation of legitimate alternative algorithms, or the changing way individuals learn, teach, and do mathematics. It was noted syllabi contained course descriptions and referenced Idaho standards; however, several course syllabi were unavailable or provided incomplete course outline.

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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Mathematics Meaningful	X		

1.2 Interviews, lesson plans and work samples provide minimal evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences including multiply problem-solving approaches for investigating and understanding mathematics as delineated in the Idaho Standards for Mathematics Teachers.

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 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.*

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

2.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of human development and learning as delineated by the knowledge indicators in the Idaho Standards for Mathematics Teachers; however, interviews with teachers and candidates expressed the clear need for secondary mathematics methods courses to better understand the mathematical development for secondary students.

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 promote positive mathematical dispositions.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 The program provide evidence that teacher candidates demonstrate an adequate understanding of human development and learning as delineated by the performance indicators in the Idaho Standards for Mathematics Teachers; however, interviews with teachers and candidates expressed clear need for secondary mathematics methods courses to further develop knowledge of mathematical 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 modified for students with diverse needs.

Knowledge

1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

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

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3.1 Interviews with candidates, lesson plans, and reflections provide evidence that teacher candidates demonstrate an adequate understanding of individual learning needs as delineated by the knowledge indicators in the Idaho Standards for Mathematics Teachers.

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.

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

3.2 Interviews with candidates, lesson plans, and reflections provide evidence that teacher candidates demonstrate an adequate ability to modify instruction for individual learning needs as delineated by the performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

- 1. The teacher knows how to formulate 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)*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Mathematical Learning Strategies	X		

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4.1 The program provides minimal or no evidence that teacher candidates demonstrate an adequate understanding of a variety of mathematical instructional strategies as delineated by the knowledge indicators in the Idaho Standards for Mathematics Teachers. Distinctly missing was information regarding knowledge of inquiry based learning, as well as utilizing and developing students' use of mathematical reasoning. Interviews, lesson plans and work samples demonstrated limited understanding as it applied to secondary mathematics. Teachers and candidates expressed the need for a secondary mathematics methods course and assessment course.

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 appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).*

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies		X	

4.2 The program provides minimal evidence that teacher candidates demonstrate an adequate understanding of a variety of mathematical instructional strategies as delineated by the performance indicators in the Idaho Standards for Mathematics Teachers. Interviews, lesson plans and work samples demonstrate limited understanding as it applied to secondary mathematics. Interviews indicate that much of the performance evidence candidates utilized was learned while in the classroom instructing with a K-12 teacher rather than in the university setting.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

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Knowledge

1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 Interviews with teachers and candidates, lesson plans, and work samples provide evidence that teacher candidates demonstrate adequate understanding of communication skills as delineated by the knowledge indicators in the Idaho Standards for Mathematics Teachers.

Performance

1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.
2. The teacher fosters mathematical discourse.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Communication Skills		X	

6.2 Interviews with teachers and candidates, lesson plans, work samples and reflections provide evidence that teacher candidates demonstrate adequate application of communication skills as delineated by the performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows how to assess students' mathematical reasoning.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Understanding of how to Assess Students' Mathematical Reasoning	X		

8.1 Syllabi, interviews, teacher lesson plans, reflections, and student work samples provide little or no evidence that teacher candidates demonstrate an adequate understanding of how to

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assess students' mathematical understanding and reasoning and to utilize that evidence to inform instruction. Teachers and candidates expressed need for assessment course designed to support teacher understanding and use of assessments, particularly formative assessments to assess students' mathematical reasoning and to utilize that assessment evidence to inform instruction.

Performance

1. The teacher assesses students' mathematical reasoning.

Element	Unacceptable	Acceptable	Target
8.2 Performance Assessing Students' Mathematical Reasoning	X		

8.2 Interviews, teacher lesson plans, reflections, and work samples provide little or no evidence that teacher candidates demonstrate an adequate understanding of how to assess students' mathematical understanding and reasoning and to utilize that evidence to inform instruction. Teachers and candidates expressed need for assessment course designed to support teacher understanding and use of assessments, particularly formative assessments to assess students' mathematical reasoning and to utilize that assessment evidence to inform instruction.

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.*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Significant Mathematical Connections	X		

11.1 Interviews, lesson plans, and reflections provide minimal or no evidence that teacher candidates demonstrate an adequate understanding of significant mathematical connections. Again a lack of a specific secondary mathematics methods course was noticeably missing which would provide the opportunity for this learning to take place.

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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.

Element	Unacceptable	Acceptable	Target
11.2 Performance Application of Mathematical Connections	X		

11.2 Interviews, lesson plans, and reflections provide minimal or no evidence that teacher candidates demonstrate an adequate understanding of significant mathematical connections. Although some performance evidence was found during interviews, these interviews indicated that most of the knowledge candidates had gained was gained from classroom teaching experience in the K-12 setting.

Recommended Action on Mathematics:

- Approved
 Approved Conditionally
 Not Approved

Areas for Improvement:

Please see the detailed comments after each knowledge and performance section above.

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Online Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard #1: Knowledge of 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.*
- 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).*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 The plans for assessment, as well as the expected artifacts for specific courses and the OTE are outlined in the Online Teaching Endorsement document.

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.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of 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.

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).

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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)}.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

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.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		X	

3.1 Those candidates in the OTE serve in an internship position for which in-depth, reflective instructional design practices are integrated. The IDLA Internship Checklist includes a section called Project Assessment, which requires the candidate to objectively “deconstruct” either an existing K-12 course offering or one that is being planned. This process involves a careful examination of the targeted curriculum through the lens of an instructional designer. A report is generated and an oral, digital presentation to the curriculum committee of the

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organization will be conducted. A faculty member in the OTE program will participate in this endeavor and provide an evaluation using a rubric aligned with instructional design principles.

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).

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	X		

3.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

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.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		X	

4.1 A variety of elements have been provided through syllabus, lesson plan, learning activity plan rubrics, oral capstone presentation, and include rubric scoring guides.

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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).

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies	X		

4.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

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).

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Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.	X		

5.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

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.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Understanding of a Variety of Communication Techniques		X	

6.1 Knowledge and understanding of a variety of communications techniques are provided through syllabus, key assessments reviewed in literature. Student centered instruction report documents are through oral presentations and scored with a set rubric.

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).

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Element	Unacceptable	Acceptable	Target
6.2 Performance Using a Variety of Communication Techniques	X		

6.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on 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.

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

7.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

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

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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.

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

8.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates utilize current standards for best practices or demonstrate knowledge of performance.

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 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.

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

9.1 Knowledge in professional commitment is provided in syllabi, assessments in Literature, oral presentations, report documents, and oral capstone presentation or portfolio.

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.

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3. *The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

9.2 Due to lack of completers and/or current candidates, the program provides little or no evidence demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Recommended Action on Online Teacher:

- Approved
- Approved Conditionally
- Not Approved

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Physical Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.*
- 2. The teacher understands the sequencing of motor skills (K-12).*
- 3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles*
- 4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).*
- 5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.*
- 6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).*
- 7. The teacher understands technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system).*

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

1.1 Course syllabi, Praxis II scores, unit plans, and instructor feedback provide evidence that teacher candidates demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; human anatomy and physiology (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; and technology operations and concepts pertinent to physical activity.

Performance

- 1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.*
- 2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).*
- 3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).*
- 4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system, and computer software).*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Faculty observations, candidate portfolio, unit and lesson plans, and Praxis II scores provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Performance

- 1. The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.*

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2. *The teacher promotes physical activities that contribute to good health.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Instructor feedback, lesson plans, Praxis II scores, and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health.

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

Performance

1. *The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		X	

3.2 Lesson plans, instructor observations, and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education settings.*
2. *The teacher knows strategies to help students become self-motivated in physical education.*
3. *The teacher understands that individual performance is affected by anxiety.*

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4. The teacher understands principles of effective management in indoor and outdoor movement settings.

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

5.1 Course syllabi, faculty observations/rubrics, Praxis II scores, and candidate and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

Performance

- 1. The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., 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 settings.*

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

5.2 Completer interviews, candidate reflections, and faculty observations provide evidence that teacher candidates demonstrate an adequate ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

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

Knowledge

- 1. The teacher knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.*
- 2. The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).*

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

7.1 Course syllabi, faculty interviews, Praxis II scores, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize physical education activity time and student success in physical education, as well as how to expand the curriculum through the use of community resources.

Performance

1. The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

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

7.2 Candidate lesson plans, candidate reflections, candidate interviews and faculty observations provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

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Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Syllabi, faculty interviews, lesson plan guidelines/rubrics, and candidate lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, traditional) congruent with physical education activity, movement, and fitness goals.

Performance

1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

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

8.2 Candidate lesson/unit plans, candidate and faculty interviews, and faculty observations provide evidence that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.

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

9.1 Course syllabi, Praxis II scores, and faculty and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of professional commitment and responsibility as reflective practitioners.

Standard 11: Safety – The teacher provides for a safe learning environment.

Knowledge

- 1. The teacher understands the inherent dangers involved in physical education activities.*
- 2. The teacher understands the need to consider safety when planning and providing instruction.*
- 3. The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).*
- 4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).*
- 5. The teacher understands school policies regarding student injury and medical treatment.*
- 6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.*
- 7. The teacher understands the appropriate steps when responding to safety situations.*
- 8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Understanding of Student and Facility Safety		X	

11.1 Course syllabi, faculty and candidate interviews, and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of CPR, first aid, and factors that influence safety in physical education activity settings and the supervision and response required.

Performance

- 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.*

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3. *The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.*
4. *The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.*
5. *The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.*
6. *The teacher identifies safety situations and responds appropriately.*
7. *The teacher maintains CPR and first aid certification.*

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating a Safe Learning Environment		X	

11.2 Candidate lesson plans, candidate assessment data, faculty and candidate interviews, and faculty observations provide evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical education activities.

Recommended Action on Physical Education:

- Approved
 Approved Conditionally
 Not Approved

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Foundation Standards for Professional Technical Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

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- 1.1** Praxis II scores, an interview with a cooperating teacher, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of Professional Technical teacher skills, including implementation of instructional strategies, formative and summative assessments, and applying technology in the classroom.

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).

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

- 1.2** The awarding of industry certification via Certiport/Microsoft in areas such as Word and Excel, and the development of presentations, schedules, handouts, and course assessments provide evidence that candidates know how to create learning experiences that make these aspects of subject matter meaningful for students.

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.
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.

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8. *The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		X	

4.1 Observing Professional Technical Teacher candidates and completers and analyzing teacher lesson plans provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect the discipline’s content.

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.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies		X	

4.2 Observing Professional Technical Teacher candidates, analyzing teacher lesson plans, and interviewing completers provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect the discipline’s content.

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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 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.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

7.1 The Professional Technical curricula provide numerous opportunities for candidates to plan and prepare instruction based on knowledge of subject matter. Evidence also indicates that candidates understand that the processes and tools necessary for communicating ideas in this discipline are practical, interactive, and cumulative in nature.

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.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning		X	

7.2 Professional Technical candidate lesson plans, student teaching assessments, and interviews with candidates and completers indicate that candidates are able to refer to the appropriate standards, as well as demonstrate sequential instruction, 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 teaching 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.

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Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 An interview with cooperating teacher, Praxis II scores, student files and GPA scores, and student work samples provide evidence that teacher candidates demonstrate in-depth knowledge of assessment of student learning.

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.*

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

8.2 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical candidates understand, use, and interpret formal and informal formative and summative assessment strategies to evaluate and advance student performance and 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 value and impact of having a professional development plan.*
- 2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.*

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

9.1 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical Teacher candidates understand professional commitment and responsibility as reflective practitioners.

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.

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		X	

9.2 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical Teacher candidates have the ability to develop in 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 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.

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

10.1 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical teacher candidates understand how to interact professionally and effectively with colleagues, parents, and community in partnerships.

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.*

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

10.2 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical teacher candidates are able to interact professionally and effectively with colleagues, parents, and community in partnerships.

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Standard 11: Learning Environments - 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.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creating and Managing a Safe, Productive Learning Environment		X	

11.1 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical teacher candidates understand how to create and manage a safe, productive learning environment.

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 intracurricular learning experiences.

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating and Managing a Safe, Productive Learning Environment		X	

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11.2 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical teacher education candidates are able to create and manage a safe, productive learning environment.

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.

Element	Unacceptable	Acceptable	Target
12.1 Knowledge Preparing Students to Meet the Competing Demands and Responsibilities of the Workplace		X	

12.1 Candidate and completer interviews, cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical Teacher candidates understand how to prepare students to meet the competing demands and responsibilities of the workplace.

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.

Element	Unacceptable	Acceptable	Target
12.2 Performance Preparing Students to Meet the Competing Demands and Responsibilities of the Workplace		X	

12.2 Candidate and completer interviews, a cooperating teacher interview, instructional units, and student teaching files provide evidence that Professional Technical Teacher candidates have the ability to prepare students to meet the competing demands and responsibilities of the workplace.

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Business Technology

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

- 1.1** Interview with a completer, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of Business Technology including utilizing skills, such as developing

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presentations, schedules, and handouts, and earning industry certification via Certiport/Microsoft in areas such as Word and Excel.

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.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Lesson observations, winning awards for Database Applications/MOS Access, Basic Office Systems and Procedures, and Desktop Publishing, winning the National Business Education Association Merit Award, and becoming Business Professionals of America advisors show evidence that candidates understand the central concepts, tools of inquiry, and structures of the Business Technology discipline and creates learning experiences that make these aspects of subject matter meaningful for students.

Recommended Action on Business Technology:

- Approved
 Approved Conditionally
 Not Approved

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Family and Consumer Sciences

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter -- The teacher understands the central concepts, tools of inquiry, and structures of the 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.*
- 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.*

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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 intracurricular learning experiences.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 An interview with a candidate, an interview with a cooperating teacher, and student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of Family and Consumer Science.

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.
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.

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- 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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

- 1.2 Observation of a candidate, teacher lesson plans, and an interview a university supervisor provide minimal evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect the discipline’s content.

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.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding how students learn and develop		X	

- 2.1 An interview with a cooperating teacher, an interview with a candidate, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of how students learn and develop.

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.*

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Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Observation of a candidate, teacher lesson plans, and an interview with a university supervisor provide little or no evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that provide opportunities for 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 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.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding Individual and Group Motivation and Behavior		X	

5.1 An interview with a cooperating teacher, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate knowledge and understanding of individual and group motivation and behavior.

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.

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Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.	X		

5.2 Observation of a candidate, teacher lesson plans, and an interview with a university supervisor provide little or no evidence that teacher candidates demonstrate an adequate ability to use resources to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Planning and Preparing Instruction		X	

7.1 Observation of a candidate, teacher lesson plans, and an interview with a university supervisor provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect the discipline's content.

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.

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

7.2 Observation of a candidate, teacher lesson plans, and an interview with a university supervisor provide little or no evidence that teacher candidates demonstrate an adequate ability to use instructional planning skills in connection with students' needs and community contexts.

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 formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Observation of a candidate, teacher lesson plans, and an interview with a university supervisor provide evidence that teacher candidates demonstrate an adequate ability to assess student learning.

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.

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

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8.2 Observation of a candidate, teacher lesson plans, and an interview with a university supervisor provide little or no evidence that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

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.

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

9.1 An interview with a cooperating teacher, observation of candidate performance, Praxis II scores, student files and transcripts, and student work samples provide minimal evidence that teacher candidates demonstrate adequate knowledge of professional commitment and responsibility as reflective practitioners.

Performance

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

9.2 An interview with a cooperating teacher, observation of candidate performance, Praxis II scores, student files and transcripts, and student work samples provide little or no evidence that teacher candidates demonstrate continuous engagement in purposeful mastery of the art and science of teaching.

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Recommended Action on Family and Consumer Sciences:

- Approved
 Approved Conditionally
 Not Approved

Areas for Improvement:

Due to lack of completers, the Family and Consumer Science program provides little or no evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

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Foundation Standards for Science

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers. Rubrics for these standards are listed after the rubrics for the Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher knows the history and nature of science and scientific theories.*
- 2. The teacher understands 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.*

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7. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Science		X	

1.1 Topics across science content included in course syllabi, PRAXIS II scores in all areas (biology, chemistry, physics), and candidate/completer interviews provide evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.

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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Science Meaningful		X	

1.2 Candidate portfolio lesson plans, student teaching unit plans, and additional lesson plan reflections provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

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Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

- 1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.*
- 2. The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.*

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

2.1 Required course syllabi and course objectives and some student teaching portfolio reflections provide minimal evidence that teacher candidates demonstrate an adequate understanding of the conceptions and misconceptions that students are likely to bring to class that can interfere with learning the science. Additional evidence of how candidates learn about student conceptions and misconceptions and how to navigate these issues would benefit the program's work toward meeting this standard.

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.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Candidate portfolios, lesson plans, and candidate/completer interviews provide minimal evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science. While learning activities in candidate work samples included demos and lab-based activities, many activities were focused on lower-level thinking tasks (e.g. note taking, multiple choice test questions, worksheets) as opposed to an emphasis on higher level thinking tasks that lead to deep understanding and learning.

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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 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.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding Multiple Learning Strategies		X	

4.1 Required course syllabi and course objectives provide minimal evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

Performance

1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.
2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.
3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies		X	

4.2 Candidate portfolios, and other course lesson plans provide minimal evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills. A majority of candidate work samples did not emphasize true inquiry learning and instead emphasized

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traditional information delivery/lecture-based teaching (outside of lab-based learning situations).

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
3. The teacher understands technical writing as a way to communicate science concepts and processes.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills	X		

6.1 Some work samples (EDUC449 student teaching portfolios) were provided, but little or no evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). During the interview session, candidates and completers noted that the topic of standard communication forms in science was not an instructional emphasis in their methods course(s).

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

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

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6.2 Some work samples (EDUC497 Student teaching portfolio and a school visit interview/observation) including the use of technology, graphs, and data were provided, but overall there was little or no evidence that teacher candidates demonstrate an adequate ability to engage students in the practical application of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). Overall, evidence did not demonstrate an emphasis on the teaching and use of varied standard communication forms in science.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

- 1. The teacher understands the importance of keeping current on research related to how students learn science.*
- 2. The teacher understands the importance of keeping current on scientific research findings.*

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

9.1 Required course syllabi, interviews and some portfolios indicate that an emphasis on current science research occurs in some science content classes. The program provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

Performance

- 1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.*
- 2. The teacher incorporates current scientific research findings into science curriculum and instruction.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching	X		

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9.2 Due to lack of artifacts, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction. There was some knowledge evidence about the reading/discussion of scientific or educational journals in methods course syllabi, but there was not a consistent pattern of application of research in candidate lessons/units.

Principle 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Knowledge

- 1. The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.*
- 2. The teacher 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).*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creating a Safe Learning Environment		X	

11.1 Required course syllabi and course descriptions provide evidence that teacher candidates demonstrate an adequate knowledge of material selection, safety, waste disposal, care and maintenance of materials and equipment, legal responsibilities associated with safety, safety requirements for laboratory, field activities, and demonstrations, and the procurement and use of Material Safety Data Sheets (MSDS).

Performance

- 1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.*
- 2. The teacher creates and ensures a safe learning environment by including appropriate documentation of activities.*
- 3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.*
- 4. The teacher models safety at all times.*
- 5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.*

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6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
7. The teacher evaluates lab and field activities for safety.
8. The teacher evaluates a facility for compliance to safety regulations.
9. The teacher uses safety procedures and documents safety instruction.
10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
11. The teacher implements laboratory, field, and demonstration safety techniques.

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating a Safe Learning Environment		X	

11.2 Candidates portfolio lesson plans, course lesson plans provide evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.

Knowledge

1. The teacher knows a broad range of laboratory and field techniques.
2. The teacher knows strategies to develop students' laboratory and field skills.

Element	Unacceptable	Acceptable	Target
12.1 Knowledge Understanding of Laboratory and Field Experiences		X	

12.1 Required course syllabi provide evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

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Performance

- 1. The teacher engages students in a variety of laboratory and field techniques.*
- 2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.*

Element	Unacceptable	Acceptable	Target
12.2 Performance Effective Use of Laboratory and Field Experiences		X	

- 12.2** Candidate portfolio lesson plans, additional course lesson plan reflections provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

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Biology

Principle 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.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Biology		X	

- 1.1 Required course syllabi and Praxis II scores provide evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge.

Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.
2. The teacher assists students in gaining an understanding of the ways living things are interdependent.
3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.
4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.

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- 6. *The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.*
- 7. *The teacher helps students understand the ways living organisms are adapted to their environments.*
- 8. *The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.*
- 9. *The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.*
- 10. *The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.*
- 11. *The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, burning fossil fuels, seeding clouds, and making snow).*
- 12. *The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Biology Meaningful		X	

1.2 Candidate portfolio lesson/unit plans, TLP unit/lesson plans and reflections, and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals; and the use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on Biology:

- Approved
- Approved Conditionally
- Not Approved

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Chemistry

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.
6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).
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.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Chemistry		X	

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- 1.1 Required course syllabi, Praxis II scores, and CHEM4496 candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge.

Performance

1. *The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.*
2. *The teacher 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.*
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.*

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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.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Chemistry Meaningful	X		

1.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on Chemistry:

- Approved
 Approved Conditionally
 Not Approved

Areas for Improvement: Note: Approved conditionally due to limited completers in recent years.

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Physics

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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Physics		X	

- 1.1** Required course syllabi, Praxis II scores, and EDUC402 work samples provide evidence that teacher candidates demonstrate an adequate understanding of physics content.

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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Physics Meaningful	X		

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1.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations, that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on Physics:

Approved
 Approved Conditionally
 Not Approved

Areas for Improvement: Note: Approved conditionally due to limited completers in recent years.

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Foundation Standards for Social Studies Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).*
- 2. The teacher understands the ways various governments and societies have changed over time.*
- 3. The teacher understands ways in which independent and interdependent systems of trade and production develop.*
- 4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.*
- 5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.*
- 6. The teacher understands geography affects relationships between people, and environments over time.*
- 7. 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.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 Due to the lack of content area syllabi and student work samples, the program provides little evidence that teacher candidates demonstrate adequate knowledge of the social studies disciplines. No courses aligning to knowledge were listed. Passing Praxis II scores indicate candidate knowledge; however these scores were unsupported by course syllabi.

Performance

1. The teacher demonstrates chronological historical thinking
2. 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.
4. The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.
5. The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Interviewing teacher candidates and completers, in addition to multiple rubrics and student teaching unit plans, provide evidence of adequate preparation for candidates to create quality learning experiences. The evidence provided indicates candidates are able to draw from multiple sources, primary and secondary, to create lessons that discuss the concepts surrounding the world's history, cultures, the influences on populations, and interdependencies.

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 influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of student environment on student learning.

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

2.1 Due to the lack of content syllabi and student work samples, there was little evidence that teacher candidates demonstrate adequate knowledge of the social studies disciplines. Passing Praxis II scores indicate candidate knowledge; however these scores were unsupported by course syllabi.

Performance

1. The teacher provides opportunities for students to engage in civic life, politics, and government.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Interviewing teacher candidates and completers and multiple rubrics and student teaching unit plans provide evidence of adequate preparation for candidates to create quality learning experiences. The evidence provided indicates candidates are able to provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences.

Areas for Improvement:

Areas 1.1 and 2.1 rely on Praxis II performance data and student teaching artifacts to demonstrate candidate competency. While these are supportive to demonstrating candidate knowledge, actual course lists, syllabi, and content course work samples are needed to adequately demonstrate candidate content knowledge.

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Economics

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 basic economic concepts and models (e.g., scarcity, productive resources, voluntary exchange, unemployment, supply and demand credit/debt, market incentives, interest rate, and imports/exports).
2. The teacher understands the functions of money.
3. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).
4. The teacher knows different types of economic institutions and how they differ from one another (e.g., business structures, stock markets, banking institutions, and labor unions).
5. The teacher understands how economic institutions shaped history and influence current economic practices.
6. The teacher understands the principles of sound personal finance and entrepreneurship.
7. The teacher understands fiscal and monetary policy.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 The program provides little evidence that teacher candidates possess adequate understanding of basic economic concepts. The students are not required to take a foundational history of economics course that provides background economic knowledge, including but not limited to: culture, values, belief systems, environmental and geographic impacts, labor unions, etc. Foundational knowledge and understanding of economics was not evident in student work. Additionally, based on low enrollment and a low number of passing Praxis II scores, evidence provided was insufficient.

Performance

1. The teacher demonstrates comprehension and analysis of economic principles and concepts.
2. The teacher engages students in the application of economic concepts in their roles as consumers, producers, and workers.
3. The teacher uses graphs, models, and equations to illustrate economic concepts.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

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- 1.2 Based on a very limited amount of student work samples and evidence, the program provided little evidence the teacher candidates possess the ability to engage students in the application of economic concepts.

Recommended Action on Economics:

Approved
 Approved Conditionally
 Not Approved

Areas for Improvement:

Area 1.1 relies on Praxis II performance data and student teaching artifacts to demonstrate candidate competency. While these are supportive in demonstrating candidate knowledge, actual course lists, syllabi, and content course work samples are needed to adequately demonstrate candidate content knowledge. Additionally, the low number of completers limits the usefulness of the Praxis II scores. The fundamentals of economics are not present in the only required course work for economics. This foundational content is given in an elective economics course, The History of Economics Econ 3323.

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Government and Civics

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the relationships between civic life, politics, and government.
2. The teacher understands the foundations of government and constitutional and principles of the United States political system.
3. The teacher understands the organization of local, state, federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.
4. 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).
5. The teacher understands the role of public policy in shaping the United States political system.
6. The teacher understands the civic responsibilities and rights of all individuals in the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).
7. The teacher understands the characteristics of effective leadership.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

- 1.1** Due to the lack of content syllabi and student work samples, the program provides little evidence that teacher candidates demonstrate adequate knowledge of government and civics. No courses aligning to knowledge were listed. Passing Praxis II scores indicate candidate knowledge; however these scores were unsupported by course syllabi.

Performance

1. The teacher promotes student engagement in civic life, politics, and government.
2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.
3. The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.
4. The teacher integrates global perspectives into the study of civics and government.

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Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Interviewing teacher candidates and completers, in addition to multiple rubrics and student teaching unit plans, provide evidence of adequate preparation for candidates to create quality learning experiences. The evidence provided indicates candidates are able to provide students with opportunities for engagement in civic life, politics, and government relevant to government and civics.

Recommended Action on Government and Civics:

- Approved
- Approved Conditionally
- Not Approved

Areas for Improvement:

Area 1.1 relies on Praxis II performance data and student teaching artifacts to demonstrate candidate competency. While these are supportive in demonstrating candidate knowledge, actual course lists, syllabi, and content course work samples are needed to adequately demonstrate candidate content knowledge.

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History

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international relations impacted the development of the United States.
4. The teacher understands how significant compromises and conflicts defined and continue to define the United States.
5. The teacher understands the political, social, cultural, and economic development of the United States.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.
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.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

- 1.1** Course syllabi, Praxis II scores, and student work samples provide evidence that teacher candidates possess an adequate understanding of world, national, and local history. In addition, candidates possess an understanding of how ethnicity, religion and other diversities have influenced the history of the world.

Performance

1. The teacher makes 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 international relationships impact the United States.
4. The teacher relates the role of conflicts to continuity and change across time.
5. The teacher demonstrates an ability to research, analyze, and interpret history.

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Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Interviewing teacher candidates and completers, in addition to multiple rubrics and student teaching unit plans, provides evidence of adequate preparation for candidates to create quality learning experiences. The evidence provided indicates candidates are able to provide students with opportunities for engagement in world, national, and local history.

Recommended Action on History:

- Approved
- Approved Conditionally
- Not Approved

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Special Education Generalists

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.*
- 2. The teacher understands concepts of language arts in order to help students develop and successfully apply their skills to many different situations, materials, and ideas.*
- 3. The teacher understands major concepts, procedures, and reasoning processes of mathematics in order to foster student understanding.*

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

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1.1 The program provides evidence that teacher candidates demonstrate adequate understanding of the benefits, strengths, and constraints of theories and educational models in special education practice. Instructional design principles focus primarily on Universal Design for Learning (UDL) (two course assignments), and partially on SRSD (learning module and discussion board). Interviews with teacher candidates indicate that they feel adequately prepared for parts of special education practice, but would like to receive more support in specific instructional practices, legal paperwork, and procedures.

Performance

1. The teacher demonstrates the application of theories and research-based educational models in special education practice.
2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Through work samples, interviews, and evaluations, the program provides evidence that teacher candidates demonstrate an adequate ability to apply some of the theories and educational models of special education practice.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how the learning patterns of students with disabilities may differ from the norm.

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

2.1 The program provides evidence that teacher candidates demonstrate adequate understanding of how the learning patterns of students with disabilities may differ from the norm. Course syllabi, interviews and some observation data support this standard.

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Performance

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

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to use research-supported developmentally and age-appropriate instructional strategies and practices to provide effective instruction in academic and non-academic areas for students with disabilities. Student coursework examples were provided, but multiple forms of performance-based assessments to support this standard were missing.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs (same as Core Rubrics).

Knowledge

- 1. The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.*
- 2. The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).*
- 3. The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).*

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

3.1 Course syllabi, interviews, Praxis II scores, and some observation data provide evidence that teacher candidates demonstrate an adequate understanding of educational implications of exceptional conditions and strategies for accommodating and adapting curriculum and instruction for students with disabilities.

Performance

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

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2. The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.
3. The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	X		

- 3.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to individualize instruction and provide support for student learning. The evidence provided was limited in demonstrating candidate’s ability to individualize instruction, provide academic supports for a range of exceptionalities, and specific health care needs. Student coursework examples were provided, but multiple forms of performance-based assessments to support this standard were missing.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students’ critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher understands individualized skills and strategies necessary for positive support of academic success (e.g., comprehension, problem solving, organization, study skills, test taking, and listening)
2. The teacher understands the developmental nature of social skills.
3. The teacher understands that appropriate social skills facilitate positive interactions with peers, family members, educational environments, and the community.
4. The teacher understands characteristics of expressive and receptive communication and the effect this has on designing social and educational interventions.

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

- 4.1 Course syllabi, interviews, Praxis II scores and some observation data provide evidence that teacher candidates demonstrate an adequate understanding of how to design and implement instructional programs to support academic and social development of students with disabilities.

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Performance

1. The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.
2. The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.
3. The teacher advocates for and models the use of appropriate social skills.
4. The teacher provides social skills instruction that enhances student success.
5. The teacher creates an accessible learning environment through the use of assistive technology.
6. The teacher demonstrates the ability to implement strategies that enhance students' expressive and receptive communication.

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

4.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs to support academic and social development of students with disabilities. Performance-based assessment data were provided at the individual candidate level, but the evidence was limited in supporting the comprehensiveness of this standard. Student coursework examples were provided, but multiple forms of performance-based assessments to support this standard were missing.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
2. The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).
3. The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).
4. The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.
5. The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.

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

5.1 Course syllabi, interviews, Praxis II scores and some observation data provide evidence that teacher candidates demonstrate adequate knowledge of theories of behavior concerning students with disabilities.

Performance

- 1. The teacher modifies the learning environment (e.g., schedule, transitions, and physical arrangements) to prevent inappropriate behaviors and enhance appropriate behaviors.*
- 2. The teacher coordinates the implementation of behavior plans with all members of the educational team.*
- 3. The teacher creates an environment that encourages self-advocacy and increased independence.*
- 4. The teacher demonstrates a variety of effective behavior management techniques appropriate to students with disabilities.*
- 5. The teacher designs and implements positive behavior intervention strategies and plans appropriate to the needs of the individual student.*

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

5.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to develop and implement positive behavior supports for students with disabilities. Student coursework examples were provided, but multiple forms of performance-based assessments to support this standard were missing. The content in the coursework examples do not fully support the comprehensiveness of this standard.

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 the characteristics of normal, delayed, and disordered communication and their effect on participation in educational and community environments.*

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2. The teacher knows strategies and techniques that facilitate communication for students with disabilities.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 Course syllabi, interviews, Praxis II scores and some observation data provide evidence that teacher candidates demonstrate an adequate understanding of strategies and techniques that facilitate communication for students with disabilities.

Performance

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

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

6.2 The program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of verbal and non-verbal communication techniques that expand the communication skills of students with disabilities.

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

Knowledge

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

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

7.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of curricular and instructional practices used in the development of skills for students with disabilities. Course syllabi suggest limited preparation for specific instructional practices, but the observation data indicate very limited applications of instructional practices.

Performance

1. The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.
2. The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.
3. The teacher evaluates and links the student's skill development to the general education curriculum.
4. The teacher develops and uses procedures for monitoring student progress toward individual learning goals.
5. The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.
6. The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.
7. The teacher develops opportunities for career exploration and skill development in community-based settings.
8. The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.
9. The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.

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

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7.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to design and implements individualized instructional programs for students with disabilities. Student coursework examples were provided, but multiple forms of performance-based assessments and implementation of instruction to support this standard were missing.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.
2. The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.
3. The teacher understands how to assist colleagues in designing adapted assessments.
4. The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.
5. The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.
6. The teacher knows the appropriate accommodations and adaptations for state and district assessments.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Course syllabi, interviews, Praxis II scores and some observation data provide evidence that teacher candidates demonstrate an adequate understanding of the instruments and procedures that comply with legal and ethical concerns regarding the assessment of students with disabilities.

Performance

1. The teacher analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.
2. The teacher collaborates with families and professionals involved in the assessment of students with disabilities.
3. The teacher gathers background information regarding academic, medical, and social history.
4. The teacher uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.
5. The teacher facilitates and conducts assessments related to secondary transition planning, supports, and services.

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

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

8.2 The program provides little or no evidence that teacher candidates demonstrate an adequate ability to facilitate and/or conduct assessments that comply with legal and ethical concerns regarding students with disabilities. There was a distinct lack of evidence of assessment data being used for informing instructional planning.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching (same as Generalist Rubrics).

Performance

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

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

9.2 Course syllabi, interviews, Praxis II scores and some observation data provide minimal but sufficient evidence that teacher candidates display an adequate ability to practice within the Council for Exceptional Children Code of Ethics and other standards and policies of the profession.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being (same as Core Rubrics).

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Knowledge

1. The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
2. The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.
3. The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.
4. The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, colleagues, and the community in a culturally responsive manner.
5. The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
6. The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.
7. The teacher knows how to train or access training for paraprofessionals.
8. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

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

10.1 Course syllabi, interviews, Praxis II scores and some observation data provide evidence that teacher candidates demonstrate an adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program support this standard.

Performance

1. The teacher facilitates communication between the educational team, students, their families, and other caregivers.
2. The teacher trains or accesses training for paraprofessionals.
3. The teacher collaborates with team members to develop effective student schedules.
4. The teacher communicates the benefits, strengths, and constraints of special education services.
5. The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

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6. *The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).*
7. *The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.*
8. *The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.*
9. *The teacher participates in the development and implementation of rules and appropriate consequences at the classroom and school wide levels.*

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

10.2 Course syllabi, interviews, Praxis II scores and some observation data provide evidence that teacher candidates demonstrate an adequate ability to interact and collaborate with students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Recommended Action on Special Education Generalist:

- Approved
 Approved Conditionally
 Not Approved

Areas for Improvement:

One important area for improvement is developing a formal system of teacher preparation. The SPED 4495 Student Teaching Internship syllabus (field guide) uploaded to the Taskstream evidence room for Standards 1-2, 4-5, and 7-10 has not been revised since 2011, and is based on the 'old' certification standards (which are not used for licensure anymore). The coursework included in the 4495 syllabus requires a variety of assignments, and examples of some of these assignments were provided, suggesting that this is the field guide currently in use. For this reviewer, it was not clear what is expected of special education teacher candidates during their internship/student teaching year. The provided evidence suggests that formal systems are in the process of being built, but this evidence only goes back to 2014.

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Specific types of evidence (i.e., syllabi and coursework) provided were substantial in parts, but these forms of evidence alone were not enough to support the robustness of some standards, especially those based in instruction and assessment. For example, interviews with teacher candidates indicate that they are evaluated on the Framework for Teaching in their field experience by both their liaisons and cooperating teachers. Interviews with university supervisors and partner schools also indicated that candidates are evaluated (and that some supervisors complete the Danielson certified rater training). However, a formal system that includes evaluation data in addition to accompanying lesson plans and evidence of observations (i.e., videos), does not appear to be in place.

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**Special Education Teachers of Students
Who Are Deaf and/or Hard of Hearing**

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands the theories, history, 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 program philosophy and how they impact 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).*

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

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1.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate adequate understanding of subject matter and structure of the discipline. It is noted that syllabi contained course descriptions and referenced Idaho standards; however, the majority of them did not include course outcomes or objectives. In addition, several assessments (mid-term and final exams) were knowledge based and lacked rigor.

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 the benefits, strengths, and constraints of educating the deaf and/or hard of hearing (e.g., cochlear implants, hearing aids, other amplification usage, sign language systems, use of technologies, and communication modalities).

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make these aspects of subject matter meaningful for students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands how etiology, age of onset, and degree of hearing loss impact a student's language development and ability to learn.
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 appropriate levels of literacy.

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

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2.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate adequate understanding of human development and learning. It is noted that syllabi contained course descriptions and referenced Idaho standards; however, the majority of them did not include course outcomes or objectives. In addition, several assessments (mid-term and final exams) were knowledge based and lacked rigor.

Performance

1. The teacher identifies levels of language and literacy development and designs lessons that are appropriate.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to provide opportunities that support the intellectual, social, and personal development of students.

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 how hearing loss may impact student development (i.e., sensory, cognitive, communication, physical, behavioral, social, and emotional).
2. The teacher knows the characteristics and impacts of hearing loss, 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 that an IEP 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 loss and potential for using residual hearing; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication (i.e., Federal Policy Guidance, October 30, 1993).

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

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3.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate an adequate understanding of individual learning needs. It is noted that several assessments (mid-term and final exams) were knowledge based and lacked rigor.

Performance

1. The teacher uses information concerning hearing loss (i.e., sensory, cognitive, communication, linguistic needs); severity of hearing loss; potential for using residual hearing; academic level; social, emotional, and cultural needs; and opportunities for adapting instruction and peer interactions and communication.

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	X		

3.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to individualize instruction and provide support for student learning.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. The teacher knows how to enhance instruction through the use of visual materials and experiential activities to increase outcomes for students who are deaf and/or hard of hearing.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Learning Strategies		X	

4.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate an adequate understanding of multiple learning strategies. It is noted that syllabi contained course descriptions and referenced Idaho standards; however, the majority of them did not include course outcomes or objectives. In addition, several assessments (mid-term and final exams) were knowledge based and lacked rigor.

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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.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies	X		

4.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to use 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 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.*
- 2. The teacher understands that 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.*

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

5.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate adequate understanding of individual and group motivation and behavior. It is noted that syllabi contained course descriptions and referenced Idaho standards; however, the majority of them did not include course outcomes or objectives. In addition, several assessments (mid-term and final exams) were knowledge based and lacked rigor.

Performance

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory learning.

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2. *The teacher plans and implements instruction for students who are deaf and/or hard of hearing and have multiple disabilities.*
3. *The teacher prepares students for the appropriate use of interpreters.*

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

5.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create 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 understands the role of the interpreter and the use and maintenance of assistive devices.*
2. *The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, aural/oral, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate an adequate understanding of a variety of communication techniques. It is noted that several assessments (mid-term and final exams) were knowledge based and lacked rigor.

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, hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).*

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2. The teacher maintains a learning environment that facilitates the services of the interpreter, note taker, and other support personnel, and other accommodations.
3. The teacher enables students to use support personnel and assistive technology.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Communication Skills	X		

6.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques to foster learning and communication skills in the classroom.

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 knows specialized terminology used in the assessment of students who are deaf and/or hard of hearing.
2. The teacher knows the appropriate 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 (e.g., interpreters and special tests).

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 An interview with faculty, course syllabi, and candidate work samples provide minimal evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning. It is noted that several assessments (mid-term and final exams) were knowledge based and lacked rigor.

Performance

1. The teacher participates in the design of 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 gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf and/or hard of hearing as a function of appropriate academic assessment.

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

8.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to use and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

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 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, translators, tutors, note takers, and audiologist).*
- 2. The teacher knows 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 students who are deaf and/or hard of hearing students.*
- 4. The teacher knows the services provided by individuals and by governmental and non-governmental agencies in the ongoing management of students who are deaf and/or hard of hearing.*

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

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10.1 An interview with faculty, course syllabi, teacher work samples, and field project/case study provide evidence that teacher candidates demonstrate an adequate understanding of interacting in a professional, effective manner with colleagues, parents, and other members of the community.

Performance

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and translators,) to meet the communication needs of students who are deaf and/or hard of hearing.

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

10.2 Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Recommended Action on Special Education Teachers of Students who are Deaf and/or Hard of Hearing:

- Approved
- Approved Conditionally
- Not Approved

Areas for Improvement:

According to the ISU Website, the Deaf Education Graduate Courses include ten (10) courses. Two (2) of the ten (10) courses (EDHH6607 and EDHH6608) were not aligned to any of the Idaho Standards for Special Education Teachers of Students Who are Deaf and/or Hard of Hearing, nor were they included in any of the artifacts.

EDHH6627, EDHH6628, EDHH6651, EDHH6658 included the majority of the content for the Idaho Standards. The syllabi included content delivered and outcomes of the course which correlated to the standards. However, it should be noted that evidence provided seemed to indicate a low level of knowledge recall for a masters level program.

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Foundation Standards for Visual and Performing Arts

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

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.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 Syllabi, University catalog course descriptions, and Praxis II scores provide minimal evidence that teacher candidates demonstrate adequate knowledge of historical, critical, performance, and aesthetic concepts, and a technical and expressive proficiency in a particular area of the visual and performing arts. It should be noted minimal evidence (syllabi and catalog descriptions were all that were provided) from content classes made it difficult to determine candidate knowledge of these items.

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.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Due to lack of complete and current candidate evidence available, there is little or no evidence that teacher candidates demonstrate an adequate ability to help students create, understand, and participate in the traditional, popular, folk and contemporary arts, as relevant to the students' interests and experiences, and an ability to instruct students in interpreting and judging their own artworks, as well as the works of others. Although a few teacher work samples were available from past student interns, these did not provide adequate evidence of the ability to instruct students in interpreting and judging their own artworks as well as the works of others within the portfolios provided. Nor were there examples from traditional, popular, folk, and contemporary arts.

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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 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.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills	X		

7.1 Drama and Art content syllabi provide little or no evidence that teacher candidates demonstrate adequate knowledge that the processes and tools necessary for the communication of 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.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning	X		

7.2 Due to lack of program completer and candidate artifacts, there is little or no evidence that teacher candidates plan and prepare instruction based upon consideration of the sequential, holistic, and cumulative processes and tools necessary for the communication of ideas in the arts.

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.

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3. *The teacher understands how arts assessments enhance evaluation and student performance across a comprehensive curriculum (e.g. portfolio, critique, performance/presentation).*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	X		

8.1 Drama and Art content syllabi provide little or no evidence that teacher candidates demonstrate an adequate knowledge of assessment of student learning. Although teacher work sample evidence provided does some assessment evidence, the evidence does not indicate how assessment strategies are specific to the creative process, or how arts assessments enhance evaluation and student performance across a comprehensive curriculum.

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.*

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

8.2 Due to lack of program completer and candidate artifacts, little or no evidence was provided to show that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

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.*

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

9.1 Drama and Art content syllabi provide little or no evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

Performance

1. The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching	X		

9.2 Due to lack of program completer and candidate artifacts, little or no evidence was provided to show that teacher candidates demonstrate an adequate ability to develop in 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 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.*

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

10.1 Drama and Art content syllabi provide little or no evidence that teacher candidates have an adequate knowledge of how to promote the arts for the enhancement of the school and the community. Drama syllabi indicate some evidence candidates may receive this knowledge in Theater Management and Theater Production courses. However, no similar courses seem to be available to the Arts students.

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.*

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

10.2 Due to lack of program completer and candidate artifacts, little or no evidence was provided that teacher candidates demonstrate an adequate knowledge of how to promote the arts for the enhancement of the school and the community.

Standard 11: Learning Environments - 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.*

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Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creating and Managing a Safe, Productive Learning Environment	X		

11.1 Drama and Art content syllabi provide little or no evidence that teacher candidates demonstrate an adequate knowledge of creating and managing a safe, productive learning environment. Several Theater syllabi indicate some safety topics may be discussed, but it is not indicated if these would aide a teacher candidate in creating and managing a safe productive learning environment. None of these types of topics appeared in the art syllabi provided.

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 his or her discipline in a safe manner.*

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating and Managing a Safe, Productive Learning Environment	X		

11.2 Due to lack of program completer and candidate artifacts, little or no evidence was provided that teacher candidates demonstrate an adequate ability to create and manage a safe, productive learning environment.

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Drama

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

- 1.1** Drama syllabi, college catalog descriptions, and Praxis II scores indicate minimal, but adequate evidence that teacher candidates demonstrate adequate knowledge of subject matter. Additional evidence from courses including assignment samples, assessment samples, or samples of the drama candidates own work within the theater would be very beneficial evidence.

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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.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

- 1.2 Due to lack of program completer and candidate artifacts, little or no evidence was provided that teacher candidates demonstrate an adequate ability make subject matter meaningful. There has been only one drama candidate in recent years and this candidate's work sample was provided utilizing an additional certification the candidate was seeking in English.

Standards 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.
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.)

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creates and Manages a Safe, Productive Learning Environment	X		

- 11.1 Drama syllabi provide little or no evidence that teacher candidates demonstrate an adequate knowledge of creating and managing a safe, productive learning environment. Several Theater syllabi indicate some safety topics may be discussed but it is not indicated if these would aide a teacher candidate in creating and managing a safe productive learning environment.

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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.)

Element	Unacceptable	Acceptable	Target
11.2 Performance Creates and Manages a Safe, Productive Learning Environment	X		

11.2 Due to lack of program completer and candidate artifacts no evidence was provided that teacher candidates demonstrate an adequate ability to create and manage a safe, productive learning environment.

Recommended Action on Drama:

- Approved
 Approved Conditionally
 Not Approved

Areas for Improvement:

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 Standards. For that reason, it serves that if the Foundation Standards for Visual/Performing Arts have little or no evidence of being met either in knowledge or performance, a program may not be able to produce candidates with the knowledge and skills needed to become practicing Visual Arts teachers. This would require more evidence in the areas based on the Visual Arts Foundational standards taught in courses required of a Visual Arts candidates seeking drama or art certification. Content course syllabi provided seem to be disconnected from state standards for initial teacher certification. Many syllabi did not refer to state standards at all, or if they did, the course description and/or topic descriptions did not match the standards stated. Several key syllabi were not available for the reviewer to utilize. Nor were any course work samples, samples of the candidate's own work, or observation data made available.

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Visual Arts

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

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 student.

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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

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- 1.1** Art syllabi, college catalog descriptions, and Praxis II scores indicate minimal but adequate evidence that teacher candidates demonstrate adequate knowledge of subject matter. Additional evidence from courses including assignment samples, assessment samples, or samples of the drama candidates own work within the theater would be very beneficial evidence.

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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

- 1.2** Due to lack of program completer and candidate artifacts, little or no evidence was provided to show that teacher candidates apply adequate knowledge of formal and expressive aesthetic qualities to communicate ideas and instructs students in the historical and contemporary meanings of visual culture. There have been few Art candidates in recent years and work samples provided only minimal evidence regarding this standard.

Recommended Action on Visual Arts:

- Approved
 Approved Conditionally
 Not Approved

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Areas for Improvement:

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. For that reason, it serves that if Foundation Standards for Visual/Performing Arts have little or no evidence of being met, either in knowledge or performance, a program may not be able to produce candidates with the knowledge and skills needed to become practicing Visual Arts teachers. This would require more evidence in the areas based on the Visual Arts Foundational standards taught in courses required of a Visual Arts candidates seeking Drama or Art certification. Content course syllabi did not reflect current initial teacher standards for certification within the syllabi, nor did course topics, assignments, or assessments seem to reflect these standards deemed appropriate for candidates seeking certification.

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World Languages

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

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1.1 Due to the evidence submitted that was reviewable in a language understood by the reviewer, the program provides evidence that teacher candidates demonstrate adequate understanding of state and national foreign language standards, language skills, and target cultures.

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.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Due to the evidence submitted that was reviewable in a language understood by the reviewer, the program provides evidence that teacher candidates demonstrate adequate understanding of state and national foreign language standards, language skills, and target cultures. High percentages of passing Praxis II scores support that both the knowledge and performance of candidates is evident.

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.

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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.*

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

2.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the process and acquisition of second language learning, including viewing, listening, speaking, reading, and writing skills. The Teaching Foreign Languages course provides evidence of this standard, but not enough to meet the requirement of three pieces of evidence to receive an acceptable rating. Some evidence was provided in this area from the methods/practicum courses and might have been evident in the language content courses, but due the evidence being provided in a language other than English, this content was unable to be evaluated. There appears to be extensive coursework in content areas (12 credits worth of electives) that might provide additional evidence for this standard.

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.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Required course syllabi, candidate portfolio samples, and interviews indicate that the program provides evidence that teacher candidates demonstrate an adequate ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target

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language. High percentages of passing Praxis II scores support that both the knowledge and performance of candidates is evident.

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.*

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

3.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others. The Teaching Foreign Languages course provides evidence of this standard, but not enough to meet the requirement of three pieces of evidence to receive an acceptable rating. Some evidence was provided in this area from the methods/practicum courses and might have been evident in the language content courses, but due the evidence being provided in a language other than English, this content was unable to be evaluated. There appears to be extensive coursework in content areas (12 credits worth of electives) that might provide additional evidence for this standard.

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.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		X	

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3.2 The program provides evidence that teacher candidates demonstrate an adequate ability to create a learning activity that enables students to grasp the significance of cultural differences and similarities. High percentages of passing Praxis II scores support that both the knowledge and performance of candidates is evident.

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 continues to change in response to emerging research.
2. The teacher understands instructional practices that balances 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.

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

4.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of how to use and adapt authentic materials for foreign language instruction. The Teaching Foreign Languages course provides evidence of this standard, but not enough to meet the requirement of three pieces of evidence to receive an acceptable rating. Some evidence was provided in this area from the methods/practicum courses and might have been evident in the language content courses but due the evidence being provided in a language other than English this content was unable to be evaluated. There appears to be extensive coursework in content areas (12 credits worth of electives) that might provide additional evidence for this standard.

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.

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

4.2 Syllabi, candidate portfolios, and Praxis scores provides evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction. High percentages of passing Praxis II scores and candidates interviews support that both the knowledge and performance of candidates and program is evident.

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.

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

5.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of classroom motivation and management skills. The Teaching Foreign Languages course provides evidence of this standard, but not enough to meet the requirement of three pieces of evidence to receive an acceptable rating. Some evidence was provided in this area from the methods/practicum courses and might have been evident in the language content courses but due the evidence being provided in a language other than English this content was unable to be evaluated. There appears to be extensive coursework in content areas (12 credits worth of electives) that might provide additional evidence for this standard.

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.

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Element	Unacceptable	Acceptable	Target
5.2 Performance Classroom Motivation and Management Skills	X		

5.2 The program provides little or no evidence that teacher candidates demonstrate an ability to create 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 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.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 Required course syllabi, candidate portfolios, and interviews provide evidence that teacher candidates demonstrate adequate understanding of communication skills. High percentages of passing Praxis II scores and candidates interviews support that both the knowledge and performance of candidates and program is evident.

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.

Element	Unacceptable	Acceptable	Target
6.2 Performance Communication Skills		X	

6.2 The program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom. While in a language other than English evidence appeared to be of high quality and proficiency in order convey concepts for a variety of

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purposes. High percentages of passing Praxis scores and candidates interviews support that both the knowledge and performance of candidates and program is evident.

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.

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

7.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of how to incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning. Candidate interviews, lesson plan guidelines, as well as language teaching methods course confirm that candidates are knowledgeable in preparing instruction based on knowledge of subject matter, students, the community, and curriculum goals.

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.

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning		X	

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7.2 The program provides evidence that teacher candidates demonstrate an adequate understanding of how to incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning. Candidate interviews, lesson plans samples, as well as candidate portfolios confirm that candidates are knowledgeable in preparing instruction based on 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 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.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	X		

8.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding. Candidate interviews indicated that there is an overall and general lack of assessment knowledge that is covered in instructional courses to sufficiently prepare candidates for using both informal and formal assessments to inform instruction and program effectiveness.

Performance

1. *The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.*
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.*

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Element	Unacceptable	Acceptable	Target
8.2 Performance Using and interpreting program and student assessment strategies	X		

8.2 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding. Candidate interviews indicated that there is an overall and general lack of assessment knowledge that is covered in instructional courses to sufficiently prepare candidates for using both informal and formal assessments to inform instruction and program effectiveness.

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.*

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

10.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture. Some evidence was provided in this area from the methods/practicum courses and might have been evident in the language content courses, but due to the evidence being provided in a language other than English, this content was unable to be evaluated. There appears to be extensive

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coursework in content areas (12 credits worth of electives) that might provide additional evidence for this standard.

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.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Utilization of Community Resources	X		

10.2 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture. Some evidence was provided in this area from the methods/practicum courses and might have been evident in the language content courses, but due the evidence being provided in a language other than English, this content was unable to be evaluated. There appears to be extensive coursework in content areas (12 credits worth of electives) that might provide additional evidence for this standard.

Recommended Action on World Languages:

- Approved
 Approved Conditionally
 Not Approved

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Foundation Standards for School Administrators

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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 rubrics are used to evaluate the extent to which teacher preparation programs prepare administrators who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., School Administrator, School District Superintendent, and Special Education Director).

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

Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of each students and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge

- 1. The administrator understands that each student can learn and that varied and data-informed learning goals are an important part of the process.*
- 2. The administrator understands the principles of developing and implementing strategic plans.*
- 3. The administrator understands systems theory and its application to educational settings.*
- 4. The administrator knows effective individual and group communication skills.*
- 5. The administrator knows group leadership and decision-making skills.*
- 6. The administrator knows team-building, coaching, mediation, negotiation, and consensus-building skills.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership		X	

1.1 Interviews with cooperating mentors, candidates, portfolios, syllabus, handbook and list of standards provide evidence that the candidates demonstrate in-depth knowledge and understanding in this element.

Performance

1. The administrator facilitates processes and engages in activities that create a shared vision and mission with all stakeholders.
2. The administrator uses effective individual and group communication skills.
3. The administrator engages others to ensure that a clearly articulated strategic plan is implemented, monitored, evaluated, and revised.
4. The administrator acknowledges the contributions of the school community to the realizations of the vision and mission.
5. The administrator seeks and allocates resources to support the strategic plan.
6. The administrator models professional growth, and supports the professional growth of the community of learners.
7. The administrator makes decisions through the application of systems theory.
8. The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.
9. The administrator demonstrates and encourages strategies to facilitate the improved learning of each student.
10. The administrator ensures that each student is educated in an appropriate and the least restrictive learning environment.
11. The administrator practices team building, coaching, mediation, negotiation, and consensus building.

Element	Unacceptable	Acceptable	Target
1.2 Performance Application of Visionary and Strategic Leadership		X	

1.2 Work samples, interviews internship summative assessments, and portfolios provide evidence that administrator candidates adequately demonstrate the ability to implement leadership concept and reflect the leadership model.

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Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

1. The administrator understands how to enhance school culture and instructional programs through research, best practice, and curriculum design.
2. The administrator knows how to develop and implement a standards-based curriculum that aligns with assessment.
3. The administrator understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.
4. The administrator understands student growth and development.
5. The administrator understands the effective use of assessment and evaluation.
6. The administrator understands adult learning and professional development.
7. The administrator understands the change process for systems, organizations, and individuals.
8. The administrator knows how to effectively use instructional supervision, evaluation, and due process.
9. The administrator understands community diversity and its influence on education.
10. The administrator understands the essential role of technology in education.
11. The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding of Instructional Leadership			X

2.1 Course work, handbook, standards, feedback from mentors and candidates gave a strong example of knowledge in school culture, best practices, professional development, and student growth.

Performance

1. The school administrator oversees the development, implementation, evaluation, and refinement of curriculum and assessment based on research, best practice, teacher expertise, student and community needs, and state and national curriculum standards.
2. The administrator promotes a culture of high expectations and life-long learning for self, students, and staff.
3. The administrator promotes a school environment in which the responsibilities and contributions of students, parents/guardians, and staff members are valued.
4. The administrator promotes effective and innovative research-based instructional strategies.
5. The administrator researches a variety of information sources to make decisions that organize and align the school for success.

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6. The administrator reduces barriers through proactive identification, clarification, and resolution of problems.
7. The administrator uses data to monitor student achievement.
8. The administrator supervises, evaluates, and assists teachers.
9. The administrator creates a learning environment that recognizes diversity.
10. The administrator uses and promotes technology to advance student learning, accommodate student needs, professional development, and overall school success.
11. The administrator participates in professional organizations.
12. The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.

Element	Unacceptable	Acceptable	Target
2.2 Performance Application of Instructional Leadership		X	

2.2 Course syllabi, case studies, portfolios, and interviews provide evidence that candidates demonstrate adequate knowledge and application; however, resources to design, development and deliver assessment reflect an inadequacy. Candidates were given very little opportunity to be involved in student assessments, other than phone calls or speaking with students about daily performances. Candidates were given the opportunity to assess teacher performance and to perform teacher evaluations.

Standard 3: Management and Organizational Leadership—A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.

Knowledge

1. The administrator understands organizational theories.
2. The administrator understands operational policies and procedures.
3. The administrator knows school safety and security principles and issues.
4. The administrator understands human resources management.
5. The administrator knows sound fiscal operations principles and issues.
6. The administrator knows school facilities and use of space principles and issues.
7. The administrator understands legal issues impacting personnel, management, and operations.
8. The administrator understands current technologies that effectively support management functions.
9. The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.

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Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Management and Organizational Leadership		X	

3.1 Course syllabi, lesson plans, handbook, and instructor feedback show acceptable evidence of knowledge in this element.

Performance

1. The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.
2. The administrator designs and manages operational and organizational procedures to maximize opportunities for successful learning.
3. The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive educational outcomes.
4. The administrator uses knowledge of collective bargaining and other contractual agreements.
5. The administrator implements and monitors high-quality standards related to management performances.
6. The administrator manages the operations school facilities, equipment, and support services to provide an environment conducive to learning.
7. The administrator involves stakeholders in shared decision-making.
8. The administrator recognizes potential problems and opportunities and acts on them in a timely manner.
9. The administrator uses effective communication skills.
10. The administrator aligns all resources, using appropriate technology available to maximize attainment of school and organizational goals.
11. The administrator implements records management that meets confidentiality and documentation requirements.
12. The administrator facilitates recruitment, mentoring, coaching, supervision, and evaluation of personnel to accomplish goals of the school and district.

Element	Unacceptable	Acceptable	Target
3.2 Performance Application of Management and Organizational Leadership			X

3.2 Course syllabus, interviews with candidates and completers, portfolios, lesson plans, evaluations, and university supervisors provide evidence that candidates demonstrate a

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target ability to use technology, manage conflict, use effective communications skills, collaborate, and problem solve to foster positive educational outcomes.

Standard 4: Family and Community Partnerships—A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

- 1. The administrator understands emerging issues and trends impacting families, school, and community.*
- 2. The administrator knows resources available in the community.*
- 3. The administrator understands public relations, successful partnerships, and marketing strategies.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Family and Community Partnerships	X		

4.1 Candidate interviews expressed lack of knowledge of community resources. Examples of using the school resource officer were given in portfolios, but no other evidence was provided from course work or syllabi for this element. Portfolios of candidates who were acting as counselors showed minor examples within their portfolios.

Performance

- 1. The administrator develops relationships with community leaders through visibility and involvement within the larger community.*
- 2. The administrator uses relevant information about family and community concerns, expectations, and needs.*
- 3. The administrator facilitates opportunities between the school and community to share resources.*
- 4. The administrator establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.*
- 5. The administrator integrates community and youth/family services with school programs.*
- 6. The administrator facilitates activities that recognize and value diversity within the family, community, school, and district.*
- 7. The administrator develops and maintains a comprehensive network of community and media connections.*
- 8. The administrator models and supports the use of collaborative skills.*

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Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Family and Community Partnerships		X	

4.2 Candidate portfolios gave examples of involvement in PTO, Christmas programs, extra-curricular events, youth programs and communication with school resource officers. No other examples were provided to demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective administrative practices.

Standard 5: Professional and Ethical Leadership—The school administrator is a professional who demonstrates personal and professional values, ethics, and integrity.

Knowledge

1. The administrator understands the purposes of education.
2. The administrator understands the roles of leadership.
3. The administrator understands ethical frameworks and perspectives.
4. The administrator understands the diverse values of a community.
5. The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Professional and Ethical Leadership			X

5.1 Interviews with cooperating administrators, portfolios, student work and professional literature samples provide evidence that candidates demonstrated in-depth knowledge and understanding of this element.

Performance

1. The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.
2. The administrator demonstrates responsibility for the learning of each student.
3. The administrator demonstrates sensitivity regarding the impact of administrative practices on others.
4. The administrator demonstrates appreciation for and sensitivity to the diversity in the school community.
5. The administrator adheres to the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

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- 6. The administrator requires ethical, professional behavior in others.
- 7. The administrator interacts with all individuals with consistency, fairness, dignity, and respect.
- 8. The administrator implements appropriate policies and facilitates procedures to protect individual rights.

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Professional and Ethical Leadership		X	

5.2 Ethics courses are demonstrated in syllabi across graduate and undergraduate courses. Interviewing candidates and analyzing lesson plans were the only evidence that candidates demonstrate an adequate ability in this element. Candidates expressed very little ability to practice or implement this element due to the school culture in their practical experience.

Standard 6: Governance and Legal Leadership—A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.

Knowledge

- 1. The administrator understands the role of public education in developing and renewing a democratic society and an economically productive nation.
- 2. The administrator knows principles of representative governance that underpin the system of American education.
- 3. The administrator understands the political, social, cultural, and economic systems and processes that support and impact education.
- 4. The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.
- 5. The administrator understands global issues affecting teaching and learning.
- 6. The administrator understands the dynamics of policy development and advocacy under a democratic political system.
- 7. The administrator understands the importance of diversity and equity in a democratic society.
- 8. The administrator knows the law as related to education.
- 9. The administrator understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Understanding of Governance and Legal Leadership			X

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6.1 Course work examples, assessment, facilitated dialogue, portfolios, and interviews with candidates and program completers, demonstrated that the program provides evidence that administrator candidates have an in-depth understanding of school administrator in responding to and influencing the larger political, social, economic, legal, and cultural contexts to promote the success of each student.

Performance

- 1. The administrator facilitates and engages in activities to shape public policy in order to enhance education.*
- 2. The administrator facilitates communication with the school community concerning trends, issues, and potential forces affecting education.*
- 3. The administrator engages representatives of diverse community groups in ongoing dialogue.*
- 4. The administrator develops lines of communication with decision-makers outside of the school community.*
- 5. The administrator facilitates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.*
- 6. The administrator adheres to the law and district policies.*
- 7. The administrator implements appropriate policies and facilitates to protect student rights and improve student opportunities for success.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Governance and Legal Leadership	X		

6.2 The program provides little or no evidence that administrator candidates demonstrate an adequate ability to respond to and influence the larger political, social, economic, legal, and cultural contexts to promote the success of each student. Program completers expressed lack of knowledge in their performance and had only minimal exposure during their internship. Course 6612 covered this area minimally in performance data. Program completers stated this was learned through experience and expressed a need for more knowledge of special education.

Recommended Action on School Administrator:

- Approved
 Approved Conditionally
 Not Approved

Areas for Improvement:

- The program seems to be lacking a specific Special Education Law Course.

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- The program seems to be lacking in coursework information in the area of law and district policies.
- Continue to collect data and utilize evaluations to improve course assignments and meet program standards. Continue to implement assessment methods to move more in the direction of standards based, rather than course based.
- Additional staff and program support may positively affect both the culture for candidates and foster relationships with advisees.

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School Superintendents

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.*
- 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.*
- 9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.*
- 10. The superintendent knows the importance of districtwide policy development and effective implementation.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership			X

1.1 Knowledge evidence is target for this program and includes field interviews, quizzes, verbal participation, essay questions, journal reviews, simulations, text readings, legal briefs, research papers, and case studies. This program was recently moved into the Department of Education and is currently providing an outstanding opportunity to grow the program with a new staff member.

Performance

- 1. The superintendent promotes districtwide innovation and change through the application of a systems approach.*

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2. *The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.*
3. *The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.*
4. *The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.*
5. *The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.*
6. *The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.*
7. *The superintendent advises the board of trustees on legal, ethical, and current educational issues.*
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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Application of Visionary and Strategic Leadership			X

1.2 The School Superintendents program standards provide a target element by providing a dynamic performance based on applicable outcomes in every performance category. The candidates perform activities and evidence based assessments that foster a positive sustainable superintendent.

Recommended Action on Superintendent:

- Approved
 Approved Conditionally
 Not Approved

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NCATE/PSC Accreditation Interview Participants

ISU Faculty/Administrators

Suzanne Beasterfield	David Mercaldo
Cory Bennett	Mark Neill
Joel Bocanegra	Esther Ntuli
David Coffland	Patti Mortensen
Amanda Eller	David Squires
Howard Fan	Karren Streagle
Carol Grimes	Gary Storie
Sheldon Harris	Jane Strickland
Deb Hedeem	Jean Thomas
Branda Jacobsen	Justin Thorpe
Amy Koplin	Jamie Webster
Shu-Yuan Lin	Karen Wilson Scott
Christina Linder	Emma Wood
Jerry Lyons	Deb Zikratch

Program Completers

Diana Molino	Troy Johnson
Heather Reece	Krystal Lockyer
Spencer Christensen	Mick Morgan

Current Candidates

Grace Blair	Krystal Lockyer
Amy Bowie	Kenzie Merjer
Rylee Devito	Stephanie Ricks
Derrick Flores	Alia Rhineman
Nichole Garza	Tim Rohr
Hope Gibson	Christopher Rose
Elise Hansen	Laura Sheridan
Erin Hicks	Angela Stevens
Stephanie Jordan	Megan Urban
Tyler Jorgensen	Colton Walker
Shaunna Kaper	Dana Williams
Kelsey Leask	Kameron Yeggy

University Supervisors/Cooperating Teachers/Partnership Schools/Superintendents

Ron Bollinger	Molly Stein
Marc Gee	Diane Stinger
Marvin Hansen	Jane Ward
Pam Kennedy	Jena Wilcox
B. Miner	Tonya Wilkes
Karen Pyron	

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NCATE Team Members

Jerry Bailey
Michael Clyburn
Tim Letzring

Joan Lewis
Angela Owusu-Ansa
Jack Rhoton

State Team Members

Christine Avila
Amy Cox
Ken Cox
Roddran Grimes
Esther Henry
Stacey Jensen
Rick Jordan
Micah Lauer

Alissa Metzler
Carrie Semmelroth
Audra Urie
Heather Van Mullem
A.J. Zenkert
Lisa Colón
Annette Schwab

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**Idaho State University
Response**

to

**STATE TEAM REPORT
September 20-22, 2015**

ON-SITE STATE TEAM CO-CHAIRS

Stacey Jensen, Amy Cox and Ken Cox

**Professional Standards Commission
Idaho State Board of Education**

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Introduction

On September 20, 2015 the Idaho State University College of Education leadership team welcomed state reviewers to campus, urging them to thoroughly and critically evaluate each program within our educator preparation unit. Over the last few years, unit leadership realized that some content (delivered outside of the College of Education) needed revision. Meetings have taken place over time to help colleagues in other colleges understand the strict requirements set forth by the Professional Standards Commission to ensure adequate preparation of secondary teachers; these meetings, however, seldom resulted in significant change. The unit leadership understood that the state review of our educator preparation programs could provide us with the leverage to make the necessary changes. We even asked reviewers to focus on particular programs that we believed to be in need of revision.

We are grateful to the state review team and state observers for their commitment of time and energy to assist us with program improvement. The review was helpful to the college in a number of ways, particularly in its detailed analysis of individual programs. As hoped, the final state report did help us create a sense of urgency among our colleagues, and provided impetus for the changes we were seeking. Even more significant, it has set in motion a path for going forward that relies upon greater collaboration among colleges providing content for our educator preparation programs.

In this *Response* we will not be disputing any findings within the State Report. Instead, we acknowledge the opportunity for growth in three programs that did not receive approval, and herein submit new program proposals that specifically address the state's findings. It is our sincere hope that the Standards Committee will be able to recognize the commitment to improvement that is foundational to all of these revisions, and recommend to the entire PSC an addendum to the original report granting conditional approval of all three programs based on those revisions. Such an addendum approved by the Professional Standards Commission, and submitted alongside the original state report, would allow ISU to make the appropriate curricular changes immediately without disrupting any programs.

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Program Approval Recommendations

Program	Status	Notes	Requested Action
English Language Arts	Not Approved	Recommendation for “not approved” is based on lack of evidence regarding composition and language study curriculum in the program which is integral to English certification	Addendum to State Report indicating that, based upon new program proposal, English will be conditionally approved until a focus visit can be conducted.
English as a New Language	Not Approved	Recommendation for not approved primarily due to lack of evidence from content courses and a limited number of completers	Addendum to State Report indicating that, based upon new program proposal, English will be conditionally approved until a focus visit can be conducted.
Economics	Not Approved	Recommendation for not approved based on missing required coursework in economic foundations/history and a limited number of completers	Addendum to State Report indicating that, based upon new program proposal, English will be conditionally approved until a focus visit can be conducted.

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Overview: Report of Program Findings and Remedies

The following pages address findings and remedies for programs deemed *Not Approved* by state reviewers. For each program, this section of the *Response* is made up of four areas of information designed to present the Commission with the clearest perspective possible:

- **List of Unacceptable Substandards** - Text, taken directly from the State Report, provide detail;
- **Program Recommendation and Areas for Improvement** - Program summaries found in the original state report for each unapproved program are included verbatim;
- **Actions Taken** – A brief narrative of how the problems were addressed and which university partners were involved;
- **Program Proposal in Response to Findings** – A matrix aligning new coursework to required substandards outlined in the Idaho Standards for Initial Certification of Professional School Personnel.

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English Language Arts

A.1 Unacceptable Sub-Standards from State Report:

Standard 1: Knowledge of Subject Matter – The teacher understands the central concepts, tools of inquiry, and structures of the disciplines and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
5.3 Knowledge Understanding Subject Matter	X		

5.3 The knowledge provided by the English Content courses is minimal or non-existent for preparing candidates for the knowledge needed to be secondary teachers in public schools. Of the 15 standards listed above, a survey of syllabi only showed instruction dealing with standards 4-9. The standards require candidates to be prepared in reading, writing, speaking, listening, viewing, and language study, but the syllabi for the English Content are heavily based in literature only. In interviews with candidates and cooperating teachers, the same knowledge gap was identified. Elementary education candidates with an emphasis in English felt more prepared than those in the secondary education program. The candidates and the cooperating teacher all said that grammar, writing, and assessment instruction, and methods for teaching those subjects were not taught at the university, but rather were learned in the field while student teaching or while working as a first-year teacher.

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.

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

2.1 The student work samples show some understanding of the developmental processes of adolescents, but no course content syllabi, assignments, or observation data indicate how or where this knowledge is being taught to the candidates.

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Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Observing language arts teacher candidates, analyzing student teacher work samples and interviewing candidates and a cooperating teacher show levels of development in reading and teaching literature, but evidence showing development levels in writing and speaking levels for all ability levels and diverse ways of learning for students is not evident.

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.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Instructional Strategies	X		

4.1 Course content syllabi do not show any instruction for classroom strategies for improving reading comprehension or fluency. Interviews with candidates showed that instructors at the university level focus mostly on the nuances of literature and the history of a literary time period, but not on teaching strategies for understanding that can be used in the classroom. The English methods course focused only on writing three unit plans for literature that were graded. Though three books about grammar instruction and writing were required reading for the course, there was no accountability piece to show that the material had been mastered by the candidates. Student lesson plans in work samples are uneven in their presentation of strategies to use with students, and the strategies utilized are often provided by the cooperating teacher rather than having the candidate utilizing knowledge acquired from the university course work. Elementary education candidates with an emphasis in English expressed more knowledge of multiple classroom instructional strategies than candidates in the secondary education program with a major in English.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Instructional Strategies	X		

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4.2 The evidence for candidates demonstrating multiple instructional strategies is uneven. Candidate interviews with elementary education with an emphasis in English expressed more experience in using instructional strategies in their early course work. Secondary English education candidates expressed a lack of ability and knowledge to implement multiple instructional strategies. The student work samples were also uneven in demonstrating use of multiple instructional strategies, and were often employing strategies suggested by the cooperating teachers.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	X		

8.1 No evidence of assessment methodology, as listed in the standards, was found in syllabi of content courses. Interviews with candidates and cooperating teachers expressed a lack of knowledge in this area.

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

8.2 Student work samples show minimal use of assessment, but utilizing assessment to inform instruction is distinctly absent, and there were no other lines of evidence regarding assessment to consider.

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.

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching	X		

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9.2 There was little or no evidence showing the candidates' ability to develop in the art and science of teaching. It was not observable from the candidate interviews, course syllabi, student work samples, or candidate observations.

A.2 Recommended Action on English Language Arts:

Approved
 Approved Conditionally
 Not Approved

Areas for Improvement:

The coursework for the English Language Arts Certification must be revamped to include ALL areas of English Language Arts including, reading, writing, including grammar, speaking, listening, and viewing. At this point the only area that is thoroughly covered is the reading of literature. Additional consideration needs to be given to the assessment and multiple instructional strategies standards in order to adequately prepare future English Language Arts teachers.

A.3 Actions Taken:

Within a week of the receipt of the State Report, COE leadership began regular meetings with key faculty from the English Department, including occasional meetings with Deans from both the College of Education and the College of Arts and Letters. When faculty in the English department realized that half of their students were education majors, and that if changes were not made immediately the health of their program would be in jeopardy, there was a clear sense of urgency to better understand the standards and remedy the deficits pointed out by the State Report. Working primarily with the English Chair, courses were carefully reviewed and aligned to the Standards, considering also the requirements of the Praxis II.

The initial proposal was vetted by all faculty responsible for teaching the recommended classes, as well as all English faculty involved in the preparation of teachers. The goal of the meetings was to ensure that each proposed class could be purposefully aligned to the standards, and that faculty understood that those standards would need to appear on each syllabi to better connect the intent of each course with the overall preparation of English teachers. With only minor revisions, this group recommended the proposal to go before the all faculty at the following English Department meeting.

COE leadership attended the full department meeting to be available to answer any questions, and explain the educator program approval process if necessary. Though some faculty resisted the implementation of strict standards as an imposition upon their academic freedoms, the majority understood the necessity of a prescribed curricular approach. Following the meeting, a ballot was sent to all faculty for approval of the changes.

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Following the vote on February 8, 2016, English Chair Dr. Jennifer Attebery wrote: "I am pleased to report that the English faculty has endorsed the proposed changes to the English Education curricula. The motion passed with 22 yes, 2 no, and 5 abstentions. Votes from both the tenure-track and lecturers produced solid super-majorities. I am producing a draft Curriculum Council document that the College of Education can use as the basis for a proposal to ISU's Curriculum Council." The draft document mentioned here represents the official catalog changes that will go into effect immediately should the Professional Standards Commission grant the program conditional approval.

The tables below provide an overview of the program proposal, showing alignment between coursework and standards. However, because such significant changes were necessarily made to the English program, Appendix A details the extensive shifts between the original program and the proposed program in comparing the alignment of standards before and after the state approval visit.

A.4 Program Proposal in Response to Findings:

Recommended Coursework for PSC Program Approval	
ENGL2211- Intro Lit Analysis	ENGL 3311 - Writing & Research about Lit
ENGL2257 or 58 - Survey of Wrld Lit	ENGL 2267 or 68 - Survey of Brit Lit
ENGL2277 or 78 - Survey of Amer Lit	ENGL 2280 - Grammar and Usage
ENGL2281 - Intro Lang Studies	ENGL 3327 - Spec Topic in Young Adult Lit*
ENGL3356 - Ethnicity in Lit	ENGL 4407 - Prof. Writing for Teachers**
ENGL4431 - Teaching and Writing Projects***	ENGL 4433 - Methods Teach English***
ENGL44XX - Pre-1800 Period/Major Figure****	ENGL44XX - Post-1800 Period/Major Figure+
ENGL4476 or 77 - Shakespeare	ENGL4487 - History English Lang

** offered specifically as YA Literature, including selections from global literature*
*** pending advice from our composition/rhetoric professors, an offering specifically for teachers, to include multimodal communication as well as writing in the field of education*
**** to include listening skills*
***** ENGL 4461, 4462, 4463, 4464, 4465, 4473, or 4474*
+ ENGL 4466, 4467, 4468, 4469, or 4472 with Post-1800 Focus

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	STND 1	STND 2	STND 3	STND 4	STND 5	STND 6	STND 7	STND 8	STND 9	STND 10
	Learner Develop	Learner Differences	Learning Environ	Content Knowledge	Application of Content	Assessment	Planning Instruction	Instruction Strategies	Professional Practice	Leadership and Collaboration
ENGL 2211				X						
ENGL 3311				X						
ENGL 2257(8)				X						
ENGL 2267(8)				X						
ENGL 2277(8)				X						
ENGL 2280				X	X					
ENGL 2281		X	X	X	X	X				
ENGL 3327	X	X	X	X	X	X				
ENGL 3356		X	X	X	X					
ENGL 4407	X	X		X	X					
ENGL 4431	X				X	X	X	X		
ENGL 4433	X		X		X	X	X	X	X	X
ENGL Pre-1800				X						
ENGL Post-1800				X						
ENGL 4476(7)				X						
ENGL 4487				X	X					
EDUC 3309	X	X	X	X	X	X	X	X		
ST TEACH	X	X	X	X	X	X	X	X	X	X

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English as a New Language

B.1 Unacceptable Sub-Standards from State Report:

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.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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.

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	X		

3.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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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.

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies	X		

4.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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.

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

5.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of the influence of culture on student motivation and management skills. There is no mention of classroom management or motivation in evidence submitted under this standard.

Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.	X		

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5.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Standard 6: Communication Skills – The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Understanding of a Variety of Communication Techniques	X		

6.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding or the use of a variety of communication techniques. High percentages of passing scores on the ESOL Praxis II demonstrate that candidates are knowledgeable in communication to foster in inquiry collaboration, and supportive interaction in and beyond the classroom. There is evidence to support this area in assignment guidelines evidence, but not in sufficient quantity to justify an acceptable rating.

Element	Unacceptable	Acceptable	Target
6.2 Performance Using a Variety of Communication Techniques	X		

6.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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

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

7.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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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 program effectiveness.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning	X		

8.1 The program provides little or no evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning. High percentages of passing scores on the ESOL Praxis II demonstrate that candidates have knowledge of assessment specific to English language learners and English language proficiency. Candidate interviews support that there is an overall general need in the area of both formal and informal assessment. It is noted by the reviews that the state is in the initial adoption of a new ELPA and therefore has not allowed sufficient time for this content to be embedded in course content.

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

8.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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.

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

9.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

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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.

Element	Unacceptable	Acceptable	Target
10.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

10.2 Due to lack of completers and/or current candidates there is little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

B.2 Recommended Action on English As A New Language:

- Approved
- Approved Conditionally
- Not Approved

Areas for Improvement:

As Idaho joins the WIDA consortium and adopts the W-APT and ACCESS 2.0 this may provide an ideal time for the design and implementation of a standalone ELL instruction and assessment course. Considering that ELLs are the fastest growing special population of students, it might be beneficial to separate ELL out of the special education course and design a general education course, for all candidates' preparation, covering multiple components of lesson design, delivery, modification, assessment, ELL legislation (state and federal), as well as cultural competence. All of these are crucial in the education of ELLs that candidates are bound to encounter regardless of a general education, content area, or specialist placement in a school.

It is evident that the ENL methods courses are well designed, implemented, and received by candidates. Conversely, it is not evident how the other course requirements for an ENL credential connect or that they are as thoughtful and intentional. Unfortunately, a few great methods courses don't constitute an approved program.

B.3 Actions Taken:

This program report was a bit more difficult to address, as the majority of unapproved substandards were related to performance areas. Because the program is so small, limited

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performance evidence was available to reviewers, even though the inputs and knowledge standards were found to be acceptable. The COE leadership decided to focus on the three areas found to be deficit in *Knowledge Standards*, believing that if all knowledge standards are acceptable at the time of the next visit, the program will be approved regardless of a limited number of candidates. However, in trying to address where program changes needed to be made, another difficulty for COE leadership was the fact that candidates are highly successful on the Praxis II exam, which is the primary indicator of knowledge standards being met. This indicated that evidence of knowledge requirements may not have been adequately highlighted in the ENL syllabi, which may have been weighed equally with the Praxis scores by the reviewer.

Supplementing *Knowledge Standards 5.1, 6.1, and 8.1* was addressed by working with content experts in the anthropology and English departments to add new coursework requirements to strengthen the language acquisition foundation of the program. Because the ENL program is primarily housed within the College of Education, no formal proposals had to be presented outside of the college, as was the case with the English revisions. The ENL program lead is revising syllabi to directly and purposefully show alignment to the standards and, as suggested in the *Areas for Improvement* section, the program lead is staying current with the WIDA Consortium.

The primary change adopted by the college, however, is the addition of a focused internship in ENL. Prior to the state visit, candidates were placed in classrooms with high ENL populations, and asked to focus lesson planning and delivery on ENL strategies. The college's field placement department has since identified ENL endorsed teachers in our local schools who will assist us with making placements in classrooms where interventions for second language learners will be the focus of the entire practicum (EDUC 4464).

The program changes illustrated below will lead to a stronger, more focused ENL program, and catalog changes will be submitted to the Curriculum Council for immediate implementation once the PSC approves these changes.

B.4 Program Proposal in Response to Findings:

Recommended Coursework for PSC Program Approval

Modern Language (per state requirements)

ENL CORE:

EDUC 4460 Foundations of ESL

EDUC 4463 ESL Methods

EDUC 4464 ESL Practicum

ENGL 3356 Ethnicity in Literature

EDUC 4494 Student Teaching

ANTH 4450/4455 Introduction to Sociolinguistics/Introduction to Linguistics

ENL ELECTIVES (Choose 1):

ANTH/ENGL 1107 Nature of Language

ENGL 2280 Grammar and Usage

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	STND 1	STND 2	STND 3	STND 4	STND 5	STND 6	STND 7	STND 8	STND 9	STND 10
MODERN LANGUAGE										
EDUC 4460		X	X		X	X				
EDUC 4463	X	X	X	X	X	X	X	X		X
EDUC 4464			X	X	X	X	X	X		X
ENGL 3356 (New Requirement)	X									
EDUC 4494 (Focused interventions)	X	X	X	X	X	X	X	X	X	X
ANTH 4450/ENGL4488 (New requirement)	X	X								
ANTH/ENGL 1107 (New elective option)	X									
ENGL 2280 (New elective option)	X									

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Economics

C.1 Unacceptable Sub-Standards from State Report:

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.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter	X		

1.1 The program provides little evidence that teacher candidates possess adequate understanding of basic economic concepts. The students are not required to take a foundational history of economics course that provides background economic knowledge, including but not limited to: culture, values, belief systems, environmental and geographic impacts, labor unions, etc. Foundational knowledge and understanding of economics was not evident in student work. Additionally, based on low enrollment and a low number of passing Praxis II scores, evidence provided was insufficient.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Based on a very limited amount of student work samples and evidence, the program provided little evidence the teacher candidates possess the ability to engage students in the application of economic concepts.

C.2 Recommended Action on Economics:

- Approved
- Approved Conditionally
- Not Approved

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Areas for Improvement:

Area 1.1 relies on Praxis II performance data and student teaching artifacts to demonstrate candidate competency. While these are supportive in demonstrating candidate knowledge, actual course lists, syllabi, and content course work samples are needed to adequately demonstrate candidate content knowledge. Additionally, the low number of completers limits the usefulness of the Praxis II scores. The fundamentals of economics are not present in the only required course work for economics. This foundational content is given in an elective economics course, The History of Economics Econ 3323.

C.3 Actions Taken:

As with the ENL program, a low numbers of completers make it difficult to truly know where program adjustments are necessary – particularly when candidates are scoring well on the Praxis II indicating that foundational knowledge is primarily acceptable. The COE recognized the deficit in coursework related to the foundations of economic history and philosophy. Prior to the state’s visit, the recommended class, Econ 3323, was a requirement for economic majors only. The college has not produced any economics majors, and so the course syllabi was conspicuously absent during the review.

Proposed program changes include a foundations class now required for *any* candidate seeking an endorsement in Economics, specifically Econ 3306 in place of Econ 3323. Additionally, a personal finance class has been added as a requirement to ensure that candidates have knowledge that will allow them to assist students in directly applying content in a relevant way. The chair of the economics department worked with COE leadership to determine which courses best met candidates’ needs according to the state report, and these new requirement will go forward to curriculum council once the PSC reviews the proposed program changes.

The table below is different from the other two programs in that only one standard was found to be in deficit. The economics department worked collaboratively to align knowledge standards and performance evidence to make evident the acquisition of necessary knowledge to meet this one standard.

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C.4 Program Proposal in Response to Findings:

KNOWLEDGE	REQUIRED COURSE	EVIDENCE
<p>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).</p>	<p>Economics 2202</p> <p>Economic Way of Thinking: Students will learn and apply the economic way of thinking, such as marginalism and opportunity costs. Other aspects include applying the basic economic principles, the concept of supply and demand, and why countries trade.</p> <p>Market Equilibrium and Applications: Students will understand market efficiency and the impacts of government intervention – included aspects are price floors and price ceilings, consumer and producer surplus, and efficiency.</p> <p>Producer and Consumer Theory: The circular flow between firms and households will be a central focus – to understand this, the students will understand the production and cost measures needed to evaluate a market structure.</p> <p>Market Structures: Students will compare different market structures – from perfect competition to imperfectly competitive markets.</p>	<p>Student performance on tests and/or quizzes will demonstrate student proficiency.</p> <p>Students’ applications of the subject will be demonstrated by analyzing different supply and demand interaction questions – different examples and scenarios will be asked. Shifts versus movement along curves is a central emphasis in this area.</p> <p>In order to assess market outcomes, student should demonstrate proficiency the different types of market structures that exist; the differences and similarities of various market structures will be discussed and graphically analyzed.</p> <p>GERC assessment questions will be used to evaluate the outcomes (see attached document). For these questions, there are three different levels of difficult: easy, medium, and hard.</p>

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<p>2. The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.</p>	<p>Economics 2201</p> <p>Macroeconomic Concepts and Applications: Students will learn and apply macroeconomic concepts such as scarcity, GDP accounting, unemployment, inflation, real and nominal interest rates, price levels, and fiscal policy.</p> <p>Fiscal Policy, Monetary Policy, and Policy Implications: Changes in fiscal policy (e.g., taxes, government spending, changing deficits/surplus) and monetary policy will be studied. Students will study how changes in each are expected to impact outcomes such as unemployment and inflation.</p>	<p>Student performance on tests and/or quizzes will demonstrate student proficiency.</p> <p>Students' applications of the subject will be demonstrated by analyzing applications, scenarios, and examples pertaining to unemployment and influencing factors.</p> <p>GERC assessment questions will be used to evaluate the outcomes (see attached document). For these questions, there are three different levels of difficult: easy, medium, and hard.</p>
<p>3. The teacher understands the functions and characteristics of money.</p>	<p>Economics 2201</p> <p>Fiscal Policy, Monetary Policy, and Policy Implications: Changes in fiscal policy (e.g., taxes, government spending, changing deficits/surplus) and monetary policy will be studied. Students will study how changes in each are expected to impact outcomes such as unemployment and inflation.</p>	<p>Student performance on tests and/or quizzes will demonstrate student proficiency.</p> <p>Students' applications of the subject will be demonstrated by analyzing different fiscal and monetary policy examples.</p> <p>GERC assessment questions will be used to evaluate the outcomes (see attached document). For these questions, there are three different levels of difficult: easy, medium, and hard.</p>
<p>4. The teacher understands economic systems and the factors that influence each</p>	<p>Economics 3302</p> <p>The student understands how</p>	<p>Student performance on tests</p>

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<p>system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).</p>	<p>culture and values influence preferences, and combined with budget constraints determines optimal purchasing options.</p> <p>The student understands how technology and the environment influence production costs and how business firms can make profit maximizing decisions relative to the market in which they operate.</p> <p>The interaction of buyer behavior and seller behavior lead to equilibrium outcomes which students become dextrous in understanding.</p> <p>When market outcomes yield less than optimal solutions, notably market failure, students will understand how government intervention or other institutions can improve outcomes.</p>	<p>and problem set will demonstrate student proficiency.</p> <p>Students will deal with hypothetical and real data to understand production and costs, and the decision making business must consider on tests and problem sets.</p> <p>Students demonstrate proficiency in partial equilibrium and general equilibrium models on tests and assignments.</p> <p>Students knowledge is demonstrated by considering a series of second best situations on tests and assignments.</p>
<p>5. The teacher knows different types of economic institutions and how they differ from one another (e.g., business market structures, stock markets, banking institutions, and labor unions).</p>	<p>Personal Finance 1115 <i>(New requirement)</i></p> <p>Goal 8: Stock markets and banking institutions</p>	<p>Stocks and bonds – see item 7. Banking and financial institutions. The regulatory environment, consumer perspectives and features of bank financial services products, predatory lending, causes and concerns of the unbanked Covered in homework and embedded testing in the following chapters:</p> <p>Chapter 4: Banking and Financial Institutions</p> <p>Chapter 5: Consumer Credit,</p>

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		<p>Credit Cards and Student Loans</p> <p>Chapter 6: Credit Bureau Reports and Identity Theft Chapter 7: Auto and Home Loans</p> <p>Insurance appropriate to various life stages covered with Chapter 10, homework, embedded test questions and a homework “Insurance Audit”</p> <p><u>Business market structures:</u> Embedded Test Questions Exam 3: Organizing and starting a business</p>
<p>6. The teacher understands how economic institutions shaped history and influence current economic practices.</p>	<p>Economics 2202</p> <p>Role of Economic Institutions: The establishment of the market system will be discussed in class. Other aspects such as financial and economic institutions will be studied and analyzed. Government intervention will be analyzed; both economic and social implications will be studied.</p> <p>Production, consumption, and distribution of goods and services is another area that will be studied. Income distribution and redistributive policies (i.e., government intervention) will be studied in terms of why government intervention is needed.</p> <p>Economics 3306 <i>(New requirement)</i> Overview of the academic and</p>	<p>Student performance on tests and/or quizzes will demonstrate student proficiency.</p> <p>GERC assessment questions will be used to evaluate the outcomes (see attached document). For these questions, there are three different levels of difficult: easy, medium, and hard.</p>

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	<p>philosophical development of economic thought since its inception to modern times. Readings will come from original sources including Aristotle, Aquinas, Smith, Malthus, Ricardo, Marx, Mill, Marshall, Veblen, and Keynes.</p>	
<p>7. The teacher understands the principles of sound personal finance and entrepreneurship and personal investment.</p>	<p>Personal Finance 1115 Goal 8</p> <p>Principles of sound personal finance</p> <p>Entrepreneurship</p> <p>Personal Investment</p>	<p>Principles of sound personal finance Student satisfactorily completes three written projects Exhibit A General Education Assessment, career and debt story, Exhibit C General Education Assessment, budget project</p> <p>Homework to include (1) assessing one's credit report and interpreting it. If not credit history, homework discusses how to establish credit responsibly. (2) Exhibit H General Education Assessment-understand ethical and social issues associated with credit</p> <p>Student is assessed with (1) embedded test questions on topics including obtaining and responsibly using credit, mortgages, student loans, insurance and financial planning. (2) Exhibit G test question General Education Assessment - evaluating a hypothetical credit report.</p> <p>Stocks, bonds and mutual funds: Gen Ed Assessment Plan</p>

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		<p>Exhibit D: Stock Data Analysis. Exhibit E Gen Ed Assessment comparing mutual funds and Gen Ed Exhibit J Assessment Stock and Bond Homework</p> <p>Entrepreneurship Students are assessed with questions embedded in exams covering all the options for organizing and starting a business, the pros and cons or organizational forms and funding options.</p> <p>Personal Investment Students research online sources of data for common financial assets (mutual funds and stocks), compare the features of a defined contribution and defined benefit retirement plan, develop an understanding of the role of risk and individual risk tolerance in investing decisions, read and research stock and mutual fund data</p>
<p>8. The teacher understands fiscal and monetary policy.</p>	<p>ECON 3301</p> <p>Monetary policy</p> <p>Fiscal policy, government spending</p>	<p>Students will actively participate in a Federal Open Market Committee (FOMC) simulation using the most current resources available, including the Beige Book, to prepare and support a monetary policy action.</p> <p>Students will understand how government spending influence aggregate economic activity and unemployment by performance on problem sets</p>

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	Fiscal policy, taxes	and tests.
	Fiscal policy, deficits and debt	Students will understand how taxes influence aggregate economic activity by performance on tests and problem sets. Students will work with current data to understand federal budget deficits, the national debt, and the impact of changing demographics on these metrics on tests and problem sets.

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Conclusion

The Idaho State University College of Education leadership thanks the Standards Committee and the entire Professional Standards Commission for considering the above changes. It is our strong desire to continuously improve our preparation program in order to best serve Idaho school districts and, most importantly, Idaho's K-12 students. The COE is dedicated to implementing the above changes, as well as others, to meet and exceed the increasingly rigorous requirements set forth by the state in the preparation of educators.



National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

******Report*

NCATE Board of Examiners Team:

Dr. Jerry D. Bailey
Dr. Angela O. Owusu-Ansah
Dr. Jack Rhoton
Mrs. Joan K. Lewis
Dr. Timothy Letzring
Dr. J. Michael Clyburn

State Team:

N/A

State Consultant:

Annette S. Schwab

NEA or AFT Representative:

N/A

Continuous Improvement Visit to:

IDAHO STATE UNIVERSITY

College of Education
921 South Eighth Avenue
Pocatello, ID 83209
September 20-22, 2015

Type of Visit:

Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation

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**BOE Report for Continuous Improvement Pathway
(Updated May 2013)**

Summary for Professional Education Unit

Institution Name:

Idaho State University

Team Recommendations on Meeting Standards:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
Standard 2: Assessment System and Unit Evaluation	Standard Met	Standard Met
Standard 3: Field Experiences and Clinical Practice	Standard Met	Standard Met
Standard 4: Diversity	Standard Met	Standard Met
Standard 5: Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
Standard 6: Unit Governance and Resources	Standard Met	Standard Met

Not Applicable = Unit not reviewed for this standard and/or level

Team Recommendations on Movement Toward Target:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Not Applicable	Not Applicable
Standard 2: Assessment System and Unit Evaluation	Not Applicable	Not Applicable
Standard 3: Field Experiences and Clinical Practice	Not Applicable	Not Applicable
Standard 4: Diversity	Movement Toward Target (developing or emerging)	Movement Toward Target (developing or emerging)
Standard 5: Faculty Qualifications, Performance, and Development	Not Applicable	Not Applicable
Standard 6: Unit Governance and Resources	Not Applicable	Not Applicable

Not Applicable = Unit did not select this as a target standard

I. Introduction

I.1 Brief Overview of the institution and the unit.

Idaho State University is a public, Carnegie-classified research high and teaching institution located in Pocatello, Idaho. The university serves over 14,000 students on its main and satellite campuses. The institution offers over 250 programs in seven major units: The colleges of arts and letters, business, education, science and engineering, and technology; the division of health sciences; and the graduate school. The student body is 56 percent female. The university is regionally accredited, has a full complement of athletic programs, and features the L.E. and Thelma E. Stephens Performing Arts Center.

The mission of ISU is to advance scholarly and creative endeavors through the creation of new knowledge, cutting-edge research, innovative artistic pursuits, and high-quality academic instruction; to use these qualities to enhance technical, undergraduate, graduate, and professional education, health

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care, and other services provided to the people of Idaho, the nation, and the world; and to develop citizens who will learn from the past, think critically about the present, and provide leadership to enrich the future in a diverse, global society.

The unit is the College of Education. The college is organized into four departments, two of which prepare educators at the initial and advanced levels. These departments offer programs at the the bachelors, masters, specialist, and doctoral level. The head of the unit is the Dean of Education, and she is assisted by an associate dean. The unit in fall of 2015 had 43 faculty members and 511 candidates, 136 at the advanced level and 375 at the initial level.

The unit's mission is "Through excellence in teaching, scholarship, and service, we foster professionalism in all that we do."

Idaho has never been one of the most generous states in its support of higher education. And, as mentioned in Standard 6, ISU suffered losses during the "great recession" from which it has not fully recovered. Complicating the funding issue is that enrollment at ISU declined an average of 1.6 percent annually from 2010 to 2014. While the EPP suffered no more, probably, than any unit, none prospered.

In the midst of the recession in February 2011 the State Board of Education, which governs public higher education in Idaho and acting upon the recommendation of the university president, suspended ISU's faculty senate. This action came after years of academic governance disputes that had culminated in a four-to-one faculty vote of no confidence in the president. The Board in its action also instructed the president to "implement an interim faculty advisory structure," which led to faculty elections for this alternative group in April of that year. The faculty elected virtually the same group that had served in the suspended senate. Central administration, according to the AAUP, declined to consider the initial actions of the provisional senate, refused to give the group the keys to the senate office, and forbid the group's use of university email. The history of disputes on governance issues over years led the AAUP that June to sanction the university for "substantial noncompliance with generally accepted standards of academic governance." Open lines of communication across faculty and administration at all levels are still difficult.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an NCATE-only visit). Were there any deviations from the state protocol?

The State of Idaho does not generally utilize SPA recognition processes. Rather it uses a State approval process for the recognition of programs. At the time of the NCATE team visit, virtually all of the unit's programs were approved.

This NCATE visit was a concurrent visit. A team of 15 State members, led by a senior staff person from the SEA and two of her assistants, trained team members in the approval process, and then the entire delegation reviewed the unit's programs while the NCATE team was on campus. The NCATE team was generally informed regarding what the State team recommendations were going to be. Those recommendations are positive.

The two teams' interactions, though rare, were cordial, helpful, and collaborative. To the NCATE team's knowledge, there were no deviations from the State protocol.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The unit has several on-line advanced programs and a number of blended programs at the initial and advanced levels. Faculty from the satellite campuses traveled to the main campus and participated in the

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onsite review. Team members viewed on-campus distance learning sites and interviewed branch campus faculty.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

II. Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

The unit's Conceptual Framework at Idaho State University reflects the "Discover Opportunity" mission of the university. This mission has four themes: Learning and Discovery, Access and Opportunity, Leadership in the Health Sciences, and Community Engagement and Impact. From these flow the College of Education's vision and mission. The unit is comprised of the EPPs in two of the four departments within the college.

The college's vision is "Building on a tradition of excellence, we will work to continuously improve the education we offer." Its mission is "Through excellence in teaching, scholarship, and service, we foster professionalism in all that we do." The mission has five themes. They are:

1. We prepare and support professionals who are ethical and reflective and known for the quality of their work.
2. We provide recognized leadership in the support of our students, professional partners, and those who employ our graduates.
3. We promote a culture of caring, respect, and intellectual rigor within our college and beyond.
4. We foster collaborative relationships with the schools, communities, and professional organizations that we serve.
5. We advance our understanding of the professions we serve and the application of that understanding in practice.

The EPP's guiding values and beliefs promote a culture of learning through care, respect and rigor; foster collaborative relationships to maximize learning; and, prepare and support education professionals who are ethical and reflective.

The unit strives to reach for its vision and live by its mission while operating within a regulated State educational system.

III. Unit Standards

The following pages contain a summary of the findings for each of the six NCATE unit standards.

Standard 1

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Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Candidate assessment data revealed that candidates met institutional and state standards for content knowledge at various points during their program. GPA minimum (2.75) and Praxis I exam minimums were required at admission. Also, candidates entering the student teaching internship had the required content area GPA and had passed the Praxis II test specific to their certification area. Pedagogical content knowledge standards were met through the assessments that were addressed by the State Standard 7. Data presented evidence that candidates, in their candidate internship met and exceeded these standards in multiple assessments, including the Teacher Work Sample II (TWS II), where 99 percent of candidates were at acceptable or target levels.

The unit provided examples of how candidates considered school, family, and community contexts in beginning coursework. In EDUC 2204, teacher candidates identified and discussed research-based options for connecting schools, families, and communities in the Partnership Presentation. In this assessment, 51 percent of students met the target, and 42 percent were rated acceptable. Candidates were then assessed again, during their pre-internship and internship semesters, on their connection to the context of the classrooms in which they were placed. In the Teacher Work Sample 1 (pre-internship semester), 69 percent were at target, and 27 percent were rated acceptable; these scores had improved in the TWS 2 (internship), with 91 percent meeting target and nine percent rated acceptable. Additionally, candidates reflected on their practice in the TWS 1 and TWS 2 with both "inaction" and "on-action." Scores demonstrated candidate improvement as they moved throughout the program, with 71 percent meeting target in the TWS 1 and 89 percent in the TWS 2 (in-action) and candidates increasing from 56 percent for the TWS 1 to 89 percent (on-action) for the TWS 2.

Teacher candidates in initial programs focused on student learning and demonstrated this through various assessments. In particular, in the former Teacher Work Sample and the Teaching and Learning Plan I and II, candidates documented their effectiveness and impact in fostering P-12 student learning through candidate-created assessments related to learning targets. Teacher work sample data demonstrated that candidates met institutional standards in the design and implementation of instructional plans, the assessment of student learning, and the ability to reflect critically on their teaching effectiveness. The Teaching and Learning Plan required candidates to document their proficiency related to the four domains of the State mandated Danielson Framework for Teaching: planning and preparation, the learning environment, instruction, and professional responsibilities.

Moreover, work sample data presented evidence of growth in candidate pedagogical and professional knowledge and skills from the first work sample to the second. Data from work samples similarly identified that candidates were able to plan, teach, assess student learning and conduct themselves in a professional manner. For example, candidates, on average, showed a positive impact on student learning as indicated by the percentage of their students showing improvements from the pre-assessment to the post-assessment on achievement targets. Data from exit interviews demonstrate that candidates are well prepared as judged on the five dimensions taken from the unit's standards for beginning teachers: verbal communication, professionalism, attitudes, thinking skills, and judgment.

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According to the unit's assessment plan, candidates are evaluated on their dispositions at multiple points in their programs. All applicants for admission to initial teacher education programs must complete an admission interview. The interview assessed each candidate's prerequisite dispositions and skills based on five criteria: professionalism, communication skills, attitudes, thinking skills, and judgment. All current teacher candidates were judged to qualify for admission based on the interview performances. In addition, data from the Instructor Recommendation Evaluation measured dispositions prior to admittance. Of those admitted, 100 percent met the targets related to Professional Commitment and Responsibility.

Prior to and during the Student Teaching Internship, candidates were evaluated through a discretionary assessment, the Professional Progress Report (PPR), submitted by course instructors. The PPR has 14 standards-linked dispositional dimensions that are rated using three-point descriptive scales. The PPR is used to commend student dispositions or to recommend areas of needed improvement. In 2012-2013 only 9 (18.8 percent) of the 48 PPRs reported concerns and/or recommended improvements. Thirty-five PPRs (72.9 percent) were used to identify positive achievements, and four (8.3 percent) were used for both purposes. During their program coursework, candidates were also assessed on dispositional standards through the following assessments: Philosophy Paper, Classroom Management Case Analysis, and the Teacher Work Sample I and II.

Follow-up surveys asked alumni and principal/employers to respond to candidates' performance in relation to professional dispositions. Per the unit's assessment system, in earlier years advanced school leadership candidates' knowledge and skills were assessed through a cycle of standards-based assessments, educationally-based scenarios, and classroom presentations. Standards-based rubrics now assess candidates' knowledge, skills, and dispositions at the end of every course. Faculty use documentation and feedback from clinical placements to help determine candidates' ability to apply knowledge to practice in operational settings. A case study requires candidates to resolve complex school problems using acquired knowledge, skills, and dispositions. Annual assessment data indicates that school leadership candidates consistently meet standard indicators at the target or acceptable target levels. Interviews did reveal that leadership candidates' special education content knowledge was not at the highest level.

Candidate knowledge of learner, family, and community needs is assessed and documented through standards-based assignments, course discussions and clinical placement portfolio entries. Candidates are required to review, analyze, and apply current research to complex educational problems and to apply that research during the case study and clinic placement assignments. Candidates integrated technology into professional practice as part of course and clinical placement assignments. Data regarding candidate use of technology are gathered in multiple courses. Faculty use assignment rubrics to assess candidate's ability to integrate technology to facilitate learner engagement and achievement. Candidates log standards-based experiences and provided relevant examples of the application of standards during clinical placements.

Advanced program candidates are assessed on understanding and demonstrating pedagogical and professional knowledge and skills. The educational leadership program utilizes portfolios from internships and practicums to assess candidates' abilities for creating effective learning environment and building upon the developmental levels of P-12 students. Candidates in the elementary and secondary M.Ed. programs use capstone projects to document their impact on student learning. According to the IR and interview data, all courses emphasize topics and assignments that support a positive learning environment for all learners. Candidates develop vision and belief statements, supervise lesson presentations, develop a school-wide discipline plan, and formulate a school budget as examples of course activities that support a positive learning environment for students. Candidates complete clinical placements; they work with different age-level students at the elementary, middle, and high school levels. All advanced level courses include topics and assignments that support a positive learning

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environment for all learners. During clinical placements, candidates invest time fostering positive learning environments for all students and assess the impact of administrative decisions on student learning. Candidates are provided with educational situations specific to diverse learner characteristics at all educational levels and provided research-based rationale to support decisions impacting learners at that level. Candidate decisions are assessed according to the developmental needs of the learners. Candidates complete clinical placements at the elementary, middle, and high school levels. Candidates collect, analyze and use diversity data in their clinical placements to address the unique learning needs of all students. Courses incorporate educational diversity topics into class discussions, assignments, and assessments. Courses aim to help candidates understand how policy guides their work as leaders. Candidates are required to justify their educational decisions based on existing policy, using standards-based rubrics that assess candidate's understanding of those education policies. Even given all of the emphases on student learning in candidates' programs, program completers in interviews stated that they needed more expertise working with special education populations and issues.

Candidates in clinical placements are required to know and follow existing school policies. Dispositions are highlighted in course syllabi and emphasized in course discussions as essential to educational effectiveness. Dispositions are continuously assessed by faculty via course assignments and during professional interactions using standards-based rubrics and during clinical placements by on-site supervisors. Candidates provide evidence of meeting dispositional standards, such as acting ethically and with integrity and fairness via field placement documentation and when responding to class-based situations. Candidates draft a vision statement and demonstrate, via peer evaluations that they incorporate strategies that promote fairness and a belief that all students can learn. Documentation of clinical experiences reveal candidate dispositions toward student learning. Clinical coordinators interview on-site supervisors to assess dispositional levels. Dialogue during course discussions and clinical placements reinforce candidates' awareness, understanding, and commitment to student achievement. Candidate dispositions are evident in their written responses and oral presentation on the capstone project. Candidates in clinical placements submit evidence of interactions with students, families, and communities. Candidates are required to attend school and community events, school board meetings, and extracurricular events where candidates interact with key educational stakeholders. Documentation of these interactions is submitted for class assignments. Candidates also develop a comprehensive school community relations plan.

In summary, knowledge and skills for other school personnel (OSP) are demonstrated through syllabi, rubrics, and the narrative in the IR. Candidates are assessed through a cycle of standards-based assessments, case studies, and classroom presentations. OSP syllabi indicate that standards-based rubrics are used to assess candidates' knowledge, skills, and dispositions at the end of every course. The program utilizes a case study method, which requires candidates to resolve complex school problems using acquired knowledge, skills, and dispositions. Unit programs were subjected to a standard based review with careful evaluation of the IR and all submitted exhibits related to the preparation of candidates to work in schools as teachers or other school professionals. Special attention was given to on-campus interviews with faculty, administrators, candidates, and program completers, and a review of assessments. The team found that candidates met professional, state, and institutional standards. Unit measures demonstrated evidence and trends supportive of continuous improvement. The IR and exhibits documented focused and assessment-driven continuous improvement strategies and actions by program leaders and faculty. The intentional alignment of the unit's curriculum and instruction with state and institutional standards was evident in all programs.

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1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 1.2.b.

1.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

1.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

For initial and advanced programs for teacher candidates, and in response to changes in requirements at the state level, faculty developed new assessments and realigned or revised existing assessments to meet new standards and requirements. The unit compared the new standards to the older Idaho Core Teacher Standards (ICTS), which were adopted by the College of Education in 2005 along with three additional standards.

New requirements emerged in 2008 that all teachers were expected to meet the requirements defined in State Board rule (08.02.02: Rules Governing Uniformity) and outlined in the Outline of State-Specific Core Teaching Requirements for Program Approval. These new requirements and state mandated assessments served to inform the conceptual framework, coursework, fieldwork, and practical experiences to reflect current practice.

These requirements included the Idaho Comprehensive Literacy/ELA Common Core Instructional Shifts Assessment, Technology Assessment, Mathematics Common Core Instructional Shifts and Mathematical Thinking for Instruction (MTI), and Clinical Practices and Summative Performance Assessment. Praxis Core Academic Skills for Educators Tests measured academic skills in reading, writing and mathematics. These tests were designed to provide comprehensive assessments that measured the skills and content knowledge of candidates entering teacher preparation programs. The Core Reading test required the integration and analysis of multiple documents. The Core Writing test assessed both argumentative writing and informative/explanatory writing, and assessed strategies for revising and improving text. The Core Mathematics test included numeric entry and multiple choice questions that tested mathematical reasoning.

The unit created a Moodle course to help prepare identified candidates. The intent of the Moodle course was to provide familiarity with the exams and provide a resource to students taking them. During the summer 2013, faculty worked to bring the Teacher Work Sample I and II into alignment with new standards and state requirements for clinical work based on the Charlotte Danielson Framework for Teaching (FFT).

The State of Idaho suggested the adoption of a 21st Century Lesson Plan Template for classroom teachers to follow; this template was incorporated into the unit assessments and was renamed the Teaching and Learning Plan I and II (TLP I and TLP II). The TLP I was piloted in the on-campus based EDUC3309 (pre-internship) courses during the 2013-2014 school year and was adapted based on faculty/student input. It was fully adopted as the assessment of pre-internship clinical work for the 2014-

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2015 academic year. Faculty viewed it as a better indicator to use, as it would better prepare candidates for the use of the State mandated Common Summative Assessment and Individualized Professional Learning Plan, which were adopted as summative assessments of performance in the Student Teaching Internship course. Both assessments were based on the Charlotte Danielson Framework for Teaching.

At present, student teaching interns complete the TWS II assessment or the TLP II, based on when they completed their pre-internship semester (EDUC 3309). In the student teaching internship, the unit piloted a TLPII that requires much more autonomy and purpose and requires significantly less scaffolding than the TLP I in selecting and justifying artifacts that show evidence of proficiency on the Framework for Teaching. The pilot TLPII should be revised and in place for use in the 2015-2016 academic year. Along this same line, most of the curricula, assessments, guidelines and rubrics for the developmental coursework building to the Student Teaching Internship were revised to include instruction and assessment in the Common Core State Standards Instructional Shifts and the Framework for Teaching as appropriate.

An additional area of planned improvement is the development of a more intentional scope and sequence within the coursework. Candidates do not receive common instruction (in Core coursework) in assessment until their pre-internship. Most methods courses (which are not core teacher education courses, but are program specific) provide instruction about assessment specific to course content.

A committee has been formed to reorganize coursework and propose a more coherent scope and sequence of coursework, which begins with assessment and planning, so that these topics and concepts can be integrated into more courses and be implemented throughout the rest of programs. A new Online Teaching Endorsement has been added that will expand access to and interest in the master's degree programs in Instructional Technology, Elementary Education, and Secondary Education. The unit is also developing another advanced endorsement program, Mathematical Consulting, for the improvement of outreach into public schools across the region. That endorsement is expected to begin accepting students as early as the fall of 2015.

Additionally, a faculty committee is working to develop a new degree program, the Masters of Arts in Teaching (MAT), that will be an addition to the current accelerated certification program and allow qualified college graduates to work toward initial certification, while earning a master's degree. Development of this program will allow the unit to tap into and contribute to the quality of the estimated 40 percent of teachers in Idaho who enter teaching via an alternative pathway.

Faculty have developed standards-based outcomes and assessments for each course in the unit's current programs. Assessment data and faculty perceptions of candidate progress and program quality are reviewed at program area meetings. When significant program revisions are identified, faculty involve regional practitioners in the development and improvement of program design and course outcomes.

1.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

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NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

1.3 Areas for Improvement and Rationales

1.3.a What AFIs have been removed?

AFI	AFI Rationale
The unit does not ensure that candidates for other school professional roles are able to create positive environments for student learning and understand and build upon the developmental levels of P-12 students with whom they work. ADVANCED ONLY	A review of educational leadership coursework and faculty and candidate interview data presented evidence that instruction and course content were devoted to the development of the skills, knowledge, and dispositions necessary to establish and sustain positive educational environments. Evidence was presented that candidates were systematically assessed via class and clinical experiences regarding their ability to create and sustain positive learning environments.
Professional dispositions are not systematically assessed at the advanced level. ADVANCED ONLY	A review of course syllabi, class assessments, assignment rubrics, assessment reports, program handbooks, and course evaluation instruments presented evidence that school leadership and other advanced program candidates' professional dispositions were systematically assessed through faculty observations, and during class and clinical activities.

1.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

1.3.c What new AFIs are recommended?

AFI	AFI Rationale

1.4 Recommendations

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Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 2

Standard 2: Assessment System And Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit has an assessment system, which has been in transition since 2013, and to date, has focused primarily on candidate assessment. The reconstruction of the assessment system involves reorganizing assessment functions among three information technologies, namely a database-relational system, a portfolio aligned with multiple-standards software, and Excel, respectively. Currently, FileMakerPro (FMP), the relational database, serves as the unit's primary information technology, and most recently, TaskStream provides candidates a portfolio of key assessments aligned with multiple-standards. According to the unit's TaskStream Implementation Timeline plan, the system continues to evolve to incorporate TaskStream in assessing initial and advanced candidates on multiple professional standards and admission requirements and to create a comprehensive integrated technological assessment system. Currently, the assessment system aligns the initial candidate proficiencies based on Danielson's work with the State of Idaho's Teacher Education Preparation Program Standards (also based on Danielson) and the national Interstate New Teacher Assessment and Support Consortium (InTASC) standards. The initial key assessments have been transferred from FMP and are being assessed in TaskStream, beginning with the 2014-2015 academic year. The advanced educational administration program has rubrics for key assessments aligned with Interstate School Leaders Licensure Consortium (ISLLC) standards. For advanced programs in school counseling and speech therapy, assessments are aligned with Council for Accreditation of Counseling and Related Education Programs (CACREP) and American Speech-Language Hearing Association (ASHA), respectively. There are plans to transfer and assess advanced key assessments into TaskStream. Current initial candidates, most faculty, and program assessment coordinators affirm their access and use of TaskStream to monitor candidate performance. According to the former associate dean and program assessment coordinators, data analysis and synthesized results in report form are shared with faculty who reflect on and use the data to make course level decisions.

To reduce bias and increase fairness, rubrics are used in initial and advanced programs, as evidenced in TaskStream for initial candidates and confirmed by university supervisors and advanced and initial candidates interviewed. University supervisors, school principals, and anti-bias training material provided evidence of regular workshops on reducing bias conducted for cooperating teachers. University supervisors and principals spoke about training they receive in assessments and assessment language,

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increasing their efficacy and accuracy in unit assessment expectations. Advanced and initial candidates attributed, in part, fairness in assessments to availability of faculty, and university supervisors stated that assigned faculty mentors contribute to their ability to be fair in assessing candidates. Advanced candidates, school principals, and university supervisors believe that the Danielson framework standardizes instruction and learning and reduces bias. Advanced programs have pairs or teams of faculty assess select assignments to heighten inter-rater reliability and increase consistency and accuracy. Assessor guidelines have been written for most assessments to ensure scoring accuracy and consistency. For initial programs, core teacher education instructor teams meet regularly to review assessment guidelines, scoring rubrics, and assessor guidelines for the core teacher education assessments. Each course team leader or program assessment coordinator conducts periodic rater training to foster inter-rater agreement. Instructors also exchange sets of performance assessments completed by candidates and independently score them to examine the consistency of their ratings. For the advanced programs, similar efforts are planned and underway for the core master of education assessments.

The unit assesses initial and advanced candidates multiple times in multiple forms. Cooperating teachers, partnering principals, faculty, and initial candidates affirmed that initial candidates are assessed on standards in every course multiple times by faculty, who assess candidates on knowledge, and cooperating principals and teachers, who during clinical experiences assess candidate performance relative to the standards. Examples of multiple forms of initial assessment include admission interviews, PRAXIS I skills, PRAXIS II subject matter, portfolio entries, teacher work samples, and surveys. Initial candidates are also assessed at four key transition points at admission, clinical placement, qualification for producing a clinical capstone, and program completion. Advanced candidates in licensure programs have admission, entry to clinical, exit from clinical, program completion and after program completion as transition points. Non-licensure advanced candidates also have five transition points: admission, completion of coursework, portfolio or practicum, comprehensive exam and dissertation, and graduate surveys. Evidence of multiple assessments were found in initial programs in TaskStream, and multiple assessments for advanced programs were found in both FileMakerPro and faculty Excel summaries.

The unit's assessment system is, or has been, maintained, evaluated, and refined by the program accreditation coordinators, the associate dean, the assessment coordinator, and the former associate dean, who managed the system prior to 2014. The associate dean and assessment coordinator are in charge of data management; preparation of annual assessment reports on candidate performance; assessments and reports on unit operations; assessment of unit operations and program assessment plans; and, follow up surveys on the success of program graduates. The unit conducts studies on reliability, validity, and fairness of common performance assessments when new assessments are designed and implemented, as evidenced by assessment records, publications, and the former associate dean. According to the dean, the associate dean, and program accreditation coordinators, during the transition years 2014-2015 the responsibilities for assessment, which included working in consultation with members of the professional community including professionals from other colleges, practicing P-12 educators, Graduate Studies Committee, and the Teacher Education Core Assessment Committee, have been in flux. For instance, the Teacher Education Core Assessment Committee had been dissolved, and in its place are program-based committees.

The context is complicated by the history of assessment and accreditation personnel in the unit. Historically, an associate dean had been the director of assessment. He maintained a relatively comprehensive set of some data on FileMakerPro. He resigned his associate deanship at the beginning of the spring semester 2013; however, he maintained his title as assessment director and professor until the end of academic year 2014-2015. A new associate dean, hired from the State Department of Education, came on board early in the spring semester of 2014. At the end of the fall semester 2014, the NCATE coordinator unexpectedly left the university. The new associate dean assumed the NCATE coordinator's role in addition to her other responsibilities. The work of assessment coordinator fell to an interim from May 2015 until September 2015 when she was named coordinator. The processes for the assessment

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system are partially, as a result, a work in progress.

There was documented evidence of collaboration in assessments review among the internal and external stakeholders prior to the transition years. There was evidence of the 2008 assessment plan tentatively providing governance and maintenance of the system, and the emergence of the current assessment plan's implementation. According to the documentation, the accreditation coordinators, and the dean, assessment plans have been developed for initial and advanced programs in general, and also for each program. Faculty who serve as program assessment coordinators are assigned to monitor each program's plan on candidates' meeting core state standards. However, some programs, such as the Early Childhood Education programs, the Music Education program, and the revised Special Education program do not require their candidates to complete all of the core teacher education courses and therefore, do not require their candidates to pass all of the core teacher education assessments. The plans have a heavy emphasis on the initial teacher education programs but minimally address the advanced education programs in school counselor education, school psychology, speech, and educational leadership.

A unit assessment plan for advanced programs was not available. Annual reports are generated based on the focus of the program assessment plans. An assessment report for 2014 exists for the advanced master's degree program in elementary and secondary education, but not for all advanced programs.

The unit has a system in place for candidates' formal complaints or grievances associated with academic issues as well as a system for candidates with nonacademic complaints/grievances. Formal complaints are handled in a manner consistent with university policy. University policy procedures for informal and formal complaints are also outlined in the College of Education post on the intranet. The document is also available to candidates from the College of Education Advising Center. Advanced candidates believe the advantage of having small classes enabled them to approach faculty with complaints or to address complaints with their advisors. Candidates, alumni, faculty, the advising center, and the dean provided evidence of managing candidate complaints systematically.

There is evidence that the unit collects initial and advanced data annually, or at other designated times, from key/common assessments and completes a variety of assessment reports at the course level. However, the process that is used to collect, compile, aggregate, summarize, and analyze the data during this period of transition is not clear in a unit assessment plan. The changes made in programs (initial and advanced) and unit operations are not systematic, nor based on data collected and analyzed by the assessment system. The system is designed to report analyzed data at the program and unit level. At the unit level, the unit does not have an established follow-up on the data generated. At the program level, program coordinators facilitate faculty course-related reflections and course changes based on the data from the assessment system. However, the course level reflections and changes do not systematically impact or inform improvements made in the program and the unit.

2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 2.2.b.

2.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

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2.2.b Continuous Improvement.

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What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit has currently enhanced its technological component of the assessment system by adding TaskStream to existing technologies, FilemakerPro and Excel. An important aspect of the unit's assessment system is the ongoing development and continuous improvement of its data management system. At present, the unit plans to continue to expand and to improve their FileMakerPro databases, the integration of TaskStream, and supportive role of Excel. As the institution moves forward with its assessment system transition the plan is to take advantage of new opportunities to increase the relational organization of candidate information and performance assessment data. The unit plans to revise their data management system periodically to take advantage of changes in information technology and develop systems that help the unit produce initial and advanced graduates, proficient in unit, state, and national professional standards.

External sources, such as NCATE and state program reviews, provide feedback that informs continuous improvement decisions of the unit. Internal sources, also impact unit change. For example, according to the advanced candidates, advanced program alumni expressed internships of 400-600 hours were prone to decrease in the quality of the experience. The unit responded by changing the internship hours to 260. Additionally, principals of partner K-12 schools were dissatisfied with the process used to place candidates in internships. The dean and the principals have designed a more streamlined candidate placement process in response to the principals' concerns.

The former associate dean of assessment conducts credibility evidence analyses, and reliability/validity studies on newly developed and implemented assessments. The results are published in journals and presented at conferences. The unit has at its disposal valid and reliable values of its assessment.

The unit's assessment system is currently in transition, with the intent to mature and continuously improve, by merging the best of the old system and the new.

2.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

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Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
<p>Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are no plans and timelines for attaining target level performance</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>OR</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for sustaining target level performance as described in the unit</p>

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as described in the unit standard.	described in the unit standard. [BOE specifies which is present and which is not in their findings.]	described in the unit standard.	standard.
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2.3 Areas for Improvement and Rationales

2.3.a What AFIs have been removed?

AFI	AFI Rationale
With the exception of the Master's in Literacy and School Psychology programs, the unit does not systematically collect and analyze data for program and unit improvement at the advanced level. ADVANCED ONLY	The unit has a system in place designed for the systematic collection and analysis of data for advanced programs. The unit collects and analyzes data for program and unit monitoring at the advanced level.
Technology is not used to support the systematic collection and analysis of data for some programs at the program and unit levels. ADVANCED LEVEL	Technology is used to support the collection and analysis of data for advanced programs at the program and unit level.

2.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

2.3.c What new AFIs are recommended?

AFI	AFI Rationale
The unit has not used data from the assessment system to make systematic program and unit improvements.	Although the unit reflects on data generated by the unit assessment system to make some course-level changes, there is no evidence that changes at the initial and advanced program and unit levels are systematically based on the data collected by the unit's assessment system.

2.4 Recommendations

For Standard 2

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 3

Standard 3: Field Experiences And Clinical Practice

The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

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What did the evidence reveal about the unit continuing to meet this standard?

The unit continues to provide field experiences and clinical practice programming that is informed and supported by the unit and school districts. This programming helps ensure that graduates are able to meet effectively State teaching standards and licensure requirements, and have the dispositions needed to help all students learn. The unit maintains both unofficial partnerships with schools that agree to host candidates and with official Partnership Schools. The Partnership Schools are four elementary schools, one middle school, and two high schools in the Pocatello/Chubbuck School District. Partnership Schools enter into an MOU after both the unit and the school come to agreement on a Partnership School Plan. In the plan, the unit specifies the required criteria needed for the partnership, and the school provides information on what it hopes to gain from the partnership. Partnership Schools must provide demographic information related to their levels of diversity, both among the student body and the teaching staff. Official Partnership School agreements expire after three years at which time the school must reapply, if it wishes to continue the relationship with the unit.

Throughout the initial program 16-week student teaching internship, the CTs and university supervisors (USs) observe and evaluate candidates six times each for a total of 12 observations; they provide oral and written feedback for each candidate. Prior to candidates taking full control of the classroom, candidates and CTs are encouraged to co-teach as much as possible. Candidates are also required to attend three full day seminars during their student teaching internship. The first seminar focuses on topics that will assist candidates in having a successful internship, the second focuses on the Idaho Core Standards, and the third is dedicated to assisting candidates with licensure and securing a teaching position. Candidates also meet on a weekly basis throughout their internships to receive assistance on resumes, interviewing training, and other job ready skills. While hours vary in length among advanced programs, candidates at this level must complete and defend a Capstone Project and complete their internships. They are supervised by both school personnel and university faculty. The internship is educational leadership is 260 clock hours in length.

Candidates and school administrators interviewed agreed that the unit ensures that field experiences appropriately scaffold preparation and experiences so that candidates are well prepared for their internship. As the district has experienced a severe teacher shortage, several candidates from the unit have been hired as "Emergency Hires" in conjunction with their internship. In all cases presented, school principals cited the candidate's level of preparation and demonstrated competencies in dispositions as the reason for these extraordinary measures. Feedback from school principals indicates that many candidates, particularly those who have served as emergency hires, have been offered full contracts by the schools in which they have interned.

Interviews with administrators from Partnership Schools revealed that the partnerships also provided valuable opportunities for the schools themselves. In a number of cases, professional development in line with the vision and mission of the unit has been provided for the Partnership Schools and Cooperating Teachers (CTs). Because of the partnership, Other School Personnel are able to access the unit's on-campus resources as needed, and staff members have been able to complete advanced degrees. Candidates in advanced programs confirmed that the arrangements help to ensure that school partners are able to both inform the work of the unit and be informed by it as well.

The unit exemplifies the reflective component of its CF by utilizing multiple informal feedback loops to make improvements in its placement process, placement procedures, communications; it assists the unit in the determination of changes to coursework and course requirements. These actions do not reflect a unit-wide system of overall collaborative policy, structure, process or assessment. Interns do complete evaluation surveys for their cooperating teachers, their university supervisors, and the overall program. The surveys ask candidates to rate the effectiveness of their programs in preparing them to teach. CT surveys, Clinical Supervisor (CS) surveys, and a Building Partnership Survey also provide information

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that the unit uses to help determine the efficacy of the candidate preparation program. Numerous files in both TaskStream and FileMakerPro show examples of completed surveys and aggregated data from candidates, CTs, school principals, and university staff. It is not clear that decisions have been made from the data.

In discussions with current initial and advanced candidates, graduates, and staff, it is clear that there are feedback loops. When pressed to speak about formal protocols that extend beyond the evaluation surveys, all stated that, while they did not know of other formal protocols, they believed that they are able to give actionable input through direct contact with any staff member of the unit. Further, they believe that changes have been made based on their input. Both staff and candidates from distance learning programs were particularly confident about their ability to impact change despite lack of formal protocols and their remoteness from the main campus. Although changes in field experiences and clinical experiences for candidates may have been made, it is not clear that they are really data based, fully vetted, informed, and part of the unit's assessment system.

Cooperating teachers must have three years of teaching experience, licensure in the area in which they teach, and must be recommended by their principal. A unit-developed CT Seminar is offered annually. As the unit has begun to adopt the Charlotte Danielson Framework for Teaching (FfT), CTs must either be trained in the FfT, or be willing to be trained in the FfT, in order to serve as CTs for the unit. Twenty hour on-line training in the FfT has also been provided to university supervisors (USs) as part of their professional development. Expectations and requirements for candidates, CTs, USs, and school administrators are specifically itemized in the Teacher Education Field Experience Handbook.

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 3.2.b.

3.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

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3.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit has adopted Core Standards for Beginning Teachers. In identifying the standards, the unit has also developed comprehensive assessments that provide the feedback and scaffolding that candidates need to successfully exit from the program. In adopting the Charlotte Danielson Framework for Teaching, the unit is incorporating the teaching methods and exemplars that are needed for continued improvement for candidates, CTs, USs and the unit itself. CTs, School Principals and USs are expected to participate in FfT training so that they are able to effectively evaluate and advise candidates throughout their internship. The training requires participation in live sessions, on-line sessions and completion of a variety of reading reviews. CTs who have served previously report that the transition to the FfT has been challenging at times, but both the CTs and school principals agree that the end-of-internship conferences have been much improved by the ability to use a common language in discussing candidate performance. The unit has also moved the data collection system to TaskStream.

This new system allows student coursework as well as evaluations, reports, and outcomes to be reported

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in a manner that can inform continuous feedback needed for course, program and unit improvement. At this time, examples of various data points available in the exhibits provide a basic template for what is possible when TaskStream becomes fully utilized.

3.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

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Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
<p>Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are no plans and timelines for attaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>OR</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p> <p>[BOE specifies which is present and which is not in their findings.]</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for sustaining target level performance as described in the unit standard.</p>

3.3 Areas for Improvement and Rationales

3.3.a What AFIs have been removed?

AFI	AFI Rationale

3.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

3.3.c What new AFIs are recommended?

AFI	AFI Rationale

3.4 Recommendations

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For Standard 3

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 4

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

4.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Idaho State University is located in a largely agrarian and rural part of the U.S. The population of the state is predominately white, with the largest minority group Hispanic or Latino, at over 10 percent of the total. The education professionals in the state are virtually all white. The IR reports that "(o)nly about two percent of the certified school personnel in Idaho are Black, Hispanic, Asian or Pacific Islander, American Indian, or Alaskan Native." The IR continues "(w)e are pleased that our candidate contacts reflect this demographic."

The unit's Conceptual Framework states that the university is "a public research institution that serves a diverse population..." Its Core Theme Two is Access and Opportunity, and it states that the university "provides opportunities for students with a broad range of educational preparation and backgrounds." Diversity seems addressed in the state's Core Standards for Beginning Teachers and the Idaho Core Teacher Standards.

In the unit's initial programs, diversity concepts are addressed in several courses and through field experiences. The two courses that most address multicultural and equity issues for all are EDUC 2204 Families, Communities, Culture and SPED 3350 Creating Inclusive Classrooms. Both courses are standards based. EDUC 2204 is a university-approved general education course, taken by both pre-education and other students. A course requirement is the development of an "Informed Belief Statement on Diversity." The course also has a 15-hour field experience, which requires reports on a school board meeting, parent/teacher interaction, some community service, and a "multicultural event." The course's topics include those from course texts, to include cultural diversity in the classroom, what teachers need to know about language acquisition, school experiences for English learners, and how teachers can help parents. The special education course is only for candidates, and it includes topics related to appropriate curricula for students with disabilities, those who are gifted and talented, those who are otherwise at risk, and students who are English language learners. The course requires a four clock hour experience where candidates are expected to work in a special education classroom and interview the teacher

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regarding ways for special education and general education teachers can best work together. Candidates also complete work samples, which assess in part sensitivity to diversity concerns and whether candidates believe that all students can learn. The IR reports that a total "of 181 field experience hours before student teaching provide our candidates with opportunities to observe, reflect, and act on issues of diversity in the classroom, with families, and in the community at large."

Diversity is approached in advanced programs through class discussions, presentations, assignments, assessments and case studies concerning working with diverse students. Rubrics for assignments related to diversity in courses in Educational Leadership and School Psychology are available. Formal class assessments are said to be aligned with diversity standards. The program area in educational leadership provides candidates with class presentations from guest speakers and visiting scholars so that candidates have some contact with diverse faculty. Interviews with a limited number of program completers at the advanced level indicated that they wished that they had received more content regarding special education populations and issues.

Exhibit 4.4.b Curriculum Component and Field Experience Diversity Matrix is, particularly at the initial level, helpful in showing how diversity proficiencies are integrated across unit programs. The matrix is less helpful at the advanced level, particularly in assessment areas. Of the 504 candidates in initial programs in 2013, over 84 percent were white. The largest minority or ethnic group was Hispanic or Latino with over five percent. Nearly five percent of the total were "unknown." Nearly 60 percent of the total were female, a bit over 40 percent male. Advanced candidate diversity data were limited.

In the fall of 2014 among the professional education faculty reported, slightly over one third were male, a bit less than two thirds female. In the fall of 2015 the unit employed four non-white faculty members. The 2014-2015 demographic data was provided on 16 P-12 schools, the schools where most candidates were placed for field experiences and internships. Most of the schools enroll predominantly white students, although two (one elementary, one middle) are minority majority, with large numbers of Hispanic or Latino students. The enrollments of two other elementary schools are about one fourth Hispanic or Latino. It is clear that many candidates have extensive field experiences. The unit does not, however, ensure that all candidates have diverse experiences.

The retention of diverse faculty members has been a concern for the unit. The unit has made, and continues to make, good-faith efforts to maintain and increase faculty diversity. In recent years, candidates have had the opportunity to work with new faculty members that are Native American or Alaskan Native, Asian, Hispanic, Black, or have multiracial backgrounds. Some diverse faculty members have joined the faculty, as others have left.

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 4.2.b.

4.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

Standard 4 is the Target standard. There is evidence that diversity is important to the unit, the university, and the state. There is considerable evidence that the initial program curriculum meets the standard, at least at the acceptable level if not at the target. Some evidence is provided that advanced programs present standards-based diversity content and assess it using rubrics.

At the initial level, the mission of the Teaching and Educational Studies Department focuses on the

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establishment of communities to support learning of diverse student populations. The curriculum, field experiences, and clinical practice of initial programs promote candidates' development of knowledge, skills, and professional dispositions related to diversity; for example, EDUC 2204 Family, Communities, & Culture requires 15 hours of field experience that includes a multicultural event. In addition, SPED 3350 Creating Inclusive Classrooms is designed to target work with students who have diverse learning needs. They identify student strengths and weaknesses in order to consider the barriers certain instructional practices may create in the classroom context. Self-reflection helps candidates contextualize teaching and draw effectively on representations for the student's experiences and cultures. These concepts are carried forward into EDUC 3309 (field experience), the pre-internship and student teaching. The curriculum and experiences are based on well-developed knowledge bases and conceptualizations of diversity and inclusion so candidates can apply them effectively in schools. TaskStream, when fully operationalized, should allow for regularly reviewed candidate assessment data using the Framework for Teaching observation tool for measurement of candidates' ability to work with all students as well as develop a plan for improving their practice and the unit's programs accordance to the unit's conceptual framework.

At the advanced level, faculty are committed to developing student knowledge and understanding of human diversity, which is evident from program coursework. The design, development, and evaluation of course content incorporate best practice for all students, including students from diverse groups. Candidate interactions with diverse populations of students are identified as an integral part of class activities, field placements, and clinical practice experiences that serve populations representative of the local communities. Evaluations of student performance allow faculty and supervisors to provide candidates with individualized formative and summative feedback on the skills associated with responding to and working effectively with diverse populations of learners.

The unit has made an effort to maximize the opportunities for candidates to interact with individuals from diverse groups through flexible schedules, seminars, visiting scholars, and recruiting a more diverse faculty.

Candidates engage in professional education experiences in conventional and distance learning programs with candidates that represent a range of diverse groups. The majority of the unit's candidates are White non-Hispanic. However, in initial programs the percent of candidates from identified racial and ethnic groups is the same or higher than the representation at the institutional level. The active participation of candidates from diverse cultures and with different experiences is solicited, valued, and promoted in classes through activities, discussions, and group projects. Field experience and clinical practice placements strive to provide candidates with opportunities to work with diverse populations. Candidates are expected to reflect on their experiences working together to gain a broader perspective and deeper appreciation for the cultural backgrounds and diverse experiences all candidates. Candidates reflect and analyze experiences in conversations with mentors, cooperative teachers, supervisors, and peers to develop and enhance professional understanding of diversity.

At the initial level and to encourage candidate interaction with exceptional students and students from a broad range of diverse groups, candidates' major field experiences and clinical practice pre-intern and intern placements are at different sites within the unit's service network. The policy helps candidates confront issues of diversity with regard to race, ethnicity, socioeconomic status, exceptionalities, and school cultures, which affect teaching and student learning. Although a policy is in place, there seems to be no tracking procedure that helps the unit ensure that all candidates at both levels have diverse experiences.

At the advanced level, schools reflect the changing cultural, linguistic, and ethnic diversity of the region. Faculty do believe that it is essential for candidates to be prepared to work effectively with learners from diverse backgrounds.

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Plans to continue moving towards target include the use of assessment data on standards related to diversity, to identify courses or experiences needed for candidate improvement, and to implement the changes the data informs. Increased collaboration with the local Native American Shoshone-Bannock Tribe should strengthen candidates' knowledge, skills, and dispositions, as well as improve programs, the unit, and student learning. Partnerships are developing with faculty providing professional development to teachers, with the goal being improved field experience and clinical practice placements.

4.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

4.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
<p>Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are no plans and timelines for attaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>OR</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p> <p>[BOE specifies which is present and which is not in their findings.]</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for sustaining target level performance as described in the unit standard.</p>

4.3 Areas for Improvement and Rationales

4.3.a What AFIs have been removed?

AFI	AFI Rationale
The unit does not adequately assess candidate proficiencies related	Curriculum at the advanced level provides diversity content that is sufficient to allow proficiencies to be assessed. Those data at the

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to diversity. ADVANCED ONLY	candidate level are now being assessed.
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4.3.b What AFIs are continued from last visit?

AFI	AFI Rationale
Candidates have limited opportunities to interact with faculty from diverse racial groups. ADVANCED ONLY	As a result of a recent reorganization, the faculties of school psychology and educational leadership have been merged into one department. The resulting merger has the appearance of enhancing the opportunities for educational leadership candidates to become more engaged with racial and ethnic diverse faculty members. However, the recent diverse hires are in the school psychology program. Leadership candidates do not take school psychology courses. The diverse faculty members do not teach educational leadership courses. A female educational leadership faculty member has been hired.

4.3.c What new AFIs are recommended?

AFI	AFI Rationale
The unit does not ensure that all initial and advanced candidates in its on-campus and distance learning programs have field experience and clinical practice with P-12 students from different socioeconomic groups, students from diverse ethnic/racial groups, English language learners, and students with disabilities.	Although many candidates at the initial and advanced levels do have diverse field experiences and clinical practice, there is no unit-level procedure to assure that all candidates have such critical opportunities.

4.4 Recommendations

For Standard 4

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Movement Toward Target (developing or emerging)
Advanced Preparation	Movement Toward Target (developing or emerging)

Standard 5

Standard 5: Faculty Qualifications, Performance And Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The faculty data enumerated in the IR were reconciled in the Addendum to accurately reflect the total number of faculty in the unit. Based on evidence presented and confirmed by its leadership team, the unit during 2014-15 had 43 faculty members: 18 tenured faculty, 16 tenure-track faculty, and nine non-tenure track faculty. The 34 faculty members identified as tenured/tenure track hold terminal degrees.

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Evidence was presented that those non-tenure track faculty without terminal degrees have at least master's degrees in their respective fields and are well-qualified for their assignments.

Two faculty members teach at the off-site satellite campuses, one at the Twin Falls campus and one at the Idaho Falls site. The off-site faculty have academic appointments on the Idaho State campus. As reported by the unit leadership and off-site faculty, cohesion is built between the main campus and the two off-site programs by networking between and among the faculty at the various sites, sharing student advising responsibilities, jointly participating in professional development activities, and making use of TaskStream, all of which serve to promote joint decision making, develop able candidates, and enhance the general welfare of programs. In essence, the two satellite campuses candidates receive comparable resources to those on the main campus.

According to the leadership team and confirmed by principals and supervisors, interns are placed with cooperating teachers who have at least three years of successful teaching experience, are licensed in the areas that they teach, and are identified by their respective school principals as demonstrating best practices in the classroom. Candidate placements are done with the recommendations of appropriate administrative personnel in the schools and the approval of the unit. Because of the teacher shortage in the region, it is not uncommon for interns to be employed by the school district as "emergency hires" and become the classroom teacher-of-record. The practice to date has been successful and has led interns after graduation to be offered permanent positions in the participating districts.

Interviews with unit candidates and recent graduates revealed that faculty members model best practices in instruction, reflecting the conceptual framework as well as stressing professional and state standards in the goals/objectives of their course work. The candidates emphasized that issues related to diversity and the integration of technology are parts of instructional practice in the majority of courses. Candidates confirmed faculty use a variety of teaching strategies, which supports candidate learning styles and models approaches that prepare them for their practice. As reflected in syllabi, candidates confirm that faculty's teaching and their coursework require them to reflect, think critically, and problem solve. P-12 educators confirm initial candidates begin clinical practice generally well prepared in these areas.

Unit faculty report having access to multiple sources of technology to use in their instruction, including interactive white boards, multi-media presentations incorporating PowerPoint and video, and smart classrooms. Faculty also report that they show the integration of diversity content and technology throughout the programs of professional study. In several instances course units are included on diversity topics including, but not limited to, gender, race, and special needs. It was also confirmed that faculty assess their own effectiveness as teachers, including their effects on candidate learning, as shown through faculty self-assessment during the formal evaluation process, candidate evaluations, and other data sources.

Evidence confirmed that many scholarship activities reflect faculty engagement in the improvement of schools, teaching, and learning. It was confirmed that faculty scholarship has focused on a variety of topics, including research on pre-service teachers, in-service teachers, pedagogy, educational leadership, physical education, classroom technology, and assessment, all of which are related to the teaching and learning process. In conversations with faculty and the unit leadership, it was also confirmed that faculty are engaged in a wide array of scholarship and service to the university and broader community in ways consistent with the institution and unit's mission and conceptual framework.

Examples of faculty on-campus service activities include, but are not limited to, serving on executive councils, promotion and tenure committees, assessment committees, faculty search committees, undergraduate and graduate committees. Faculty also provide service to P-12 schools. Interviews with faculty and other on-line evidence revealed an array of external funded projects involving faculty collaboration with teachers and school districts. Artifacts list numerous instances of faculty engaging in

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service to the community, schools, local, national and international professional organizations.

Information in the IR Addendum and confirmed through conversations and interviews with faculty provided additional information pertaining to the tenure and promotion process. Unit faculty members are evaluated using multiple assessments. The annual process begins with a template-driven self-evaluation that lays the foundation for review by the department's leadership. As part of this review, faculty have opportunities to consider their teaching loads, teaching effectiveness (based on candidate feedback), and need for course revisions. Inherent in this process faculty have the opportunity to self-reflect, after which time a follow up meeting is scheduled with the chair. Based on the outcome of this review, and where appropriate, the need for professional development may be discussed. Faculty who are seeking tenure and promotion can be partnered with peers for guidance and as they participate in the process. All faculty seeking tenure and promotion undergo a Third Year Review. This review allows any deficiencies to be identified while allowing sufficient time to correct deficiencies through mentoring and faculty development prior to the final decision, rendered usually during the fifth or sixth year.

Adjuncts and clinical faculty are evaluated by candidates in courses. The unit makes efforts to remediate any unsatisfactory performance, but does not retain those who do not meet high expectations for instruction.

Based on evidence presented the unit has a systematic and comprehensive process for evaluation of faculty performance in the three work areas of teaching, research and service.

Opportunities for professional development for faculty members are available through activities offered by the unit. As confirmed in conversations and interviews with faculty, professional development opportunities offered by the unit include such topics as assessment, technology, emerging theories and practices. The institution's Instructional Resource Center has provided training for faculty members who teach on-line or are interested in improving their course design. The majority of faculty do participate in professional development opportunities. Faculty receive \$1,200 per year to help defray expenses associated with attending state, national, and international conferences. In addition, faculty receive \$200 annually to purchase instructional supplies. A formal system is also in place for unit faculty to present emerging or innovative teaching strategies to their peers.

5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 5.2.b.

5.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

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5.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit has engaged in a number of activities that have led to continuous improvement. The unit has established standardized procedures for comprehensive evaluation of faculty across the unit. To aid in this effort, the unit has adopted new policies for third-year review in the tenure and promotion process. Effective with the 2013-2014 academic year, a unit-wide research symposium was established to allow

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faculty members to present and share with their peers individual research that had been presented at national conferences. Faculty can also present at the unit symposiums as part of their preparation for national presentations. Unit faculty members continue to improve their skills in instructional technology in order to model a variety of instructional strategies. The unit is currently aligning instruction to the Charlotte Danielson Teaching Framework, the standard to which in-service teachers in the state are accountable. Training was provided over the course of several months to both professional and clinical faculty members to familiarize them with the Framework and provide them with ideas on how to better align current coursework. An outgrowth of the Framework training was a four-hour workshop for all unit faculty members on adult learning theory and active teaching strategies.

To sum, the unit has implemented a number of activities to support professional development activities for faculty and their assessment. These actions have ranged from increasing the amount of funds for travel and faculty development to providing workshops for faculty members.

5.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

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Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

5.3 Areas for Improvement and Rationales

5.3.a What AFIs have been removed?

AFI	AFI Rationale

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AFI	AFI Rationale

5.3.c What new AFIs are recommended?

AFI	AFI Rationale

5.4 Recommendations

For Standard 5

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

Standard 6

Standard 6: Unit Governance And Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Interviews with the dean and others in leadership positions confirmed that the unit has the leadership and authority to plan, deliver, and administer coherent programs of study. During the onsite visit, the dean highlighted the significant administrative and structural changes since her arrival ten years ago. These included changes in both department and committee structures.

Exhibits and interviews with unit faculty, P-12 partners, and faculty from other units showed that a comprehensive formal organizational program structure for the design, implementation, and evaluation of unit educator preparation programs was not in place. There were informal program processes evident, usually taking place at the faculty level. But, the lack of collaboration between unit faculty and faculty in other units of the institution involved in the preparation of professional educators was evident. Between the prior accreditation visit and the current visit the unit eliminated its Teacher Education Committee. This action eliminated the formal mechanism the unit had to oversee and manage the educator programs offered through the other units. Interviews with content faculty from other colleges remembered the Teacher Education Committee and indicated their support for re-instituting it or something similar.

Interviews with the deans, chairs, provost, and vice president for administration demonstrated that the budget for the unit is equitable and proportional to other units on campus that have clinical components.

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Over the past few years the state has suffered a significant budget crisis that affected all of higher education, from which the unit has not recovered. However, it does not appear the institution has decreased the unit's funding in an inequitable manner. For example, the amount per student the College of Education receives is consistent with the amount received by the School of Rehabilitation and Communication Science, which was identified by the provost as the best unit comparison given its size and clinical component. The provost has recently increased the base budget of the unit with permanent funding to specifically support the clinical components of the unit.

The unit does expect faculty members to effectively engage in teaching, scholarship, assessment, advisement, collaborative work in P-12 schools, and service. Data from faculty vitae, interviews, and summary tables show the unit faculty engage in teaching, scholarship, and service. Despite the lack of a formal connection with faculty in other units, some faculty do engage faculty from other colleges in scholarship and service efforts. Course schedule data, as well as interviews with faculty and administrators, confirmed the application of the unit's course workload policy. Dissertation load is not an issue currently as the doctoral enrollment is manageable for the full-time faculty.

Unit support personnel is adequate. Through interviews and additional data from the website, the unit demonstrated that support personnel provide services that allow the programs to prepare candidates to meet standards. There were adequate support staff by area including the dean's office, field experience office, Department of Organizational Learning and Performance, Department of School Psychology and Educational Leadership, Department of Sport Science and Physical Education, and Teaching and Educational Studies. Adequate support personnel were also in place in the unit's Undergraduate Advising Center, Graduate Advising Center, and Instructional Materials Center.

The unit has offered on-going professional development for its faculty, personnel, and staff. The unit consistently demonstrated its use of surveys to determine the professional development needs of its faculty. Each department manages faculty travel funds and supports them in attending and presenting at various national and international conferences in their fields. Junior faculty members are given additional travel funds as they establish their careers.

The unit has adequate campus and school facilities to support candidates in meeting standards. The facilities support faculty and candidate use of information technology in instruction. A tour of facilities confirmed the unit's narrative. The unit emphasizes utilizing technology in the preparation of candidates at all levels, as confirmed by candidates and the P12 leaders who hire them. Hiring authorities made it clear that candidates from the unit have significant technology skills. The unit has both a classroom technology replacement and integration plan, as well as a faculty computer replacement process. The unit's technology director provided a replacement schedule that listed every faculty and staff member and when their computers were scheduled for replacement. The unit has moved from a five-year to a four-year replacement schedule. A variety of technologies are integrated in the courses, the field and clinical experiences, student teaching, and professional development for all candidates, faculty, and research activities.

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 6.2.b.

6.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

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6.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit has clearly recognized the limitations of its current assessment system, and its need for more formal collaboration with p-12 partners and program faculty in other units of the institution. The unit's orientation session for the team illustrated the continued improvements the new assessment technology will create. In addition, new committees are being formed that should provide the structure needed for P12 partners and content faculty input.

Especially at the initial level, the unit has taken steps to improve advising, including field placements. The development of the ATLAS office was based on unit data concerning overall success of candidates. ATLAS stands for the Advising, Teaching, Learning, and Student Success Center. Based on interviews, the difference in satisfaction in this area between new candidates and graduating candidates was significant. The unit has also developed an online appointment system for initial candidate advising. It has allowed the advisors to focus on specific programs providing more consistency for candidate/advisor relationships.

6.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Faculty are not only engaged in a wide-range of professional activities, including teaching, scholarship, and service at the local level, but they also make significant professional contributions at the state, national, and international levels.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

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in their findings.]		
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6.3 Areas for Improvement and Rationales

6.3.a What AFIs have been removed?

AFI	AFI Rationale
The unit does not receive funding at least proportional to other units on campus with clinical components.	Data from comparable units more accurately reflected an equitable distribution of funds based on total unit budget per student.
The leadership structure does not provide for consistent data collection, analysis of assessment data, and monitoring of the assessment system of most advanced programs and programs administered outside the College of Education.	There is evidence for a consistent data collection process. However, a new AFI reflecting other aspects of this former AFI is added.

6.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

6.3.c What new AFIs are recommended?

AFI	AFI Rationale
The governance structure does not ensure a cohesive and integrated assessment system.	The unit currently has three unrelated methods of collecting and sharing data - File MakerPro model, the transition to TaskStream, and some programs using individual Excel based processes. This lack of coherence prevents the unit from having a coordinated and uniform assessment system.
The governance structure, at all levels, does not provide for the effective monitoring of the implementation and utilization of the assessment data for decision-making at the program and unit levels.	Program and unit level changes were not clearly connected to data from the assessment system.
The unit's governance structure does not allow the unit to manage and coordinate the education programs that are located in other units of the institution.	There is no evidence of any committee or process that allows the unit to oversee programs or collaborate with content faculty located in other colleges in the institution. There is no evidence that the unit maintains regular and systematic connection with those colleges and faculty.
The unit does not effectively engage P-12 teachers and other practicing educators in the design, implementation, and evaluation of the unit and its programs.	While there was evidence of meetings with some partners and individuals, there was no evidence of an effective and consistent process for collaborative efforts with P-12 partners.

6.4 Recommendations

For Standard 6

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	Not Applicable
Advanced Preparation	Not Applicable

IV. Sources of Evidence

Documents Reviewed

institutional Report

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Institutional Report Addendum

Exhibits

Persons Interviewed

Dinner Sunday September 20, 2015

ISU COE Faculty/Administrators

Gary Storie, Joel Bocanegra

Patti Mortensen, Emma Wood

Esther Ntuli, Sheldon Harris

Shu-Yuan Lin, Deb Hedeem

Suzanne Beasterfield, Deb Zikratch

Cory Bennett, Christina Linder

Karren Streagle, Jamie Webster

David Mercaldo, Mark Neill

David Squires

NCATE Team Members State Team Members

Jerry Bailey, Stacey Jensen

Angela Owusu-Ansah, Micha Lauer

Jack Rhoton, Ken Cox

Tim Letzring, Amy Cox

Joan Lewis, A.J. Zenkert

Michael Clyburn, Rick Jordan

Carrie Semmelroth

Alissa Metzler

Esther Henry

Annette Schwab

Lisa Colon

Chris Avila

Troy Johnson, advanced program completer

Grace Blair, initial cert candidate

Elise Hansen, initial cert candidate

Carol Grimes, Early Childhood Education

Amy Koplin, Early Childhood Education

Angela Stevens, advanced program completer

Nichole Garza, current advanced candidate

Krystal Lockyer, advanced program completer

Diane Stinger, University supervisor, cooperating teacher partner school

Karen Pyron, University supervisor, cooperating teacher partner school

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Sunday Room 218 Program Completers
Diana Molino, Program Completer
Heather Reece, Program Completer
Spencer Christensen, Program Completer
Troy Johnson, Program Completer
Mick Morgan, Program Completer

Sunday Room 216 Current Candidates Advanced Programs
Amy Bowie, Current Candidate Advanced Program
Angela Stevens, Current Candidate Advanced Program
Nichole Garza, Current Candidate Advanced Program
Krystal Lockyer, Current Candidate Advanced Program
Laura Sheridan, Current Candidate Advanced Program
Christopher Rose, Current Candidate Advanced Program

Sunday Room 220 Current Candidates Initial Certification
Rylee Devito, Current Candidate Initial Certification
Hope Gibson, Current Candidate Initial Certification
Kameron Yeggy, Current Candidate Initial Certification
Elise Hansen, Current Candidate Initial Certification
Colton Walker, Current Candidate Initial Certification
Grace Blair, Current Candidate Initial Certification
Kelsey Leask, Current Candidate Initial Certification
Stephanie Ricks, Current Candidate Initial Certification
Tim Rohr, Current Candidate Initial Certification

Monday 9:00 AM Room 224
Program Assessment Coordinators, Dept Chairs, Undergrad Curriculum Council
Esther Ntuli, Teaching and Ed Studies
Howard Fan, School Psychology
Cory Bennett, Teaching and Ed Studies
Branda Jacobsen, Organizational Learning and Performance/Bus Ed/FCS
Suzanne Beasterfield, Teaching and Ed Studies
Justin Thorpe, Teaching and Ed Studies
Amanda Eller, Teaching and Ed Studies
Karen Wilson Scott, Organizational Learning and Performance
Karren Streagle, Teaching and Ed Studies/Special Education
Mark Neill, Teaching and Ed Studies/School Psych/Ed Admin
Jean Thomas, Educational Leadership

Monday 10:00 AM Room 224
Executive Council, Graduate Studies Committee, Promotion and Tenure Committee
David Squires, Teaching and Ed Studies
David Coffland, Organizational Learning and Performance
Patti Mortensen, Educational Leadership
Karen Wilson Scott, Organizational Learning and Performance

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Jane Strickland, Organizational Learning and Performance/Grad Studies
David Mercaldo, Teaching and Ed Studies

Monday 1:00 PM Diversity Session
Joel Bocanegra, School Psychology
Jane Strickland, Organizational Learning and Performance
Debbie Zikratch, Teaching & Learning Coordinator (clinical practice)
Jerry Lyons, Sport Science and Physical Education

Monday 2:30 PM Room 362 Superintendents' Meeting
Molly M. Stein, Soda Springs School District
Marc Gee, Preston School District
Jane Ward, Aberdeen School District
Marvin Hansen, Marsh Valley
Ron Bollinger, American Falls School District

Room 224 University Supervisors/Cooperating Teachers/Partnership Schools
Karen Pyron, University Supervisor
Diane Stinger, University Supervisor
Pam Kennedy, University Supervisor
Tonya Wilkes, Partner School
Jena Wilcox, Partner School
B. Miner, Partner School

Room 216 Current Candidates Advanced Programs
Nichole Garza, Current Candidate Advanced Program
Krystel Lockyer, Current Candidate Advanced Program

Monday Room 220 Current Candidates Initial Certification
Derrick Flores, Current Candidate Initial Certification
Megan Urban, Current Candidate Initial Certification
Hope Gibson, Current Candidate Initial Certification
Shaunna Kaper, Current Candidate Initial Certification
Alia Rhineman, Current Candidate Initial Certification
Erin Hicks, Current Candidate Initial Certification
Kenzie Merjer, Current Candidate Initial Certification
Dana Williams, Current Candidate Initial Certification
Tyler Jorgensen, Current Candidate Initial Certification
Stephanie Jordan, Current Candidate Initial Certification

Please upload sources of evidence and the list of persons interviewed.

V. State Addendum (if applicable)

Please upload the state addendum (if applicable).

Please click "Next"

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**2016 TEACHER PREPARATION PROGRAM REVISION - DETAIL
ENGLISH LANGUAGE ARTS**

STANDARD	Performance Requirements	Previous Coursework	Recommended Coursework
Standard #1: Learner Development	1.1. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.		ENGL 3327; EDUC 3309; ST Teaching
	1.2. 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).	ENGL 4433-Methods	ENGL 3327; ENGL 4433; EDUC 3309; ST Teaching
	1.3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.		ENGL 4431; EDUC 3309; ST Teaching
Standard #2: Learning Difference	2.1. 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.		ENGL 3356; EDUC 3327; EDUC 3309; ST Teaching
	2.2. 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.		ENGL 3356; EDUC 3327; ENGL 4407; EDUC 3309; ST Teaching
Standard #3: Learning Environments	3.1. Candidate use various types of data about their students' individual differences, identities, and knowledge of 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.).		ENGL 3356; EDUC 3327; ENGL 2281; ENGL 4433; EDUC 3309; ST Teaching
Standard #4: Content Knowledge	4.1. 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.	ENGL 2277 or 78 - American Literature; ENGL 2267 or 68 - British Literature; ENGL 2211 - Intro to Literary Analysis; ENGL 4491-Senior Seminar; Two additional three (3) credit classes in literature	ENGL 2211; ENGL 3311; ENGL 2257(8); ENGL 2267(8); ENGL 2277(8); ENGL 3327; ENGL 3356; ENGL Pre-1800; ENGL Post-1800; ENGL 4476(7); ENGL 4487
	4.2. 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.	ENGL 2280-Grammar and Usage OR ENGL 2281-Introduction to Language Studies	ENGL 2280 AND ENGL 2281

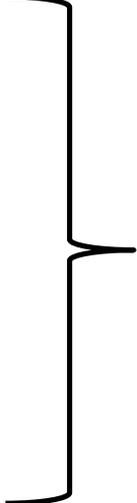
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**2016 TEACHER PREPARATION PROGRAM REVISION - DETAIL
ENGLISH LANGUAGE ARTS**

Standard #4: Content Knowledge (continued)	4.3. 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.		ENGL 3311; ENGL 4407; ENGL 4431
	4.4. 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).		ENGL 2280 AND ENGL 2281
Standard #5: Application of Content	5.1. 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.	ENGL 4433-Methods	ENGL 2280; ENGL 4431; ENGL 4433; EDUC 3309; ST Teaching
	5.2. 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.		ENGL 3356; EDUC 3327; ENGL 2281; ENGL 4433; EDUC 3309; ST Teaching
	5.3. 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.		ENGL 3356; ENGL 2281; ENGL 4433; EDUC 3309; ST Teaching
	5.4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.		ENGL 3356; ENGL 2281; ENGL 4433; EDUC 3309; ST Teaching
	6.1. 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.		ENGL 3327
Standard #6: Assessment	6.2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.		ENGL 2281; ENGL 3327
	6.3. 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.		ENGL 4431
	6.4. 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.		ENGL 4431; ENGL 4433; EDUC 3309; ST Teaching

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ENGLISH LANGUAGE ARTS**

Standard #7: Planning for Instruction	7.1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.		ENGL 4431
	7.2. 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.		ENGL 4433
	7.3. 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.		EDUC 3309
	7.4. 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.		ST Teaching
Standard #8: Instructional Strategies	8.1 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.		EDUC 3309; ST Teaching
Standard #9: Professional Learning and Ethical Practice	9.1. 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.		ST Teaching
Standard #10: Leadership and Collaboration	10.1. 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.		EDUC 3309; ST Teaching

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Course Descriptions – English Language Arts

ENG 2211 Intro Lit Analysis - Writing-intensive course. Teaches students how to perform close readings of poetry and prose. Introduces major theoretical approaches to literature. Includes orientation to finding and evaluating secondary criticism.

ENG 3311 Writ & Res about Lit - Writing-intensive course with continued emphasis on close reading. Fosters independent work with criticism. Students first learn to identify current scholarly conversations on issues relevant to the course. Then, in longer essays, they position their own arguments in the context of these discussions.

ENG 2257 or 58 Surv Wrld Lit - Examination of major works and authors in historical perspective, with emphasis upon literary and cultural backgrounds.

ENG 2267 or 68 Surv Brit Lit - Examination of major works and authors in historical perspective, with emphasis upon literary and cultural backgrounds.

ENG 2277 or 78 Surv Am Lit - Examination of major works and authors in historical perspective with emphasis upon literary and cultural backgrounds.

ENG 2280 Grammar and Usage - Introduction to the grammar of standard written English. The course is designed to give students an improved knowledge of grammar in order to improve usage and writing skills at both the sentence and paragraph level.

ENG 2281 Intro Lang Studies - Introduction to basic concepts and models for the study of English phonology, morphology, syntax, and lexis.

ENG 3327 Spec Topic Genre - Focused study of a generic tradition modified by thematic or historical contexts, with emphasis on young adult literature including selections from global literature.

ENG 3356 Ethnicity in Lit - Study of the construction of ethnicity in literature, with attention to specific concerns relevant to one or more ethnic groups.

ENG 4407 Topics in Prof Writing- Topics in professional writing, including standard genres, new media, and emerging trends in research and the workplace. Emphasis on developing practical skills, theoretical knowledge, and finished professional documents offered specifically for teachers, to include multimodal communication as well as writing in the field of education

ENG 4431 Teach and Writ Proj- Aids teachers of all grade levels and all academic subjects in developing skills in teaching writing and listening skills . Combines composition theory and practical classroom exercises with daily writing and critiques.

ENG 4433 Meth Teach English- Study of the objectives and methods of teaching literature and composition in secondary schools. Ideally taken semester before student teachingPre-1800 period or maj fig****

ENG 4476 or 4477 Shakespeare - Intensive study of selected works by Shakespeare, with special emphasis placed upon performance issues.

ENG 4487 Hist English Lang - Study of the linguistic and socio-political changes and developments in the English language.

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ENL Course Descriptions

EDUC 4460 - Study of ESL learner characteristics, historical, philosophical, cultural and linguistic foundations of ESL. Theories of language acquisition and those of leaders in the field will be included.

EDUC 4463 - Language assessment, planning, and delivery, for teaching limited English proficient K-12 students. Appropriate methods for students at various developmental stages of language acquisition will be studied.

EDUC 4464 - Field experience in settings with English-as-a-second-language learners; intensive focus on intervention strategies.

ENGL 3356 - Study of the construction of ethnicity in literature, with attention to specific concerns relevant to one or more ethnic groups.

ENGL 4488/ ANTH 4450 - Study of the patterned covariation of language and society, social dialects and social styles in language; problems of bilingualism, multilingualism, creoles and language uses.

ENGL 1107/ANTH 1107 – General survey of structure and use of language. Topics include language origins, descriptive and historical linguistics, language and culture, and history of the English language.

ENGL 2280 - Introduction to the grammar of standard written English. The course is designed to give students an improved knowledge of grammar in order to improve usage and writing skills at both the sentence and paragraph level.

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Economics Course Descriptions

ECON 2201 - Introduction to the U.S. economy. Includes analysis of demand and supply as well as the topics of national output, unemployment and inflation. Examines the roles of governmental spending and taxation and monetary policy conducted by the Federal Reserve.

ECON 2202 - Introduction to demand and supply with applications to elasticity, consumer behavior, the cost structure of firms, the behavior of firms in industries that range from having monopoly power to being competitive, and the role of government in a market economy.

ECON 3301 - Examines and analyzes aggregate economic activity as measured by the unemployment rate, inflation rate, and total output. Monetary and fiscal policy are explored and evaluated for stabilization purposes; economic growth is explained.

ECON 3302 - Examines and analyzes how rational buyers make optimal choices given their budgetary constraints and preferences. Examines and analyzes how sellers make profit maximizing decisions under different market structures. Explains how these individual choices are coordinated into outcomes which result in an efficient allocation of limited resources.

ECON 3306 - Overview of the academic and philosophical development of economic thought since its inception to modern times. Readings will come from original sources including Aristotle, Aquinas, Smith, Malthus, Ricardo, Marx, Mill, Marshall, Veblen, and Keynes.

FIN 1115 - Evaluate and analyze personal and public information and databases to develop financial literacy for budgeting, credit, borrowing, planning, insurance, investing and estate planning. Examine financial literacy within the larger context of the regulatory environment, society, data integrity and ethics.

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SUBJECT

Northwest Nazarene University – Program Review

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with conducting a full review, and making recommendations, of all approved teacher preparation programs in Idaho on a seven year cycle and making recommendations to the State Board of Education (Board) for continued approval of the programs. The PSC convened a State Review Team containing content experts and conducted the full program review of Northwest Nazarene University (NNU) February 28 through March 3, 2015. The PSC reviewed the final report submitted by the State Review Team and voted to recommend that the State Board of Education adopt the State Team Report as written and extend approval of the programs as specified in the report.

IMPACT

The approval of the recommendations in this report will enable NNU to continue to prepare teachers in the best possible manner, ensuring that all state teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS

Attachment 1 – Northwest Nazarene University Final State Team Report Page 3
Attachment 2—NCATE Final Report Page 129

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code the review and approval of all teacher preparation programs in the state is vested in the Board. The program reviews are conducted for the Board through the PSC based on a seven year cycle. The reviews are done in conjunction with the preparation program's accreditation review cycle. Additionally, every third year following the full review and audit of state specific certification requirements is conducted. The review process is designed to assure the programs are meeting the Board approved school personnel standards for the applicable programs, that the teacher are prepared to teach the state content standards for their applicable subject areas, as well as the quality of candidates exiting the programs.

The current Board approved accrediting body for teacher preparation programs is the National Council for Accreditation of Teacher Education (NCATE). On-site preparation program reviews are conducted in partnership with NCATE based on a partnership agreement. During a concurrent visit, the NCATE team and the state team collaborate to conduct the review, however each team generates their own reports.

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BOARD ACTION

I move to adopt the recommendations by the Professional Standards Commission and to accept the State Team Report for Northwest Nazarene University as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE TEAM REPORT
Northwest Nazarene University
February 28 – March 3, 2015**

ON-SITE STATE TEAM:

Stacey Jensen, Chair

Dr. Karen Coe
Lisa Colon
Dr. Lorie Enloe
Esther Henry
Rick Jordan
Micah Lauer
Christina Linder
Dr. Cori Mantle-Bromley
Nachele Search
Dr. Jennifer Snow
Dr. Heather Van Mullem

Professional Standards Commission
Idaho State Board of Education

STATE OBSERVERS:

Dr. Taylor Raney
Annette Schwab

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INTRODUCTION

Founded in 1913, Northwest Nazarene University is a liberal arts institution sponsored by the Church of the Nazarene and governed by a Board of Trustees, representing seven church districts in eight Northwest states. Located in Nampa, a city of 84,000 that is 20 miles west of Boise, the 34-building campus covers 90 acres. A downtown Boise site has served graduate students in that area since about 2001. The university also has remote sites in Idaho Falls and Twin Falls.

Their mission is to be a Christ-centered unit that develops capable, compassionate educators who are determined and prepared to meet the educational needs of young people and schools in a changing world.

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

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

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

Candidate – a student enrolled at the Northwest Nazarene University.

Student – an individual enrolled in an Idaho PreK-12 public school

Unit – the institution’s teacher preparation program

NCATE – National Council for the Accreditation of Teacher Education

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Program Evaluations and Recommendations

PROGRAM	RECOMMENDATION
Core Standards	Core standards are reviewed but are not subject to approval.
Elementary Education	Approved
English Language Arts	Approved
Health Education	Approved Conditionally
Mathematics	Approved
Physical Education	Approved
Science (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Biology	Approved
Chemistry	Approved Conditionally (due to low candidate number)
Physics	Approved
Social Studies (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Government and Civics	Approved
History	Approved

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PROGRAM	RECOMMENDATION
Visual and Performing Arts (Foundation Standards)	Foundation standards are reviewed but are not subject to approval.
Music	Approved
Visual Arts	Approved
World Languages (Spanish)	Approved
Communications	Approved Conditionally*
Economics	Approved Conditionally*
School Administrator	Approved
School Superintendent	Approved
Director of Special Education	Approved

* A review of Northwest Nazarene's Communication and Economics programs was requested by the institution; however, it was known that there were not enough program completers to gain full approval. The decision was made to grant conditional approval and then review these programs in three years.

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Idaho Core Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard #1: 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Learner Development		X	

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1.1 Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.

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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Learner Development	X		

1.2 Candidate interviews, work samples, and lesson plans indicated some hypothetical developmentally appropriate instruction that accounts for individual learners' strengths, interests, and needs. However, minimal evidence was provided in field experience planning or student teaching implementation in learner development. There was also minimal evidence found to indicate overall ability to collaborate with families to promote learner growth and development, as well as indications that candidates create instruction based on individual learner' strengths, interests, or needs.

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.*

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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.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Learning Differences		X	

2.1 Syllabi, required coursework, course assignments, as well as candidate lesson plans, instructional units, and behavior intervention plans provide evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning. All candidates take coursework in teaching students with cultural diversities, English Language Learners, and exceptionalities. These courses require fieldwork and journaling which allow candidates to gain a wide knowledge of learning differences.

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.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Learning Differences	X		

2.2 Candidate instructional units, lesson plans, and student teaching binders as well as interviews with candidates, completers, and cooperating teachers demonstrate minimal candidate understanding of designing and adapting instruction for students with multiple diverse learning needs. At times, candidate work identified hypothetical accommodations or adaptations. It was apparent through conversations with candidates and cooperating instructors that focus in this area

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is clearly centered on English Language Learners. However, little focus seems to be placed on students with other exceptionalities. Interviews indicated that candidates gain necessary experience in their student teaching working with students with exceptionalities, if their cooperating teacher emphasizes and encourages candidate engagement in this process. Reading coursework emphasizes how to work with struggling readers. Such an emphasis throughout all the programs would assist all teachers who are new to the profession.

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.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Learning Environments		X	

3.1 Course syllabi and assignments, such as candidate behavior change projects, classroom management plans, cooperative learning lessons, and instructional units provide evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior.

Performance

- 1. The teacher 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.*
- 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.*

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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.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Learning Environments		X	

3.2 Interviews with candidates, completers, cooperating teachers, and university faculty, as well as student teaching binders, lesson plans, and classroom technology portfolios, provide evidence that teacher candidates are able to create, manage, and modify learning environments to ensure they are safe and productive. The use of ITeach technology also allows candidates to gain real-world type experience with the non-real world ability to stop and analyze and re-try various situations.

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.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Content Knowledge		X	

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4.1 Final Praxis II exam scores, candidate and completer GPA information, candidate assignments, lesson plans, instructional units, and teacher work samples provide evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and understand the ways new knowledge in the content area is discovered. Eighty percent or more of the candidates meet the qualifying scores on Idaho State Board-required academic examination(s).

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.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Content Knowledge		X	

4.2 Candidate instructional units, student teaching binders, and lesson plans as well as interviews and observations of candidates during student teaching, provide evidence that teacher candidates create learning experiences that make the content taught meaningful to students. Candidates have multiple opportunities to design instruction which embeds their content knowledge within the instruction.

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.

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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.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Application of Content		X	

5.1 Candidate instructional units, lesson plans, and classroom technology portfolios provide evidence that teacher candidates understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic and global issues. Interviews also indicated that University faculty modeled for candidates differing perspectives, engaging learners, accessing resources and integrating 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.

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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.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Content		X	

5.2 Candidate lesson plans, instructional units, candidate and cooperating teaching interviews, and student teaching binders provide evidence that teacher candidates demonstrate the ability 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.

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.*

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Element	Unacceptable	Acceptable	Target
6.1 Knowledge Assessment		X	

6.1 Candidate assessment plans, teacher work samples, and reflective journals, as well as faculty interviews, candidate and completer interviews, provide evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate students. There is minimal evidence to indicate that candidates learn about using assessment practices to advance student performance and to determine teaching effectiveness.

Performance

- 1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.*
- 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.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Assessment		X	

6.2 Candidate and faculty interviews, student teaching observations, and candidate assessment plans, student teaching binders, and teacher work samples provide evidence that teacher candidates use and interpret formal and informal assessment strategies to evaluate student performance. There seems to be less evidence of candidates using assessment information to advance student performance and determine teaching effectiveness.

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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 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).*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills			X

7.1 Candidate instructional units, lesson plans, student teaching binders, and candidate and cooperating teacher interviews provide in-depth evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals. Candidates overwhelmingly expressed how prepared they felt to be successful in the classroom because of the emphasis placed early and often in the program on effective lesson and unit planning. Cooperating teachers provided further support, identifying that because candidates came to the student teaching experience with sound planning skills, they were able to respond to changing day-to-day needs in a nimble fashion.

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.*

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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.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills			X

7.2 Candidate instructional units, lesson plans, student teaching binders, and candidate and cooperating teacher interviews provide in-depth evidence that teacher candidates plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goals. In addition, candidates seem to receive the opportunity to utilize a variety of lesson planning templates, allowing them to utilize techniques that fit their own needs and those of their students. Of specific note was candidates' use of backward design as a strong addition.

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.*

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Element	Unacceptable	Acceptable	Target
8.1 Knowledge Instructional Strategies		X	

8.1 Candidate instructional units, lesson plans, teacher work samples, and student teaching binders as well as interviews with cooperating teachers and candidates, provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies. Again it was noted several times how course instructors themselves modeled various instructional strategies in their own teaching.

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).*

Element	Unacceptable	Acceptable	Target
8.2 Performance Instructional Strategies		X	

8.2 Candidate lesson plans, student teaching binders, lesson observations, candidate exhibits, and interviews with cooperating teachers provide evidence that teacher candidates use a variety of instructional strategies. Cooperating teachers noted in interviews how candidates seemed to be

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confident utilizing the various strategies and well versed in the advantages and disadvantages of each.

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 knows 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.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Learning and Ethical Practice		X	

9.1 Syllabi, required coursework, faculty and candidate interviews provide evidence that teacher candidates demonstrate an adequate ability to engage in ongoing professional learning and use evidence to continually evaluate his/her practice. Candidates are required to take coursework regarding the laws and confidentiality practices in education as well as looking at their own world view and potential bias'.

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.*

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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.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Professional Learning and Ethical Practice		X	

9.2 Student teaching binders, the use of IPLP's, and candidate reflections, in addition to candidate, faculty, and cooperating teacher interviews, provide evidence that teacher candidates display an adequate ability to engage in appropriate professional learning experiences, collaborate with colleagues, and to seek resources as needed. In addition, interviews indicate that candidates use legal and ethical behaviors when dealing with student information outside of the school situation.

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 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.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Leadership and Collaboration			X

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10.1 Field experience logs, engagement in Professional Learning Community activities, candidate interviews, and cooperating teacher feedback provide in-depth evidence that teacher candidates understand how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students’ learning and well-being.

Performance

- 1. The teacher 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.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Leadership and Collaboration			X

10.2 Student teaching binders, candidate, cooperating teacher, and faculty interviews, and cooperating teacher feedback provide evidence that teacher candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students’ learning and well-being. Recent graduates and cooperating teachers both shared that they continue to remain connected to one another, even though their formal relationship through the program has concluded. Members of both groups expressed gratitude and appreciation for the ongoing professional support.

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Elementary Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standards 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.*
- 2. The teacher understands how children learn language, the basic sound structure of the English language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.*
- 3. The teacher understands the fundamental concepts and structures of science including physical, life, and earth and space sciences as well as the applications of science to technology, personal and social perspectives, history, unifying concepts, and inquiry processes scientists use in the discovery of new knowledge.*
- 4. 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.*
- 5. 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*

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areas to develop students' abilities to make informed decisions as citizens of a culturally diverse, democratic society and interdependent world.

6. 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.

7. 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 healthful living.

8. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.

9. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications to motivate students, build understanding, and encourage application of knowledge, skills, and ideas to real life issues and future career applications.

10. The teacher understands the principles and processes of personal skills and group dynamics incorporating respect, caring, honesty, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Candidate work samples, unit plans, graded reflection papers, and instructional units demonstrate attention to understanding the importance of integrated curriculum and the relationship between inquiry and the development of thinking and reasoning. Praxis II scores, candidate field experience binders, and reflection papers address attention to the knowledge standard indicators in Standard 1. Interviews with methods instructors, candidates, completers and school partners indicate candidates are well-prepared with content knowledge to plan accordingly and teach across content areas in an elementary curriculum, including an emphasis on student rapport and understanding the “whole child.”

Performance

1. The teacher models the accurate use of English language arts.

2. The teacher demonstrates competence in English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.

3. The teacher conceptualizes, develops, and implements a balanced curriculum that includes English language arts, reading, science, mathematics, social studies, the arts, health education, and physical education.

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

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Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Candidate work samples demonstrate multiple examples of attention to inquiry-based instruction and relevance to real life. Student teaching binders evidence proficient work in the areas of managing student learning and interventions. Faculty feedback on candidate work pushes candidates to think deeply about levels of fundamentals of reading intervention and assessment. Interviews with candidates demonstrate appreciation for the authentic modeling of important pedagogical practices and making subject matter meaningful. The candidate exhibits highlighted inquiry across disciplines and real life applications for subject matter knowledge.

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 learning occurs and that young children's and early adolescents' literacy and language development influence learning and instructional decisions.

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

2.1 Candidate work samples, student teaching binders, Reading & Content Literacy lesson plans, and attention to academic language access in syllabi and assignments demonstrate a nuanced emphasis on understanding how literacy and language development influence learning and instructional decisions. Cognition and learning is evidenced through test questions, but there is no data on candidate performance on psychology exams or assigned sheltered instruction lesson plans. Candidates appear to have an appropriate understanding of how young children and early adolescents learn via multiple lesson and unit artifacts, including reflection papers as evidence. Additionally, evidence includes excellent math plan sequences to address mathematics CCSS shifts and conceptual understanding.

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Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Inquiry Science lessons with Math plan sequences demonstrate stellar evidence of opportunities for students to learn through inquiry and exploration. Candidate, partner school, and methods instructor interviews highlight understandings of differentiating instruction for learners and learning styles. An emphasis on accommodations for exceptional learners involved in learning through inquiry and exploration is not evident.

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

Knowledge

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

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

3.1 Syllabi, required coursework, candidate and faculty interviews, candidate work samples and reflections/cases from Exceptional Learners class demonstrate an adequate understanding of effectively collaborating for meeting needs of all learners. Candidates are required to take coursework in exceptional learners, English Language Learners, and cultural diversity which allows them to gain a wide range of insight regarding learner differences.

Performance

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

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

3.2 Candidate work samples, student teacher binders, and interviews do not indicate evidence for multiple levels of intervention or demonstrate accommodations are made in and in planning for instruction. Interviews with cooperating teachers indicate they work with candidates on collaborative intervention when necessary, or appropriate. This could be a place to more systematically integrate accommodations for exceptional learners in the program.

Areas for Improvement:

Modifying instruction for individual learning needs could more systematically be integrated into required lesson plans, student teacher binders, and intervention plans required through faculty coursework assignments.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

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

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

5.1 Candidate student teacher binders include classroom management plans indicating the importance of discipline plans and establishing routines and procedures. Candidate interviews along with cooperating teacher and administrator interviews indicate adequate understanding of classroom motivation and management skills. Educational Psychology exams indicate questions on motivation. However, no graded exam or exam data was provided.

Performance

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

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

5.2 Candidate student teacher binders include classroom management plans indicating the importance of discipline plans and establishing routines and procedures. Candidate interviews along with cooperating teacher and administrator interviews indicate adequate understanding of classroom motivation and management skills. School partners indicate adequate performance in classroom management and creating positive learning environments.

Recommended Action on the Elementary Education Program:

- Approved
- Approved Conditionally
- Not Approved

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English Language Arts

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

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

Knowledge

- 1. The teacher understands that reading, writing, speaking, listening, viewing, and language study are interrelated.*
- 2. The teacher understands the elements of effective writing such as audience, purpose, organization, development, voice, coherence, emphasis, unity, and style.*
- 3. The teacher understands the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.*
- 4. The teacher understands a variety of literary and nonliterary forms (e.g., novels, plays, poetry, essays, technical writing, and film).*
- 5. The teacher understands how literature functions as artistic expression and as a reflection of human experience.*
- 6. The teacher understands the nature and conventions of multicultural literatures, literary devices, and methods of literary analysis and criticism.*
- 7. The teacher understands how culture and history influence literature, literary recognition, and curriculum selections.*
- 8. The teacher understands the social and historical implications of print and nonprint media.*
- 9. The teacher understands the history of the English language.*
- 10. The teacher understands how children learn language, the basic sound structure of the English language, semantics, syntax, and usage.*

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- 11. *The teacher understands reading as a developmental process.*
- 12. *The teacher knows that writing is an act of discovery and a form of inquiry, reflection, and expression.*
- 13. *The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process.*
- 14. *The teacher recognizes the student’s need for authentic purposes, audiences, and forms of writing.*
- 15. *The teacher understands the appropriate selection, evaluation, and use of primary and secondary sources in research processes.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Interviews with education faculty, student teacher candidates and recent graduates, Praxis II scores (100% passing rate on first attempt), checking syllabi, and perusing the student teaching binder provide evidence that teacher candidates demonstrate adequate knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

Performance

- 1. *The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.*
- 2. *The teacher integrates reading, writing, speaking, listening, viewing, and language study.*
- 3. *The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.*
- 4. *The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.*
- 5. *The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.*
- 6. *The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.*
- 7. *The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.*
- 8. *The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students’ experiences.*
- 9. *The teacher demonstrates the writing process as a recursive and developmental process.*

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Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Interviewing language arts teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

Principle 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the processes, developmental stages, and diverse ways of learning reading, writing, listening, viewing, and speaking.

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

2.1 Interviews with cooperating teachers, student teaching candidates and recent graduates, Praxis II scores, reviewing professor feedback to candidate work, and perusing the student teaching binder with student teaching work samples provide evidence that teacher candidates demonstrate adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts.

Performance

1. The teacher identifies in reading, writing, listening, viewing, and speaking and plans for developmental stages and diverse ways of learning.
2. The teacher promotes and monitors growth in reading, writing, listening, viewing, and speaking for all ability levels.

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

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2.2 Interviewing language arts teacher candidates, analyzing student teacher lesson plans, and reading college student work samples provide evidence that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify strategies to promote growth. These same evidences indicate that candidates are able to monitor growth in reading, writing, listening, viewing, and speaking for all ability levels. However, evidence was more limited regarding how candidates accommodated for all ability levels, including students at the gifted and talented end of the spectrum.

Principle 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

1. *The teacher knows a variety of classroom strategies for improving fluency, comprehension, and critical thinking (e.g., strategies for discussion, peer editing, critical analysis and interpretation, inquiry, oral presentations, SSR, and brainstorming).*
2. *The teacher understands reading comprehension strategies (e.g., organizing information, visualizing, making connections, using context clues, building background knowledge, predicting, paraphrasing, summarizing, questioning, drawing conclusions, synthesizing, and making inferences) for enabling students with a range of abilities to understand, respond to, and interpret what they read.*
3. *The teacher is familiar with a variety of strategies for promoting student growth in writing.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Learning Strategies		X	

4.1 Interviews with student teacher candidates, Praxis II scores, checking college course syllabi, and perusing college student work samples and the student teaching binder provide evidence that teacher candidates demonstrate adequate knowledge and understanding of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels. Evidence also indicates that the candidate is familiar with a variety of strategies for promoting student growth in writing, as well.

Performance

1. *The teacher effectively uses comprehension strategies.*
2. *The teacher incorporates a variety of analytical and theoretical approaches in teaching literature and composition.*
3. *The teacher monitors and adjusts strategies in response to individual literacy levels.*
4. *The teacher creates logical sequences for reading, writing, speaking, listening, viewing, and language study.*
5. *The teacher uses students' creations and responses as part of the instructional program.*

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6. The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically (e.g., engages students in discussion, inquiry, and evaluation).

7. The teacher enriches and expands the students' language resources for adapting to diverse social, cultural, and workplace settings.

8. The teacher provides opportunities for students to create authentic responses to cultural, societal, and workplace experiences.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies		X	

4.2 Interviews with language arts student teacher candidates and recent graduates, analyzing student teacher lesson plans, and reviewing university supervisors' student teacher observations provide evidence that teacher candidates demonstrate an adequate ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills; and engage students through a variety of language activities (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects). Student teaching binder and lesson plans clearly show varied instructional strategies and strong reflective processes to evaluate teaching success.

Principle 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. The teacher knows methods of assessing students' written and oral communication skills and reading performance (e.g., holistic, analytic, and primary trait scoring; portfolios of student work; projects; student self-assessment; peer assessment; journals; rubrics; reading response logs; reading inventories; reflective and formal writing; student/teacher-developed guidelines; exhibitions; oral and dramatic presentations; and the Idaho State Direct Writing Assessment).

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Interviews with student teacher candidates and recent graduates, and reviewing student teaching binders, perusing college course syllabi and college student work samples provide evidence that teacher candidates demonstrate adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading,

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writing, speaking, listening, and viewing, and the ability to determine teaching effectiveness (i.e., portfolios of student work, project, self and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

Performance

1. The teacher constructs and uses a variety of formal and informal assessments for reading, writing, speaking, listening, and viewing.

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

8.2 Interviews with language arts teacher candidates and recent graduates, reviewing candidate’s instructional units, and reading student teacher lesson plans and reflections in the student teaching binders provide evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self-and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

Principle 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Performance

*1. The teacher engages in reading and writing for professional growth and satisfaction.
2. The teacher stimulates student enthusiasm for and appreciation of literature, writing, language, and literacy.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		X	

9.2 Interviewing the language arts student teacher candidates and recent graduates, reading through student teacher lesson plans, reading reflections on teaching in the student teaching binders, along with copies of e-mails sent to communicate with parents regarding low student performance provide evidence that teacher candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and awareness of professional

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organizations and resources for English language arts teachers, such as the National Council of Teachers of English.

Recommended Action on the English Language Arts Program:

- Approved
- Approved Conditionally
- Not Approved

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Health Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands the following content areas of health: fitness and personal health; health promotion and disease prevention; prevention and care of injuries; mental and emotional health; alcohol, tobacco, and other drugs; nutrition; relationships; growth, development, and family health; consumer health; health literacy; and community and environmental health.*
- 2. The teacher understands the following health risk behaviors: tobacco, alcohol, and other drug use; sexual behaviors that result in human immunodeficiency virus (HIV) infection, other sexually transmitted diseases (STDs), and unplanned pregnancies; poor dietary behaviors; lack of or excessive physical activity; and behaviors that result in intentional injury. .*
- 3. The teacher understands the relationship between health education content areas and youth risk behaviors.*
- 4. The teacher understands the concepts and components of coordinated school health, an approach where partnerships are developed within the school and community (components of coordinated school health: school environment, health education, school meals and nutrition, physical education, health services, counseling and mental health services, staff wellness, and parent/community partnerships).*
- 5. The teacher understands that health is multidimensional (e.g., physical, intellectual, emotional, social, cultural, spiritual, and environmental).*

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

1.1 Candidate interviews, unit plans, lesson plans, and cooperating teacher interviews, provide little or no evidence that teacher candidates demonstrate adequate understanding of health education; the importance of engaging students in identification of health risk behaviors; and the ability to describe for students the ways new knowledge in a content area is applied. Six of twelve who took the Health Praxis II did not pass on the first attempt. Eighty three percent did eventually pass the Praxis II. Content knowledge is indicated in other evidence but there is no evidence to show where exactly that knowledge is acquired. The institution has recognized this, and is making attempts to change class structure and offerings.

Performance

1. The teacher instructs students about increasing health-enhancing behaviors and about reducing health-risk behaviors.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Candidate interviews, observations, and lesson plans provide evidence that teacher candidates adequately instruct the students about health-enhancing behaviors, recognize the importance of modeling health-enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands developmentally appropriate practices that motivate students to participate in health-enhancing behaviors.

2. The teacher knows strategies and techniques that develop positive health behavior changes in students.

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

5.1 Classroom management plans, course syllabi, instructor feedback, candidate lesson plans, and candidate interviews provide evidence that teacher candidates demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors, as well as classroom management for safe physical activity and health-enhancing behaviors.

Performance

1. *The teacher motivates students to participate in positive health-enhancing behaviors inside and outside the school setting.*
2. *The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).*

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

5.2 Classroom management plans, completer observations, unit plans/work samples, faculty observations, candidate and cooperating teacher interviews, provide adequate evidence that teacher candidates demonstrate an adequate ability to introduce, manage, and promote, health-enhancing behaviors related to personal and social choices.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. *The teacher understands student jargon and slang associated with high-risk behaviors.*

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Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 Lesson plans, course syllabi, faculty and candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience and the terminology and slang associated with the at-risk behaviors.

Performance

1. The teacher identifies and defines student jargon and slang associated with high-risk behaviors and translates these terms into terms appropriate to the educational setting.
2. The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.
3. The teacher creates a respectful learning environment that is sensitive to controversial health issues.
4. The teacher applies techniques that aid in addressing sensitive issues (e.g., ground rules, question boxes, open-ended questions, and establishment of appropriate confidentiality).
5. The teacher demonstrates the ability to use interpersonal communication skills to enhance health.

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

6.2 Lesson plans, reflection journals, candidate interviews, faculty observation reports and cooperating teacher interviews provide evidence that teacher candidates demonstrate an adequate ability to create safe and sensitive learning experiences that promote student input, communication, and listening skills which facilitate responsible decision making and alternatives to high-risk behavior.

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

Knowledge

1. The teacher understands the differing community health values and practices.
2. The teacher understands how to access valid, appropriate health information and health-promoting products and services.
3. The teacher understands the influence of culture, media, technology, and other factors on health.

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

7.1 Course syllabi, lesson and unit plans, and interviews with faculty, candidates and PreK-12 administrators provide evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge health education, students, the community, and curriculum goals.

Performance

1. *The teacher modifies instruction to reflect current health-related research and local health policies.*
2. *The teacher accesses valid, appropriate health information and health-promoting products and services.*
3. *The teacher analyzes the influence of culture, media, technology, and other factors on health.*

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

7.2 Unit and lesson plans, faculty observations, perusing student teaching binders and candidate, cooperating teacher and faculty interviews provide evidence that teacher candidates demonstrate an adequate ability to plan and implement instruction reflective of current health research, trends, and local health policies compatible with community values and acceptable practices.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. *The teacher knows the laws and codes specific to health education and health services to minors.*

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

9.1. Course syllabi, candidate interviews, student coursework, faculty observation data provide evidence that teacher candidates demonstrate an adequate understanding of laws and codes specific to health education and health services to minors.

Performance

1. The teacher uses appropriate intervention following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		X	

9.2 Candidate interviews, lesson and unit plans, and observation of completer provide evidence that teacher candidates demonstrate an adequate ability to engage in appropriate intervention following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. The teacher understands methods of advocating for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

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

10.1 Course syllabi, candidate course work, field experience documents, and candidate interviews provide evidence that teacher candidates understand methods of how to advocate for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

Performance

1. *The teacher demonstrates the ability to advocate for personal, family, and community health.*
2. *The teacher works collaboratively to assess resources and advocate for a coordinated school health education program.*

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

10.2 Candidate coursework, interviews, student teaching binders, faculty observations provide evidence that teacher candidates demonstrate the ability to advocate for personal, family, and community health.

Areas for Improvement: Six of twelve who took the Health Praxis II did not pass on the first attempt. Eighty three percent did eventually pass the Praxis II. Content knowledge seems to show in other evidence, but there seems to be a gap. The institution has recognized this and is making attempts to change class structure and offerings. Also, two classes, Health Issues and Nutrition are not required for the Health/PE endorsement. More health content taught in the classroom may be needed. One report from a completer is that the Health/PE program seems to be PE “heavy.” During a faculty interview, it was noted that a natural extension would be to require the Praxis II study guide as a required text.

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Recommended Action for Health:

- Approved
- Approved Conditionally
- Not Approved

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Mathematics

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for students.

Knowledge

- 1. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.*
- 2. The teacher understands concepts of algebra.*
- 3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.*
- 4. The teacher understands basic concepts of number theory.*
- 5. The teacher understands concepts of measurement.*
- 6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.*
- 7. The teacher understands the techniques and applications of statistics and data analysis (e.g., random variable, distribution functions, and probability).*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Mathematics		X	

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1.1 Knowledge: Syllabi, Praxis II scores, required mathematics coursework, a candidate research paper, candidate projects, and a candidate student teacher binder provide evidence that teacher candidates demonstrate an adequate understanding of mathematics, as delineated in the Idaho Standards for Mathematics Teachers.

Performance

- 1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.*
- 2. The teacher applies concepts of number, number theory, and number systems.*
- 3. The teacher uses numerical computation and estimation techniques and applies them to algebraic expressions.*
- 4. The teacher applies the process of measurement to two- and three-dimensional objects using customary and metric units.*
- 5. The teacher uses descriptive and inferential statistics to analyze data, make predictions, and make decisions.*
- 6. The teacher uses concepts and applications of graph theory, recurrence relations, matrices, and combinatorics.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Mathematics Meaningful		X	

1.2 Performance: Analyzing lesson plans, a completer interview, and student teacher observation provide evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences as delineated in the Idaho Standards for Mathematics Teachers.

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 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.*

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

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2.1 Knowledge: Required education coursework, candidate and completer interviews, and a candidate research paper provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop mathematical thinking, and provide opportunities that support their intellectual, social, and personal development.

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.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Performance: Lesson plans, a candidate student teacher binder, candidate and completer interviews, and field experiences provide evidence that teacher candidates provide opportunities to support students' developmental stages and growth. This education program gives candidates opportunities early and often to be in a classroom. The many hours of field experiences give candidates multiple opportunities to see various levels and types of classrooms.

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

Knowledge

1. *The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.*

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

3.1 Knowledge: Required education coursework, a cooperating teacher interview, and candidate reflections provide evidence that teacher candidates demonstrate an adequate understanding of how to create tasks at a variety of levels.

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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.

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

3.2 A cooperating teacher interview, lesson plans, and field experience requirements provide evidence that teacher candidates assist students in learning sound and significant mathematics and to develop a positive disposition toward mathematics by adapting and changing activities as needed. However, it was noted that many lesson plan samples and other evidence did not specifically note adaptations or modifications to various lessons.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

- 1. The teacher knows how to formulate and pose problems, how to access a large repertoire of problem-solving strategies, and how to use problem-solving approaches to investigate and understand mathematics.*
- 2. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.*
- 3. The teacher knows how to frame mathematical questions and conjectures.*
- 4. The teacher knows how to make mathematical language meaningful to students.*
- 5. The teacher understands inquiry-based learning in mathematics.*
- 6. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).*
- 7. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Mathematical Learning Strategies		X	

4.1 Educational coursework, inquiry lesson plan, pedagogy paper, and a faculty member interview provide evidence that teacher candidates demonstrate adequate understanding of a

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variety of mathematical instructional strategies as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

Performance

1. *The teacher formulates and poses problems, uses different strategies to solve problems to verify and interpret results, and uses problem-solving approaches to investigate and understand mathematics.*
2. *The teacher uses both formal proofs and intuitive, informal exploration.*
3. *The teacher develops students' use of standard mathematical terms, notations, and symbols.*
4. *The teacher communicates mathematics through the use of a variety of representations.*
5. *The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses, and use appropriate mathematical representations.*
6. *The teacher uses technology appropriately to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).*

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies		X	

4.2 Unit plans, inquiry lesson plan, and a cooperating teacher interview provide evidence that teacher candidates demonstrate an adequate ability to use a variety of mathematical instructional strategies as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers. This education program does an outstanding job of using adjunct professors to fill the gap, since resources for a full time math educator are not available.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. *The teacher knows and uses appropriate mathematical vocabulary/terminology.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 Education coursework, field experience/methods class requirements, and a completer interview provide evidence that teacher candidates demonstrate an adequate ability to use appropriate mathematical vocabulary and terminology.

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Performance

1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.
2. The teacher fosters mathematical discourse.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Communication Skills		X	

6.2 Candidate and completer interviews, a student teacher binder, and observations provide evidence that teacher candidates create learning experiences that encourages students to use appropriate mathematical vocabulary and foster mathematical discourse.

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.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Understanding of how to Assess Students' Mathematical Reasoning.		X	

8.1 Lesson plans, a student teacher binder, and a candidate interview provide evidence that teacher candidates understand, use, and interpret formal and informal assessment strategies to evaluate student performance. Less evidence is available to indicate that candidates use assessment to advance student performance and to determine program effectiveness.

Performance

1. The teacher assesses students' mathematical reasoning.

Element	Unacceptable	Acceptable	Target
8.2 Performance Assessing Students' Mathematical Reasoning.		X	

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8.2 Lesson plans, a student teacher binder, and a candidate interview provide evidence that teacher candidates demonstrate an adequate ability to assess students' mathematical reasoning.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and their applications of those ideas within mathematics, as well as to other disciplines.

Knowledge

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands a variety of real-world applications of mathematics.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Significant Mathematical Connections		X	

11.1 Mathematics and education coursework, candidate lesson plans, and candidate reflections provide evidence that teacher candidates demonstrate adequate understanding of mathematical connections as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

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.

Element	Unacceptable	Acceptable	Target
11.2 Performance Application of Mathematical Connections		X	

11.2 Candidate lesson plans, candidate reflections, a candidate pedagogy paper, and a student teacher binder provide evidence that teacher candidates demonstrate an adequate ability to help students make connections as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

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Recommended Action Mathematics Education:

- Approved
- Approved Conditionally
- Not Approved

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Physical Education

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands the components of physical fitness and their relationship to a healthy lifestyle.*
- 2. The teacher understands the sequencing of motor skills (K-12).*
- 3. The teacher understands human anatomy and physiology (structure and function), exercise physiology, and bio-mechanical principles*
- 4. The teacher knows the appropriate rules, etiquette, instructional cues, and skills for physical education activities (e.g., aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).*
- 5. The teacher understands that daily physical provides opportunities for enjoyment, challenge, self-expression, and social interaction.*
- 6. The teacher understands Adaptive Physical Education and how to work with students with special and diverse needs (e.g., various physical abilities and limitations, culture, and gender).*
- 7. The teacher understands technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system).*

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

1.1 Examining course syllabi, perusing candidate coursework, conducting candidate interviews, observations of recent completer, and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; human anatomy and physiology (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; and technology operations and concepts pertinent to physical activity.

Performance

1. The teacher instructs students about disciplinary concepts and principles related to physical activities, fitness, and movement expression.
2. The teacher instructs students in the rules, skills, and strategies of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
3. The teacher models a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).
4. The teacher models the use of technology operations and concepts pertinent to physical activity (e.g. heart rate monitors, pedometers, global positioning system, and computer software).

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Perusing faculty observation feedback, peer teacher evaluations, work samples, observation of recent completer, and candidate and cooperating teacher interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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Performance

1. *The teacher assesses the individual physical activity, movement, and fitness levels of students and makes developmentally appropriate adaptations to instruction.*
2. *The teacher promotes physical activities that contribute to good health.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Course syllabi, candidate and completer interviews, examples of coursework, observation of recent completer, and candidate lesson and unit plans provide evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health.

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

Performance

1. *The teacher provides opportunities that incorporate individual variations in movement to help students gain physical competence and confidence.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		X	

3.2 Analyzing candidate and teacher unit and lesson plans, interviews with cooperating teachers, candidates and completers, observation of a completer, and perusing student coursework provide evidence that teacher candidates demonstrate an adequate ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

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Knowledge

1. The teacher knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education settings.
2. The teacher knows strategies to help students become self-motivated in physical education.
3. The teacher understands that individual performance is affected by anxiety.
4. The teacher understands principles of effective management in indoor and outdoor movement settings.

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

5.1 Course syllabi, candidate coursework, candidate lesson plans, interviews with cooperating teachers and completer observation provide evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

Performance

1. The teacher implements strategies, lessons, and activities to promote positive peer relationships (e.g., 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 settings.

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

5.2 Peer evaluations, lesson plans, self-reflections, classroom management plans, student teaching observations, cooperating teacher, faculty, and candidate interviews, and an observation of a completer, provide evidence that teacher candidates demonstrate an adequate ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

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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 knows a variety of management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.
2. The teacher knows how to expand the curriculum through the use of community resources (e.g., golf courses, climbing walls, YMCA, and service organizations).

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

7.1 Lesson plans, course syllabi, student teacher binders, coursework, cooperating teacher interviews along with candidate interviews provide evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize physical education activity time and student success in physical education and how to expand the curriculum through the use of community resources.

Performance

1. The teacher uses and assesses management (e.g., space, people, and equipment) and instructional strategies to maximize physical education activity time and student success.

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

7.2 Lesson plans, student teacher and completer observations, candidate interviews, cooperating teacher interviews, peer observations, provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

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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 program effectiveness.

Knowledge

1. The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Unit and lesson plans, course syllabi, Praxis II scores, and student work samples provide evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

Performance

1. The teacher uses a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

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

8.2 Candidate and completer lesson and unit plans, observation of completer, student teacher evaluations, and candidate generated assessments provide evidence that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

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Knowledge

1. The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.

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

9.1 Course syllabi, candidate fitness testing, lab work, student teacher observations, completer interview and observation provide evidence that teacher candidates demonstrate an adequate understanding of how his/her personal physical fitness and activity levels may impact teaching and student motivation.

Standard 11: Safety – The teacher provides for a safe learning environment.

Knowledge

1. The teacher understands the inherent dangers involved in physical education activities.
2. The teacher understands the need to consider safety when planning and providing instruction.
3. The teacher understands the factors that influence safety in physical education activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).
4. The teacher understands the level of supervision required for the health and safety of all students in all locations (e.g., teaching areas, locker rooms, and travel to off-campus activities).
5. The teacher understands school policies regarding student injury and medical treatment.
6. The teacher understands the steps for providing appropriate treatment for injuries occurring in physical education activities.
7. The teacher understands the appropriate steps when responding to safety situations.
8. The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Understanding of Student and Facility Safety		X	

11.1 Course syllabi, Praxis II scores, candidate interviews, candidate lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of CPR, first aid, and factors that influence safety in physical education activity settings and the supervision and response required.

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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.
3. The teacher instructs students in appropriate safety procedures for physical education activities and corrects inappropriate actions.
4. The teacher identifies and corrects potential hazards in physical education facilities, grounds, and equipment.
5. The teacher identifies and follows the steps for providing appropriate treatment for injuries occurring in physical education activities.
6. The teacher identifies safety situations and responds appropriately.
7. The teacher maintains CPR and first aid certification.

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating a Safe Learning Environment		X	

11.2 Candidate self- assessment, completer observation and interviews with cooperating teachers and candidates provide evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical education activities.

Recommended Action on Physical Education Program:

- Approved
 Approved Conditionally
 Not Approved

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Foundation Standards for Science

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers. Rubrics for these standards are listed after the rubrics for the Foundation Standards for Science Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher knows the history and nature of science and scientific theories.*
- 2. The teacher understands that all sciences are related.*
- 3. The teacher understands the concepts of form and function.*
- 4. The teacher understands the interconnectedness among the science disciplines.*
- 5. The teacher understands the process of scientific inquiry.*
- 6. The teacher knows how to investigate scientific phenomena, interpret findings, and communicate information to students.*
- 7. The teacher knows how to effectively engage students in constructing deeper understanding of scientific phenomena through lessons, demonstrations, and laboratory and field activities.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Science			X

1.1 Sequence of courses and syllabi in all areas (biology, chemistry, and physics), Praxis II scores and GPA data, handouts, assignments, lab documents, samples of candidate work, lab techniques and field work, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an in-depth understanding of science and the nature of scientific knowledge, as well as an in-depth understanding of how to make connections between their science and other disciplines and to engage students in the process of science.

Performance

1. *The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.*
2. *The teacher continually adjusts curriculum and activities to align them with new scientific data.*
3. *The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.*
4. *The teacher helps students build scientific knowledge and develop scientific habits of mind.*
5. *The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating information to students.*
6. *The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.*
7. *The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.*
8. *The teacher engages in scientific inquiry in science coursework.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Science Meaningful			X

1.2 Candidate instructional units, candidate student teaching binders, classroom observation forms for candidate teacher lessons (multiple candidates/reviewers/schools), and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an in-depth ability to create and evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in making scientific ideas and concepts, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students; use/develop learning activities that are consistent with curriculum goals and progress coherently within the unit of instruction; and use/develop learning activities, including laboratory and field activities, that foster multiple viewpoints and ways of knowing science.

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Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

- 1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.*
- 2. The teacher knows commonly held conceptions about science and how they affect student learning.*

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

2.1 Course syllabi, candidate student teaching binder requirements, candidate instructional units, candidate coursework samples, pedagogical research papers, senior research projects, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.

Performance

- 1. The teacher identifies students' conceptions about the natural world.*
- 2. The teacher engages students in constructing deeper understandings of the natural world.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 Candidate student teaching binders, lesson plans and reflections, lesson observations, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

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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.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Mathematical Learning Strategies		X	

4.1 Course syllabi, candidate instructional model toolkits and rubrics, interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

Performance

1. *The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.*
2. *The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.*
3. *The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies		X	

4.2 Instructional models toolkit, instructional units, candidate student teacher binders (lessons and reflections), and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

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Knowledge

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
3. The teacher understands technical writing as a way to communicate science concepts and processes.

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 Syllabi; inquiry lesson plans, templates, and rubrics; sample labs using technology; candidate lab write-ups, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Communication Skills		X	

6.2 Content from candidate student teaching binders, classroom observation documents, candidate instructional units, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

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Knowledge

1. *The teacher understands the importance of keeping current on research related to how students learn science.*
2. *The teacher understands the importance of keeping current on scientific research findings.*

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

9.1 Candidate student teacher binders (rubrics/requirements), interviews with completers and university faculty, lab/research work, and senior research projects provide evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

Performance

1. *The teacher incorporates current research related to student learning of science into science curriculum and instruction.*
2. *The teacher incorporates current scientific research findings into science curriculum and instruction.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		X	

9.2 Candidate student teacher binder lesson reflections, instructional model toolkits, pedagogy research papers, science methods course discussions, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction.

Principle 11: Safe Learning Environment – The science teacher provides for a safe learning environment.

Knowledge

1. *The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.*

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2. *The teacher knows how to properly dispose of waste materials.*
3. *The teacher knows how to properly care for, inventory, and maintain materials and equipment.*
4. *The teacher is aware of legal responsibilities associated with safety.*
5. *The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.*
6. *The teacher knows how to procure and use Material Safety Data Sheets (MSDS).*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creating a Safe Learning Environment		X	

11.1 Course syllabi, lab lessons and activities, science lab work, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate knowledge of material selection, safety, waste disposal, care and maintenance of materials and equipment, legal responsibilities associated with safety, safety requirements for laboratory, field activities, and demonstrations, and the procurement and use of 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.*

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Element	Unacceptable	Acceptable	Target
11.2 Performance Creating a Safe Learning Environment		X	

11.1 Candidate student teaching binders, lab safety lessons, other lab-based instructional activities conducted by candidates, university lab work, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.

Knowledge

- 1. The teacher knows a broad range of laboratory and field techniques.*
- 2. The teacher knows strategies to develop students' laboratory and field skills.*

Element	Unacceptable	Acceptable	Target
12.1 Knowledge Understanding of Laboratory and Field Experiences		X	

12.1 Course syllabi, lab lessons/activities, candidate internship teaching activities (student teaching binders), and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

Performance

- 1. The teacher engages students in a variety of laboratory and field techniques.*
- 2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.*

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Element	Unacceptable	Acceptable	Target
12.2 Performance Effective Use of Laboratory and Field Experiences		X	

12.2 Content from candidate student teacher binders, lab safety lessons, other lab-based instructional contexts, candidate reflections, and interviews with completers and university faculty provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

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Biology

Principle 1: Knowledge of Biology - The teacher understands the central concepts, tools of inquiry, and structures of Biology and creates learning experiences that make these aspects of Biology meaningful for students.

Knowledge

- 1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.*
- 2. The teacher knows the currently accepted taxonomy systems used to classify living things.*
- 3. The teacher understands scientifically accepted theories of how living systems evolve through time.*
- 4. The teacher understands that genetic material and characteristics are passed between generations.*
- 5. The teacher knows biochemical processes that are involved in life functions.*
- 6. The teacher knows that living systems interact with their environment and are interdependent with other systems.*
- 7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.*
- 8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.*
- 9. The teacher understands how matter and energy flow through living and non-living systems.*
- 10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Biology			X

1.1 Sequence of courses and syllabi, Praxis II scores and GPA data, handouts, assignments, labs and complete lab sheets, candidate presentations, extensive lab experiences, field experiences, and techniques, and interviews with completers and university faculty provide evidence that teacher candidates demonstrate an in-depth understanding of biology content and the nature of biological knowledge. The program provides evidence that teacher candidates make connections between biology and other disciplines.

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.*

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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, burning fossil fuels, seeding clouds, and making snow).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Biology Meaningful			X

1.2 Candidate instructional units, worksheets, labs, journals, formative assessments, writing prompts, and unit exams, candidate student teaching binders (reflections, student grouping information, multimodal learning activities), observation forms for candidate teacher lessons, and interviews with completers and university faculty provide evidence teacher candidates demonstrate an in-depth ability to create and evaluate teaching resources and curriculum materials for their comprehensiveness, accuracy, and usefulness in making biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students; use/develop learning activities that are consistent with curriculum goals and progress coherently within the unit of instruction; and use/develop learning activities, including laboratory and field activities, that foster multiple viewpoints and ways of knowing science.

Recommended Action on Biology:

- Approved
 Approved Conditionally
 Not Approved

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Chemistry

Principle 1: Knowledge of Chemistry - The teacher understands the central concepts, tools of inquiry, and structures of Chemistry and creates learning experiences that make these aspects of Chemistry meaningful for students.

Knowledge

- 1. The teacher understands the fundamental components and procedures of chemistry and how they interact to create a holistic understanding of matter and energy.*
- 2. The teacher knows the fundamental principles of chemistry, including kinetic molecular theory, periodicity and atomic structure, solutions, stoichiometry, and chemical reactions.*
- 3. The teacher knows organic chemistry, inorganic chemistry, analytic chemistry, physical chemistry, and biochemistry.*
- 4. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.*
- 5. The teacher knows alternative explanations and models of chemistry concepts.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Chemistry		X	

1.1 Course syllabi, Praxis II scores and GPA data, assignments, exams, labs, candidate work (including lab reports and other assignment), and interview with university faculty provide that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge.

Performance

- 1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.*
- 2. The teacher uses scientific criteria to develop alternative models to explain chemistry concepts.*
- 3. The teacher models the application of mathematical concepts for chemistry (e.g., factor-label method, statistical analysis of data, and problem-solving skills).*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Chemistry Meaningful		X	

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1.2 Candidate chemistry unit sketch, a candidate early field experience lesson plan, a candidate student teaching binder, and an interview with university faculty provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Areas for Improvement: NOTE: Approved conditionally due to only one candidate on record for recent years.

Recommended Action Chemistry:

Approved
 Approved Conditionally (due to lack of candidates only)
 Not Approved

**CONSENT AGENDA
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Physics

Principle 1: Knowledge of Physics - The teacher understands the central concepts, tools of inquiry, and structures of physics and creates learning experiences that make these aspects of physics 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 mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.*
- 3. The teacher knows how to apply appropriate mathematical principles of 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 and research.*
- 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 history of the development of models used to explain physical phenomena and is able to explain why models were considered appropriate when they were developed.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Physics		X	

1.1 Course syllabi, Praxis II scores and GPA data, lab directions and candidate work in lab activities, lab reports (both typical and exemplary), presentations and homework examples, rubrics, quiz and labs; and interviews with completers provide evidence that teacher candidates demonstrate an adequate understanding of physics content.

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.*

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Element	Unacceptable	Acceptable	Target
1.2 Performance Making Mathematics Meaningful		X	

1.2 Early field experience lesson plans, candidate physics instructional unit, candidate physical science lab/lessons, a candidate student teaching binder (lesson plans, lab activities), reflection statements, and interviews with completers provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations, that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on Physics:

- Approved
- Approved Conditionally
- Not Approved

**CONSENT AGENDA
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Foundation Standards for Social Studies

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, and humanities).*
- 2. The teacher understands the ways various governments and societies have changed over time.*
- 3. The teacher understands ways in which independent and interdependent systems of trade and production develop.*
- 4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations.*
- 5. The teacher understands the responsibilities and rights of citizens in the United States political system, and how citizens exercise those rights and participate in the system.*
- 6. The teacher understands geography affects relationships between people, and environments over time.*
- 7. 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.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Course syllabi, interviews with faculty and cooperating teachers, Praxis II scores, and teacher candidate work samples (papers and exams) provide evidence of knowledge of the subject matter (Social Studies). The program provides evidence that teacher candidates demonstrate an adequate knowledge of the social studies disciplines (i.e., history, economics, geography, and political science) that they plan to teach and the ways new knowledge in social studies disciplines is discovered; the ways various governments and societies have changed over time; and the impact that cultures, religions, technologies, vision/structure of social justice, as well as the impact other factors have on historical processes.

Performance

1. *The teacher demonstrates chronological historical thinking.*
2. *The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, and interrelationships.*
3. *The teacher integrates knowledge from social studies in order to prepare students to live in a world with limited resources, cultural pluralism, and increasing interdependence.*
4. *The teacher incorporates current events, global perspectives, and scholarly research into the curriculum.*
5. *The teacher uses primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, and data interpretation) when presenting social studies concepts.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Interviews with cooperating teachers, observations by cooperating teachers, review of submitted teacher candidate work samples (student teacher binder, self-reflection journals, and instructional unit plans) provide evidence of acceptable candidate performance. The program provides evidence that teacher candidates demonstrate an adequate ability to create learning experiences that provide opportunities to trace and analyze chronological periods and to examine the relationships of significant historical concepts; encourage and guide investigation of various governments and cultures in terms of their diversity, commonalities, and interrelationships; and incorporate current events, global perspectives and scholarly research into the curriculum; and integrate social sciences and humanities knowledge in order to prepare students to live in a world with limited resources.

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Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

- 1. The teacher understands the influences that contribute to intellectual, social, and personal development.*
- 2. The teacher understands the impact of student environment on student learning.*

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

2.1 Course syllabi, Praxis II scores, and review of submitted teacher candidate samples (including exams, cross-cultural reflection papers, and behavior intervention plans) provide evidence of acceptable knowledge of Human Development and Learning. The program provides evidence that teacher candidates demonstrate an adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development.

Performance

- 1. The teacher provides opportunities for students to engage in civic life, politics, and government.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Candidate work samples in Instructional Units 1 and 2, and the Student Teacher Binder are the only evidence found to show the teacher candidate’s abilities to perform this standard. The program provides little evidence that teacher candidates demonstrate an adequate ability to provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences. It is recommended that other components (i.e., observations by cooperating teacher, self-reflection on lessons specific to this standard, samples of student’s reflection after involvement in lessons specific to this standard) be included as evidence that teacher candidates are providing their students with engaging activities.

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Government and Civics

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands the relationships between civic life, politics, and government.*
- 2. The teacher understands the foundations of government and constitutional principles of the United States political system.*
- 3. The teacher understands the organization of local, state, federal, and tribal governments, and how power and responsibilities are organized, distributed, shared, and limited as defined by the United States Constitution.*
- 4. 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).*
- 5. The teacher understands the role of public policy in shaping the United States political system.*
- 6. The teacher understands the civic responsibilities and rights of all inhabitants of the United States (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, and the electoral process).*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Course syllabi, Praxis II scores, and review of submitted teacher candidate samples (including course work and lesson plans) provide evidence of acceptable knowledge and understanding of the subject matter (Government and Civics). The program provides evidence that teacher candidates demonstrate an adequate understanding of the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States. (The phrase, *in shaping the United States political system*, was deleted from the rubric requirements as it is not found in the Idaho Standards. Evidence was found to support inclusion of the *role of international relations* but no evidence was to found to connect those relations to the *shaping of the United States political system*.)

Performance

- 1. The teacher promotes student to engagement in civic life, politics, and government.*
- 2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States political system and the organization and formation of the United States government.*

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3. *The teacher demonstrates comprehension and analysis of United States foreign policy and international relations.*
4. *The teacher integrates global perspectives into the study of civics and government.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Interviews with candidates and a cooperating teacher, Praxis II scores, and review of teacher candidate work samples (lesson plans, exams, and student teacher binders) provide examples of acceptable candidate performance. The program provides evidence that teacher candidates demonstrate an adequate ability to create opportunities for students to engage in civic life, politics, and government.

Recommended Action on Government and Civics:

- Approved
 Approved Conditionally
 Not Approved

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History

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).*
- 2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.*
- 3. The teacher understands how international relations impacted the development of the United States.*
- 4. The teacher understands how significant conflicts defined and continue to define the United States.*
- 5. The teacher understands the political, social, cultural, and economic development of the United States.*
- 6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.*
- 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Course syllabi, lecture notes, and review of submitted teacher candidate samples (essays, exams) provide evidence of acceptable knowledge and understanding of the subject matter (History). The program provides evidence that teacher candidates demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history.

Performance

- 1. The teacher makes 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 international relationships impact the United States.*

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4. *The teacher relates the role of conflicts to continuity and change across time.*
 5. *The teacher demonstrates an ability to research, analyze, and interpret history.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Interviews with candidates, a cooperating teacher, and a faculty member; Praxis II scores; and review of teacher candidate work samples (lesson plans, exams, instructional units, and student teacher binders) provide examples of acceptable candidate performance. The program provides evidence that teacher candidates demonstrate an adequate ability to provide opportunities for students to make connections between political, social, cultural, and economic themes and concepts; to enable students to incorporate the issues of gender, race, ethnicity, religion, and national origin into their examination of history; to facilitate student inquiry on how international relationships impact the United States; to relate the role of conflicts to continuity and change across time. It is evident that teacher candidates are provided with a variety of methods to demonstrate performance of this standard.

Recommended Action History:

- Approved
 Approved Conditionally
 Not Approved

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Foundation Standards for Visual Performing Arts

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands the 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. 12. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students’ personal and/or career interests.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

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1.1 Music and Art curriculum/sequences, syllabi, signature assignments, 100% music and 83% first-time Praxis II music and art pass rates indicate that visual and performing arts candidates understand the central concepts, tools of inquiry, and structures of the discipline taught. Evidence also indicates that candidates create learning experiences that make these aspects of subject matter meaningful for students

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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Art presentations, pictures from senior art shows, concert/recital programs, completed homework assignments, course assessments, arrangements and compositions demonstrate candidates understand 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 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 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.

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Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

7.1 The education core and arts education curricula provide numerous opportunities for candidates to plan and prepare instruction based on knowledge of subject matter. Evidence also indicates that candidates understand that the processes and tools necessary for communicating ideas in the arts are sequential, holistic, and cumulative in nature.

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.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning		X	

7.2 Visual performing arts candidate lesson plans, Student Teaching Binders, and interviews with candidates and completers indicate that candidates are able to refer to the appropriate standards, as well as demonstrate sequential instruction, 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 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).*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning			X

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8.1 Music education teacher candidates take MUSC3450/MUSC3460 Teaching Music in the Elementary School, as well as MUSC3470/MUSC3480 Teaching Music in the Secondary School, while art candidates learn to use a variety of assessment tools in ARDE3330 Teaching Art in the K-8 Classroom and ARDE3530 Teaching Art in the Secondary School, as well as Methods of Instruction for Secondary Schools. These courses provide ample opportunities for arts education teacher candidates to understand, use, and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

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.*

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

8.2 Candidate and completer interviews as well as faculty interviews, instructional units and student teaching binders provide evidence that arts education candidates understand, use, and interpret formal and informal formative and summative 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 continued professional growth in his or her discipline.*

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

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9.1 Arts education candidates develop reflective practice strategies in education core and content methods courses: MUSC3450/3460 Teaching Music in the Elementary School, MUSC3470/3480 Teaching Music in the Secondary School, ARDE3330 Teaching Art in the K-8 School, ARDE3530 Teaching Art in the Secondary School, EDUC3510 Teaching Methods in Secondary Classrooms (Art only), EDUC4860/4870 Student Teaching in Middle School/Junior High or High School.

Performance

1. *The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).*

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		X	

9.2 Student teacher binders, lesson plan evidence, and candidate interviews provide evidence that the candidate/completer contributes to his or her discipline.

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.*

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

10.1 Arts education candidates learn about collaboration/partnerships and program management in the education core and arts education methods courses: MUSC3450/3460 Teaching Music in the Elementary School, MUSC3470/3480 Teaching Music in the Secondary School, ARDE3330 Teaching Art in the K-8 School, ARDE3530 Teaching Art in the Secondary School, EDUC3510

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Teaching Methods in Secondary Classrooms (Art only), and EDUC4860/4870 Student Teaching in Middle School/Junior High or High School. The core and methods courses prepare candidates to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

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.*

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

10.2 Student teacher binders, interviews, and required coursework provide evidence that candidates promote the arts for the enhancement of the school and the community and is able to select and create art exhibits and performances that are appropriate for different audiences.

Standard 11: Learning Environments - 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.*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creating and Managing a Safe, Productive Learning Environment		X	

11.1 Arts education candidates take EDUC3750 Classroom Management in Secondary Schools, which prepares them to provide safe learning environments in their classrooms. Art candidates take ARDE3330 Teaching Art in the K-8 Classroom and ARDE3530 Teaching Art in the Secondary School, while music candidates take MUSC3450/3460 Teaching Music in the

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Elementary School as well as MUSC3470/3480 Teaching Music in the Secondary School to learn about materials/equipment safe-handling strategies. The unit prepares arts education candidates to create and manage a safe, productive learning environment.

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 his or her discipline in a safe manner.*

Element	Unacceptable	Acceptable	Target
11.2 Performance Creating and Managing a Safe, Productive Learning Environment	X		

11.2 Little or no evidence was found to indicate that visual arts education candidate address the standard in the planning. Providing examples of output does not address media management or the requirements for providing a safe environment.

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Music

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands how to find and select appropriate music repertoire for various educational purposes.*
- 2. The teacher knows representative solo, small ensemble, and large ensemble works of the past and present.*
- 3. The teacher understands how to perform written accompaniments on a music keyboard or chord instrument and how to transpose accompaniments to appropriate keys.*
- 4. The teacher knows techniques in improvising, composing, and arranging music.*
- 5. The teacher knows fundamental instrumental and pedagogical techniques to teach wind, string, and percussion instruments to beginning students in groups.*
- 6. The teacher knows fundamental vocal and pedagogical techniques to teach effective use of the voice.*
- 7. The teacher knows the technical and symbolic language of music.*
- 8. The teacher understands how to evaluate music and music performance.*
- 9. The teacher understands the acoustical challenges of presenting successful performances in various types of facilities.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 One hundred percent first-time Praxis II pass rate, music course curriculum/sequences, syllabi, signature assignments, concert/recital programs provide evidence that music teacher candidates understand the central concepts, tools of inquiry, and structures of the discipline taught and create learning experiences that make these aspects of subject matter meaningful for students.

Performance

1. The teacher demonstrates an ability to improvise, compose, and arrange in a variety of styles and settings.
2. The teacher sufficiently performs on wind, string, and percussion instruments to teach beginning students in groups.
3. The teacher demonstrates fundamental vocal and pedagogical skill to teach effective use of the voice.
4. a. The instrumental teacher demonstrates experience in instrumental solo and ensemble performances.
- or-
- b. The vocal teacher demonstrates experience in vocal solo and ensemble performances.
5. a. The instrumental teacher effectively uses the singing voice for instructional purposes.
- or-
- b. The vocal teacher effectively uses at least one instrument for instructional purposes.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Completed homework assignments, course assessments, arrangements, solo and ensemble videos and sound files, concert/recital programs, and compositions demonstrate candidates understand the central concepts, tools of inquiry, and structures of the discipline taught and create learning experiences that make these aspects of subject matter meaningful for students.

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 knows how to design and implement comprehensive music education opportunities in addition to traditional ensemble instruction (e.g., music appreciation, theory, history, and specialized ensembles such as madrigals, jazz choir, jazz band, and pep band).

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2. The teacher understands the planning skills inherent in teaching and managing performances in various environments.

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

7.1 Education and music course syllabi, music education course sequences, and course signature assignments in both music education and core education classes demonstrate the unit prepares music teacher candidates how to plan and prepare instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Performance

- 1. The teacher designs a variety of musical learning opportunities for students (e.g., music appreciation, theory, and history).*
- 2. The teacher modifies teaching plans based on a discriminating aural perception of in-class activities.*

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

7.2 Early Field Experience Music Plan, Unit Lesson Plan (Grade 2, ABA form), Candidate Music Instructional Unit, "Oye," Music Student Teaching Binder, and Student Teaching Lesson Observations from the elementary classroom (Domain 1, Danielson) provide adequate evidence that teacher candidates plan and prepare instruction based on knowledge of subject matter, students, the community, and curriculum goals.

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Recommended Action for Music:

- Approved
- Approved Conditionally
- Not Approved

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Visual Arts

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

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 student.

Knowledge

- 1. The teacher knows the formal and expressive aesthetic qualities of the visual arts.*
- 2. The teacher knows a variety of media, styles, and techniques in multiple art forms.*
- 3. The teacher understands the historical and contemporary meanings of visual culture.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Syllabi, Praxis II scores, required coursework, and interviews with an adjunct faculty member provide evidence that the teacher candidates demonstrate an adequate understanding of formal, and expressive aesthetic qualities of the visual arts; a variety of media, styles, and techniques in multiple art forms; and the historical and contemporary meanings of visual culture. Candidates are required to take courses utilizing a variety of techniques, styles, and media as well as an art history course.

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Performance

- 1. The teacher applies the knowledge of formal and aesthetic qualities to communicate ideas in the visual arts.*
- 2. The teacher applies a variety of media, styles, and techniques in multiple art forms.*
- 3. The teacher instructs students in the historical and contemporary meanings of visual culture.*
- 4. The teacher supports individual interpretation and expression in the visual arts.*
- 5. The teacher makes reasoned and insightful selections of works of art to support teaching goals.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Interviews with graduates from the traditional and the APP Ed programs, sample lesson plans, a student teaching binder, and completed student teaching observation sheets indicate that the teacher candidates apply adequate knowledge of formal and expressive aesthetic qualities to communicate ideas and instructs students in the historical and contemporary meanings of visual culture. Graduate interviews were very helpful in determining the acceptableness of the program meeting this standard.

Recommended Action for Visual Arts:

- Approved
- Approved Conditionally
- Not Approved

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World Languages

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher knows the target language and understands the culture(s) in which the language is used.*
- 2. The teacher understands key linguistic structures particular to the target language and the way(s) in which they compare to English communication patterns.*
- 3. The teacher knows the history and literature of the target culture(s).*
- 4. The teacher knows the current social, political, and economic realities of the countries related to the target language.*
- 5. The teacher knows the commonly held stereotypes of the target culture(s).*
- 6. The teacher understands the impact of the target language and culture(s) on American society.*
- 7. The teacher knows the similarities and differences between the students’ culture(s) and the target culture(s).*
- 8. The teacher understands the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, writing, and culture.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Interviews with current teacher candidates, analysis of Praxis II Test Scores, and analysis of Unit Plans and Student Teacher binder (1 binder) data demonstrate that teacher candidates who are in their senior year have adequate Spanish language skills and cultural knowledge, can articulate the value of learning new languages and cultures, and can plan and create language and culture learning experiences. Data seem to indicate that the Spanish minor is insufficient to ensure language skills that lead to passing the Praxis II Spanish test.

Performance

1. The teacher incorporates listening, speaking, reading, writing, and culture into instruction.
2. The teacher articulates the value of foreign language learning to students, educators, and the community.
3. The teacher uses the target language extensively in formal, informal, and conversational contexts and encourages the students to do so.
4. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.
5. The teacher systematically incorporates culture into instruction.
6. The teacher incorporates discussions of the target culture's contributions to the students' culture.
7. The teacher encourages students to understand that culture and language are intrinsically tied.
8. The teacher makes generous use of cognates and expressions common to English and the foreign language when those comparisons will further the students' understanding and fluency.

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Performance data was minimal, making it difficult to ascertain the teacher candidates' performance skills. Examples of student data were provided for one assignment, from one student. That data showed integration of culture, writing, and speaking. Interviews with teacher candidates, review of unit plans, and review of one student's Student Teaching Notebook provided little additional evidence of "extensive use of the target language." Some evidence of using Spanish for instruction was evident in Spanish II lesson plans. The interview of the Spanish language faculty member did provide a single point of evidence that students he had observed in their internships were using Spanish as the language of instruction at least half of the time. Further evidence was provided from one teacher candidate that all language skills, including culture, were used and assessed in the classroom.

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Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

- 1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.*
- 2. The teacher understands that the development of cultural knowledge is essential for second language acquisition.*
- 3. The teacher understands how to create an instructional environment that encourages students to take the risks necessary for successful language learning.*

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

2.1 Interviews with teacher candidates and review of coursework, including unit plans and one student teacher notebook provided evidence of candidates' understanding and knowledge of the language acquisition process. These candidates have had experiences learning and reflecting on the importance of culture learning and the connections between language and culture. Candidates' out-of-country experiences have deepened their cultural understandings and they were able to provide examples of the linkages between language and culture. An interview with the primary language faculty member indicated strong connections between language and culture instruction.

Performance

- 1. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 There were no opportunities to observe foreign language instruction, making it difficult to assess performance aspects of this standard. Review of unit plans provided evidence of candidate knowledge, but not performance. One candidate's student data provided clear evidence of language and culture skill integration. Additional student data provided, demonstrated use of student work to provide feedback, but did not demonstrate skills beyond

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writing and grammar. Some evidence indicated focus on the four skills, but integration was difficult to ascertain from more than one source of data.

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

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, and other factors play a role in how individuals perceive and relate to their own culture and that of others.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Accommodating Individual Learning Needs		X	

3.1 Review of teacher candidate assignments, interviews with teacher candidates, and review of unit plans and the one student teacher notebook indicate adequate knowledge of student differences.

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

Element	Unacceptable	Acceptable	Target
3.2 Performance Understanding of Individual Learning Needs	X		

3.2 Little or no data was provided in the form of one Student Teacher notebook, and one candidate's PreK-12 student data, including assessment data. The student teacher notebook included a statement at the end of every lesson plan, indicating that accommodations are built into every lesson (students may ask for more time, use notes for assignments, etc.). No actual performance data (teacher candidate reflections, actual K-12 student data, etc.) showing accommodations was presented.

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.

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Knowledge

1. The teacher understands that foreign language methodology continues to change.

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Learning Strategies		X	

4.1 A review of unit plans, course assignments, and interviews with teacher candidates provide evidence of knowledge of multiple methods for language instruction. Multiple methods are also modeled by the primary language faculty.

Performance

1. The teacher uses a variety of instructional strategies to enhance students' understanding of the target language and culture.

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Learning Strategies	X		

4.2 An analysis of one student teacher notebook and interviews provided little or no evidence of use of multiple methods of instruction. One notebook used direct instruction exclusively. While games and other strategies were used for review and practice, no evidence was available to suggest that multiple methods were used to accommodate for multiple learning strategies. Evidence from another teacher candidate provided evidence of a culminating activity that integrated language and culture skills. While this data was a clear piece of evidence of using multiple strategies, it was insufficient to demonstrate that the performance is a program expectation.

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.

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Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

7.1 Interviews with teacher candidates, analysis of unit plans, and review of the one student teacher notebook provided evidence of knowledge of ACTFL standards. Standards were clearly used in lesson plans to connect lesson plans to the standards.

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

Element	Unacceptable	Acceptable	Target
7.2 Knowledge Instructional Planning Skills	X		

7.2 Little or no evidence data was presented to provide evidence of actual use of standards during teaching. While it was clear that lesson plans correlated to standards, it was not clear that standards drove instruction decisions.

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, writing, and culture.*
- 2. The teacher understands the need to assess progress in the five language acquisition skills (listening, speaking, reading, writing, and culture).*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Interviews with teacher candidates, course assignments, unit plans and student teaching notebooks provide evidence of an understanding of ACTFL proficiency guidelines. Teacher

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candidates demonstrate an understanding of the importance of the 5 language skills. Assessment examples also provided evidence of meeting this standard.

Performance

1. *The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.*
2. *The teacher employs a variety of ways of assessing the five language skill areas.*
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.*

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

8.2 Performance data provided (one student teaching notebook) was minimal in its presentation of assessment data. Quizzes and exams were used for grammar and vocabulary. Some evidence of oral skills was presented. Cultural understanding was assessed. Listening and speaking skills were rarely assessed. Another teacher candidate’s data demonstrated a clear positive example of assessment data of integration of the 5 language skills. Two additional teacher candidates’ K-12 student data demonstrated assessment and use of assessment data that later informed next steps.

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 opportunities available to students proficient in a foreign language.*
2. *The teacher is aware of opportunities for students and teachers to communicate with native speakers.*

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

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10.1 Coursework, field experiences, interviews with teacher candidates all confirm an in-depth knowledge of teacher candidate understanding of the importance of working with and using the community of language speakers as resources for language and culture learning. Strong experiences are provided/required for teacher candidates to interact with community language speakers, including the requirement to study in a country with native language speakers.

Performance

- 1. The teacher informs students of career and other opportunities available to students proficient in a foreign language.*
- 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.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Utilization of Community Resources	X		

10.2 Little or no performance evidence was provided to indicate that teacher candidates utilize community resources for classroom instruction. In the one student teaching notebook, no lessons about careers were presented and no use of native speakers/guest speakers was seen.

Recommended Action on the World Languages (Spanish):

- Approved
 Approved Conditionally
 Not Approved

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Foundation Standards for School Administrators

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

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 rubrics are used to evaluate the extent to which teacher preparation programs prepare administrators who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., School Administrator, School District Superintendent, and Special Education Director).

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

Standard 1: Visionary and Strategic Leadership - A school administrator is an educational leader who promotes the success of each students and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Knowledge

- 1. The administrator understands that each student can learn and that varied and data-informed learning goals are an important part of the process.*
- 2. The administrator understands the principles of developing and implementing strategic plans.*
- 3. The administrator understands systems theory and its application to educational settings.*
- 4. The administrator knows effective individual and group communication skills.*
- 5. The administrator knows group leadership and decision-making skills.*
- 6. The administrator knows team-building, coaching, mediation, negotiation, and consensus-building skills.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership		X	

1.1 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples provide minimal evidence that administrator candidates have an adequate understanding of specific models and processes of visionary leadership and how to engage stakeholders in strategic planning and data collection.

Performance

1. The administrator facilitates processes and engages in activities that create a shared vision and mission with all stakeholders.
2. The administrator uses effective individual and group communication skills.
3. The administrator engages others to ensure that a clearly articulated strategic plan is implemented, monitored, evaluated, and revised.
4. The administrator acknowledges the contributions of the school community to the realizations of the vision and mission.
5. The administrator seeks and allocates resources to support the strategic plan.
6. The administrator models professional growth, and supports the professional growth of the community of learners.
7. The administrator makes decisions through the application of systems theory.
8. The administrator uses varied sources of information, data collection, and data analysis strategies for the purpose of planning school improvement and increasing student achievement.
9. The administrator demonstrates and encourages strategies to facilitate the improved learning of each student.
10. The administrator ensures that each student is educated in an appropriate and the least restrictive learning environment.
11. The administrator practices team building, coaching, mediation, negotiation, and consensus building.

Element	Unacceptable	Acceptable	Target
1.2 Performance Application of Visionary and Strategic Leadership		X	

1.2 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples provide minimal evidence that administrator candidates demonstrate an adequate ability to facilitate the development and implementation of visioning and strategic leadership, using key concepts and models.

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Standard 2: Instructional Leadership - The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge

1. The administrator understands how to enhance school culture and instructional programs through research, best practice, and curriculum design.
2. The administrator knows how to develop and implement a standards-based curriculum that aligns with assessment.
3. The administrator understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.
4. The administrator understands student growth and development.
5. The administrator understands the effective use of assessment and evaluation.
6. The administrator understands adult learning and professional development.
7. The administrator understands the change process for systems, organizations, and individuals.
8. The administrator knows how to effectively use instructional supervision, evaluation, and due process.
9. The administrator understands community diversity and its influence on education.
10. The administrator understands the essential role of technology in education.
11. The administrator understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding of Instructional Leadership		X	

2.1 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples provide minimal evidence that administrator candidates have an adequate understanding of the relationships between school culture, diverse student needs, instructional program, staff professional growth, and student achievement.

Performance

1. The school administrator oversees the development, implementation, evaluation, and refinement of curriculum and assessment based on research, best practice, teacher expertise, student and community needs, and state and national curriculum standards.
2. The administrator promotes a culture of high expectations and life-long learning for self, students, and staff.
3. The administrator promotes a school environment in which the responsibilities and contributions of students, parents/guardians, and staff members are valued.
4. The administrator promotes effective and innovative research-based instructional strategies.
5. The administrator researches a variety of information sources to make decisions that organize and align the school for success.

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- 6. *The administrator reduces barriers through proactive identification, clarification, and resolution of problems.*
- 7. *The administrator uses data to monitor student achievement.*
- 8. *The administrator supervises, evaluates, and assists teachers.*
- 9. *The administrator creates a learning environment that recognizes diversity.*
- 10. *The administrator uses and promotes technology to advance student learning, accommodate student needs, professional development, and overall school success.*
- 11. *The administrator participates in professional organizations.*
- 12. *The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Application of Instructional Leadership		X	

2.2 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples provide minimal evidence that administrator candidates demonstrate an adequate ability to advocate for, nurture, and sustain a school culture and instructional program conducive to student learning, diverse student needs, and staff professional growth.

It was noted that there were not artifacts provided for *Performance 12: The administrator promotes instructional goals and objectives that integrate academic, co-curricular, and extracurricular programs.*

Standard 3: Management and Organizational Leadership—*A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.*

Knowledge

- 1. *The administrator understands organizational theories.*
- 2. *The administrator understands operational policies and procedures.*
- 3. *The administrator knows school safety and security principles and issues.*
- 4. *The administrator understands human resources management.*
- 5. *The administrator knows sound fiscal operations principles and issues.*
- 6. *The administrator knows school facilities and use of space principles and issues.*
- 7. *The administrator understands legal issues impacting personnel, management, and operations.*
- 8. *The administrator understands current technologies that effectively support management functions.*
- 9. *The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.*

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Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Management and Organizational Leadership		X	

3.1 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples provide evidence that administrator candidates have an adequate understanding of how to promote and manage a safe, efficient, and effective learning environment for the success of each student.

Performance

1. The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.
2. The administrator designs and manages operational and organizational procedures to maximize opportunities for successful learning.
3. The administrator uses and actively promotes problem-solving and conflict management skills and strategies that foster positive educational outcomes.
4. The administrator uses knowledge of collective bargaining and other contractual agreements.
5. The administrator implements and monitors high-quality standards related to management performances.
6. The administrator manages the operations school facilities, equipment, and support services to provide an environment conducive to learning.
7. The administrator involves stakeholders in shared decision-making.
8. The administrator recognizes potential problems and opportunities and acts on them in a timely manner.
9. The administrator uses effective communication skills.
10. The administrator aligns all resources, using appropriate technology available to maximize attainment of school and organizational goals.
11. The administrator implements records management that meets confidentiality and documentation requirements.
12. The administrator facilitates recruitment, mentoring, coaching, supervision, and evaluation of personnel to accomplish goals of the school and district.

Element	Unacceptable	Acceptable	Target
3.2 Performance Application of Management and Organizational Leadership		X	

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3.2 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples provide evidence that administrator candidates demonstrate an adequate ability to promote and manage a safe, efficient, and effective learning environment for the success of each student.

Standard 4: Family and Community Partnerships—A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge

1. *The administrator understands emerging issues and trends impacting families, school, and community.*
2. *The administrator knows resources available in the community.*
3. *The administrator understands public relations, successful partnerships, and marketing strategies.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Family and Community Partnerships		X	

4.1 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples/projects provide evidence that administrator candidates have an adequate understanding of how to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student.

Performance

1. *The administrator develops relationships with community leaders through visibility and involvement within the larger community.*
2. *The administrator uses relevant information about family and community concerns, expectations, and needs.*
3. *The administrator facilitates opportunities between the school and community to share resources.*
4. *The administrator establishes partnerships with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.*
5. *The administrator integrates community and youth/family services with school programs.*
6. *The administrator facilitates activities that recognize and value diversity within the family, community, school, and district.*
7. *The administrator develops and maintains a comprehensive network of community and media connections.*
8. *The administrator models and supports the use of collaborative skills.*

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Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Family and Community Partnerships		X	

4.2 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples/projects provide evidence that administrator candidates demonstrate an adequate ability to collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources to promote the success of each student.

Standard 5: Professional and Ethical Leadership—The school administrator is a professional who demonstrates personal and professional values, ethics, and integrity.

Knowledge

1. The administrator understands the purposes of education.
2. The administrator understands the roles of leadership.
3. The administrator understands ethical frameworks and perspectives.
4. The administrator understands the diverse values of a community.
5. The administrator knows the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Professional and Ethical Leadership		X	

5.1 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples provide evidence that administrator candidates have an adequate understanding of the relationship between personal and professional values, ethics, and integrity to promote the success of each student.

Performance

1. The administrator behaves in a manner consistent with the values, beliefs, and attitudes that inspire others to higher levels of performance.
2. The administrator demonstrates responsibility for the learning of each student.
3. The administrator demonstrates sensitivity regarding the impact of administrative practices on others.

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4. *The administrator demonstrates appreciation for and sensitivity to the diversity in the school community.*
5. *The administrator adheres to the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.*
6. *The administrator requires ethical, professional behavior in others.*
7. *The administrator interacts with all individuals with consistency, fairness, dignity, and respect.*
8. *The administrator implements appropriate policies and facilitates procedures to protect individual rights.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Professional and Ethical Leadership		X	

5.2 Interviews with NNU faculty and graduate students, reading course syllabi, and reviewing rubrics and candidate work samples provide evidence that administrator candidates demonstrate an adequate ability to apply personal and professional values, ethics, and integrity to promote the success of each student.

It was noted that there were not artifacts provided for *Performance 2. The administrator demonstrates responsibility for the learning of each student.*

Standard 6: Governance and Legal Leadership—*A school administrator is an educational leader who promotes the success of each student by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural contexts.*

Knowledge

1. *The administrator understands the role of public education in developing and renewing a democratic society and an economically productive nation.*
2. *The administrator knows principles of representative governance that underpin the system of American education.*
3. *The administrator understands the political, social, cultural, and economic systems and processes that support and impact education.*
4. *The administrator understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.*
5. *The administrator understands global issues affecting teaching and learning.*
6. *The administrator understands the dynamics of policy development and advocacy under a democratic political system.*
7. *The administrator understands the importance of diversity and equity in a democratic society.*
8. *The administrator knows the law as related to education.*
9. *The administrator understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.*

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Element	Unacceptable	Acceptable	Target
6.1 Knowledge Understanding of Governance and Legal Leadership		X	

6.1 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples provide evidence that administrator candidates have an adequate understanding of the role of the school administrator in responding to and influencing the larger political, social, economic, legal, and cultural contexts to promote the success of each student.

Performance

1. *The administrator facilitates and engages in activities to shape public policy in order to enhance education.*
2. *The administrator facilitates communication with the school community concerning trends, issues, and potential forces affecting education.*
3. *The administrator engages representatives of diverse community groups in ongoing dialogue.*
4. *The administrator develops lines of communication with decision-makers outside of the school community.*
5. *The administrator facilitates a governance system to meet local needs within the framework of policies, laws, and regulations enacted by local, state, and federal authorities.*
6. *The administrator adheres to the law and district policies.*
7. *The administrator implements appropriate policies and facilitates to protect student rights and improve student opportunities for success.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Application of Governance and Legal Leadership		X	

6.2 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples provide evidence that administrator candidates demonstrate an adequate ability to respond to and influence the larger political, social, economic, legal, and cultural contexts to promote the success of each student.

Recommended Action School Administrator:

- Approved
 Approved Conditionally
 Not Approved

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School Superintendents

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.*
- 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.*
- 9. The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.*
- 10. The superintendent knows the importance of districtwide policy development and effective implementation.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership		X	

1.1 Interviews with NNU faculty and graduate students, reading course syllabi and class activities, reviewing rubrics and candidate work samples/projects provide evidence that school superintendent candidates have an adequate understanding of the dynamics of systemic change within school districts, the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability, breadth of PreK-12 curriculum and instructional programs, the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs, how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts, the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students, the district's role in and responsibility for

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employee induction, career development, and enhancement, the organizational complexity of school districts, the dynamics of collective bargaining, mediation, arbitration, and contract management, and the importance of districtwide policy development and effective implementation.

Performance

- 1. The superintendent promotes districtwide innovation and change through the application of a systems approach.*
- 2. The superintendent accepts responsibility and promotes strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.*
- 3. The superintendent accepts responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.*
- 4. The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.*
- 5. The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.*
- 6. The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.*
- 7. The superintendent advises the board of trustees on legal, ethical, and current educational issues.*
- 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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Application of Visionary and Strategic Leadership		X	

1.2 Interviews with NNU faculty and graduate students, reading course syllabi and class activities, reviewing rubrics and candidate work samples/projects provide evidence that school superintendent candidates demonstrate an adequate ability to promote districtwide innovation and change through the application of a systems approach, accept responsibility and promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole, accept responsibility for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs, facilitate processes and engage in activities to promote an effective and efficient governance structure for school districts, foster, create, and sustain local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners, create a system by which all employees have opportunities to seek career development and enhancement, advise the board of trustees on legal, ethical, and current educational issues, work effectively within the organizational complexity of school districts, and develop and monitor the system for policy development and implementation in all facets of district operations.

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Recommended Action School Superintendent:

- Approved
- Approved Conditionally
- Not Approved

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Special Education Directors

Standard 1: Visionary and Strategic Leadership. *A school administrator is an educational leader who promotes the success of each student and staff member by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.*

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 interventions.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership		X	

1.1 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples/projects provide evidence that special education director candidates have an adequate understanding of visionary and strategic leadership.

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 participates in district planning processes.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Application of Visionary and Strategic Leadership		X	

1.2 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples/projects provide evidence that special education director candidates demonstrate an adequately ability to implement visionary and strategic planning to promote the success of all special education students.

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Standard 2: Instructional Leadership—*The school administrator is an educational leader who promotes the success of each student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

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.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding of Instructional Leadership		X	

2.1 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples/projects provide evidence that special education director candidates have an adequate understanding of the instructional and behavioral strategies to meet the needs of special populations.

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 of special populations.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Application of Instructional Leadership		X	

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2.2 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples/projects provide evidence that special education director candidates demonstrate an adequate ability to serve as a resource for staff, administration, and parents/guardians concerning instructional and behavioral strategies for meeting the needs of special populations and to fulfill federal and state mandates.

Standard 3: Management and Organizational Leadership—*A school administrator is an educational leader who promotes a safe, efficient, and effective learning environment, and manages the organization, operations, and resources for the success of each student.*

Knowledge

1. The special education director knows about 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 advocate for and access resources to meet the needs of staff, students, and parents and to facilitate their effective participation.
4. The special education director understands the use of technology in referral processes, IEP development, and records management.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Management and Organizational Leadership		X	

3.1 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples/projects provide evidence that special education director candidates have an adequate understanding of state and federal laws/requirements, instruction, school activities, and environments to meet individual student needs and promote a safe, efficient, and effective learning environment.

Performance

1. The special education director advocates for and implements 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.

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Element	Unacceptable	Acceptable	Target
3.2 Performance Application of Management and Organizational Leadership		X	

3.2 Reading course syllabi and class activities/discussions, reviewing rubrics and candidate work samples/projects provide evidence that special education director candidates demonstrate an adequate ability to advocate and access resources to meet individual student needs and promote a safe, efficient, and effective learning environment.

Recommended Action Special Education Director:

- Approved
- Approved Conditionally
- Not Approved

**State
Specific
Standards
Review**

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State Specific Requirements (SSRs)

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

The Idaho Standards for Initial Certification provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval. The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

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

The State Specific Requirements will be reviewed on a 3 to 4 year cycle, coinciding with the seven-year cycle of CAEP partnership reviews and once between each full review.

SSR 1: Knowledge and Performance Foundation for the application of Instructional Shifts for Language Arts

1. *Building Knowledge through Content-rich Nonfiction*
 - *Candidates prepare students to build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.*
 - *Evidence that candidates understand how to evenly balance informational and literary reading in all content areas to ensure that students can independently build knowledge in all disciplines through reading and writing.*
2. *Reading, writing and speaking grounded in evidence from text, both literary and informational.*
 - *Candidates facilitate student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.*
 - *Evidence that candidates can create lessons for students that require use of evidence from texts to present careful analyses, well-defended claims, and clear information*
3. *Regular practice with complex text and its academic language*
 - *Evidence that candidates understand the how to build a staircase of complexity in texts students must read to be ready for the demand of college and careers*
 - *Candidates provide opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.*
 - *Candidate fosters an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.*

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Element	Unacceptable	Acceptable	Target
SSR 1.1 Knowledge (Inputs) Instructional Shifts for Language Arts		X	

1.1

- Syllabi – EDUC 3410 ELL, EDUC 3510 and ENGL3010
- EDUC 3260 – Assignment for Interactive Notebook – reflects class activities of reviewing the ELA standards in sequence.
- EDUC 3510 - Directions for six ICS lessons that candidates teach to the class in a professional development-type workshop.
- EDUC 4540 – Handout regarding determining complexity and bibliography assignment. Students build a collection of books – centered around the 10 SS themes; fictional literature and nonfiction.

Element	Unacceptable	Acceptable	Target
SSR 1.2 Performance (Application) Instructional Shifts for Language Arts		X	

1.2

- “Literature Connection” embedded in lesson planning templates – Examples of candidate work from Math, Science Social Studies.
- Three specific examples of informational reading lesson plans from different elementary content areas developed by candidates with instructor feedback; multiple examples of guided reading lesson plans from across every secondary content area with instructor feedback.
- Multiple lesson plans (different content areas) developed by candidates indicate use of Idaho ELA Core Standards; students analyze text and provide well-defended response to candidate inquiry, however no student work to illuminate candidate’s lessons.
- Reading, writing and (generally) group discussion apparent among students based upon lessons developed by candidates.
- Evidence of candidate work around understanding text complexity. Specific examples of guided reading plans developed by candidates.
- Data disaggregation activities (two examples).

Areas for Improvement:

Limited evidence of college-ready research focused lessons and advanced academic language.

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Recommended Action on SSR 1:

 X Approved

SSR 2: Knowledge and Performance Foundation for the application of Idaho Comprehensive Literacy Standards

- *Phonics*
- *Phonological Awareness*
- *Fluency*
- *Vocabulary*
- *Comprehension*
- *Writing*
- *Assessment Strategies*
- *Intervention Strategies*

Element	Unacceptable	Acceptable	Target
SSR 2.1 Knowledge (Inputs) Idaho Comprehensive Literacy Assessment		X	

2.1
No Inputs

Element	Unacceptable	Acceptable	Target
SSR 2.2 Performance (Application) Idaho Comprehensive Literacy Assessment		X	

2.2
Wealth of performance evidence in all areas

Areas for Improvement:

While performance evidence clearly indicates that the shifts are being taught, there is little evidence to suggest the content is embedded in the curriculum in a way that would ensure continuous focus beyond a single year/instructor.

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Recommended Action on SSR 2:

 X Approved

SSR 3: Knowledge and performance foundation for the application of Instructional Shifts for Mathematics

1. *Focus strongly where the Standards Focus*
 - *Evidence that candidates understand how to significantly narrow and deepen the focus on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.*
2. *Coherence- Thinking across grades and linking to major topics within grades*
 - *Evidence that candidates understand the progression of standards from grade to grade and can carefully connect learning across the grades.*
3. *Rigor- In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.*
 - *Evidence that candidates understand how to support conceptual understanding and promote student’s ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.*

Element	Unacceptable	Acceptable	Target
SSR 3.1 Knowledge (Inputs) Instructional Shifts for Mathematics		X	

3.1

- Math Lab EDUC 3000 Final Exam with Rubric and Sample Answers
- Syllabi for EDUC3000/3005/7300, EDUC4550/4555/7350

Element	Unacceptable	Acceptable	Target
SSR 3.2 Performance (Application) Instructional Shifts for Mathematics		X	

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3.2

- “Activity Guide” and Math Lab Quiz example illustrates candidates think about math concepts in multiple ways
- Elementary math and science plans with technology integration provide strong evidence
- Math specific observations provide evidence of relevance in math concepts inside and outside the classroom.
- Performance evidence was not clear in how candidates understand progression across grade levels with connected learning across grades.
- There is no evidence of “ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.”

Areas for Improvement:

Rigor is clear in mathematics lessons, but not evident in other content areas in the same way it is apparent for ELA core standards embedded across the curriculum.

Recommended Action on SSR 3:

 X Approved

SSR 4: Knowledge and Performance Foundation for the application of Instructional Technology and Data Literacy

1. *Fluency using Student Data Systems Evidence that candidates are able to access and analyze data to make data-driven curricular decisions*
 - *Evidence that candidates understand how to support conceptual understanding and promote student’s ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.*
2. *Appropriate Integration of Educational Technology*
 - *Evidence of meeting the Idaho Standards for Initial Certification; Pre-service Technology*

Element	Unacceptable	Acceptable	Target
SSR 4.1 Knowledge (Inputs) Instructional Technology and Data Literacy		X	

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4.1

- Syllabi for EDUC3000/3005/7300, EDUC4550/4555/7350
- Directions for developing Professional Learning Communities using Google Docs (syllabus description)
- EDUC3510 - Two data disaggregation activities

Element	Unacceptable	Acceptable	Target
SSR 4.2 Performance (Application) Instructional Technology and Data Literacy	X Data Literacy		X Integration of Instructional Technology

4.2

- “Teachlive” experiences
- Classroom technology portfolios
- Teacher Literacy Toolkit (electronic housing),
- Digital Citizenship Presentations

Areas for Improvement:

The area of Data Literacy appears to be addressed in a limited way. Assignments and lesson plans indicate students are introduced to the concept and provided opportunity to practice, but no evidence that there is meaningful application in lesson plans or throughout clinical practice. Little evidence of differentiation of instruction or appropriate accommodations are seen that would be grounded in data.

Recommended Action on SSR 4:

 X Approved

SSR 5: Units demonstration of robust Clinical Practice and use of Performance Assessments

1. *Robust Clinical Practice and Internships*
 - *Evidence that programs are training and selecting high quality cooperating teachers and University Supervisors*
2. *Accurate and Informative Performance Assessments*
 - *Formative and Summative Candidates receive accurate performance evaluations. A proficient score on a summative evaluation using the Danielson Framework is required in order to recommend a candidate for certification*

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Element	Unacceptable	Acceptable	Target
SSR 5 Clinical Practice and use of Performance Assessments		X	

- Evidence of qualifications of CTs and a training day (Is there anything going on specific to supporting candidates through rater-reliability, feedback expectations ?)
- Multiple formative assessments
- Multiple indications that CTs are carefully matched to candidates, and that clinical experience is deeply meaningful and collaborative.

Areas for Improvement:

The following assessments make it difficult to explore rater-reliability among these formative assessments: 1) Coaching Guides - Formative assessments of performance tend to be very high without evidence to support the ratings; 2) Observation Forms provide strong evidence of practice but components are not rated; 3) Employability Ratings address every component but are very opinion based.

There is no evidence of common Summative Assessment aligning to Individualized Professional Learning Plans.

Administrative Certificate Programs - It appears that the “Professional Learning Plan” is more like a resume than an actual professional development document.

Recommended Action on SSR 5:

 X Approved

Other Comments regarding State Specific Requirements:

Rubric for student teacher binder only mentions use of data of all of the state-specific requirements.

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NCATE/PSC Accreditation Interview Participants

Field Placement

Mike Poe	Whitney Ward
Ryan Roberts	

Graduate Advisory Council

Amy Ackley	Lynette Hill
Tawny Billings	Adam Johnson
Ryan Cantrell	Mike Poe
Heidi Curtis	Lori Sanchez
Leon Dickson	Lori Werth
Frank Estell	Greg Wiles
Wendy French	

Undergraduate Advisory Council

Anita Christenson	Duane Slemmer
Ryan Roberts	Whitney Ward
Larita Schandorff	

Faculty

Tawny Billings	Jennifer Hill
John Cossel	Erik Kellerer
Heidi Curtis	Scott Kimmamon
Ben Earwicker	Ryan Roberts
Christian Esh	Lori Sanchez
Lynette Hill	Duane Slemmer
Russ Joki	Burton Webb
Cathy Beals	Lori Werth
Kathleen Hanson	

Secondary Methods Instructors/Cooperating Teachers

Amy Ackley	Veronica Knutson
Tawny Billings	Judy Marlett
Katie Cook	Lisa Martell
Anne Crimchin	Izzy McConnell
Ron Curtis	Jackie Miller
Gina Davis	Sara Neddo
Lewey Dean	Dan Nogales
Holly Hammons	Barb Pace
Connie Hanson	Denise Vincent
Cary Hill	Leora White
Jennifer Hill	

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Initial Students/Current Graduate Students/Recent Graduates

Sherry Ann Adams	Toni Lyon
Pepper Allen	Jazmine Martin
Rachael Barr	David Martinez
Don Bingham	Peter McPherson
Courtney Brewer	Lynn Munoz
Ryan Cantrell	Angie Neal
Nick Channer	Josh Noteboom
Sam Cook	Tina Pittman
Kaleb DeHaas	Callie Pugel
Jim Eisentranger	Taylor Roberts
Amanda Eller	Val Samano
Emily Godfrey	Robert Sanchez
Brenna Greenwood	Brittney Schulz
Andy Grover	Stacey Stanton
Robert Gwyn	Janelle Steer
Tyler Harding	Nate Thomas
Cody Henderson	Ashlin Uribe
Natasha Johnson	Mikayla Walker
Elizabeth La Tulippe	Jenna Whitney
Kelsey Le-Duc Williams	Greg Wiles
Jannel Lester	Drew Williams

NCATE Team

Mary Jo Finney	Isabella Lindner
Ricki Gibbs	Michelle Myers
Patricia Johnson	

State Team

Karen Coe	Christina Linder
Lisa Colon	Cori Mantle-Bromley
Lorie Enloe	Nachele Search
Esther Henry	Jennifer Snow
Stacey Jensen	Heather Van Mullem
Rick Jordan	Taylor Raney
Micah Lauer	Annette Schwab



National Council for Accreditation of Teacher Education

BOARD OF EXAMINERS

******Report*

NCATE Board of Examiners Team:

Ms. Isabella M. Lindner
Dr. Patricia P. Johnson
Dr. Mary Jo Finney
Dr. Michelle Myers
Mr. Ricki A. Gibbs II

State Team:

N/A

State Consultant:

Mr. Taylor Raney
Annette Schwab

NEA or AFT Representative:

N/A

Continuous Improvement Visit to:

NORTHWEST NAZARENE UNIVERSITY

Education Department
623 University Blvd.
Nampa, ID 83686
March 1-3, 2015

Type of Visit:

Continuing visit - Initial Teacher Preparation
Continuing visit - Advanced Preparation

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BOE Report for Continuous Improvement Pathway (Updated May 2013)

Summary for Professional Education Unit

Institution Name:

Northwest Nazarene University

Team Recommendations on Meeting Standards:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions	Standard Met	Standard Met
Standard 2: Assessment System and Unit Evaluation	Standard Met	Standard Met
Standard 3: Field Experiences and Clinical Practice	Standard Met	Standard Met
Standard 4: Diversity	Standard Met	Standard Met
Standard 5: Faculty Qualifications, Performance, and Development	Standard Met	Standard Met
Standard 6: Unit Governance and Resources	Standard Met	Standard Met

Not Applicable = Unit not reviewed for this standard and/or level

Team Recommendations on Movement Toward Target:

Standards	Initial	Advanced
Standard 1: Candidate Knowledge, Skills, and Professional Dispositions		
Standard 2: Assessment System and Unit Evaluation		
Standard 3: Field Experiences and Clinical Practice	At Target (attained)	Movement Toward Target (developing or emerging)
Standard 4: Diversity		
Standard 5: Faculty Qualifications, Performance, and Development		
Standard 6: Unit Governance and Resources		

Not Applicable = Unit did not select this as a target standard

I. Introduction

I.1 Brief Overview of the institution and the unit.

Northwest Nazarene University (NNU) is a growing liberal arts institution sponsored by the Church of the Nazarene. NNU is located in the city of Nampa, Idaho. Nampa is the largest city of Canyon County, Idaho, and has an approximate population of 86,518. Nampa is located about one-half hour from Boise, Idaho, where a modern airport is located. The student population of NNU is over 2,000 undergraduate and graduate students. More than 8,000 students are enrolled in online courses for continuing education. The NNU Department of Education is comprised of 12 full-time faculty and seeks to prepare teachers for P-12 schools who are grounded in Christian values and prepared to teach in learner-centered classrooms. In addition to offering initial licensure, the unit offers advanced degrees for those who have bachelor's degrees in related fields.

I.2 Summary of state partnership that guided this visit (i.e., joint visit, concurrent visit, or an

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NCATE-only visit). Were there any deviations from the state protocol?

Concurrent visit.

I.3 Indicate the programs offered at a branch campus, at an off-campus site, or via distance learning? Describe how the team collected information about those programs (e.g., visited selected sites, talked to faculty and candidates via two-way video, etc.).

The advanced programs are the only programs that offer distance education via technology.

I.4 Describe any unusual circumstances (e.g., weather conditions, readiness of the unit for the visit, other extenuating circumstances) that affected the visit.

No extenuating circumstances affected the visit

II. Conceptual Framework

The conceptual framework establishes the shared vision for a unit's efforts in preparing educators to work effectively in P-12 schools. It provides direction for programs, courses, teaching, candidate performance, scholarship, service, and unit accountability. The conceptual framework is knowledge based, articulated, shared, coherent, consistent with the unit and institutional mission, and continuously evaluated.

II.1 Provide a brief overview of the unit's conceptual framework and how it is integrated across the unit.

In 1990, the unit's faculty analyzed Feiman-Menser's (1990) work related to historic traditions in teacher preparation and decided upon the critical/social model for their conceptual framework. Through this work, the unit adopted four critical-social themes that Goodland (1990) describes as Citizenship/Democratic Society, Liberal Arts/Continuing Learning, Professional Knowledge and Skills, and Role of Schooling. In 2000 and again in 2010, the unit revisited and updated its conceptual framework. While maintaining the four themes, the unit's faculty added a learner-centered core and articulated these themes using 10 principles which served as program goals.

In 2013, the unit sought to increase the clarity and relevance of the conceptual framework to articulate current practice as well as to provide a vision for the future. This process included unit faculty, the unit's P-12 partners, graduate advisory councils, and the unit's Teacher Education Council. The revised conceptual framework simply entitled "Learner-Centered CORE" was approved in October 2013 and provides carefully articulated definitions for each component of CORE. CORE represents the unit's firm beliefs that their candidates are Called to serve, Open to change, Responsive to all, and Empowered to succeed.

III. Unit Standards

The following pages contain a summary of the findings for each of the six NCATE unit standards.

Standard 1

Standard 1. Candidate Knowledge, Skills, and Professional Dispositions

Candidates preparing to work in schools as teachers or other school professionals know and

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demonstrate the content knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates meet professional, state, and institutional standards.

1.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

Initial Programs: NNU's education programs have been approved by the State of Idaho. Upon completion, a candidate may be recommended for certification in Idaho or other states. Initial programs include traditional undergraduate programs in elementary and secondary education and are part of the College of Arts and Sciences (CAS). Another set of initial programs, Adult and Professional Programs in Education (APP-ED), are included in the College of Graduate Studies (CAGS). The unit also includes other departments in the College of Arts and Sciences that provide content preparation for secondary education programs.

The Learner-Centered CORE embeds the four university values: service, transformation, community, and truth, relevant for both the initial and advanced programs.

The unit's assessment system is aligned with the conceptual framework and with state and national INTASC standards. The unit assesses candidates' progress within teaching programs and monitors their progress at four transition points. The unit aggregates and disaggregates performance data to show trends that faculty, Teacher Education Council, and advisory groups analyze to evaluate and improve programs.

Dispositions assessed in initial programs measure proficiencies in communication, relationships, social-emotional presence, professional commitment, advocacy, and cognitive processing.

Each initial program's assessment plan is based on distinctive proficiencies identified in the following state standards: Initial programs in Teacher Education– Idaho Core Teaching Standards, derived from INTASC standards. The Praxis II tests results are one measure of competency in content required by the state of Idaho. The unit uses these scores to monitor and adjust curriculum.

The state of Idaho recently changed the required Praxis II test for elementary certification. For candidates starting their program before June of 2013, the state requires the Elementary Content Praxis (0014/5014) and the Principles of Learning and Teaching (0622/5622). Initial candidates before June 2013 did not have to obtain a single subject endorsement. Candidates beginning their program after July of 2013, are required to take the Elementary Education: Multiple Subjects Praxis (series 5031) made up of four subtests: Reading, Science, Mathematics and Social Studies. Candidates are also required to add an endorsement in a single subject area by meeting content requirements and taking a Praxis test in a single subject endorsement (middle school endorsement).

Data indicate that NNU initial program candidates performed well on the Elementary Content Praxis (0014) and the Elementary PLT Praxis (5622), with 98% of first attempts successful. The unit reports that the pass rate was above the state average for first time passing rates in both 2012 and 2013. As candidates who failed their first attempt at passing either test retook the test, 100% of NNU candidates passed the PLT and 99% passed the Elementary Content Praxis.

ETS changed the Elementary Education: Multiple Subjects test to series 5001 and in September 2014, and the unit reports that the transition to the four new elementary content Praxis tests has been difficult. Data indicate that NNU candidate first time pass rates on the new Praxis exams are below the state average in three contents, exceeding the state average only in mathematics. The unit states that none of the pass rates, however, are at acceptable levels for the initial programs and that these results are not unique to NNU. The unit is reviewing the current pass rates of the initial candidates' Praxis elementary

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content exams. According to unit faculty, the unit has collected the course requirements, faculty qualifications and program requirements in the four general Praxis test areas and plans to use this information to consider program changes in entrance requirements, types of classes required and faculty requirements for specific classes in the initial programs. Information obtained in interviews confirm that the unit has started conversations with general education faculty in social studies, science and mathematics about future program changes.

The unit reports that an area of relative strength for NNU candidates is the Praxis Middle School Content area test results. In all four areas in which NNU has defined a path for recommendation to certification, NNU first time pass rates exceed the state average on these exams. Data indicate 100% pass rate for the candidates who have sought to endorse in Science on their first attempt since the requirement was instituted in July of 2013.

Another area that impacts the first time pass rate for NNU candidates are for candidates who are exploring a return to the university as non-traditional students in the APP Education program. Professional Programs in Education (APP-ED) are included in the College of Graduate Studies (CAGS). Many of them are returning to school after several years have elapsed since taking content courses. In this accelerated program, candidates are required to pass their Praxis tests before entering the program. The unit reported that almost 20% of the middle school content tests taken at NNU in 2012-2014 were APP students, half of which passed on their first attempt.

Data indicate that candidates meet or exceed expectations related to knowledge of content. Data from Praxis II, course grades, GPAs, follow-up surveys, and interviews with candidates, supervisors, faculty and school-based faculty indicate that candidates know and are able to demonstrate mastery in their content areas.

Initial candidate in NNU teacher education programs demonstrate pedagogical content knowledge through course assignments, field experiences, and student teaching evaluations. Data from these assessments indicate that candidates can use appropriate teaching strategies and implement effective lesson plans and utilize technology in the classroom to support K-12 student learning.

Candidates demonstrate professional and pedagogical content knowledge and skills through field placements, reflections and student teaching. In each course there is a field placement component. Candidates observe teachers using structured observations and write reflections on their observations. These reflections are assessed by faculty and discussed with the candidates. Samples of structured observations and the corresponding reflections, as well as interviews with candidates, confirm that candidates can apply the professional and pedagogical content knowledge and skills they have learned. All candidates are extensively involved in service activities in the community which helps them to know and understand the school, family, and community contexts in which they work.

In the Advanced Programs the unit offers advanced master's programs in Curriculum and Instruction, Educational Leadership, and School Counseling. Exceptional Child and Reading programs were discontinued as of Fall 2014. Current candidates who are already attending NNU may still complete these programs. The unit offers three Education Specialist programs: Building Administration; director of Special Education Services; and Superintendentcy. The unit offers an EdD program in Educational Leadership.

Advanced programs in education and those in school counseling are part of the College of Adult and Graduate Studies. Elementary Education candidates must complete additional requirements for a middle school emphasis in science, social studies, mathematics, or language arts. Secondary candidates certify in one teaching area or in a first and second teaching field.

The state does not review Curriculum and Instruction or doctoral programs in Educational Leadership,

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since these do not lead to licensure. Other initial and advanced programs hold state approval and will be reviewed.

Dispositions assessed in advanced programs in education include proficiencies in the following areas: professionalism, collaboration, work ethic, respect, and personal growth.

Each advanced program's assessment plan is based on distinctive proficiencies identified in the following state standards: Advanced program in Curriculum and Instruction – Idaho Core Teaching Standards, derived from INTASC; Advanced programs in School Administration – Idaho Foundation Standards for School Administrators; Doctor of Education in Educational Leadership – Idaho Foundation Standards for School Superintendents; School Counseling – Council for Accreditation of Counseling and Related Educational Programs (CACREP) Standards.

The Building Administrator program closely aligns with the education department's Learner-Centered CORE conceptual framework. As the candidates progress through the program, they are regularly challenged to reflect on why they are looking to obtain administrative roles.

NNU also offers the Education Specialist degree in the School Superintendency, The EdS program, offered primarily online, employs Canvas as its course management platform. Faculty and administrators shared that this cohort model program offers flexibility for students to enter the program at courses several points throughout the year. Candidates complete the first courses with their cohort members in face-to-face settings in July and take all remaining courses online, which are designed to meet the requirements for Superintendent certification as outlined by the Idaho State Department of Education. Assessment of candidates starts at the application process and continues past the completion of the program. Candidates coming into the Director of Special Education (DSE) and Related Services program at NNU must have a master's degree or higher in special education.

1.2 Moving Toward Target or Continuous Improvement

Please respond to 1.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 1.2.b.

1.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

N/A

1.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Initial Programs: Interviews with faculty confirmed that in 2012-2013, the Department of Education revisited each Secondary Content Area Endorsement. Working collaboratively with content department chairs and faculty, each area was evaluated for its alignment with current State Department requirements for endorsements and the Praxis II content test.

According to unit faculty, several adjustments were made and approved to be included in the 2013-2014 university catalog. Interviews with the unit faculty, undergraduate and graduate advisory councils confirm that the unit aggregates and analyzes assessment data annually in order to improve assessment procedures and unit operations. Based on these data and feedback from candidates, unit faculty, and K-12 partners, professional partners are involved in examining and updating assessment procedures, transition points and program requirements.

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Faculty, administrators, and advisory council members confirm that the multicultural infusion charts were reviewed and updated in 2014. One example of programmatic change based on data analysis leading to candidate improvement has been the added requirement of candidate proficiency in technology instruction. Required technology courses in all programs have been upgraded. The unit requires a new course and field experience, EDUC2250 Cultural Diversity in Education in 2009, to better prepare initial candidates to impact learning by all students. The unit confirmed that course maps were developed to show all courses in each program, learning outcomes, key assessments, textbooks, and alignment with university values, state standards, and conceptual framework. In 2013 the unit clarified and improved its disposition assessment systems across transition points in all initial and advanced programs.

In the Advanced Programs the unit reports that the Educational Leadership – Building Administrator program is based on a strong belief building administrators are more than building managers but instead serve as instructional leaders within their buildings and exhibit a strong understanding of curriculum, assessment, and student learning blended with the necessary skills to lead the staff and students on a steadily improving path of learning for all students. Faculty stated in site visit interviews that candidates increase their understanding of themselves as leaders and how to apply that understanding as they interact with the staff and students in their buildings while developing and implementing an achievable vision of learning for their schools.

Interviews confirm that the unit conducts follow-up surveys with graduates and their employers regarding candidates' pedagogical content knowledge. Data from these surveys indicate that the candidates in both the initial and advanced teacher education programs demonstrate the knowledge, pedagogical content knowledge and skills, pedagogical and professional knowledge and skills, and professional dispositions necessary to help all students learn.

Interviews with faculty, administrators and advisory council members indicate that advanced candidates show strong understanding and use of theories to inform decision making and instructional practice to help all students learn. Ninety-nine percent of advanced candidates meet or exceed acceptable proficiency levels on key assessments of pedagogical content knowledge.

1.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

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Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>

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There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard. [BOE specifies which is present and which is not in their findings.]	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.
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1.3 Areas for Improvement and Rationales

1.3.a What AFIs have been removed?

AFI	AFI Rationale

1.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

1.3.c What new AFIs are recommended?

AFI	AFI Rationale

1.4 Recommendations

For Standard 1

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	
Advanced Preparation	

Standard 2

Standard 2: Assessment System And Unit Evaluation

The unit has an assessment system that collects and analyzes data on applicant qualifications, candidate and graduate performance, and unit operations to evaluate and improve the performance of candidates, the unit, and its programs.

2.1 Overall Findings

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What did the evidence reveal about the unit continuing to meet this standard?

The unit's assessment is well-developed and fully operational in the initial and advanced programs. NNU recognizes the importance of an aligned assessment system and takes the responsibility of monitoring candidates seriously. The unit understands that program completers must be of the highest quality so that they can meet the challenges of our nation's ever-changing classrooms and schools. As evidenced in the unit's Teacher Education Handbook, The unit's Assessment Handbook and through onsite interviews, expectations of candidates are clearly communicated. Key assessments throughout the initial programs are aligned with state and professional standards. Program goals, assessments and surveys are also aligned with the unit's conceptual framework, The Learner-Centered Core. Providing additional guidance for candidate performance and assessment, the unit utilizes Danielson's Framework for Teaching which has been adopted by the state of Idaho. Attainment in each of the four areas is expected of all candidates. Administrators, P-12 school personnel, unit faculty, and candidates are aware of the significance of these expectations.

Key assessments provide the foundational structure for the unit's four decision making points identified as Checkpoints 1, 2, 3, and 4. Within this checkpoint structure of the assessment system, unit faculty have identified dispositions that are expected of teacher candidates. The professional dispositions that are assessed are communication, relationships, social-emotional presence, professional commitment, advocacy and cognitive processing. In addition to these identified competencies, candidates are encouraged to set personal goals for growth. Candidates verify that dispositions are known and shared among them and that their professional growth is monitored. In addition to dispositional key assessments, the unit collects, analyzes and uses data as outlined in the four Checkpoints. Examples of these key assessments include, grades in education courses, GPA's, standardized test scores, lesson plans, Teacher Work Samples, Classroom Management Plans, Field Experience Assessments, Employability Ratings and Student Teaching notebooks. TK20 is the data management system used to collect data. During the onsite review, faculty and candidates indicate that the system has been helpful in the monitoring of candidate progress. Candidates state that they upload requested artifacts for each course and faculty assess their work using TK20. Rubrics are designed for each assessment and candidates have access to their work for ten years after they graduate. TK20 allows faculty and program directors the ability to analyze all data from their programs. As a result, trends can be identified and action can be taken, if needed. The unit's field experience director states that the data from TK20 has been particularly useful in the placement and monitoring of field experience and student teaching placements. The system helps to ensure that exceptional placements for candidates continue. Interviews with P-12 school faculty and current candidates support that fact high quality placements are made and both groups are satisfied with the process.

At the advanced level an assessment system is fully operational, monitored and yields relevant data to inform progress of its graduate students. Data from the system is utilized to inform and improve programs and unit operations. The Assessment System Handbook clearly outlines the assessment process for advanced programs. The Handbook is a valuable tool for graduate candidates and faculty. NNU offers four master of education degrees (MED), a master of science degree in school counseling, and three Educational Specialist endorsements. The foundation of the assessment system is based upon the The Learner-Centered Core which is used in the initial program. These dispositional core values in advanced Education programs measure professionalism, collaboration, work ethic, respect, and personal growth. The School Counseling program assesses conscientiousness, self-awareness, intrapersonal depth, interpersonal skills, ethics—professionalism, legal behavior, political sense, self-regulation, character, integrity, academic honesty, critical thinking, appreciation of learning and spirituality.

Graduate candidate knowledge and professional skills are assessed through course-based assignments and checkpoint key assessments. Three checkpoints are used in the advanced programs to monitor progress of candidates. Each of the advanced programs has a clearly delineated chart of key assessments required of graduate candidates. Interviews confirm that this chart is followed and candidates are aware

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of what program requirements are. TK20 is the management system used in the advanced program. Candidates and faculty indicate that assignments are dropped into the system, assessed and then aggregate the data derived from the system.

2.2 Moving Toward Target or Continuous Improvement

Please respond to 2.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 2.2.b.

2.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

2.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

Interviews conducted during the onsite review, provided evidence that the unit engages in ongoing learning and continuous improvement based upon a philosophical commitment to the learning and growth of its candidates in the initial and advanced programs. Unit administrators, faculty and candidates are committed to an ongoing and fluid assessment process. Numerous changes and improvements have occurred since the last onsite review. A thorough list of all changes and improvements are highlighted in the Institutional Report and the unit's addendum. In 2010, the unit reviewed and updated its conceptual framework. At this time, unit faculty and stakeholders added and articulated a learner-centered core for both the initial and advanced programs. In 2013, NNU's Teacher Education Council assisted in the implementation of a conceptual framework that provided more clarity for the 2010 conceptual framework. As a result of these significant changes courses were revised and many forms were revised to reflect the new philosophy. To enhance the usability of data, TK20 was added as the unit's data management system. The use of this system has transformed the ability to monitor candidate progress and improve unit operations. Faculty and candidates are able to track dispositions, field experience evaluations and placements, key assessments and employability ratings. A unit administrator is assigned to oversee the assessment system and other assessment activities. The 2015 Idaho Core Teaching Standards have been aligned with the assessment system as well as the alignment with the 2013 conceptual framework revision. With the completion of a new building, The Learning Commons, this facility allows all students access to innovative technology for the enhancement and enrichment of P-12 students.

2.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to	Clear, convincing and sufficient evidence demonstrates that the	Clear, convincing and sufficient evidence demonstrates that the	Clear, convincing and sufficient evidence demonstrates that the

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<p>demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are no plans and timelines for attaining target level performance as described in the unit standard.</p>	<p>unit is performing as described in some aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>OR</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p> <p>[BOE specifies which is present and which is not in their findings.]</p>	<p>unit is performing as described in some aspect of the target level of the rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p>	<p>unit is performing as described in all aspects of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for sustaining target level performance as described in the unit standard.</p>
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2.3 Areas for Improvement and Rationales

2.3.a What AFIs have been removed?

AFI	AFI Rationale

2.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

2.3.c What new AFIs are recommended?

AFI	AFI Rationale

2.4 Recommendations

For Standard 2

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	
Advanced Preparation	

Standard 3

Standard 3: Field Experiences And Clinical Practice

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The unit and its school partners design, implement, and evaluate field experiences and clinical practice so that teacher candidates and other school professionals develop and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn.

3.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit believes that field experience and clinical practice are central to the development of knowledge, skills, and dispositions for all initial and most advanced program candidates. In initial programs, candidates complete more than 100 hours of course-based field experiences prior to student teaching. Advanced programs in Leadership, Reading, and Exceptional Child include internships that enable candidates to extend and apply their growing understanding of factors that support learning by all students. These field experiences and internships also provide opportunity for candidates to assume responsibilities for the roles for which they are preparing.

The unit, its P-12 school partners, and other members of the professional community design, deliver, and evaluate field experiences and clinical practice to help candidates grow professionally. In initial programs, the Teacher Education Council, which includes members of the local professional community, meets several times a year to serve in an advisory capacity for program evaluation and design. The director of student teaching and faculty liaisons communicate regularly with teachers and principals to ensure alignment of clinical practice goals and processes. During the onsite visit, this was validated through interviews with principals and cooperating teachers who reported that they meet with a liaison from the unit weekly to discuss the unit's candidate. Also during the onsite interviews, it was validated that the director and liaisons hold an orientation session for elementary interns, cooperating teachers, and principals from host schools to clarify expectations at the beginning of every year. Cooperating teacher and principals are also invited back at the end of school year to evaluate what went well and provide input to changes that will strengthen the unit's candidate preparation program. Candidates are also surveyed through exit interviews at the end of the student teaching experience by the director to discuss their ideas for program improvement.

Through interviews during the onsite visit, it was validated that the unit and its P-12 school partners jointly determine specific placements of candidates. In initial programs the director of student teaching brings together school principals and unit faculty in the spring to make placement decisions for the following year. In fall 2013 formal criteria were developed to aid in the selection of strong mentor teachers and partner schools. Faculty in advanced programs work collaboratively with candidates and their site supervisors to ensure solid internship experiences within their own schools.

The unit and their P-12 partners support candidates through the learning process in field experiences and clinical practice by ensuring open communication with everyone involved. During the onsite visit, interviews with current candidates and cooperating teachers revealed meetings with a liaison from the unit take place every week during the candidate's internship experience. The unit's faculty makes it a priority to stay current with local and state initiatives. It is through this continued professional growth that the unit's faculty ensures their candidates remain current with the mandates they will experience in the field.

3.2 Moving Toward Target or Continuous Improvement

Please respond to 3.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 3.2.b.

3.2.a Movement Toward Target.

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Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

The unit has met the target level in the Initial program, particularly with respect to documenting the partnership between the unit and its P-12 school partners. The unit and its school partners share expertise and integrate resources to support candidate learning and participate in shared professional development activities. A member unit's faculty serves on the 21st Century Advisory Board for Nampa School District, a role in which the unit's faculty member helps partner schools to oversee after-school programs. In partnership with the Idaho State Department of Education and the Higher Education Institutions in Idaho, the unit obtained Teachscape licenses for all university supervisors for clinical practice in initial programs. Teachscape and its licensure component for K-12 administrators ensure that supervisors are proficient in the use of the Danielson Framework for Teaching as an evaluative tool. Working through each component of the Framework, supervisors revisit the major ideas, work to eliminate possible biases, and pursue inter-rater reliability. In addition, the unit elected to be part of an ongoing research project with the Idaho Higher Education coalition focusing on supervision practices within the Framework.

The unit works closely with school-based faculty to design, implement and evaluate the conceptual framework, with the latest revision being made with input from school partners in fall 2013. Through the director of student teaching and graduate program directors, the unit works collaboratively with school partners on program evaluation, recommended changes, and placement of student teachers and interns. During the onsite visit, it was validated that in the initial programs the director of field placements meets with building principals and teachers to explain and solicit input on field experience outcomes. Through the Graduate Advisory Committee and Graduate Admissions Committee, the unit maintains quality control of internships in advanced programs. The Teacher Education Handbook outlines expectations for field experiences, clinical practices, and internships.

Through meaningful involvement and collaboration in schools, faculty provides in-services and help to districts and schools to initiate professional development courses on site. Almost half of the unit's Education Department faculty is actively involved with technology training and research through the university's Doceo Center for Innovation in Teaching in Learning. This was validated during the onsite visit through interviews with current candidates as well as faculty technology demonstrations.

Through continuous reflection the unit has met the target level in its initial programs in their field experiences and clinical practice. All field experiences are associated with courses that include assignments and peer-to-peer reflections based on observations and experiences in P-12 classrooms. Through interviews with current candidates during the onsite visit, it was validated that during student teaching/internship in initial programs, candidates reflect on their experience in required lesson reflections, weekly reflection journals, and peer-topper discussions during Student Teaching Seminars. Professional dispositions, components of the unit's conceptual framework, and Danielson's Framework for Teaching are taught and reflected upon in all education courses.

During clinical practice, candidate learning is integrated into the school program and into teaching practice, where they observe and are observed by others. This is apparent in the Student Teaching Seminar syllabus, observation feedback on the Danielson Observation Form completed regularly by cooperating teachers and university supervisors, lesson plan notebooks, reflection journals, formative Coaching Guides, and Teacher Work Samples documenting candidate work with struggling readers during the year-long elementary internship. Current candidates validated this point through onsite interviews and reported multiple weekly informal visits to their classrooms from a liaison from the unit to discuss their teaching and the impact on student learning.

Candidates work collaboratively with other candidates and clinical faculty to critique and reflect on their practice. Prior to student teaching, candidates in various courses take part in peer review of lesson plans

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and micro-teaching. In Student Teaching Seminar candidates collaboratively reflect on their work as teachers and on their impact on student learning. During interviews on the onsite visit, candidates also reported weekly professional learning community meetings take place at their internship site with a liaison from the unit where they discuss best practices or strategies to implement. Candidates analyze the impact of their instruction on student learning in the completion of Teacher Work Samples in the Elementary Education and Special Education programs.

The unit has carefully planned a series of field experiences and clinical practice to ensure strong development and exploration of knowledge, skills, and dispositions in a developmentally appropriate way. Candidate growth in teaching is facilitated by coursework and related field placements focusing on meeting the needs of all learners – those learners with exceptionalities and those from diverse backgrounds. During the onsite visit, it was validated through interviews that candidates in EDUC 2250 Cultural Diversity in Education complete a field experience targeted at helping culturally diverse students who may be struggling academically. Lesson planning templates required in all methods courses require candidates to identify accommodations that will be made in order to reach all students. Interviews during the onsite visit also validated that candidates are taught SIOP (Sheltered Instruction Observatijons)

3.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

3.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.	Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.
<u>AND</u>	<u>OR</u>	<u>AND</u>	<u>AND</u>
There are no plans and timelines for attaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.	There are plans and timelines for sustaining target level performance as described in the unit standard.

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	[BOE specifies which is present and which is not in their findings.]	
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3.3 Areas for Improvement and Rationales

3.3.a What AFIs have been removed?

AFI	AFI Rationale

3.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

3.3.c What new AFIs are recommended?

AFI	AFI Rationale

3.4 Recommendations

For Standard 3

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	At Target (attained)
Advanced Preparation	Movement Toward Target (developing or emerging)

Standard 4

Standard 4: Diversity

The unit designs, implements, and evaluates curriculum and provides experiences for candidates to acquire and demonstrate the knowledge, skills, and professional dispositions necessary to help all students learn. Assessments indicate that candidates can demonstrate and apply proficiencies related to diversity. Experiences provided for candidates include working with diverse populations, including higher education and P-12 school faculty, candidates, and students in P-12 schools.

4.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

As confirmed during the onsite visit, the unit designs, implements and evaluates curriculum and experiences to ensure that candidates receive a well-grounded framework for understanding diversity, including English language learners and students with exceptionalities. The conceptual framework articulates seven proficiencies related to diversity that are embedded and assessed across required

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coursework. These required assignments, projects, and experiences occur in EDUC 2250 Cultural Diversity in Education, EDUC 3310 English Language Learners and EDUC 3410 English Language Learners and Content Literacy. Required field experiences place candidates in schools to work with students representing racial, ethnic or linguistic diversity as well as those with exceptionalities. A major component of the university's mission is to foster servitude and, as a result, all students are required to work with ethnically and racially diverse individuals in fulfillment of this mission.

The P-12 school diversity matrix tracks candidate placement in field work ensuring that all candidates work in diverse settings across their various assigned placements. Artifacts and onsite interviews validate that field work occurs in P-12 schools serving populations from at least two ethnic or racial groups. Sample course assignments validates that candidates demonstrate knowledge of how to develop and teach lessons that incorporate diversity and connect instruction and service to students' experiences and cultures.

The unit provides a synthesis and alignment chart for proficiencies related to diversity linking the seven proficiencies articulated in the conceptual framework to Idaho state standards and NCATE Standard 4.a. Exhibit 4.4.a documenting data on proficiencies related to diversity and impact on student learning. Assessment data indicate that candidates are performing at nearly 100% level of competency on measures of diversity proficiencies.

Faculty engage in a wide range of international experiences that enhance their teaching. These rich experiences, in turn, enrich candidates' appreciation of global issues of diversity and help to foster international understandings. Candidate surveys and course assignments addressing issues of diversity and candidate reflections upon their own field experiences working with diverse students are posted in TK20. Faculty assess these surveys for themes that further inform and advance class discussion and reflection among candidates regarding methods for how to meet every learner's needs.

Faculty relationships with schools in various countries afford candidates the opportunity to student teach in South Korea and to conduct research in countries including Thailand, Mongolia, China and others. The Confucius Classroom Program is yet another opportunity for candidates to engage with students and scholars from China to enhance the understanding and friendship between the people of the U.S. and China.

In the advanced programs, the multicultural project serves to enhance candidate knowledge and abilities to work with learners from diverse settings and populations. At the earliest stages of the initial program, the cultural autobiography focuses on teaching candidates to develop classroom and school climates that value diversity. The onsite visit confirms that the unit uses data on proficiencies related to diversity and impact on student learning to refine courses and enhance learning experiences of its candidates with respect to helping students from diverse populations to learn.

Onsite interviews validate that candidates have the opportunity to interact with school, unit and other faculty from diverse ethnic, racial and gender groups. Professional education faculty are more diverse than all faculty in the institution. Exhibit 4.4.d was validated in the onsite visit indicating professional education faculty teaching only in initial programs as 11% Hispanic and 89% White with 41% male and 59% female. Advanced program faculty are 3% Black or African American and 97% White with 38% male and 62% female. Faculty who teach in both initial and advanced programs are 7% Asian and 93% White with 36% male and 64% female. Additional information provided at the onsite review indicates that P-12 school personnel are comprised of 7.4% Hispanic, 2.3% American Indian or Alaska Native, .9% Asian, .3% Black or African American, .1% Native Hawaiian or other Pacific Islander, and 89% White.

Interviews during the onsite visit validate that faculty have knowledge and experiences to help candidates work with students from diverse groups including ELL and students with exceptionalities.

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Faculty's international experiences include living and working abroad, conducting missionary work, overseeing student teaching and study abroad among others. Faculty provided examples of how these direct experiences are shared with candidates to inform candidate understanding of multiple perspectives and to support their growth in knowledge and sensitizing their practice to working effectively with students representing global populations.

In response to the Area For Improvement (AFI) citing that candidates have limited opportunities to interact with faculty from diverse ethnic and racial backgrounds, the unit updated its Unit Plan to Recruit and Retain Faculty Representing Minority Populations. Although the unit reports having limited success recruiting and retaining faculty representing minority populations citing the mission of the institution in hiring faculty willing to adhere to a statement of faith as posing a challenge, unit faculty diversity now exceeds that of the university at large. Faculty diversity in the unit increased with 4.2% Hispanic, 3% Black or African American and 7% Asian faculty hired since the last visit. Further, onsite interviews validate the unit's good faith efforts to attract and retain faculty representing diverse groups thereby further enhancing its diversity.

Candidates have experiences interacting and working with other candidates from diverse ethnic, racial, gender and economic groups. Overall diversity of candidates in initial and advanced programs is higher than that of candidates across the institution. Candidates in initial programs are 6.9% Hispanic, .38% American Indian or Alaska Native, 1.1% Asian, .38% Black or African American, 76.6% White, 2.3% two or more races and 12.3% race/ethnicity unknown with 18% males and 82% female. Candidates in advanced programs are 4.2% Hispanic, 6.3% Asian, 87.4% White, .84% two or more races, 1.3% race/ethnicity unknown with 29.8% male and 70.2 percent female. Unit and university-level committees and clubs provide opportunities for candidates from diverse groups to interact with one another. Course work and collaborative projects provide additional venues for candidates from diverse groups to interact.

Onsite interviews validate that the unit displays good faith effort to further diversify the number of candidates representing racial and ethnic groups through its updated Unit Plan to Recruit and Retain Candidates Representing Minority Populations. Recruitment efforts include advising candidates working in minority rich schools to encourage P-12 students to consider a career in teaching, working with institution's enrollment management office to focus on recruiting minority candidates for teacher preparation and exploring funding possibilities for scholarships for minority students planning to prepare to teach. Retention efforts include such things as monitoring progress of minority populations at midterm of each semester, meeting with students having difficulty with grades, monitoring financial needs, and encouraging meetings with academic advisors at least twice a semester.

The onsite visit verified that initial and advanced program candidates have experiences working with diverse students in P-12 schools. The multiple field placements within the initial program is tracked utilizing the school diversity rating system ensuring that every candidate has the opportunity to experience working with students from diverse racial and ethnic groups as well as students with exceptionalities. Advanced program candidates' first placement is typically at their place of employment and the required second placement must be at a school different from their place of employment. Initial program candidate placements occur within clinical practice schools where two or more ethnic or racial groups are represented within each school.

Onsite interviews and artifacts validate that feedback from faculty helps candidates reflect on their ability to help all students learn.

4.2 Moving Toward Target or Continuous Improvement

Please respond to 4.2.a if this is the standard on which the unit is moving to the target level. If it is

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not the standard on which the unit is moving to the target level, respond to 4.2.b.

4.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

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4.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The unit examined its multicultural infusion charts for each program to target diversity proficiencies and strengthen assessments and make curricular changes. The required EDUC 2250 Cultural Diversity in Education, expansion of lesson planning instruction to meet the needs of all learners, the addition of a content literacy portfolio in EDUC 3410 requiring evidence of instructional planning to meet the needs of diverse learners across content areas, and the strong infusion of the Sheltered Instruction Observation Protocol (SIOP) theory and strategies for increasing effectiveness in working with English language learners point to the unit's active engagement in continuous improvement.

Onsite interviews provide evidence that the unit is engaging in efforts to help its candidates from both the initial and advanced programs to reflect multicultural and global perspectives. Diversity and equity in the teaching and learning process experienced through coursework, field experiences, and clinical practice engage candidates in discussion while experiences are tracked, assessed and utilized to determine the efficacy of candidates in addressing the needs of English language learners, students with exceptionalities and those from ethnically and racially diverse populations.

4.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

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Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
<p>Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are no plans and timelines for attaining target level performance as described in the unit</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>OR</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for sustaining target level performance as described in the unit standard.</p>

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standard.	standard. [BOE specifies which is present and which is not in their findings.]	standard.	
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4.3 Areas for Improvement and Rationales

4.3.a What AFIs have been removed?

AFI	AFI Rationale
Candidates have limited opportunities to interact with faculty members from diverse ethnic and racial backgrounds.	Opportunities for candidates to interact with faculty members from diverse ethnic and racial backgrounds has increased since the last visit. Recruitment and retention of faculty representing minority populations has resulted in an increase in the percentages of female, Hispanic, Asian and African American faculty.

4.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

4.3.c What new AFIs are recommended?

AFI	AFI Rationale

4.4 Recommendations

For Standard 4

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	
Advanced Preparation	

Standard 5

Standard 5: Faculty Qualifications, Performance And Development

Faculty are qualified and model best professional practices in scholarship, service, and teaching, including the assessment of their own effectiveness as related to candidate performance; they also collaborate with colleagues in the disciplines and schools. The unit systematically evaluates faculty performance and facilitates professional development.

5.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

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Artifacts submitted by the Unit indicate full time professional education faculty at Northwest Nazarene University are well qualified. Twelve of 13 have earned doctorates and most have contemporary school-based professional experiences. Most full time professional faculty are or have been licensed in the fields they teach. Evidence for clinical faculty indicate that most are licensed and have contemporary professional experiences in the areas they teach and supervise. According to documents submitted in the IR, the minimum qualifications for adjunct faculty include at least three years teaching experience and a bachelor's degree or higher. A review of adjunct faculty documents provided during the onsite review indicate all adjunct faculty meet or exceed minimum expectations with 98% having a terminal degree. All clinical faculty meet the and most have more than four years teaching experience in their area of licensure. Evidence provided in the IR, the addendum, and additional on-site exhibits substantiate that professional education faculty model best practices in their teaching. A review of vita and resumes indicate that faculty have a thorough understanding of the content they teach, and most are active teacher scholars. An examination of syllabi indicate faculty integrate learning experiences related to diversity, technology and the institutional mission into their coursework and use multiple instructional and assessment strategies. Evidence indicates faculty value candidate learning and encourage reflection, critical thinking, problem solving, and professional dispositions.

A review of full time faculty vita and a table listing faculty qualifications indicate most faculty demonstrate scholarly work in their fields of specialization. Evidence also indicates some faculty involvement in professional organizations and conference planning groups. Most full time faculty engaged in scholarly work through presentations, professional development, and journal articles. According to annual performance reviews, most faculty are effective in modeling best practices in service to the university, P-12 education and the professional education community. Document review and interviews combined with a review of performance evaluations substantiates faculty work closely with school-based partners and support efforts to improve teaching and learning in the schools. Unit faculty are involved with the Doceõ Center for Innovation in Teaching and Learning. The center has as its mission to improve student outcomes in P-16 classrooms through effective use of technology. "The Doceõ Center seeks to research and explore the convergence of technological innovation with effective teaching strategies and then to use information gathered to develop and deliver training to equip and build capacity of in-service programs for teachers." The Center provides significant support for faculty development in use of technology to support instructional practices.

According to the Northwest Nazarene University Policy and Procedures Manual, faculty performance reviews are based on accomplishments in teaching, scholarship and service. The review process includes at least one classroom observation for non-tenured faculty and observations every five years for tenured faculty. Student evaluations are an element of all faculty evaluations. The university has policies and practices that encourage professional education faculty's professional development. As a part of the annual review process, faculty members draft a self-evaluation and a plan to guide their growth for the following year. Faculty receive professional development funds to support their scholarship efforts.

5.2 Moving Toward Target or Continuous Improvement

Please respond to 5.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 5.2.b.

5.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

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What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

The Idaho State Department of Education has a two-year rotating cycle of curricular revision resulting in changes in curricular requirements by IHE every five-years. The faculty at the University are diligent in staying updated and ahead of the curricular revision cycle that necessitates changes every two years in some programs and every five years in all programs. Faculty continue to work to enhance their teaching and pedagogy through presentations, attending professional conferences, engaging in scholarly work, international travel and community engagement.

5.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

The professional education faculty are highly regarded across campus and exhibit best practice in instructional delivery. Utilization of technology as a means to augment and enhance content mastery is evident from candidate interviews and staff within the technology department.

Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
<p>Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are no plans and timelines for attaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>OR</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p> <p>[BOE specifies which is present and which is not in their findings.]</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for sustaining target level performance as described in the unit standard.</p>

5.3 Areas for Improvement and Rationales

5.3.a What AFIs have been removed?

AFI	AFI Rationale

5.3.b What AFIs are continued from last visit?

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AFI	AFI Rationale

5.3.c What new AFIs are recommended?

AFI	AFI Rationale

5.4 Recommendations

For Standard 5

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	
Advanced Preparation	

Standard 6

Standard 6: Unit Governance And Resources

The unit has the leadership, authority, budget, personnel, facilities, and resources, including information technology resources, for the preparation of candidates to meet professional, state, and institutional standards.

6.1 Overall Findings

What did the evidence reveal about the unit continuing to meet this standard?

The unit has a governance structure to effectively plan, deliver, and operate coherent programs of study. The governance structure provides an adequate system for implementing and monitoring assessment plans and curricular oversight. Because Northwest Nazarene University has recently reorganized (i.e., within the last two years), the result is a Committee Governance Structure that functions between the College of Adult and Graduate Studies and the College of Arts and Sciences with components of the unit in each college. While reported by faculty that the structure is somewhat cumbersome, there is evidence to support it is functional assuring unit authority by the dean. The College of Adult and Graduate Studies houses the initial adult programs and the advanced programs with the initial (i.e., traditional undergraduate) programs housed in the College of Arts and Sciences (CAS). The department chair for undergraduate programs is housed within this college. While the chairperson has a dual report line (i.e., to the College of Adult and Graduate Studies and to CAS), there is a disparity of support for undergraduate faculty housed within this department as compared to Professional Education Faculty housed within the College of Adult and Graduate Studies.

Policies and procedures such as admission, degree requirements, and transition points are clearly and consistently described in university catalogs and online resources. The unit ensures that candidates have adequate access to student services. Faculty members provide academic advising and mentor advanced candidates through the programs including dissertation completion. Evidence indicates that candidates in

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the unit are additionally served by the Doceð Center for Innovation in Teaching and Learning; Academic Support service such as testing, tutoring and study skills; and technology and media resources. Faculty involved in the preparation of educators, P- 12 candidates, and other members of the professional community provide input into program design, implementation, and evaluation. For example both the initial and advanced programs have advisory boards that are active and inform programmatic decisions. The advisory boards are composed of faculty, students, and P-12 partners (teachers and administrators) and meet two times per year to review practices and programming and to support continuous improvement efforts.

The unit receives sufficient budgetary allocations to provide programs that prepare candidates to meet the standards. The budget adequately supports on-campus and clinical work essential for preparation of professional educators. Information provided in the IR was validated through conversations with unit and university personnel during the visit. Faculty members may apply for up to \$800 per year for professional development and for additional funding with department chair support, through the Doceð Center for Innovation in Teaching and Learning. Additionally, the dean of College of Adult and Graduate Studies as the unit head, provides additional support for professional development through strategic use of funds within the unit. Unit faculty typically receive an additional \$200 to \$600 support for professional engagement. As evidenced by the Policies, Procedures, and Practices for Faculty Workload, Chapter 4 of the NNU Faculty Handbook, unit faculty are hired for 9, 10, 11 or 12 months. The workload units range from 24 to 34 depending on the contract. While the standard teaching load is 24 credit hours for undergraduate and 18 credit hours for graduates, NNU has devised a workload policy to include administration and supervision. Thus, an 11 month contracted faculty member within and advanced program has a workload of 18 credit hours inclusive of the academic year with required teaching during the summer and administrative work to reach the equivalent of 31 load units. The university has devised a system of workload units to recognize the administrative responsibilities of faculty tied to contracted months and compensation. While the assigned teaching load reports are at the upper limits of 12 hours for undergraduate courses and 9 hours for graduate courses with paid overloads, the contracted structure of months combined with the concept of load units requires careful and thoughtful oversight to assure adequacy of appropriately assigned time. While faculty members demonstrate a strong commitment to the unit and their programs, the many and varied additional assignments may contribute to a potentially less effective unit than might be if there were less fragmentation of faculty duties and responsibilities combined with heavy teaching loads.

6.2 Moving Toward Target or Continuous Improvement

Please respond to 6.2.a if this is the standard on which the unit is moving to the target level. If it is not the standard on which the unit is moving to the target level, respond to 6.2.b.

6.2.a Movement Toward Target.

Based on the criteria for Movement Toward Target, provide a summary of the unit's performance.

6.2.b Continuous Improvement.

What activities and outcomes demonstrate that the unit has been engaged in continuous improvement?

There is overwhelming evidence of university support for technology infrastructure, hardware and software to enhance instruction, day-to-day operations and candidate learning. The recently opened Learning Commons, which also houses the library, is a state-of-the art learning center that exemplifies

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resource use at its finest. There is evidence of sufficiency of library resources to develop and implement programs and the unit's assessment system with electronic holdings for candidates' use of ebooks at no cost, full access to ProQuest online dissertations and interlibrary loan with Idaho State University and Boise State University.

6.2.b.i Strengths.

What areas of the standard are being addressed at the target level?

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Criteria for Movement Toward Target

NO EVIDENCE	MOVING TOWARD TARGET		AT TARGET
	EMERGING	DEVELOPING	ATTAINED
<p>Clear, convincing and sufficient evidence was not presented to demonstrate that the unit is performing as described in any aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are no plans and timelines for attaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level rubric for this standard.</p> <p style="text-align: center;"><u>OR</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p> <p>[BOE specifies which is present and which is not in their findings.]</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in some aspect of the target level of the rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for attaining and/or sustaining target level performance as described in the unit standard.</p>	<p>Clear, convincing and sufficient evidence demonstrates that the unit is performing as described in all aspects of the target level rubric for this standard.</p> <p style="text-align: center;"><u>AND</u></p> <p>There are plans and timelines for sustaining target level performance as described in the unit standard.</p>

6.3 Areas for Improvement and Rationales

6.3.a What AFIs have been removed?

AFI	AFI Rationale

6.3.b What AFIs are continued from last visit?

AFI	AFI Rationale

6.3.c What new AFIs are recommended?

AFI	AFI Rationale

6.4 Recommendations

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For Standard 6

Level	Recommendation
Initial Teacher Preparation	Met
Advanced Preparation	Met

Target Level

Level	Recommendation
Initial Teacher Preparation	
Advanced Preparation	

IV. Sources of Evidence

Documents Reviewed

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Persons Interviewed

<p>Education Department Accreditation Interview List Sunday, March 1, 2015 Monday, March 2, 2015</p> <p>1:00 PM—Field Placement Mike Poe Ryan Roberts Whitney Ward</p> <p>2:00 PM—Faculty Tawny Billings Heidi Curtis Lynette Hill Russ Joki Cathy Beals Kathleen Hanson Jennifer Hill Ryan Roberts Lori Sanchez Duane Slemmer Lori Werth</p> <p>2:00 PM—Initial Students/Recent Grads Elementary Pepper Allen Natasha Johnson Brittney Schulz Ashlin Uribe Jenna Whitney Courtney Brewer</p>

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Secondary Math
Elizabeth La Tulippe
Val Samano

Secondary PE/Health
Taylor Roberts
Cody Henderson

Secondary Art
Tina Pittman
Drew Williams

Secondary ELA
Rachael Barr
Brenna Greenwood
Janelle Steer
Mikayla Walker

Secondary Music
Emily Godfrey
Nate Thomas

Secondary Science
Sam Cook
Jazmine Martin
Stacey Stanton

Secondary Social Studies
Kaleb DeHaas
Toni Lyon
David Martinez

3:00 PM—Graduate Advisory Council

Amy Ackley
Tawny Billings
Ryan Cantrell
Heidi Curtis
Leon Dickson
Frank Estell
Wendy French
Lynette Hill
Adam Johnson
Mike Poe
Lori Sanchez
Lori Werth
Greg Wiles

3:00 PM—Secondary Spanish Students/Recent Grads

Kaleb DeHaas
Toni Lyon
Callie Pugel

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3:00 PM—Undergraduate Advisory Council

Anita Christenson
Ryan Roberts
Larita Schandorff
Duane Slemmer
Whitney Ward

4:00—Secondary Methods Instructors/Cooperating Teachers

Elementary
Amy Ackley
Katie Cook
Connie Hanson
Veronica Knutson
Lisa Martell
Izzy McConnell
Jackie Miller
Denise Vincent

Art

Barb Pace

ELA

Tawny Billings
Gina Davis
Jennifer Hill

Social Studies

Lewey Dean

Math

Cary Hill
Leora White

Music

Ron Curtis
Judy Marlett
Sara Neddo

PE/Health

Holly Hammons

Science

Anne Crimchin
Dan Nogales

4:00—Current Graduate Students/Recent Graduates

Sherry Ann Adams
Don Bingham
Ryan Cantrell
Nick Channer
Jim Eisentranger
Amanda Eller

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Andy Grover
Robert Gwyn
Tyler Harding
Kelsey Le-Duc Williams
Jannel Lester
Peter McPherson
Lynn Munoz
Angie Neal
Josh Noteboom
Robert Sanchez
Greg Wiles

5:00—Interviews

Eric Kellerer—Director of Doceo Center for Innovation in Teaching and Learning
Burton Webb—Vice President of Academic Affairs

Monday, March 2

NNU Content Faculty

3:00—Science: John Cossel

4:00—Social Studies: Christian Esh

Spanish: Ben Earwicker

5:00—PE/Health: Scott Kinnamon

Please upload sources of evidence and the list of persons interviewed.

V. State Addendum (if applicable)

Please upload the state addendum (if applicable).

Please click "Next"

This is the end of the report. Please click "Next" to proceed.