

**CONSENT AGENDA
APRIL 20, 2017**

TAB	DESCRIPTION	ACTION
1	AUDIT - APPOINTMENT OF STEPHEN SPEIDEL TO AUDIT COMMITTEE	Motion to Approve
2	BAHR-SECTION II - BOISE STATE UNIVERSITY AMENDMENT TO FOOD SERVICE CONTRACT - ARAMARK	Motion to Approve
3	BAHR-SECTION II - UNIVERSITY of IDAHO DISPOSAL OF REAL PROPERTY FOR ITD PROJECT – PARKER FARM, LATAH COUNTY	Motion to Approve
4	BAHR-SECTION II - UNIVERSITY of IDAHO AMENDMENT TO FOOD SERVICE CONTRACT - SODEXO	Motion to Approve
5	IRSA – PROGRAMS AND CHANGES APPROVED BY EXECUTIVE DIRECTOR - QUARTERLY REPORT	Information Item
6	IRSA – WWAMI ADMISSIONS COMMITTEE APPOINTMENT	Motion to Approve
7	IRSA – EPSCoR IDAHO COMMITTEE APPOINTMENT	Motion to Approve
8	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS	Information Item
9	PPGA – STATE REHABILITATION COUNCIL APPOINTMENT	Motion to Approve
10	PPGA – BOISE STATE UNIVERSITY – FACILITIES NAMING	Motion to Approve

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TAB	DESCRIPTION	ACTION
11	SDE – BSU – EDUCATOR PREPARATION PROGRAM REVIEW – CONSULTING MATH TEACHER	Motion to Approve

BOARD ACTION

I move to approve the Consent Agenda as presented.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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SUBJECT

Appointment of Stephen Speidel to Audit Committee

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures Bylaws F.4.b.
Idaho State Board of Education Governing Policies and Procedures V.H.2.a.
Audit Committee Charter, Appendix B

BACKGROUND/DISCUSSION

Board Bylaws F.4.b, "Composition," provide that the Audit Committee members shall be appointed by the Board and that the Committee shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. Members may be reappointed.

Mark Heil, who served as a non-Board Audit Committee member since 2008, recently resigned from the Committee upon accepting his current position as the Vice President and Chief Financial Officer for Boise State University.

IMPACT

The Audit Committee reviewed the candidate's credentials and met with Stephen Speidel at its March 8, 2017 meeting.

The Board Bylaws for the Audit Committee state the following:

No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board.

The Audit Committee charter also includes the following:

Each Committee member shall be independent and free from any relationship that would interfere with the exercise of her or his independent judgment. Committee members shall not be compensated for their service on the Committee and shall not have a financial interest in or engage in related-party transactions, or any other conflict of interest with any entity doing business with the Board, or any institution under the governance of the Board. Members, or their immediate relatives, shall not hold a salaried position with any Institution under the Board's governance nor be employed by any entity that provides services for a fee to any such Institution.

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The Committee reviewed Mr. Speidel's résumé (Attachment 1) and voted unanimously to confirm his independence and recommend his appointment to the Committee.

ATTACHMENTS

Attachment 1 – Stephen Speidel Résumé

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Attachment 2 – Stephen Speidel Bio

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STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the appointment of Mr. Stephen Speidel as a non-Board member of the Audit Committee.

BOARD ACTION

I move to approve the appointment of Stephen Speidel as a non-Board member of the Audit Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

STEPHEN SPEIDEL, CPA

1421 N 10th Street | Boise, ID 83702

sspeidel@idahofirstbank.com

EXPERIENCE

Idaho First Bank

Boise, ID

Controller / Vice President

Nov 2015 – present

Supervise the accounting operations of the bank, prepare financial and operational reports to management and regulatory agencies, coordinate external audits, develop and document financial controls, coordinate vendor management, and sit on the bank Asset Liability Committee.

Eide Bailly LLP

Boise, ID

Audit Senior Associate

Sep 2014 – Nov 2015

As a team leader of audit engagements, review the work product of the engagement team, evaluate the effectiveness of internal control structure, and research technical accounting issues.

BKD, LLP

Louisville, KY

Senior Auditor

Jan 2010 – Aug 2014

Performed a variety of assurance functions with the firm, including audits of private and publicly traded companies. Performed internal control consulting engagements.

OTHER ACTIVITIES

Boise Art Museum

Boise, ID

Audit Liaison / Finance Committee

June 2016 - present

Serve as a board member, review the annual financial statement audit on behalf of the museum, and participate as a member of the board finance committee.

www.boiseartmuseum.org

River Discovery

Boise, ID

Treasurer

July 2014 – June 2017

Serve as three year term as board member and treasurer for this local nonprofit, which provides outdoor experiences to cancer survivors. www.riverdiscovery.org

SKILLS / CERTIFICATIONS

- Certified Public Accountant

ATTACHMENT 2

STEPHEN SPEIDEL – BIO

Steve is a Certified Public Accountant, holding a bachelor's degree from the University of Minnesota. He began his career in public accounting, and currently serves as Vice President and Controller at Idaho First Bank. His work on charitable boards includes acting as Audit Liaison and member of the Finance Committee at the Boise Art Museum, and previously as Treasurer of River Discovery. Steve has a daughter in the Boise public school system, and his mother is a retired music teacher.

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BOISE STATE UNIVERSITY

SUBJECT

Amendment Two, Food Service Contract, Aramark Educational Services

REFERENCE

August 2015	Idaho State Board of Education (Board) approved ground lease and operating agreement with EdR Boise LLC, a wholly-owned subsidiary of Education Realty Operating Partnership LP (EdR), including purchase of the rights to operate and control the dining spaces for a cost not to exceed \$3,490,458
February 2016	Board delegated approval authority to the Executive Director of the Board for the food service contract with Aramark Educational Services, LLC (Aramark)
July 2016	Executive Director for the Board approved food service contract with Aramark
December 2016	Board approved Boise State University (BSU) to enter into the attached letter agreement with EdR Boise LLC, including purchase of the rights to operate and control the dining facility; and for BSU to authorize EdR to complete the buildout of the facility, including furniture, fixtures, and equipment, for an estimated additional cost of \$3 million with a total project cost not to exceed \$6.5 million; and to delegate authority to the Vice President for Finance and Administration to execute the agreement.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section V.I.6.b

BACKGROUND/DISCUSSION

Original Aramark Contract

On July 1, 2016, following an RFP process and award, BSU entered into a new five year contract including five optional one year renewals with Aramark. The current Board approved food service contract with Aramark expires on June 30, 2021.

The contract is estimated to generate approximately \$14 million in annual sales, of which \$4 million is revenue to BSU. Projections may vary due to current and

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future construction projects that are directly linked to food service on campus. Revenues are a combination of commissions paid by the food service vendor for retail, catering, vending, and concessions as well as net dining revenues. BSU and Aramark work collaboratively to improve projected sales, which in turn increases revenue to BSU. Revenues from the contract support many operations and programs on the campus.

Dining Services is expanding into the new Honor's College through a public-private partnership with EdR.

Dining Spaces in the Honors College

In August 2015, the Board approved a ground lease ("Ground Lease") and operating agreement ("Operating Agreement") with EdR Boise LLC ("EdR"), which provides for the construction and operation of a new residential Honors College and additional student housing project on BSU's campus (the "Honors College"). The Honors College will include dining spaces, to be owned and operated by BSU, in accordance with the terms of the Ground Lease as approved by the Board in August 2015.

The Ground Lease provides for EdR to construct the dining spaces for \$3,490,458, of which \$883,200 will be used for improvements to the space beyond shell and core; such improvements will be specific to BSU's design and intended food concept. The Ground Lease further provides that BSU may elect for EdR to complete the full buildout of the space, according to the specifications of BSU.

At the December 2016 Board meeting, the Board approved a letter agreement with EDR to complete the Honors College dining hall build-out at a cost of \$6.5 million. In accordance with the terms of the Ground Lease and the letter agreement, BSU intends to purchase the dining spaces "turn-key" upon substantial completion of the construction for an amount not to exceed \$6.5 million as outlined in the attached Amendment Two.

The approximately 14,720 square foot dining space will focus on fresh food concepts, enhancing the quality of food provided to students on campus, and is currently anticipated to include: 1) Soup/Salad/Sandwich, 2) Oriental Grille Area, 3) Home Style Food. The concepts may change as a result of equipment bids and based on a market study of students. The space also will include a seating and dining area with restrooms, the food services area and a closed kitchen. The seating/dining area has been designed to be accessible 24 hours a day/7 days a week, if so desired, for studying or programming of events for the building.

BSU will fund this project utilizing a \$3 million contribution from BSU's food service provider; \$2 million from the original contract and \$1 million from

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Amendment Two, and the remainder of the funds will come from university and auxiliary dining reserves.

IMPACT

Amendment Two to the Food Services contract contains the following changes:

1. 2016 Financial Commitment adds a new \$1 million commitment exclusively to the Honor's Dining Facility.
2. 2016 Financial Commitment reduces the current year capital commitment for retail from \$2.9 million to \$2.3 million.
3. Annual commissions guarantee shifts to an aggregate guarantee instead of for each individual retail concept. The collective amount each year will still be at least equal to the total of all "Minimum Annual Guarantees" in the current agreement.
4. Modifications to Meal Plans and the reduction to the number of meal plans from eleven to five in order to simplify meal plans for customers. This change was endorsed by the student food service advisory panel and the student government.
5. Aramark responsibility for maintenance, repair and replacement of equipment capped to not exceed \$100,000 for the fiscal year 2017.
6. As part of the meal plan changes, BSU will no longer provide an estimated \$470,000 in flexible spending for dining options to board dining students each year. Funds will be directed toward the payment of the Honor's Dining Facility. Aramark will fund all student flexible spending dollars.

Amendment Two further changes future capital investments from Aramark to Boise State as follows:

Capital Investment Grants: \$2 million years 1-5
Capital Investment Grants: \$1 million years 1-5 (Honor's Dining)
Capital Investment Grants: \$2 million years 6-10
Albertson's Stadium and Taco Bell Arena Concessions: \$515,000
Retail: \$2.3 million years 1-5
Retail: \$1 million years 6-10

The net investment is similar to the current, but restructures the timing and where the investments are made. This restructure was at Boise State's request to fit BSU's current needs.

ATTACHMENTS

Attachment 1 – Amendment Two

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STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

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BOARD ACTION

I move to authorize Boise State University to enter Amendment Two to its original Food Service Contract with Aramark Educational Services, LLC in order to fund the remainder of the Honors College dining area construction and build-out in substantial conformance with the amendment provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AMENDMENT NO. TWO

This Amendment No. Two is made and entered into effective as of the ____ day of _____, 2017 by and between **BOISE STATE UNIVERSITY** ("Boise State" or "University") and **ARAMARK EDUCATIONAL SERVICES, LLC** ("Aramark," "Vendor," or "Contractor") and amends that certain Food Services Contract between the University and Aramark dated effective July 1, 2016.

WHEREAS, the University issued its Request for Proposal in respect to University Dining Service (RFP #TS15-058) (the "RFP") to establish a contract for exclusive management and operation of dining services on the University's main campus; and

WHEREAS, the University awarded the RFP to Aramark based on Aramark's Proposal in response to the RFP; and

WHEREAS, the parties subsequently entered into the Agreement incorporating the RFP, Aramark's Proposal to the RFP, including the Risk Assessment and the Q&A submitted in connection with the RFP (the "RFP Response"), and the Modified State of Idaho Terms and Conditions (collectively, the "Agreement"); and

WHEREAS, the Agreement provides for Aramark's management of certain retail venues and provides that certain final concept decisions will be mutual agreed upon based on market research outcomes; and

WHEREAS, the Agreement provides that the University is considering a public/private partnership in future building projects; and

WHEREAS, the University entered into a contract with EDR Boise LLC ("EDR") whereby EDR is constructing a residential honors college and freshman living learning community with associated food service on property owned by the University (the "Project"); and

WHEREAS, food service facilities in the Project (the "Honors College Dining Facility") will be constructed by EDR as part of the Project and the University intends to purchase the Honors College Dining Facility following substantial completion of the construction in accordance with the agreement between the University and EDR; and

WHEREAS, the parties wish to modify the Agreement to include the Honors College Dining Facility as part of the main campus of the University within the scope of the Agreement and provide the terms and conditions on which Aramark will make a financial commitment to the Honors College Dining Facility; and

WHEREAS, the addition of the Honors College Dining Facility, the new financial commitment Aramark has proposed to make for the Honors College Dining Facility as part of this Amendment, as well as the changes in services and enrollment at the University, since the RFP and resulting Agreement, constitute a substantial and material change in circumstances; and

WHEREAS, the parties seek to make certain additional non-material clarifications to the Agreement relating to the timing of the 2016 and 2017 Financial Commitments, the location of meal

exchanges during the 2016-2017 school year, clarifications to the equipment replacement and repair funding provided for in the Agreement, certain provisions regarding flex amounts, and commissions relating to food truck vendors on campus; and

WHEREAS, certain changes herein are being made in accordance and as part of the annual price adjustments as provided for in Sections 5.1 and 5.2 of the Agreement, including without limitation adjustments to meal plans and rates and certain adjustment to commissions payable by Vendor and it is anticipated a further amendment will be necessary at a later date regarding retail pricing, a finalized annual plan for 2017-2018, and other matters.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties agree as follows:

1. SECTION 2, SCOPE OF SERVICES, Subsections 2.2.1 and 2.2.2, shall be deleted in their entirety and replaced with the following:

“2.2.1 Retail: The scope of the contract shall include management and operation of the retail dining locations. The Vendor shall provide and maintain a mix of proprietary brands and national/regional/local brands designed to satisfy the wide range of food preferences in the campus community. The University reserves the right (up to 3 times per year) to bring external vendors to campus for events (e.g. a food truck rally) at the sole discretion of the University. Aramark will manage the retail venues in accordance with the following tables:

Table 1: 2016-2017 Retail Concepts

Concept #	Concept	Location	Annual Sales Projection	Minimum Annual Guarantee	Commission % on Sales
1	Subway	SUB	\$447,000	\$37,995	10.00%
2	Chick-fil-a	SUB	\$323,000	\$27,455	10.00%
3	Starbucks	SUB (2017)	\$87,000	\$7,395	10.00%
4	Moe's	SUB	\$327,000	\$27,795	10.00%
5	Fresh Express	SUB	\$402,000	\$25,628	7.5%
6	Einstein's	ILC	\$377,000	\$32,045	10.00%
7	Panda Express	ILC	\$408,000	\$34,680	10.00%
8	Papa Johns	ILC	\$79,000	\$6,715	10.00%
9	Grill Works	SUB (ILC)	\$69,000	\$8,798	15.00%
10	C-STORE	ILC	\$384,000	\$24,480	7.50%
10A	Moxie	SUB	\$144,756	\$18,456	15.00%
11	Starbucks	Library	\$596,000	\$50,660	10.00%
12	Freshii Cafe	Ed Building	\$89,000	\$7,565	10.00%
13	JR Simplot Cafe	Micron	\$189,000	\$24,098	15.00%
14	WILK POD	Chaffee	\$253,000	\$16,129	7.50%
15	Quad POD	Library	\$139,000	\$8,861	7.50%
17	Moxie 11	Multi-Purpose	\$60,000	\$7,650	15.00%

Table 2: 2017-2018 Retail Concepts

Concept #	Concept	Location	Annual Sales Projection	Minimum Annual Guarantee	Commission % on Sales
1	Subway	SUB	\$447,000	\$37,995	10.00%
2	Chick-fil-a	SUB	\$323,000	\$27,455	10.00%
3	Starbucks	SUB (2017)	\$300,000	\$25,500	10.00%
4	Moe's	SUB	\$327,000	\$27,795	10.00%
5	Fresh Express	SUB	\$402,000	\$25,628	7.5%
6	Einstein's	ILC	\$377,000	\$32,045	10.00%
7	Panda Express	ILC	\$408,000	\$34,680	10.00%
8	Papa Johns	ILC	\$79,000	\$6,715	10.00%
9	Grill Works	SUB (ILC)	\$69,000	\$8,798	15.00%
10	C-STORE	ILC	\$384,000	\$24,480	7.50%
11	Starbucks	Library	\$596,000	\$50,660	10.00%
12	Freshii	Ed Building	\$90,000	\$7,650	10.00%
13	JR Simplot Cafe	Micron	\$189,000	\$24,098	15.00%
14	WILK POD	Chaffee	\$253,000	\$16,129	7.50%
15	Quad POD	Library	\$139,000	\$8,861	7.50%
16	Honor's POD	Honor's College	\$243,750	\$15,539	7.50%
17	Moxie 11	Multi-Purpose	\$60,000	\$7,650	15.00%

For the avoidance of doubt, commencing July 1, 2017, Aramark will not guarantee the commission for each retail concept individually.

NOTES/CLARIFICATIONS

1. Sales Projections and related minimum annual guarantee include additional Bronco Bucks on mandatory plans as noted in Amendment 1- Vendor Q&A {TS15-058}, Question 8. Sales and guarantee do not include flex attached to the meal plan, which would be included in board plan return.
2. Any Subcontracted Concepts will have a 15.0% commission return to University on actual net sales.
3. Minimum Annual Guarantee is based on 85.0% of actual projected commissions, with preference to guarantee overall commission total as noted in Amendment 1-Vendor Q&A {TSIS-058}, Question 60. Guarantee expected to increase annually throughout term. The Minimum Annual Guarantee and Annual Sales Projections shall be adjusted annually as mutually agreed.
4. Cash Door Sales at the BRC are included in Board Revenue and are commissionable sales at 15.0% with a minimum guarantee of \$17,700.
5. For the 2016-2017 contract year, Vendor will not pay commissions on food truck sales, excluding events. Vendor will, however, provide the University with a report showing what the commissions from such sales would have been. Commission percentages on food trucks shall be renegotiated for subsequent years in accordance with Sections 5.1 and 5.2 of the Agreement.
6. Retail commissions are based on net sales (gross sales less sales tax).

Commencing July 1, 2017, Aramark will no longer guarantee the annual commissions for each individual retail concept. Instead, Aramark will guarantee that the total annual (June-July) commissions from all retail concepts collectively will be at least equal to the total of all Minimum Annual Guarantees for all retail concepts or as otherwise agreed to by the parties on an annual basis (the "Aggregate Minimum Annual Retail Guarantee"). The parties will mutually agree on the Aggregate Minimum Annual Retail Guarantee for future years, including 2017-2018, before June 1st of each year and memorialize such amount through an amendment. The Aggregate Minimum Annual Retail Guarantee shall be based on of the following retail concepts being fully operational for the services described herein for the entire contract year (June-July). In the event that one or more retail concepts is not fully operational for the entire contract year, then the retail commission guarantee shall be reduced in proportion to the reduction in sales.

CONCEPT #1: Subway

National brand with a fast, fresh, and healthy menu focused on made to order hot or cold sub-style sandwiches, salads, wraps, soups and sides. Breakfast menu also available. #1 retail sandwich option for college students per student surveys at BSU and other similar universities.

- LOCATION PROPOSED: Student Union Building
- MEAL EQUIVALENCY OPTION: Choice of 6" Turkey, Ham, Roast Beef, or Veggie Sandwich or Salad, and Potato Chips (1.5 oz.); includes 22 oz. Fountain Drink

CONCEPT #2: Chick-fil-A

National brand specializing in breaded and chargrilled chicken-breast sandwiches, wraps, strips, nuggets and salads. All cooking is done in 100% refined peanut oil with no trans-fat and is cholesterol free. #1 chicken brand preference based on various student surveys conducted at BSU.

- LOCATION PROPOSED: Student Union Building

CONCEPT #3: Starbucks – Student Union Building

National brand coffee retailer offering coffee and espresso beverages, including popular seasonal drinks. Variety of sandwiches, pastries and snacks made with high-quality ingredients. It is a top-rated preferred coffee brand with BSU and college students nationally.

- LOCATION PROPOSED: Student Union Building

CONCEPT #4: Moe's Southwestern Grill-Mexican

Colorado National brand specializing in made to order burritos, tacos, quesadillas, nachos and fajitas. Features gluten-free, vegetarian, low calorie items, organic tofu and hormone-free chicken and beef. Mexican is the #1 new food option BSU students would like in this neighborhood per surveys conducted in Fall 2014.

- LOCATION PROPOSED: Student Union Building

CONCEPT #5: Fresh Express- convenience store (large format)

Store offerings include a variety of freshly prepared food (sandwiches, salads, snacks, etc.) for all meal times, local produce, packaged snacks, beverages, shelf stable and frozen food products, gluten-free, healthy and vegetarian options. Every day essentials that are of quality, selection and value.

- LOCATION PROPOSED: Student Union Building
- MEAL EQUIVALENCY OPTIONS:

- (1) Pre-wrapped English muffin sandwich or Seasonal Featured Item [Fresh Fruit and Yogurt Bar, Oatmeal] Select Whole Fruit; includes 20 oz. Fountain Beverage
- (2) Wedge Sandwich (3 rotating options including one Vegetarian), Select Whole Fruit OR Potato Chips (1.5 oz.); includes 20 oz. Fountain Beverage
- (3) Choice of Chicken Caesar, Garden, or Chef Salad; includes 20 oz. Fountain Beverage

CONCEPT #6: Einstein Bros Bagels

National brand that specializes in brewed and specialty coffee drinks, bagels, sandwiches, croissants and salads. Dessert choices include coffee cake, cookies and streusels. Menu includes vegetarian, vegan, low-fat and low-carb beverages and food. Proposing expansion of location to increase operational and customer efficiencies.

- LOCATION PROPOSED: Interactive Learning Center
- MEAL EQUIVALENCY OPTION:
 - (1) 20 oz. Espresso (single shot) OR Drip coffee and any Bagel
 - (2) One Bagel Sandwich (any variety)

CONCEPT #7: Panda Express

National brand specializing in freshly prepared gourmet Asian-inspired entrees, sides and accompaniments and fresh new taste creations. #1 Asian option chosen by students in Fall 2014 survey conducted at Boise State University; also top preferred national Asian fast casual brand by consumers.

- LOCATION PROPOSED: Interactive Learning Center
- MEAL EQUIVALENCY OPTION: Any Panda Bowl (entrée and side); includes 20 oz. Fountain Drink

CONCEPT #8: Papa John's Pizza

National brand of pizza that is the third largest take-out and delivery brand in the nation. Offering a variety of hot made-to-order favorites and specialty pizzas with their famous dipping sauce.

- LOCATION PROPOSED: Interactive Learning Center
- MEAL EQUIVALENCY OPTION: Individual One Topping Pizza and 20 oz. fountain beverage

CONCEPT #9: Grille Works

Proprietary brand specializing in burgers, grilled chicken sandwiches, French fries, chicken tenders, grilled cheese, Malibu burger

- LOCATION PROPOSED: Interactive Learning Center
- MEAL EQUIVALENCY OPTION: 3.2 oz beef burger or Malibu burger, French fries or whole fruit, 20 oz fountain beverage

CONCEPT #10: Modern market-style neighborhood convenience store (large format)

Offerings include a variety of freshly prepared foods (sandwiches, salads, snacks, etc.) for all meal times, local produce, packaged snacks, beverages, shelf stable and frozen food products, gluten-free, healthy and vegetarian options. Every day essentials that are of quality, selection and value.

- LOCATION PROPOSED: Interactive Learning Center
- MEAL EQUIVALENCY OPTIONS:
 - (1) Pre-wrapped English muffin sandwich, Select Whole Fruit; includes 20 oz. Fountain Beverage
 - (2) Wedge Sandwich (3 rotating options including one Vegetarian), Select Whole Fruit OR Potato Chips (1.5 oz); includes 20 oz. Fountain Beverage
 - (3) Choice of Chicken Caesar, Garden, or Chef Salad; includes 20 oz. Fountain Drink

CONCEPT #10A: Moxie

National brand of coffee that serves specialty coffee and espresso drinks, smoothies, freezes, teas and private-label energy drink that customers can infuse with their favorite flavors. Preferred local coffee brand indicated by Fall 2014 surveys conducted at BSU.

- LOCATION PROPOSED: Student Union Building, through April 2107.

CONCEPT 11: Starbucks - Library

National brand coffee retailer offering coffee and espresso beverages, including popular seasonal drinks. Food items include sandwiches, pastries and snack; all high-quality ingredients. This existing location will be enhanced to include more space, seating, updated look, and will be more efficient operationally.

- LOCATION PROPOSED: Albertson Library

CONCEPT #12: Freshii

National brand that offers fresh made to order nutritious and healthy meals and snacks. Menu includes salads, wraps, soups, quinoa bowls and fresh juices. Lunch and dinner items. Biodegradable packaging. Fall 2014 student surveys and focus groups conducted at Boise State indicated students wanted a healthier concept on campus.

- LOCATION PROPOSED: Education Building

CONCEPT #13: J.R. Simplot Cafe

Partnership with Boise State Living Learning Community to provide students with an opportunity to gain first-hand retail business experience utilizing this concept/location. Serving Starbucks brand coffee and espresso drinks, various breakfast items, sandwiches, soups, flatbread pizzas, and local fruits; includes vegetarian, vegan and gluten-free menu options.

- LOCATION PROPOSED: Micron College of Business and Economics
- MEAL EQUIVALENCY OPTIONS:
 - (1) Muffin OR Bagel, Select Whole Fruit, Choice of Drip Coffee, Hot Tea, or 20 oz. Fountain Drink
 - (2) Flatbread Pizza (Cheese or Pepperoni), Select Whole Fruit OR Potato Chips (1.5 oz.); includes 20 oz. Fountain Drink

CONCEPT #14: Modern market-style convenience store (small format) with grill cooking

Store offerings include a variety of freshly prepared foods (sandwiches, salads, snacks, etc.) for all meal times, local produce, packaged snacks, beverages, shelf stable and frozen food products, gluten-free, healthy and vegetarian options. Also offer Starbucks brand coffee and espresso, and made to order grill menu.

- LOCATION PROPOSED: Wilk C-Store / Chaffee Residential
- MEAL EQUIVALENCY OPTIONS:
 - (1) Pre-wrapped English muffin sandwich, Select Whole Fruit; includes 20 oz. Fountain Beverage
 - (2) Wedge Sandwich (3 rotating options including one Vegetarian), Select Whole Fruit OR Potato Chips (1.5 oz); includes 20 oz. Fountain Beverage
 - (3) Choice of Chicken Caesar, Garden, or Chef Salad; includes 20 oz. Fountain Drink
 - (4) Fresh-Made to order Sandwich, Wrap, Panini or Flatbread, Potato Chips, 20oz Fountain Drink
 - (5) Daily rotating Grill option served from 4pm-12pm, 20oz Fountain Drink.

CONCEPT #15: Modern market-style convenience store (small format)

Convenience store catering to students in the Quad area of campus. Offerings include: Sushi, Snacks, Beverages, Salads, Fruit, and Sandwiches

- LOCATION PROPOSED: Albertson's Library
- MEAL EQUIVALENCY OPTIONS:
 - (1) Pre-wrapped English muffin sandwich, Select Whole Fruit; 20 oz. Fountain Drink
 - (2) Wedge Sandwich (3 rotating options including one Vegetarian), Select Whole Fruit OR Potato Chips (1.5 oz.); includes 20 oz. Fountain Drink
 - (3) Choice of Chicken Caesar, Garden, or Chef Salad; includes 20 oz. Fountain Drink

CONCEPT #16: Modern market-style convenience store (small format)

Convenience store catering to students in the Quad area of campus. Offerings include: Sushi, Snacks, Beverages, Salads, Fruit, and Sandwiches, brewed coffee

- LOCATION PROPOSED: Honors Complex – Opening August 2017.
- MEAL EQUIVALENCY OPTIONS:
 - (1) Pre-wrapped English muffin sandwich, Select Whole Fruit; 20 oz. Fountain Drink
 - (2) Wedge Sandwich (3 rotating options including one Vegetarian), Select Whole Fruit OR Potato Chips (1.5 oz.); includes 20 oz. Fountain Drink
 - (3) Choice of Chicken Caesar, Garden, or Chef Salad; 20 oz. Fountain Drink
 - (4) Daily rotating Grill option served from 8pm-12pm, 20oz Fountain Drink.

CONCEPT #17: Moxie II

National brand of coffee that serves specialty coffee and espresso drinks, smoothies, freezes, teas and private-label energy drink that customers can infuse with their favorite flavors. Preferred local coffee brand indicated by Fall 2014 surveys conducted at BSU.

- LOCATION PROPOSED: Multipurpose Classroom Building

Additionally, a minimum of two food trucks (location and vendor to be mutually agreed upon) to come to campus with retail offerings daily. For 2016-2017, University has agreed to waive commissions on all food truck locations; however, this is to be renegotiated annually in accordance with Section 5.1. and 5.2.

2.2.1.a. There must be a minimum of one venue open until midnight in addition to the Honors College Dining Facility, which shall also provide late night offerings. Only one meal equivalency can be used per meal period for all meal plans, including all access plans. There must be at least one meal equivalency at each meal equivalency location available per meal period. Meal equivalency locations include the following Retail Concepts: Subway, Panda Express, Grille Works, Papa John's, C-Store, POD, POD Express, JR Simplot Café and Einstein's. Meal Equivalencies for future school years shall be negotiated annually in accordance with Sections 5.1 and 5.2 of the Agreement. The Honors College Dining Facility will include two meal equivalencies at each station.

2.2.1.b. Vendor will be responsible for any and all capital improvement and equipment costs associated with a new concept or mandatory remodels due to any franchise requirements. In addition, Vendor shall be responsible for the cost of any mutually agreed equipment or upgrades requested as a result of Vendor hiring a new Executive Chef. These expenses shall not be funded from the Equipment Repair and Replacement Fund and are not subject to any cap.

Further, Vendor will be responsible for the maintenance, repair and replacement of all equipment. Such responsibility for the maintenance, repair and replacement of equipment associated with the retail, residential and catering program shall not exceed One Hundred Thousand Dollars (\$100,000) (the "Equipment Repair and Replacement Fund") for the 2016-2017 school year. The amount of the Equipment Repair and Replacement Fund shall be renegotiated for subsequent years in accordance with Sections 5.1 and 5.2. The Vendor will give ownership of all equipment to the University.

2.2.1.c. Point of Sale Equipment. The Vendor shall use the University's Point of Sale Devices and pay the annual maintenance fees associated with the devices in the Vendor's operations (current fees are at \$18,000). In addition, the Vendor must maintain a 5-year replacement cycle on registers and scanners by replacing 1/5 annually.

- **POS current detail:**
 - 18 POS registers on the 9700
 - Three POS registers on the 3700
 - One Micros workstation 4
 - 20 Micros workstations
- **Current cost break out:**
 - POS register \$2,095
 - Stand \$95
 - Pole Display \$250
 - Cash Drawer \$250
 - Receipt Printer \$625
 - Scanner \$365
 - Total \$3,680 plus shipping per quote on 2/17/2015.

2.2.2 Board Dining. All traditionally aged "First Year Residents" (as defined by University) must obtain and pay for a Mandatory Meal Plan. Residents not identified as First-Year Students by University who live in a residential space without an in-unit kitchen must also obtain and pay for a Mandatory Meal plan. Residents not identified as First-Year Students by University who live in residential spaces with in-unit kitchens may select a Voluntary Meal Plan.

There have been 112 days in the Fall, 111 days in the Spring (this is reviewed each year based on the academic calendar). The parties may negotiate additional limited service days at a lower rate.

2016-2017 Mandatory Meal Plans

While the plans are marketed to students as having meals and flex, there is actually a portion of the "flex" that is purchased from the University as Bronco Bucks to add additional money beyond what the vendor plans included. For those dollars, the vendor bills the University as the dollars are used and pays commissions to the University based on the commissionable rates of the retail venue. The first dollars used from the student plans are considered to be the Bronco Bucks.

Flex dollars are collected by Boise State as part of the meal plan price. The portion of "flex" that is currently Bronco Bucks (see Question 8 answer) is billed monthly as used. That portion also includes commission payments based on location of use to the University. The Bronco Bucks portion is considered the first flex utilized. The flex that is not Bronco Bucks is part of the daily rate payment.

The vendor retains unused flex dollar revenue, the University retains unused Bronco Buck portion of the revenue. Since Bronco Bucks is considered the first utilized, there has not be any of that portion remaining.

The University pays the daily rate to the vendor on a weekly basis based on the number of students on plans. Menus will be in line with those proposed in the vendor RFP response and are to be submitted and mutually agreed upon each semester.

Table 8: 2016- 2017 Meal Plan and Rate Schedule

Number of Students	All access 7 days \$50 Flex	All access 5 days \$175 Flex	19 Meal Plan \$50 Flex	14 Meal Plan \$175 Flex	12 Meal Plan \$225 Flex	10 Meal Plan \$375 Flex
1700+	10.25	9.57	8.56	8.18	7.88	7.20
1650-1699	10.53	9.85	8.84	8.46	8.16	7.48
1600-1649	10.82	10.14	9.13	8.75	8.45	7.77
1550-1599	11.13	10.45	9.44	9.06	8.76	8.08
1500-1549	11.46	10.78	9.77	9.39	9.09	8.41
1450-1499	11.82	11.14	10.13	9.75	9.45	8.77
1400-1449	12.20	11.52	10.51	10.13	9.83	9.15
1350-1399	12.62	11.94	10.93	10.55	10.25	9.57
1300-1349	13.06	12.38	11.37	10.99	10.69	10.01
1250-1299	13.54	12.86	11.85	11.47	11.17	10.49
1200-1249	14.06	13.38	12.37	11.99	11.69	11.01
0-1199	TBN	TBN	TBN	TBN	TBN	TBN

Notes:

1. TBN- To be negotiated
2. Rates assume Add-on DB handled consistent with current Process

2017-2018 Mandatory Meal Plans

Table 9: 2017-2018 Meal Plans/Rates (also available for non-residential students)

Plan	Meals per Week	Flex Dollars	Daily Rate to University
All Access 7	All Access	\$200	\$12.56
14-Meal	14 meals	\$200	\$9.44

Notes:

1. Beginning with the 2017-2018 contract year, add-on flex dollars will no longer be issued by the University; however, meal plan patrons may continue to purchase add-on flex dollars.
2. Flex Dollars are included in the daily rate

Table 10: Mandatory Meal Plan Time Periods

	Monday-Friday		Saturday-Sunday	
	Start	End	Start	End
Breakfast	6:55	11:00	6:55	10:30
Brunch	-	-	10:31	2:00
Lunch	11:01	3:00	-	-
Mid-Day	3:01	4:00	2:01	4:00
Dinner	4:01	9:00	4:01	9:00
Late Night	9:01	11:59	9:01	11:59

Mandatory Meal Plan Rules:

- One meal can be used per meal period (except on all access plans which are unlimited).
- Each plan purchased includes 16 guest meals that can be used anytime during the semester (unlimited use per transaction).
- Guest meals may only be used at a residential dining hall (e.g. BRC or the Honors College)
- All meals (excluding guest meals) can be used at a residential dining hall (e.g. BRC or the Honors College) or for a meal equivalency at other dining venues on campus.
- All access plans can use one grab and go meal equivalency per meal period.
- Unused meals expire weekly and new week begins each Sunday.
- Flex dollars can be used at any retail location or for pizza delivery from Papa Johns or Piehole.
- Unused flex dollars for the Fall Semester will roll-over to the Spring Semester. Any flex dollars remaining at the end of the Spring semester (whether from the Fall or Spring) will expire at the end of the same Spring Semester.
- Unless changes to the meal plans are approved in accordance with Section 5.1, annual increases to mandatory and voluntary board plans shall be limited to the increases in the U.S.D.A. Regional (for the region in which Boise is located) Wholesale Food Price Index for the preceding 12-month period.

Voluntary Meal Plans

Annual Sales Projections: \$220,000
Minimum Annual Guarantee: \$28,050
Commissions % on Sales: 15.0%

Voluntary Meal Plans, excluding the all flex plan. Flex dollars commission based on concept where flex is redeemed.

Table 11: 2016-2017 Voluntary Meal Plan Type and Pricing

Block Meals	Flex Dollars	Price
45	\$75.00	\$435.00
45	0	\$370.00
22	0	\$185.00
10	0	\$85.00
5	0	\$45.00
0	\$100.00	\$90.00

Table 12: 2017-2018 Voluntary Meal Plan Type and Pricing

Type	Flex Dollars	Price
45 Meals	\$75.00	\$448.00
10 Meals	0	\$87.50
0 Meals	\$100	\$90.00
14 Meals	\$200	\$1,700.00
Access 7 Meals	\$200	\$1,950.00

Voluntary Meal Plan Rules:

- Unlimited meals can be used per meal period.
- Meals can be used at any residential dining hall or for a meal equivalency at other dining venues on campus.
- Meals and flex dollars expire one year from date of purchase or upon termination of relationship with Boise State.
- Flex dollars can be used at any retail location or for pizza delivery from Papa Johns or Piehole.
- The 14 and Access 7 meals per week plans bought on a voluntary basis follow the mandatory meal plan rules.

2.2.2.a. Menu cycles must be a minimum of 3 week cycles and must change each semester. The University collects board dining retail rate from students. The Vendor will be paid based on the daily rate proposed on a weekly basis based on the number of students on the plan. The University maintains authority to determine retail rates to students.

2.2.2.b. The University will provide Vendor all kitchen smallwares, china, silver and glassware for board dining operations. Vendor will be required to take an annual inventory in conjunction with the University and replace any losses.

2.2.2.c. Vendor must allow residential students to adjust their meal plan any time within the first 2 weeks of each semester.

2.2.2.d. Unless changes to the meal plans are approved in accordance with Section 5.1, annual increases to mandatory and voluntary board plans shall be limited to the increases in the U.S.D.A. Regional (for the region in which Boise is located) Wholesale Food Price Index for the preceding 12-month period.

2.2.2.e. Each meal at the all-you-can-eat dining facility will include a sufficient number and variety of vegetarian, vegan, lactose free and gluten free options.

2. The “Commission Structure” chart in **SECTION 2, SCOPE OF SERVICES**, Subsection 2.2.3 shall be deleted in its entirety and replaced with the following:

Table 13: Commission Structure:

	External Groups	Internal and Non Profit Groups
Minimum Annual (July 1-June 30) Guarantee	\$74,000	\$302,500
Commission % on Sales	20%	15.0%

Note:

On campus/non-profit groups receive an 18% discount from catering menu prices"

- 3. SECTION 2, SCOPE OF SERVICES,** Subsection 2.2.3.c shall be amended to add the following sentence at the end of the Subsection:

"The University agrees that, for school year 2016-2017, the University will not require remittance of \$54,000 for the shared catering coordinator position."

- 4. SECTION 2, SCOPE OF SERVICES,** Subsection 2.2.3.h shall be deleted and replaced with the following:

"Pursuant to an agreement between the University and EDR, EDR is constructing and the University intends to own and operate through a long-term annual lease upon Substantial Completion thereof, the Honors College Dining Facility. The Honors College Dining Facility shall be considered part of the University's main campus for purposes of the Agreement. Aramark shall offer two meal equivalency options at a minimum of three separate "stations" for a total of six meal exchanges available at the Honor's College Dining Facility. Two of these meal exchanges must provide an option for vegan and gluten free meals. Dependent upon actual operations once the location opens, both Aramark and Boise State will mutually agree upon any changes. Vendor shall be responsible for all costs associated with the Honors College Dining Facility listed in the Agreement under "Vendor Expenditure Responsibility" (See Page 114 of the Agreement). The University will provide Vendor all kitchen smallwares, china, silver and glassware for board dining operations. Vendor will be required to take an annual inventory in conjunction with the University and replace any losses."

- 5. SECTION 2, SCOPE OF SERVICES,** Subsections 2.2.11.1 and 2.2.11.2, shall be deleted in their entirety and replaced with the following.

"1. 2016 Financial Commitment. In consideration of University's agreement to enter into this Agreement under the terms set forth herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Aramark shall make a financial commitment to University between July, 2016, and June, 2017, in an amount up to Two Million Three Hundred Thirty-Three Thousand Dollars (\$2,330,000) (the "2016 Retail Financial Commitment") for dining facility renovations and for the purchase and installation of dining services equipment, area treatment, signage and marketing materials and other costs associated with the retail dining services program on University's premises. Any equipment purchased by Aramark on University's behalf shall be purchased as a "sale-for resale" to University. University shall hold title to all such equipment (with the exception of those items which bear the name of Aramark, its logo, or any of its logo, service marks or trademarks or any logo, service marks or trademarks of a third party) upon such resale. University acknowledges that it is a tax-exempt entity and will provide Aramark with a copy of the appropriate tax-exempt certificate.

Aramark and University hereby agree that the 2016 Financial Commitment shall be made in various segments (each, a "2016 FC Segment") as set forth in the chart below. The parties may mutually agree upon different uses for each such segment and may reallocate funding between projects as they determine to be desirable.

Table 14: 2016 Financial Commitment by Location

Amount of Segment	Proposed Use(s)
\$825,000	New Starbucks in the SUB
\$383,000	Freshii Installation in Student Union Building
\$105,000	Einstein Bagels Refresh/Expansion
\$395,000	Moe's Southwest Grill Installation at I.L.C.
\$107,000	Albertson Library POD
\$515,000	Concessions Upgrades
Total = \$2,330,000	

Each 2016 FC Segment shall be amortized on a straight-line basis over a period of months equivalent to the number of full months remaining until June 2026, commencing upon the complete expenditure of the applicable 2016 FC Segment. Upon completion of such expenditures, Aramark shall provide University with prompt written notice setting forth, in reasonable detail together with supporting documentation, the usage and amounts of the applicable 2016 FC Segment.

Upon expiration or termination of this Agreement by either party for any reason whatsoever prior to the complete amortization of the 2016 Financial Commitment, University shall reimburse Aramark for the unamortized balance of the 2016 Financial Commitment as of the date of expiration or termination. In the event such amounts owing to Aramark are not paid to Aramark within thirty (30) days of expiration or termination, University agrees to pay interest on such amounts at the Prime Rate plus two percentage points per annum, compounded monthly from the date of expiration or termination, until the date paid. The right of Aramark to charge interest for late payment shall not be construed as a waiver of Aramark's right to receive payment of invoices within thirty (30) days of the invoice date.

2. 2017 Financial Commitment. In consideration of University's agreement to enter into this Agreement under the terms set forth herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Aramark shall make a financial commitment to University between July, 2017, and June, 2018, in an amount up to Five Hundred Thousand Dollars (\$500,000) (the "2017 Retail Financial Commitment") for retail dining facility renovations and for the purchase and installation of dining services equipment, area treatment, signage and marketing materials and other costs associated with the dining services program on University's premises. Any equipment purchased by Aramark on University's behalf shall be purchased as a "sale-for resale" to University. University shall hold title to all such equipment (with the exception of those items which bear the name of Aramark, its logo, or any of its logo, service marks or trademarks or any logo, service marks or trademarks of a third party) upon such resale. University acknowledges that it is a tax-exempt entity and will provide Aramark with a copy of the appropriate tax-exempt certificate.

Aramark and University hereby agree that the 2017 Financial Commitment shall be made in various segments (each, a "2017 FC Segment") as set forth in the chart below. The parties may mutually agree upon different uses for each such segment and may reallocate funding between projects as they determine to be desirable.

Table 15: 2017 Financial Commitment by Location

Amount of Segment	Proposed Use(s)
\$75,000	Papa John's Refresh
\$100,000	ILC POD Expansion
\$250,000	Library Starbucks
\$25,000	City Center POD (Downtown Campus)
\$50,000	Grill Upgrade
Total = \$500,000	

Each 2017 FC Segment shall be amortized on a straight-line basis over a period of months equivalent to the number of full months remaining until June 2026, commencing upon the complete expenditure of the applicable 2017 FC Segment. Upon completion of such expenditures, Aramark shall provide University with prompt written notice setting forth, in reasonable detail together with supporting documentation, the usage and amounts of the applicable 2017 FC Segment.

Upon expiration or termination of this Agreement by either party for any reason whatsoever prior to the complete amortization of the 2017 Financial Commitment, University shall reimburse Aramark for the unamortized balance of the 2017 Financial Commitment as of the date of expiration or termination. In the event such amounts owing to Aramark are not paid to Aramark within thirty (30) days of expiration or termination, University agrees to pay interest on such amounts at the Prime Rate plus two percentage points per annum, compounded monthly from the date of expiration or termination, until the date paid. The right of Aramark to charge interest for late payment shall not be construed as a waiver of Aramark's right to receive payment of invoices within thirty (30) days of the invoice date."

6. SECTION 2, SCOPE OF SERVICES, Subsection 2.2.11, shall be amended by adding the following Subsection 2.2.11.6 at the end of the Subsection.

"6. 2016 Honors College Financial Commitment. In consideration of University's agreement to enter into the Agreement, including this Amendment, and under the terms set forth in the Agreement and herein, the receipt and sufficiency of which is hereby acknowledged, Aramark shall make a financial commitment to the University on or before May 1, 2017, in an amount of One Million Dollars (\$1,000,000) (the "Honors College FC") for dining facility construction and for the purchase and installation of dining services equipment, signage and other costs associated with the Honors College Dining Facility on the University's premises. Any equipment purchased by Aramark on University's behalf shall be purchased as a "sale-for-resale" to University. University shall hold title to all such equipment (with the exception of those items which bear the name of Aramark, its logo, or any of its logo, service marks or trademarks or any logo, service marks or trademarks of a third party) upon such resale. University acknowledges it is a tax-exempt entity and will provide Aramark with a copy of the appropriate tax-exempt certificate.

The Honors College FC shall be amortized on a straight-line basis over a period of months equivalent to the number of full months remaining until June 2021, commencing upon the complete expenditure of the Honors College FC. Upon completion expenditure of the Honors College FC, Aramark shall provide University with prompt written notice setting forth, in

reasonable detail together with supporting documentation, the usage and amounts of the Honors College FC.

Upon expiration or termination of this Agreement by either party for any reason whatsoever prior to the complete amortization of the Honors College FC, University shall reimburse Aramark for the unamortized balance of the Honors College FC as of the date of expiration or termination. In the event such amounts owing to Aramark are not paid to Aramark within thirty (30) days of expiration or termination, University agrees to pay interest on such amounts at the Prime Rate plus two percentage points per annum, compounded monthly from the date of expiration or termination, until the date paid. The right of Aramark to charge interest for late payment shall not be construed as a waiver of Aramark's right to receive payment of invoices within thirty (30) days of the invoice date."

7. Miscellaneous.

- a. This Amendment is subject to approval of the Idaho State Board of Education and will not be effective until approved by the Idaho State Board of Education and executed by the appropriate official of the University.
- b. Any and all other terms and provisions of the Agreement are hereby amended and modified to the extent necessary to conform to the amendments set forth in the preceding paragraph. Except as expressly modified and amended hereby, all other terms and conditions of the Agreement shall continue in full force and effect.
- c. This Amendment contains the entire understanding of Aramark and University and supersedes all prior oral or written understandings relating to the subject matter set forth herein.
- d. This Amendment may be executed in counterparts each of which shall be deemed an original. An executed counterpart of this Amendment transmitted by facsimile shall be equally as effective as a manually executed counterpart.
- e. This Amendment shall inure for the benefit of and shall be binding on each of the parties hereto and their respective successors and/or assigns.
- f. Each individual executing this Amendment does thereby represent and warrant to each other person so signing (and to each other entity for which such other person may be signing) that he or she has been duly authorized to deliver this Amendment in the capacity and for the entity set forth where she or he signs.

This letter shall be attached to, and become a part of, the Agreement.

IN WITNESS WHEREOF, the Parties have executed this Amendment Agreement as of the date first written above.

ARAMARK EDUCATIONAL SERVICES, LLC ("Aramark")

By: _____
Christian Dirx
Vice President

BOISE STATE UNIVERSITY ("University")

By: _____
Name:
Title:

**APPENDIX A
HOURS OF OPERATION**

Retail Hours of Operation are outlined in the following Tables 1-5.

**CONSENT AGENDA
APRIL 20, 2017**

ATTACHMENT 1

Table 1: Spring 2017 Hours of Operation

Location		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	MLK	Bronco Day	President's Day
Subway		11A-6P	7:30A-7P	7:30A-7P	7:30A-7P	7:30A-7P	7:30A-6P	11A-6P	7:30A-7P	9A-6P	7:30A-7P
Chick-fil-A		Closed	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-6P	10:30A-6P	10:30A-7P	10:30A-6P	10:30A-7P
Starbucks - SUB*		11A-10P	7A-10P	7A-10P	7A-10P	7A-10P	7A-5P	8A-6P	Not Open	7:30-6P	Not Open
Moe's		Closed	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-6P	10:30A-6P	Closed	10:30A-6P	Closed
Fresh Express		11A-9P	7A-10P	7A-10P	7A-10P	7A-10P	7A-6P	10A-5P	9a-9p	9A-5P	9a-9p
Einstein's		Closed	7A-7:00P	7A-7:00P	7A-7:00P	7A-7:00P	7A-3P	Closed	Closed	8A-3P	Closed
Panda Express		Closed	10A-7:30P	10A-7:30P	10A-7:30P	10A-7:30P	10AM-4P	Closed	Closed	10A-3:30P	Closed
Papa John's Pizza		Closed	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-2P	Closed	Closed	10:30-2P	Closed
Moxie Sub		Closed	7A-4P	7A-4P	7A-4P	7A-4P	7A-4P	8A-12P	7A-4P	Closed	7A-4P
Grille Works		6P-10P	10:30A-8P	10:30A-8P	10:30A-8P	10:30A-8P	10:30-4P	Closed	Closed	10:30-2P	Closed
C-Store-ILC		6P-10P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-4P	Closed	Closed	8-3:30P	Closed
Starbucks- Library		10:30 A-9P	7A-10P	7A-10P	7A-10P	7A-10P	7A-5P	10A-5P	10:30 A-9P	7:30-5P	10:30 A-9P
Freshii		Closed	10A-7P	10A-7P	10A-7P	10A-7P	10A-6P	Closed	Closed	10:30-2P	Closed
Simplot Café COBE		Closed	7:30A-7:30P	7:30A-7:30P	7:30A-7:30P	7:30A-7:30P	7:30A-1P	Closed	Closed	8A-2P	Closed
POD WLK		11A-12A	10A-12A	10A-12A	10A-12A	10A-12A	10A-12A	11A-12A	11A-12A	7:30-12A	11A-12A
POD QUAD		2P-9P	9A-10P	9A-10P	9A-10P	9A-10P	9A-5P	Closed	Closed	7:30-4P	Closed
Moxie II		Closed	7:30A-2P	7:30A-2P	7:30A-2P	7:30A-2P	7:30A-2P	Closed	Closed	Closed	Closed
Board	Breakfast	10:30-2P	7-10:15	7-10:15	7-10:15	7-10:15	7-10:15	10:30-2P	10:30-2P	10:30-2P	10:30-2P
	Lunch		11A-3P	11A-3P	11A-3P	11A-3P	11A-3P				
	Dinner	4P-9P	4-9P	4-9P	4-9P	4-9P	4-9P	4P-9P	4P-9P	4P-9P	4P-9P

* Hours do not take effect until Starbucks opens April 2017 and will be mutually agreed upon with Boise State.

Table 2: Spring Break 2017 Hours of Operation

Location	Sat (18 Mar)	Sun (19 Mar)	Mon (20 Mar)	Tues (21 Mar)	Wed (22 Mar)	Thur (23 Mar)	Fri (24 Mar)	Sat (25 Mar)
Subway	11A-6P	11A-6P	11A-6P	11A-6P	11A-6P	11A-6P	11A-6P	11A-6P
Chick-fil-A	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Moe's	Closed	Closed	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-6P	10:30A-6P
Fresh Express	Closed	10A-6P	10A-6P	10A-6P	10A-6P	10A-6P	10A-6P	10A-5P
Einstein's	Closed	Closed	7:30A-1P	7:30A-1P	7:30A-1P	7:30A-1P	7:30A-1P	Closed
Panda Express	Closed	Closed	10A-7:30P	10A-7:30P	10A-7:30P	10A-7:30P	10AM-4P	Closed
Papa John's Pizza	Closed	Closed	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-2P	Closed
Moxie Sub	Closed	Closed	7:30-1P	7:30-1P	7:30-1P	7:30-1P	7:30-1P	8A-12P
Grille Works	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
C-Store-ILC	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Starbucks- Library	Closed	Closed	7:30A-3P	7:30A-3P	7:30A-3P	7:30A-3P	7:30A-3P	Closed
Freshii	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Simplot Café COBE	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
POD WLK	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
POD QUAD	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Moxie II	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Board	Closed	Closed	Closed	Closed	Closed	Closed	Closed	Closed

**CONSENT AGENDA
APRIL 20, 2017**

ATTACHMENT 1

Table 3: Finals/ Graduation Week 2017 Hours of Operation

Location		Sun (30 Apr)	Mon (1 May)	Tues (2 May)	Wed (3 May)	Thur (4 May)	Fri (5 May)	Sat (6 May)	Sun (7 May)
Subway		11A-6P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-8P	11A-6P	Closed
Chick-fil-A		Closed	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-6P	10:30A-6P	Closed
Starbucks - SUB*		11A-10P	7A-10P	7A-10P	7A-10P	7A-10P	8A-6P	8A-4P	Closed
Moe's		Closed	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-6P	10:30A-6P	Closed	Closed
Fresh Express		11A-8P	7A-9P	7A-9P	7A-9P	7A-9P	7A-6P	10A-5P	Closed
Einstein's		Closed	7A-7:00P	7A-7:00P	7A-7:00P	7A-7:00P	7A-3P	Closed	Closed
Panda Express		Closed	10A-7:30P	10A-7:30P	10A-7:30P	10A-7:30P	10AM-3P	Closed	Closed
Papa John's Pizza		Closed	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-2P	Closed	Closed
Moxie Sub		Closed	7:30-1P	7:30-1P	7:30-1P	7:30-1P	7:30-1P	Closed	Closed
Grille Works		6P-10P	10:30A-8P	10:30A-8P	10:30A-8P	10:30A-8P	10AM-3P	Closed	Closed
C-Store-ILC		6P-10P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-3P	Closed	Closed
Starbucks- Library		10:30 A-9P	7A-10P	7A-10P	7A-10P	7A-10P	7A-5P	8A-5P	Closed
Freshii		Closed	10A-7P	10A-7P	10A-7P	10A-7P	Closed	Closed	Closed
Simplot Café COBE		Closed	7:30A-7:30P	7:30A-7:30P	7:30A-7:30P	7:30A-7:30P	Closed	Closed	Closed
POD WLK		11A-1A	11A-1A	11A-1A	11A-1A	11A-1A	10A-6P	8A-3P	Closed
POD QUAD		2P-9P	9A-10P	9A-10P	9A-10P	9A-10P	9A-5P	Closed	Closed
Moxie II		Closed	7:30A-2P	7:30A-2P	7:30A-2P	7:30A-2P	Closed	Closed	Closed
Board	Breakfast	10:30-2P	7-10:15	7-10:15	7-10:15	7-10:15	7-10:15	8A:30-2P	Closed
	Lunch		11A-3P	11A-3P	11A-3P	11A-3P	11A-3P		Closed
	Dinner	4P-9P	4-9P	4-9P	4-9P	4-9P	4-9P	4P-9P	Closed

Table 4: Summer 2017 Hours of Operation

Location	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Subway	Closed	11A-2P	11A-2P	11A-2P	11A-2P	11A-2P	Closed
Chick-fil-A	Closed	11A-2P	C	11A-2P	C	11A-2P	Closed
Starbucks - SUB	Closed	7A-10P	7A-10P	7A-10P	7A-10P	7A-5P	Closed
Moe's	Closed	Closed	11A-2P	Closed	11A-2P	Closed	Closed
Fresh Express	Closed	10A-4P	10A-4P	10A-4P	10A-4P	10A-4P	Closed
Einstein's	Closed	7:30A-12P	7:30A-12P	7:30A-12P	7:30A-12P	7:30A-12P	Closed
Panda Express	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Papa John's Pizza	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Moxie Sub	Closed	7:30-1P	7:30-1P	7:30-1P	7:30-1P	7:30-1P	Closed
Grille Works	Closed	10:30A-2P	10:30A-2P	10:30A-2P	10:30A-2P	10:30A-2P	Closed
C-Store-ILC	Closed	10:30A-2P	10:30A-2P	10:30A-2P	10:30A-2P	10:30A-2P	Closed
Starbucks- Library	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Freshii	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Simplot Café COBE	Closed	Closed	Closed	Closed	Closed	Closed	Closed
POD WLK	Closed	Closed	Closed	Closed	Closed	Closed	Closed
POD QUAD	Closed	Closed	Closed	Closed	Closed	Closed	Closed
C-Store Honors	10A-12A	8A-12A	8A-12A	8A-12A	8A-12A	8A-12A	10A-12A
Moxie II	Closed	Closed	Closed	Closed	Closed	Closed	Closed
Board	Special	Special	Special	Special	Special	Special	Special
<p>Note 1: BRC Hours are limited to summer group needs and new orientation dates yet to be determined</p> <p>Note 2: Retail times subject to change to meet the needs of orientation and large summer groups.</p> <p>Note 3: All locations will be closed for Holidays on May 29 and July 4.</p>							

**CONSENT AGENDA
APRIL 20, 2017**

ATTACHMENT 1

Table 5: Fall 2017 Hours of Operation

Location		Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Subway		11A-6P	7:30A-7P	7:30A-7P	7:30A-7P	7:30A-7P	7:30A-6P	11A-6P
Chick-fil-A		Closed	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-6P	10:30A-6P
Starbucks - SUB		11A-10P	7A-10P	7A-10P	7A-10P	7A-10P	7A-5P	8A-6P
Moe's		Closed	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-7P	10:30A-6P	10:30A-6P
Fresh Express		11A-9P	7A-10P	7A-10P	7A-10P	7A-10P	7A-6P	10A-5P
Einstein's		Closed	7A-7:00P	7A-7:00P	7A-7:00P	7A-7:00P	7A-3P	Closed
Panda Express		Closed	10A-7:30P	10A-7:30P	10A-7:30P	10A-7:30P	10AM-4P	Closed
Papa John's Pizza		Closed	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-6P	10:30A-2P	Closed
Moxie Sub		Closed	7A-4P	7A-4P	7A-4P	7A-4P	7A-4P	8A-12P
Grille Works		6P-10P	10:30A-8P	10:30A-8P	10:30A-8P	10:30A-8P	10:30-4P	Closed
C-Store-ILC		6P-10P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-8P	7:30A-4P	Closed
Starbucks- Library		10:30 A-9P	7A-10P	7A-10P	7A-10P	7A-10P	7A-5P	10A-5P
Freshii		Closed	10A-7P	10A-7P	10A-7P	10A-7P	10A-6P	Closed
Simplot Café COBE		Closed	7:30A-7:30P	7:30A-7:30P	7:30A-7:30P	7:30A-7:30P	7:30A-1P	Closed
POD WLK		11A-12A	10A-12A	10A-12A	10A-12A	10A-12A	10A-12A	11A-12A
POD QUAD		2P-9P	9A-10A	9A-10A	9A-10A	9A-10A	9A-5P	Closed
C-Store Honors		10:30A-12:30A	10:30A-12:30A	10:30A-12:30A	10:30A-12:30A	10:30A-12:30A	10:30A-12:30A	10:30A-12:30A
Moxie II		Closed	7:30A-2P	7:30A-2P	7:30A-2P	7:30A-2P	7:30A-2P	Closed
Board	Breakfast	10:30-2P	7-10:15	7-10:15	7-10:15	7-10:15	7-10:15	10:30-2P
	Lunch		11A-3P	11A-3P	11A-3P	11A-3P	11A-3P	
	Dinner	4P-9P	4-9P	4-9P	4-9P	4-9P	4-9P	4P-9P

Note: Honor's College Food Services hours of operation to be mutually agreed upon by both parties.

CONSENT AGENDA
APRIL 20, 2017

UNIVERSITY OF IDAHO

SUBJECT

Disposal of Regents real property for Idaho Transportation Department (ITD) project at UI Parker Farm, Latah County.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(3).

BACKGROUND/DISCUSSION

The Idaho Transportation Department has designed a safety improvement project for Highway 8 in Latah County. The proposed improvement work includes the construction of a turn lane requiring the conveyance of 9,845 sf (0.23 acres) of Regents property adjoining the highway to ITD. The subject property (as shown in attachments) at the University of Idaho's (UI) Parker Farm is currently used for drainage. The project also requires the use of a half-acre of temporary easement to accommodate access and staging during construction. ITD has agreed to consolidate and improve the drainage area that will remain on Regents property to better function with the drainage improvements to be constructed in the new highway right of way. All of this work can be performed without impacting existing cultivated fields or field access. ITD has also agreed to improve the highway entrance to UI's Parker Farm and Pitkin Nursery (shown in attachments as Plant Science Road). The entrance is outside the project boundaries but the work proposed should improve the safety and condition of UI's main entrance onto State Highway 8.

The strip of property to be conveyed and the value of the temporary easement was appraised at \$801 and ITD will compensate UI for that value in addition to providing the improvements described above.

IMPACT

No programmatic impact from the loss of this narrow strip of property is anticipated. UI land managers will benefit from the improved drainage work to be completed with the highway project and the highway entrance improvements to Plant Science Road accessing UI's facilities.

ATTACHMENTS

Attachment 1– Draft Warranty Deed and ITD ROW contract

Page 3

Attachment 2—Photo map of subject property

Page 11

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

CONSENT AGENDA
APRIL 20, 2017

BOARD ACTION

I move to approve the request by the University of Idaho to dispose of 0.23 acres of land and provide a temporary easement for the appraised value of \$801; and further to authorize the Vice President for Infrastructure for the University of Idaho to execute all necessary transaction documents for conveying this real property as outlined in the materials submitted to the Board in Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

COPY

RIGHT OF WAY CONTRACT

Idaho Transportation Department

Project No.: 13513
 Parcel No: 2
 Parcel ID No: 50094
 Key No: 13513
 County: Latah

THIS AGREEMENT, made this _____ day of _____, 2017 between the **STATE OF IDAHO, IDAHO TRANSPORTATION BOARD, by and through the IDAHO TRANSPORTATION DEPARTMENT**, by its Division of Engineering Products and Plans Administrator or the authorized representative ("DEPPA"), herein called "STATE," and **REGENTS OF THE UNIVERSITY OF IDAHO**, herein called "GRANTOR."

NOW THEREFORE, the parties hereto agree as follows:

1. State shall pay Grantor and lienholder(s), if any, such sums of monies as are set out below. Grantor agrees to pay all taxes and assessments due and owing, including taxes owing for the year in which this transaction closes. Payment to Grantor pursuant to this Agreement is contingent upon Grantor demonstrating clear title to the property identified above through use of documents acceptable to State and the title company being utilized by State for this Project. Grantor shall execute and deliver to State a notarized instrument of conveyance corresponding to the interest being acquired.
2. This contract shall not be binding unless and until executed by the DEPPA.
3. The parties have herein set out the whole of their agreement, the performance of which constitutes the entire consideration for the grant of said right-of-way and shall relieve the State of all future claims or obligations on that account or on account of the location, grade and construction of the proposed highway.
4. Grantor represents that to the best of Grantor's knowledge no hazardous materials have been stored or spilled on the subject property during Grantor's ownership or during previous ownerships at least insofar as Grantor has observed or has been informed. In the alternative, if Grantor has knowledge of storage or spill of hazardous materials on the subject property, that information is set out below. This sale is conditional upon full disclosure of any such information.
5. Grantor hereby grants the State and/or its designated contractor a "Temporary Right-of-Entry" for unexpected and currently unforeseen incidents related to the construction of the Project. For example, the Temporary Right-of-Entry allows the State and/or its designated contractor to enter upon the remainder of Grantor's property to retrieve materials, equipment, debris, etc. related

to the construction of the Project that might encroach upon Grantor's property. The State and/or its designated contractor shall inform Grantor of the need to exercise the Temporary Right-of-Entry before entering upon the remainder of Grantor's property. Said Temporary Right-of-Entry shall terminate upon the completion of the Project.

6. Grantor, for compensation noted below, hereby grants the State and/or its designated contractor a "Temporary Easement" for the purpose of ingress and egress to enable the State and/or its designated contractor access to the portions of the subject property where construction is to occur, as indicated on the Project plans. Said Temporary Easement shall terminate upon completion of the Project.

7. The State will construct the following:

- 26' Joint Use Residential and Commercial Approach at Highway Station 131+07.21 Left

8. Grantor agrees to give the State legal and physical possession of the property herein being purchased by the State upon Closing or upon Grantor's receipt of payment, whichever is later

9. In consideration of the interests being conveyed by Grantor, State shall pay Grantor as follows:

Type	Size		Amount
	Sq. Ft.	Acres	
Land	9,845.000	0.226	\$678.00
Temporary Construction Easement	17,860.000	0.410	\$123.00
JUST COMPENSATION			\$801.00
TOTAL CONSIDERATION			\$801.00

The Parties have had sufficient opportunity to consult with legal counsel of their own choice. This Agreement may be executed in any number of counterparts, each counterpart may be delivered originally or by electronic transmission, and all such executed and delivered counterparts taken together will constitute one original agreement.

(This rest of page has been intentionally left blank. Signatures are located on the following page.)

IN WITNESS WHEREOF, the parties have executed this Agreement the day and year first above written.

STATE:

GRANTOR:

IDAHO TRANSPORTATION DEPARTMENT:

REGENTS OF THE UNIVERSITY OF IDAHO

Recommended for Approval

By: _____
Dave Kuisti, District Engineer

By: _____

By: _____
Zane Lathim, Right of Way Agent

Its: _____

Printed Name: _____

Approved for Division of Engineering Products
and Plans Administrator

On _____, 2017

By: _____
Justin Pond
Right-of-Way Program Manager

After recording return to:
Idaho Transportation Department
Attn: HQ RW
PO Box 7129
Boise ID 83707-1129

Project No. 13513
Key No. 13513
Parcel No. 2
Parcel ID No. 50094

WARRANTY DEED

THIS INDENTURE, made this ____ day of _____, 2017, by and between
REGENTS OF THE UNIVERSITY OF IDAHO ("Grantor") and the **STATE OF IDAHO, IDAHO
TRANSPORTATION BOARD, by and through the IDAHO TRANSPORTATION DEPARTMENT**
("Grantee"), whose address is 3311 West State Street, Boise, Idaho 83703.

WITNESSETH: That Grantor, for value received, does, by these presents, grant, bargain,
sell and convey unto Grantee the following described real property situated in the County of
LATAH, State of Idaho, to-wit:

SEE **EXHIBIT A** ATTACHED HERETO
AND BY THIS REFERENCE MADE A PART HEREOF.

Together with all appurtenances, easements and rights of way.

Containing approximately 0.226 acres.

Project Reference Stations: 153+00.00 to 157+95.21.

TO HAVE AND TO HOLD the said property with its appurtenances unto said Grantee, and
Grantee's successors and assigns forever. Grantor does hereby covenant to and with Grantee,
that Grantor is the owner in fee simple of said property; that said property is free from all
encumbrances, EXCEPT those to which this conveyance is expressly made subject and those
made, suffered or done by Grantee; and subject to reservations, restrictions, dedications,
easements, right of way and agreements (if any) of record, and general taxes and assessments
(including irrigation and utility assessments, if any) for the current year, which are not yet due

RECORD AT THE REQUEST OF THE STATE OF IDAHO
FEE EXEMPT – I.C. 67-2301

Page 1 of 2

Project No. 13513
Key No. 13513
Parcel No. 2
Parcel ID No. 50094

and payable, and that Grantor will warrant and defend the same from all lawful claims whatsoever.

IN WITNESS WHEREOF, Grantor has hereunto set its hand and seal the day and year first above written.

GRANTOR:

REGENTS OF THE UNIVERSITY OF IDAHO

By: _____

Its: _____

Printed Name: _____

STATE OF IDAHO)
) ss.
County of LATAH)

On this ____ day of _____, 2017, before me, the undersigned, a Notary Public in and for said State, personally appeared _____, known or identified to me to be the person whose name is subscribed to the within instrument as the _____ of the REGENTS OF THE UNIVERSITY OF IDAHO, and acknowledged to me that he executed the same as such _____.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal the day and year in this certificate first above written.

Notary Public for IDAHO

Residing at _____

My commission expires _____

(SEAL)

RECORD AT THE REQUEST OF THE STATE OF IDAHO
FEE EXEMPT – I.C. 67-2301

Page 2 of 2

Legal Description (Uoff)**Project No. A013(513)****Parcel No. 2****Parcel ID. No. 50094****Key No. 13513****03/09/2015**

Land situated in Latah County

A parcel of land situated in the SE¼ NW¼ of Section 15, Township 39 North, Range 5 West, Boise Meridian and being on the left side of the centerline of S.H. Highway 8, Project No. A013(513) also known as Project No. NRS 190A (1935) Highway Centerline Survey as shown on the plans thereof now on file in the office of the Idaho Transportation Department, Division of Highways, described as follows, to wit:

Commencing at the West Quarter Section Corner of Section 15, Township 39 North, Range 5 West, Boise Meridian, which point is marked by brass cap described in the Corner Perpetuation and Filing record as Instrument # 300826;

Thence along the South line of the NW¼ of Section 15, South 88°53'08" East - 472.14 feet to a point on a curve on the centerline and coincidental with Station 136+10.33 of said Idaho State Highway 8, Project No. A013(513) Highway Centerline Survey;

Thence continuing along said Highway Centerline Survey being a 1145.92 foot radius curve Right 292.51 feet, said curve subtended by a chord which bears North 84°33'42" East - 291.71 feet to centerline Station P.T. 139+02.83 of said Highway Centerline Survey;

Thence South 88°07'32" East - 1393.40 feet to centerline Station P.O.T. 153+00.00 of said Highway Centerline Survey;

Thence leaving said Highway centerline Survey, North 1°52'28" East - 40.00 feet to a point on the existing Idaho State Highway 8 Northerly Right-of-Way which bears North 1°52'28" East - 40.00 feet from Station 153+00.00 of said Highway Centerline Survey and being the **REAL POINT OF BEGINNING**;

Thence leaving said existing right-of-way, North 1°52'28" East - 20.00 feet to a point which bears North 1°52'28" East - 60.00 feet from Station 153+00.00 of said Highway Centerline Survey;

Thence South 88°07'32" East - 198.07 feet to a point on a curve which bears North 1°52'28" East - 60.00 feet from Station P.C. 154+98.07 of said Highway Centerline Survey;

Thence Southeasterly being a 5669.58 foot radius curve Left 294.03 feet, said curve subtended by a chord which bears South 89°36'41" East - 294.00 feet to a point on the existing westerly right-of-way line of Mill Road which bears North 1°05'50" West - 60.00 feet from Station 157+95.21 of said Highway Centerline Survey;

Thence continuing along said right-of-way South $0^{\circ}07'34''$ East - 20.00 feet to a point on a curve of the existing Idaho State Highway 8 Northerly Right-of-Way which bears North $1^{\circ}05'37''$ West - 40.00 feet from Station P.O.C. 157+94.87 of said Highway Centerline Survey;

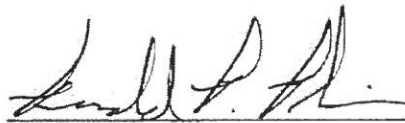
Thence continuing along said right-of-way being a 5689.58 foot radius curve Right 294.73 feet, said curve subtended by a chord which bears North $89^{\circ}36'35''$ West - 294.70 feet to a point which bears North $1^{\circ}52'28''$ East - 40.00 feet from Station P.T. 154+98.07 of said Highway Centerline Survey;

Thence North $88^{\circ}07'32''$ West - 198.07 feet to a point which bears North $1^{\circ}52'28''$ East - 40.00 feet from Station 153+00.00 of said Highway Centerline Survey and being the **REAL POINT OF BEGINNING**;

The area above described contains approximately 0.226 acres, more or less.

Highway Station Reference: 153+00.00 to 157+95.21

The bearings as shown in the above land descriptions, unless otherwise noted, are from the NAD 83, Idaho State Plane Coordinate System, West Zone, bearings are grid bearings.

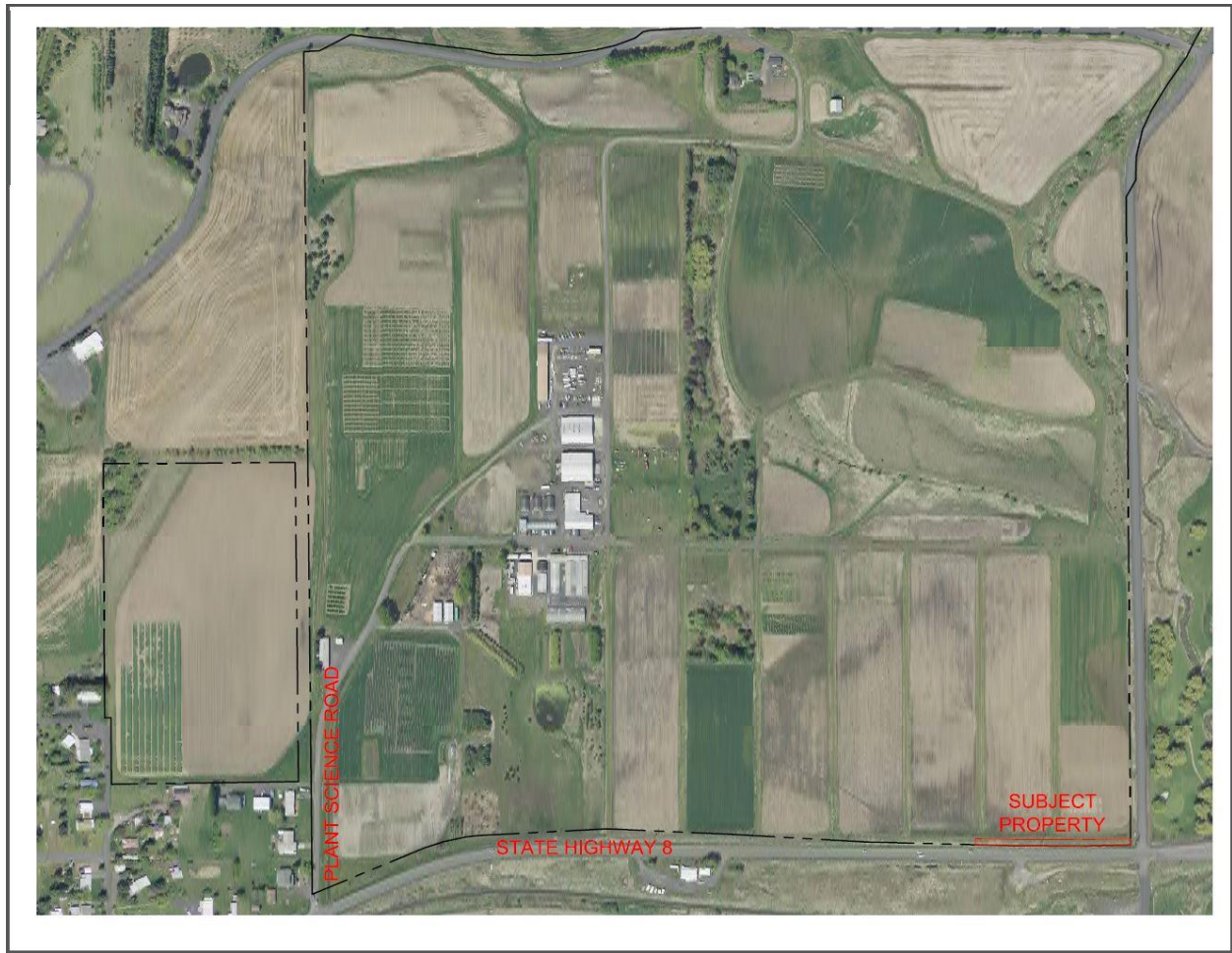

 Ronald P. Perkins
 Idaho Professional Land Surveyor #7878

Date

2-4-16



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CONSENT AGENDA
APRIL 20, 2017

UNIVERSITY OF IDAHO

SUBJECT

Dining Services Contract Revision

REFERENCE

December 1988	Idaho State Board of Education (Board) approved contract with Marriott Corporation beginning effective January 1, 1989.
February 2010	Board approved contract with Sodexo America, LLC
February 2015	Board approved contract with Sodexo America, LLC

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections V.C.2.a. and V.I.3.a.

BACKGROUND/DISCUSSION

Since 1989, the University of Idaho (UI) has been contracting with Sodexo America, LLC, or its predecessor entities, originally Marriott Management Services Corporation, for the institution's food service. The initial year of the last contract with Sodexo was 2015. This contract runs to June 30, 2020. In 2016, UI's new director of Auxiliary Services began negotiations with Sodexo to improve the contract terms with Sodexo to invite a larger capital investment in UI's food service facilities by Sodexo.

UI and Sodexo have agreed, subject to approval by the Board, to modify the terms of the current contract in the manner set out in Attachment 1 hereto. The principal modifications include a material increase in capital investment by Sodexo in the food service facilities on the Moscow campus, and a revision in the calculation of Sodexo's contract payment to UI as outlined below.

UI has worked with Sodexo and University bond counsel to ensure that the terms of this contract qualify for the safe-harbor under the Internal Revenue Service regulations governing private business operations in facilities funded with tax exempt bonds.

IMPACT

The principal modifications include:

- Substantial additional investment of approximately \$2 million by Sodexo in food service facilities on the Moscow Campus.
- A revision in the calculation of the return to UI from the Sodexo contract to incorporate amortization of the Sodexo capital contribution over the balance of the contract. Attachment 2 shows actual returns to UI for FY 2016 and 2017, and projected returns for FY 2018-2020 based on the revised contract terms.

CONSENT AGENDA
APRIL 20, 2017

ATTACHMENTS

Attachment 1: Contract Addendum	Page 3
Attachment 2: Returns on Commissions/Capital Expenditures	Page 37
Attachment 3: Current UI-Sodexo Contract	Page 39

STAFF COMMENTS AND RECOMMENDATIONS

The proposed addendum will not extend the lifetime of the current contract period with Sodexo. In conjunction with the expiration of the contract period in 2020, UI will issue a new Request for Proposal (RFP) for food services. The significant material changes embodied in the addendum consist of provisions for Sodexo to undertake renovations to the main dining facility (\$1.225M) and satellite food facilities in the Idaho Commons (\$.775M) as described in Paragraph 6.9 of the addendum. The new arrangements enable Sodexo to finance these construction projects from commission incomes, amortizing those expenses over the remaining life of the contract. These facility improvements will likely increase customer satisfaction, usage, and revenues for food service operations, to the benefit of the UI as well as Sodexo. The addendum (Paragraph 6.3) also replaces the current commission schedule, based on 19% of gross revenues, with specific commission rates for seven different service types. Finally, the addendum consolidates the key provisions of the current contract into a more concise and readable format.

Staff recommends approval.

BOARD ACTION

I move to approve the addendum agreement between the University of Idaho and Sodexo America, LLC, in substantial conformance to the form submitted to the Board in Attachment 1, and to authorize the Vice President for Finance to execute the Addendum and any necessary supporting documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ADDENDUM

THE UNIVERSITY OF IDAHO

AND

SODEXO AMERICA, LLC

THIS ADDENDUM, dated _____, 2017, is between THE UNIVERSITY OF IDAHO ("Client") and SODEXO AMERICA, LLC ("Sodexo"). Sodexo and Client shall be known individually as a "Party" and collectively as the "Parties".

W I T N E S S E T H:

WHEREAS, Client and Sodexo entered into a certain Agreement Number UI-755, effective July 1, 2015, ("Agreement"), whereby Sodexo manages and operates Client's Dining Service operation in Moscow, Idaho;

WHEREAS, the parties now desire to modify and supplement the aforesaid Agreement;

NOW, THEREFORE, in consideration of the promises herein contained and for other good and valuable consideration, the parties hereto agree as follows:

1. Effective _____, 2017, Client and Sodexo have agreed that the terms and conditions of set forth on Schedule 1 shall be added to the Agreement. It is further understood it is the intent of the parties for the financial terms to reflect that Sodexo will collect and account for Gross sales and pay its operating expenses. Any profit or loss shall be for Sodexo's account.

2. In the event of a conflict between the terms and conditions of the Agreement and this Addendum the terms of this Addendum shall prevail.

[The remainder of this page has been intentionally left blank.]

CONSENT AGENDA

APRIL 20, 2017

ATTACHMENT 1

3. This Addendum is effective July 1, 2017, and thereafter, unless amended. All other terms and conditions contained in the Agreement shall remain unchanged and in full force and effect, except by necessary implication.

IN WITNESS WHEREOF, the duly authorized officers of the parties have executed this Addendum, as of the date indicated in the first paragraph of this Addendum.

THE UNIVERSITY OF IDAHO

By: _____
Name (printed): _____
Title: _____

SODEXO AMERICA, LLC

By: _____
Pamela L. Smith
Regional Vice President

ARTICLE I
DEFINITIONS

1.1 Accounting Period. Each of the eight (8) four-week periods and four (4) five-week periods ordinarily contained in Sodexo's annual accounting calendar, which accounting calendar ordinarily contains one (1) five-week and two (2) four-week Accounting Periods in each quarter of a year. Commencing September 1, 2017, this definition of Accounting Period will change and shall be defined as "A period of a calendar month, twelve (12) of which shall constitute an accounting year.

1.2 Branded Concepts. Food and beverage systems operated by Sodexo through national and regional third party license agreements or franchise agreements, subcontracts, or through Sodexo's own in-house trademarked brands.

1.3 Catering. Food and beverage service for meetings, conferences, dinners, parties and other functions requested by Client or a third party.

1.4 Charge. A fee established by Sodexo for goods or services provided by Sodexo.

1.5 Expendable Equipment. Any expendable item used in the preparation and service of meals such as pots, pans, and cooking and serving utensils used in the Food Service.

1.6 Food Service. The preparation, service and sale of food, beverages, goods, merchandise and other items at the Premises as hereinafter set forth. Food Service shall include the following: Resident Dining Program, Retail Program, Concessions and Catering, as hereinafter described.

1.7 Gross Sales. All sales of food, beverages, goods, merchandise and services in the Food Service, including sales taxes.

1.8 Invoiced Amount. The invoiced amounts to Sodexo for goods and services, including food, beverages, merchandise, cleaning products, equipment, supplies, and other contracted services. Many of Sodexo's manufacturers, suppliers and distributors provide rebates, allowances, and other payments to Sodexo based on Sodexo's purchasing commitments, aggregate growth incentives and other factors. Prompt payment discounts and all rebates, allowances and other payments obtained from manufacturers, suppliers and distributors, shall be retained by Sodexo.

1.9 Net Sales. Gross Sales excluding sales and other applicable taxes.

1.10 Premises. Client's Services facilities located at 875 Perimeter Drive, Moscow, ID 83844.

1.11 Services. Food Service as further defined in this Agreement.

1.12 Smallwares. Dishware, glassware, flatware, utensils and similar items used in the Food Service.

ARTICLE II
TERM AND TERMINATION

2.1 Termination for Cause.

A. If either Party breaches a material provision hereof ("Cause"), the non-breaching Party shall give the other Party written notice of such Cause. If the Cause is remedied within ten (10) days in the case of failure to make payment when due, or thirty (30) days in the case of any other Cause, the notice shall be null and void. If such Cause is not remedied within the specified period, the Party giving notice shall have the right to terminate this Agreement upon expiration of such remedy period. The rights of termination referred to in this Agreement are not intended to be exclusive and are in addition to any other rights or remedies available to either Party at law or in equity.

B. In addition to all other rights set forth herein, either Party may terminate this Agreement, without prior notice, should any of the following events occur:

1. The filing of a petition pursuant to which an adjudication of bankruptcy is entered by either Party or the parent corporation of either Party; or the entry of an order, judgment or decree by a court of competent jurisdiction, on the application of a creditor, adjudicating either Party or the parent corporation of either Party as insolvent or approving a petition seeking reorganization or appointing a receiver or an assignee for benefit of creditors, trustee or liquidator; or

2. The consent to an involuntary petition in bankruptcy or the failure to vacate, within sixty (60) days from the date of entry thereof, any order approving an involuntary petition by either Party or the parent corporation of either Party.

2.2 Termination without Cause. Either Party may terminate this Agreement, in whole or in part, at any time, without Cause, upon no less than one hundred twenty (120) days' prior written notice to the other Party.

ARTICLE III
SERVICES TO BE PERFORMED

3.1 Services. Sodexo shall provide the Services for Client as hereinafter set forth.

3.2 Resident Dining Program. The following meal plans selected by Client shall be available to resident dining, commuter and faculty patrons:

Plan

Unlimited meals per week plus \$100 Flex
14 meals per week plus \$250 Flex
Block 160 meals per semester plus \$450 Flex
Block 130 meals per semester plus \$650 Flex
Block 95 meals per semester plus \$900 Flex
Block 50 meals per semester plus \$250 Flex
Block 35 meals per semester plus \$200 Flex
Athletic Plan Unlimited meals per week (no Flex)

Unused Flex shall roll over from the Fall semester to the Spring semester, provided that the meal plan participant purchases a meal plan for the Spring semester. Any unused Flex remaining at the end of the Spring semester shall be forfeited and shall be for Sodexo's account.

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Client grants Sodexo the exclusive right to provide Client with meals related to meal plans, debit card points, and flex points for Client to resell to its students, faculty and staff at a specified rate per meal or daily rate.

A. Seconds Policy. Unlimited servings of all food and beverage items, with the exception of steak/gourmet night entrees and special event menus, shall be available to resident dining patrons under the following conditions:

1. Resident dining patrons who do not exit the dining area may return to the serving line or other designated areas for seconds.

2. All food obtained by resident dining patrons from the serving line must be consumed within the dining area.

B. Serving Style. Except for variations agreed to by both Parties, all meals served in resident dining facilities shall be served cafeteria-style. Sodexo encourages occasional variations from this style, provided that planning and implementation of variations are coordinated with Sodexo in advance.

C. Menus and Prices. Sodexo shall recommend prices to be charged for food and beverages served in the resident dining facilities, and shall prepare menus and establish quantities and portions to be served.

D. Special Diets. Sodexo shall supply any medically required special diets for resident dining patrons when prescribed and approved in writing by a medical doctor and Client.

3.3 Retail Program. Sodexo shall provide retail products at the Premises and at such other locations as Client and Sodexo shall agree.

A. Branded Concepts. Sodexo shall operate the Branded Concepts at Client's Premises under the conditions set forth below.

1. Sodexo shall control all aspects of the Branded Concepts, including menus, recipes, pricing, staffing and hours of operation.

2. Representatives of the licensor, franchisor or subcontractor of the Branded Concepts shall be allowed access to the Premises during reasonable business hours for quality assurance inspections of the Branded Concepts.

3. Sodexo shall notify Client at least twenty (20) days in advance of any termination or expiration of a license agreement, franchise agreement or subcontract related to a Branded Concept. Sodexo and Client shall mutually determine what operation, if any, will replace such Branded Concept. In any event, the Branded Concepts operation shall terminate upon termination or expiration of this Agreement.

4. Upon termination or expiration of this Agreement, Sodexo shall remove the equipment related to the Branded Concepts in accordance with the terms of the applicable license or franchise agreements.

5. At commencement of this Agreement, Sodexo shall operate or cause to be operated the following Branded Concepts:

a. Einstein's

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- b. Chick-fil-A
- c. SubConnection
- d. Mein Bowl

C. Retail and Concession Prices. The initial prices charged by Sodexo for food and other products served by Sodexo in the retail and cafeteria operations shall be reasonable and competitive with prices charged in comparable establishments in the geographic area of the Premises for comparable products, similarly prepared and of like quality and portion. No less than annually, Sodexo shall adjust pricing to reflect the increase in the Producer Price Index for Food and Beverage Stores, as defined in Section 7.2.B.

D. Catering Functions. Prices for Catering functions, including but not limited to Client or third party functions, shall be established by mutual agreement of the parties. Client shall be responsible for collection of amounts due for Catering functions. Sodexo shall prepare and submit invoices to Client for Client sponsored event served by Sodexo, which invoices shall provide for payment to Sodexo. Sodexo shall be responsible for invoicing and collection for all third party catered events.

E. Hours of Operation. Hours of operation are detailed on Exhibit A attached hereto.

F. Semi-Annual Reviews. On a semi-annual basis the parties shall review all retail, catering and concession pricing and hours of operations and shall mutually agree upon adjustments, if any.

ARTICLE IV EMPLOYEES

4.1 Sodexo Employees. Sodexo shall recruit, hire, train, supervise, direct, and, if necessary, discipline, transfer and discharge management and non-management employees working in the Services. All personnel employed by Sodexo shall at all times and for all purposes be solely in the employment of Sodexo. Sodexo shall provide management employees to supervise all Food Service employees.

4.2 Sodexo Non-management Employees. All non-management Food Service employees shall be Sodexo employees and shall be compensated directly by Sodexo. Sodexo shall consider Client's employee policies and practices when establishing policies and practices for Sodexo employees.

4.3 Personnel Obligations. Each Party shall be solely responsible for all personnel actions and claims arising out of injuries occurring on the job regarding employees on its respective payroll. Each Party shall withhold all applicable federal, state and local employment taxes and payroll insurance with respect to its employees, insurance premiums, contributions to benefit and deferred compensation plans, licensing fees, and workers' compensation, and shall file all required documents and forms. Each Party shall indemnify, defend and hold the other harmless from and against any claims, liabilities and expenses related to or arising out of the indemnifying Party's responsibilities set forth in this Section.

4.4 Agreement Not To Hire. Client acknowledges that Sodexo's salaried employees are essential to Sodexo's core business of providing management services and are familiar with Sodexo's operating procedures and other information proprietary to Sodexo. Therefore, Client shall not, without Sodexo's prior written consent, solicit for employment, hire, make any agreement with, or permit the employment (including employment by any successor contractor) in any facility owned or controlled by Client, of any person who is or has been a Sodexo salaried employee assigned to the Services at the Premises, within the earlier of one (1) year after such

employee terminates employment with Sodexo or within one (1) year after termination of this Agreement. If Client hires, makes any agreement with or permits employment of any such employee in any Client operation providing food service within the restricted period, it is agreed by Client that Sodexo shall suffer damages and Client shall pay Sodexo as liquidated damages, and not as a penalty, an amount equal to two (2) times the then-current annual salary of each employee hired by Client. This sum has been determined to be reasonable by both parties after due consideration of all relevant circumstances. This provision shall survive termination of this Agreement.

4.5 Equal Opportunity and Affirmative Action Employer. Neither Party shall discriminate because of race, color, religion, sex, age, national origin, disability, sexual orientation, genetic information, veteran status, or any other basis protected by applicable law, in the recruitment, selection, training, utilization, promotion, termination, or other employment related activities concerning the Services employees. Each Party affirms that it is an equal opportunity employer. The staffing, promotion, placement or assignment of employees who work on this account must be done without any preference or limitation based on race, color, religion, sex, age, national origin, disability, sexual orientation, genetic information, veteran status, or any other basis protected by applicable law. This obligation applies to the recruitment, selection, training, utilization, promotion, termination or other employment-related activities concerning Sodexo's employees. Under no circumstances shall Sodexo permit a request or suggestion by a client to place a particular employee in an account to override Sodexo's non-discrimination policy.

In addition, Sodexo affirms that it is an affirmative action employer. With respect to this Section 5.5, Sodexo shall comply with all applicable federal, state and local laws and regulations, including, but not limited to, Executive Order 11246; Rehabilitation Act of 1973; Vietnam Era Veterans Readjustment Assistance Act of 1974; Civil Rights Act of 1964; Equal Pay Act of 1963; Age Discrimination in Employment Act of 1967; Immigration Reform and Control Act of 1986; Public Law 95-507; the Americans With Disabilities Act; and any additions or amendments thereto.

ARTICLE V

PREMISES, SANITATION, EQUIPMENT, MAINTENANCE AND INVENTORIES

5.1 Client's Facility Obligations. Client shall be responsible to provide Premises and equipment for the Services, including but not limited to, kitchen equipment, suitably furnished office space, fire extinguishing equipment, and a safe for the temporary holding of funds. Client shall also be responsible to provide at the Premises: electricity, gas, water and other utilities, ventilation, security service, telephone service (including installation and local telephone billings), broadband internet access, window cleaning (including power washing as necessary), new equipment, replacement of inoperable or worn equipment, maintenance and repairs (infrastructure), refuse removal and painting. Client shall also be responsible for payment of real and personal property taxes on all Clients' property. Notwithstanding the foregoing, Sodexo shall (i) reimburse Client for its local and long distance telephone billings.

5.2 Sanitation. Client shall be responsible for any costs involved in setting up and cleaning the Premises for functions not managed by Sodexo. The responsibilities of the Parties with respect to the usual and customary cleaning and sanitation of the Services areas of the Premises shall be as follows:

A. Food Preparation, Storage and Serving Areas. Sodexo shall be responsible for housekeeping and sanitation in food preparation, storage and serving areas, including equipment in such areas. Client shall clean ceilings, ceiling fixtures, air ducts and

hood vent systems (per local ordinance).

B. Customer Dining and Traffic Areas. Sodexo shall clean the floors, tops of tables and seats of chairs and wipe up spillage and breakage that occurs in dining areas during serving periods. Unless otherwise provided in this Section, Client shall be responsible for housekeeping and sanitation in customer traffic areas, including, but not limited to, dining areas and floors in front of serving counters, except Bob's, which shall include stripping and waxing of floors at least once per year.

C. Refuse. Sodexo shall transport refuse to designated collection areas.

5.3 Equipment.

A. Food Service Equipment. Sodexo and Client have inventoried Client's Food Service equipment. Client and Sodexo shall execute a written inventory of all such equipment, which inventory shall be attached hereto as Exhibit B. Upon termination of this Agreement, Sodexo shall surrender such inventory of equipment to Client.

B. Capital Equipment. Client shall provide capital equipment as required for the Services. In the event Client requests Sodexo to purchase equipment on Client's behalf for Client's facility, any equipment purchases made pursuant to this Section shall be billed at the price quoted by Sodexo and paid by Client separate from the financial arrangement detailed in Section 6.5.

C. Equipment Failure. If Client's dishmachine equipment becomes inoperative, requiring substituted use of disposables in lieu of reusable items, Client shall reimburse Sodexo for such disposables, at Invoiced Amount, until such time as the dishmachine equipment is again operative. If electrical or equipment failure causes loss of refrigerated or frozen products, Client shall reimburse Sodexo for such loss, based on Invoiced Amount.

5.4 Maintenance. Client shall, at Client's expense, provide maintenance personnel and outside maintenance services, parts and supplies required to properly maintain the Premises and Client-owned equipment.

5.5 Inventory of Smallwares and Expendable Equipment. Client and Sodexo have jointly inventoried all Smallwares and Expendable Equipment, if any, owned by Client and have agreed as to required inventory levels. The Smallwares inventory is attached hereto as Exhibit C. Any inventories below agreed upon levels shall be brought up to such levels at Sodexo expense. If at any time Sodexo is to provide additional Service(s), Client shall be responsible to increase, at Client's expense, inventories required for the additional Service. Sodexo shall maintain required inventory levels and charge the expense of replacements as an operating expense at Invoiced Amount. All inventories, including replacements, shall be owned by Client.

5.6 Inventories of Food, Beverages, Goods and Supplies. Sodexo shall purchase and own inventories of food, beverages, goods, merchandise and supplies. Upon termination or expiration of this Agreement, Client shall purchase from Sodexo, or shall cause the successor contractor to purchase from Sodexo, any remaining inventory at Invoiced Amount.

5.7 Vehicle. Sodexo shall provide a vehicle for use in the Food Service. Sodexo shall be responsible for the vehicle's gas, oil, maintenance and repair, and automobile liability insurance. This provision shall survive termination of this Agreement.

5.8 Meal Program Identification System. Client shall be responsible for all costs related to the electronic meal program identification system, including hardware, software, and

on-going supplies.

ARTICLE VI
FINANCIAL ARRANGEMENTS

6.1 Unit Fund. Sodexo shall provide and own a reasonable amount as a petty cash fund. Any amounts remaining in such fund upon termination or expiration of this Agreement shall be retained by Sodexo.

6.2 Resident Dining Program.

A. Resident Dining Rates. The following resident dining rates shall be in effect in accordance with the resident dining calendar attached as Exhibit E:

Plan	Cost	Daily Rate
Unlimited Meals +100	\$2,050	\$18.022
14 Meals per Week +250	\$1,950	\$17.143
160 Block Meals + 450	\$1,850	\$16.264
130 Block Meals + \$650	\$1,850	\$16.264
95 Block Meals +900	\$1,850	\$16.264
50 Block Meals + \$250	\$675	\$6.154
35 Block Meals + \$200	\$525	\$4.615
Athletic Plan	\$1,950	\$17.143

Client shall be invoiced for the actual number of meal plan participants or the required minimum number of meal plan participants, whichever is greater, based on the required minimum number of meal plan days.

1. Rates for the above Meal Plans are for each meal plan participant for each semester with a minimum number of two-hundred-twenty six (226) days required each academic year.

2. Sodexo shall invoice Client weekly for any Meal Plan Vandal Dollars or Flex Dollars redeemed in the Food Service operation and payments shall be due in accordance with Section 6.4.

B. Partial Service Days. Charges for partial service days at the beginning or end of an academic term or vacation period shall be based on a fraction of the daily resident dining rate as follows:

Breakfast:	1/6 of rate
Breakfast & Lunch:	1/2 of rate
Lunch & Dinner:	5/6 of rate
Lunch:	1/3 of rate
Dinner:	1/3 of rate
Brunch:	1/3 of rate

C. Guest Meals In Resident Dining Facilities. Prices for guest meals

purchased in resident dining facilities shall be as follows:

Breakfast:	\$8.00 plus tax, if applicable
Lunch:	\$9.00 plus tax, if applicable
Dinner:	\$10.00 plus tax, if applicable
Steak/Gourmet Dinner:	\$dependent on event plus tax, if applicable
Brunch:	\$9.00 plus tax, if applicable

D. Unscheduled Service Charges. For services not included in the resident dining rate, such as service on Freshmen Days, between semesters, commencement and the summer session, Sodexo shall provide Food Service at mutually agreed upon times and rates.

E. Preseason Meals. Preseason meals for athletic teams shall be charged to Client at Twenty Four Dollars (\$24.00) for each person each day.

F. Summer Camp/Conference Rates. For Client-sponsored and third-party summer camps and conferences, Sodexo shall provide Food Service at the following rates:

2017 Summer Rate \$24.00 per person per day

6.3 Retail Program.

A. Cash Collection. Sodexo shall retain all cash receipts realized from the retail program and shall pay all expenses associated with the retail program. Any profit or loss shall be for Sodexo's account.

B. Commission. Sodexo shall pay Client a commission as follows:

Guest Meal Sales	10% of Net Sales
Concession Sales	19% of Net Sales
Catered Functions	15% of Net Sales
Third Party Functions	10% of Net Sales
Client-Sponsored Conferences	10% of Net Sales
Third Party Conferences	10% of Net Sales
Branded Concepts	10% of Net Sales

6.4 Invoicing Procedures.

A. Advance Resident Dining Billing (Pre-Bill and Prepayment). Sodexo shall submit invoices to Client prior to each semester for the estimated amount due for the resident dining program meal plan portion only ("Pre-Bill"). Such Pre-payment being due on or before 21 days prior to each academic semester.

B. At the end of each biweekly period, Sodexo shall invoice Client for all Client sponsored Catering functions and any other non-resident dining program meals and services provided during such period. Payment shall be due within fifteen (15) days after date of invoice.

C. Client agrees that all third party Catering events shall be administered in accordance with Sodexo's policies for payment and collection. If Client requests that Sodexo deviate from such policies, Client shall be liable to Sodexo for any outstanding receivables related thereto. Client shall pay any such outstanding amounts within fifteen (15) days after date of invoice.

D. All payments shall be made by electronic funds transfer into a bank

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account designated by Sodexo Client shall pay interest on any unpaid amount not paid when due at the lesser of one and one-half percent (1.5%) per month or the highest interest rate allowed by applicable state law. Upon termination of this Agreement, all outstanding amounts, including all accrued and unpaid interest, shall become immediately due and payable.

E. Sodexo shall have the right to apply all payments made by Client under this Agreement as Sodexo deems appropriate.

Sixty (60) days immediately after the date of invoice, all amounts invoiced shall be considered final and each Party waives its right to contest said invoice and the Services covered by any such invoice.

6.5 Right of Offset. At any time when Client is past due on any payment obligations to Sodexo, Sodexo shall have the right to offset all or any portion of such outstanding receivables or any other sums due Sodexo from Client, from any amounts owed by Sodexo to Client [or from any Client funds being held by Sodexo.

6.6 Sodexo's Compensation.

A. For the 2017 contract year, the total compensation ("Total Compensation") received or retained by Sodexo pursuant to this Agreement shall not be less than Five Million One Hundred Thousand Dollars (\$5,100,000.00) ("Fixed Compensation") and shall not exceed Ten Million Two Hundred Thousand Dollars (\$10,200,000.00) ("Maximum Compensation"), subject in each case to adjustment as provided in subsection (B) below. If the Total Compensation received or retained by Sodexo for any year under this Agreement is less than Fixed Compensation for that year, Client shall pay the amount of any such shortfall to Sodexo within thirty (30) days of the end of such year, and if the Total Compensation received or retained by Sodexo for any year under this Agreement is more than Maximum Compensation for that year, Sodexo shall refund the amount of any such excess to the Client within thirty (30) days of the end of such year. The rates used to calculate Fixed and Maximum Compensation shall be as set forth in this Addendum.

B. The calculation for total annual compensation shall be based on the period commencing July 1st through June 30th annually.

C. The current and projected Fixed Compensation and Maximum compensation projections for future contract years shall be as follows:

YEAR	FIXED COMPENSATION	MAX COMPENSATION	PROJECTED SALES
FY2016	\$ 4,600,000	\$ 9,200,000	\$ 8,669,287
FY2017	\$ 4,850,000	\$ 9,700,000	\$ 9,167,080
FY2018	\$ 5,100,000	\$ 10,200,000	\$ 9,686,292
FY2019	\$ 5,350,000	\$ 10,700,000	\$ 10,194,157
FY2020	\$ 5,650,000	\$ 11,300,000	\$ 10,723,106

6.7 Maintenance and Repair Fund. Sodexo shall establish and maintain a maintenance and repair fund in an amount equal to two percent (2%) of Net Sales. Such funds shall be used for maintenance, repair of non-infrastructure equipment. Any unused funds at the end of each year shall roll over to the following year. Any unused funds upon termination of the Agreement shall be for Sodexo's account.

6.8 Statements and Records. Sodexo shall submit operating statements to Client for each Accounting Period and shall maintain books and records in accordance with generally accepted accounting principles. The operating statements submitted by Sodexo may reflect certain internal Charges and allocations which are applied on a consistent basis to Sodexo's campus services accounts including, but not limited to, Charges for workers' compensation and general liability insurance based on the average manual rates for such insurance in the geographic area of the Premises, a General Support Services Allowance equal to three and a half percent (3.5%) of Net Sales, and food and supplies at Invoiced Amount with Sodexo retaining allowances negotiated in its national and regional procurement contracts].

6.9 Investment.

A. Sodexo has provided for the renovation of the Food Service area of the premises in an amount not to exceed Five Hundred Fifty Thousand Dollars (\$550,000.00) ("Investment"). Sodexo commenced amortizing the Investment in a straight line basis in July of 2015. Such amortization shall be charged as an operating expense of the Food Service. Sodexo shall continue to amortize the Investment through June 30, 2020. Client shall own the Investment, excluding proprietary equipment and signage utilized in the Branded Concepts operation.

If prior to the complete amortization of the Investment any of the following events occur:

- (i) this Agreement expires or is terminated in whole or in part;
- (ii) this Agreement is amended and such modification has an adverse economic impact on Sodexo; or
- (iii) Sodexo's procurement programs are no longer utilized for the purchase of goods in connection with the Services provided under this Agreement;

then Client shall reimburse Sodexo, on the expiration date, or within five (5) days after receipt by either Party of any notice of termination under this Agreement or within ten (10) days after the occurrence of (ii) or (iii) above, the unamortized portion. Client agrees to de-identify and, if applicable, remove any proprietary elements of the Investment as directed by Sodexo. Client shall, within five (5) days after Sodexo's request, execute a U.C.C. financing statement and Sodexo may put the same of record to secure its lien on the unamortized portion of the Investment.

B. Sodexo shall renovate and purchase equipment for Bob's Servery and Dining Room Food Service operation in an amount not to exceed One Million Two Hundred Twenty-Five Thousand Dollars (\$1,225,000.00) ("Investment-2"). Such amount shall include a Charge for the services of Sodexo's Design and Development Department and Equipment Procurement Department not to exceed twelve percent (12%) of the Investment-2. Sodexo shall amortize the Investment-2 on a straight-line basis commencing with the date the Investment-2 is placed in service and continuing through June 30, 2020. Such amortization shall be charged as an operating expense of the Food Service. Client shall own the Investment-2, excluding proprietary equipment and signage utilized in the Branded Concepts operation.

If prior to the complete amortization of the Investment-2 any of the following events occur:

- (i) this Agreement expires or is terminated in whole or in part;
- (ii) this Agreement is amended and such modification has an adverse economic impact on Sodexo; or
- (iii) Sodexo's procurement programs are no longer utilized for the purchase of goods in connection with the Services provided under this Agreement;

then Client shall reimburse Sodexo, on the expiration date, or within five (5) days after receipt

by either Party of any notice of termination under this Agreement or within ten (10) days after the occurrence of (ii) or (iii) above, the unamortized portion. Client agrees to de-identify and, if applicable, remove any proprietary elements of the Investment-2 as directed by Sodexo. Client shall, within five (5) days after Sodexo's request, execute a U.C.C. financing statement and Sodexo may put the same of record to secure its lien on the unamortized portion of the Investment-2.

The foregoing Investment is subject to the assumptions and other specifications set forth in Exhibit D, attached hereto and incorporated herein.

C. Sodexo shall provide funds to the Client for renovation of the Food Service operation in an amount equal to Seven Hundred Seventy-Five Thousand Dollars (\$775,000.00) ("Investment-3"). Investment-3 shall be used for the following projects:

- Qdoba to replace Sub-Connection
- Re-image Commons C-store
- Dunkin Donuts to replace Joe's Cheesy Grill

The foregoing projects shall be completed by commencement of the 2018-2019 academic year and shall be performed by Sodexo's Design and Development Department and Equipment Procurement Department. Sodexo shall amortize the Investment-3 on a straight-line basis commencing with the date the Investment-3 is provided to Client and continuing through June 30, 2020. Such amortization shall be charged as an operating expense of the Food Service. Client shall own the Investment-3, excluding proprietary equipment and signage utilized in the Branded Concepts operation.

If prior to the complete amortization of the Investment-3 any of the following events occur:

- (iv) this Agreement expires or is terminated in whole or in part;
- (v) this Agreement is amended and such modification has an adverse economic impact on Sodexo; or
- (vi) Sodexo's procurement programs are no longer utilized for the purchase of goods in connection with the Services provided under this Agreement;

then Client shall reimburse Sodexo, on the expiration date, or within five (5) days after receipt by either Party of any notice of termination under this Agreement or within ten (10) days after the occurrence of (ii) or (iii) above, the unamortized portion. Client agrees to de-identify and, if applicable, remove any proprietary elements of the Investment-3 as directed by Sodexo. Client shall, within five (5) days after Sodexo's request, execute a U.C.C. financing statement and Sodexo may put the same of record to secure its lien on the unamortized portion of the Investment-3.

ARTICLE VII FINANCIAL ADJUSTMENTS

7.1 Change in Conditions and/or Service Requirements.

B. Service Requirements. If Client (i) requires expansion of or reduction in the scope of Services, (ii) changes the use of Sodexo's procurement program and/or (iii) requests (a) any change in the use of disposables (i.e., from non-biodegradable products to biodegradable products); (b) use of specialty products (e.g., use of locally produced products or supplies, organic products, etc.); or (c) additional management/resource personnel to conduct a specific function unrelated to the Services, and such change or request results in an increase or decrease in costs, Charges or expenses to Sodexo, Sodexo's compensation shall be adjusted

by an amount equal to the projected change in costs, Charges or expenses plus a mutually agreed upon amount for contribution to supporting overhead and profit from the date at which the change or request took effect.

7.2 Adjustments.

A. The financial arrangement set forth in this Agreement shall be adjusted to reflect additional costs incurred by Sodexo (i) in connection with the implementation of legislation or other legal requirements, including, but not limited to, the implementation of the Patient Protection and Affordable Care Act and Health Care and Education Reconciliation Act of 2010, which comprise the health care reform of 2010, or other health care rules and regulations, or any modifications thereto or (ii) increases in benefit costs paid by Sodexo on behalf of covered employees. The adjustment to the financial arrangement shall be effective from the date the events of (i) and/or (ii) occur.

B. Commencing on July 1, 2018, and annually thereafter, the meal plan rates, other meal rate(s) and Fixed and Maximum Compensation shall be increased by a minimum of the percentage increase in the Producer Price Index, Foods Mfg, Series Id: PCU311 – 311, averaged for the prior twelve (12) month period.

ARTICLE VIII
GENERAL TERMS AND CONDITIONS

8.1 Taxes

A. Sodexo and Client shall each bill, collect and remit sales taxes, if applicable, on all meals and services for which each respectively collects revenue from customers. Client shall be responsible for remittance of any taxes collected by Sodexo and given to Client. Sodexo shall bill and collect sales and use taxes, if applicable, on purchases or fees billed to Client.

B. If additional sales or use or any other types of taxes are assessed against the Services operation, Client shall reimburse Sodexo for such assessment and any interest and penalties, and for attorneys' fees or other costs incurred by Sodexo related to such assessment upon receipt of an invoice from Sodexo; except that Client shall not be responsible for any assessment attributable to Sodexo's negligent failure to timely submit any known tax filing or report. Sodexo shall be responsible for its city, state or federal income taxes including any tax burdens or benefits arising from its operations hereunder. This provision shall survive termination of this Agreement.

8.2 Compliance with Law.

A. Each Party shall comply with all applicable laws, ordinances, rules and regulations relating to Services sanitation, safety and health and, as applicable to a Party, obtain and maintain required licenses and permits as necessary. Each Party shall cooperate with the other to accomplish the foregoing.

B. Sodexo shall process credit/debit card transactions using Client's technology systems. Client represents and warrants that it shall adhere to and maintain its network and data security practices in compliance with PCI DSS (Payment Card Industry Data Security Standard (<http://www.pcisecuritystandards.org>)) and shall assist Sodexo with completing necessary documentation. Sodexo shall be responsible for any losses and liabilities that occur on Sodexo's POS at Client's Premises and Client shall be responsible for any losses and liabilities that occur through Client's facilities, servers, and computer networks. Each Party

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shall hold the other harmless from any claims, liabilities, or expenses arising out of any such losses and/or liabilities. Client further agrees to allow Sodexo to conduct a vulnerability scan or provide a copy of its own vulnerability scan for the purpose of fulfilling compliance with PCI DSS.

8.3 Notice. Any notice or communication required or permitted to be given under this Agreement shall be in writing and served personally, delivered by courier or a nationally recognized overnight delivery service, or sent by United States certified mail, postage prepaid with return receipt requested, addressed to the other Party as follows:

To Client: University of Idaho
Contracts and Purchasing Services
Attention: Julia R. McIlroy
Director
875 Perimeter Drive MS2006
Moscow, Idaho 83844-2006

To Sodexo: Sodexo America, LLC
Attention: Barry O. Telford
Chief Executive Officer, Universities-West
5420 North Service Road, Suite 501
Burlington, ON L7L 6C7

and: Sodexo America, LLC
Attention: Law Department
9801 Washingtonian Boulevard
Gaithersburg, Maryland 20878

and/or to such other persons or places as either of the Parties may hereafter designate in writing. All such notices shall be effective when received or refused except in the case of overnight delivery by a nationally recognized delivery service in which case notice shall be effective the day after deposit with the delivery service.

8.4 Catastrophe. Neither Sodexo nor Client shall be liable for failure to perform its respective obligations under this Agreement when such failure is caused by fire, explosion, water, act of God, civil disorder or disturbance, strike, vandalism, war, riot, sabotage, weather and energy related closing, governmental rules or regulations, failure of third parties to perform their obligations with respect to the Services, or like causes beyond the reasonable control of either Party, or for real or personal property destroyed or damaged due to such causes.

Notwithstanding the foregoing, Sodexo shall continue to provide the Services during a catastrophe as described above, as such Services may be modified by mutual agreement of the Parties based on existing conditions or the nature of the catastrophe, and to the extent that the safety and welfare of Sodexo's employees are not jeopardized. Client shall reimburse Sodexo for any Client-approved additional costs, Charges, and expenses incurred by Sodexo in providing the Services, or modified Services, for the duration of the catastrophe, in accordance with the terms of this Agreement.

8.5 Recovery Fees. In the event that any action is taken by either Party to enforce any term, covenant or condition of this Agreement, the prevailing Party (or in the case of failure to make payment when due, the initiating Party) shall be entitled to recover reasonable attorneys' fees, collection service expenses, court costs and related expenses.

8.6 Confidentiality. Subject to applicable law, the terms and conditions of this Agreement are confidential. Client and Sodexo represent and warrant to each other that each

Party shall maintain the confidentiality of the terms and conditions of this Agreement, however, such restriction shall not prohibit either Party from disclosing the existence of the relationship, term of this Agreement or the projected sales volume related to the terms of this Agreement.

6.7 Electronic Signatures. The Parties agree that this Agreement may be executed using electronic contracting technology using symbols or other data in digital form and agree that such electronic signature is the legal equivalent of a manual signature binding the parties to the terms and conditions stated herein.

CONSENT AGENDA
APRIL 20, 2017
EXHIBIT A

ATTACHMENT 1

University Of Idaho		
Vandals Dining		
Hours of Operation		
Operation	Hours	
Bob's Place		
Mon - Friday	Breakfast	7am - 10:30am
	Continental Breakfast	10:30am - 11:00am
	Lunch	11:00am - 2:00pm
	Afternoon Lunch	2:00pm - 5:00pm
	Dinner	5:00pm - 7:30pm
Weekends and Holidays	Continental Breakfast	8:00am - 10:30am
	Brunch	10:30am - 2:00pm
	Dinner	4:30pm - 7:30pm
The Grid		
Monday - Sunday		8:00am - 12:00am
Joe's Cheesy Grill		
Monday - Sunday		10:00am - 12:00am
Einstein Bros Bagels		
Monday - Friday		10:00am - 3:00pm
Mein Bowl		
Monday - Friday		10:00am - 3:00pm
SubConnection		
Monday - Friday		10:00am - 3:00pm
Jamba Juice		
Monday - Friday		10:00am - 3:00pm
Chick-fil-A		
Monday - Friday		8:00am - 5:00pm
Stover's		
Monday - Friday		8:00am - 3:00pm
One World Café - Admin Building & J.E.B.		
Monday - Friday		8:00am - 3:00pm

CONSENT AGENDA
APRIL 20, 2017
EXHIBIT B
KITCHEN EQUIPMENT INVENTORY

ATTACHMENT 1

CONSENT AGENDA
APRIL 20, 2017
EXHIBIT C
SMALLWARES INVENTORY

ATTACHMENT 1

Wallace-Bobs Smallware Inventory

<u>Item</u>	<u>#</u>	<u>Location</u>
Large Soup Bowls	384	Wallace Basement
Oval Platters	216	Wallace Basement
Bullion Cups	36	Wallace Basement
10 5/8 Dinner Plates	96	Wallace Basement
Coffee Mugs	120	Wallace Basement
Dinner Forks	624	Wallace Basement
Dinner Knives	1068	Wallace Basement
Dinner Teaspoons	3264	Wallace Basement
Dinner Large Spoons	41	Wallace Basement
Bread Pans	76	Wallace Bakery
2x6 Muffin Pans	10	Wallace Bakery
4x6 2" Muffin Pans	20	Wallace Bakery
4x6 1" Muffin Pans	5	Wallace Bakery
6x8 1" Muffin Pan	3	Wallace Bakery
Cake Pans	12	Wallace Bakery
3x4 Muffin Pans	41	Wallace Bakery
3x5 Muffin Pans	12	Wallace Bakery
3x8 Muffin Pans	45	Wallace Bakery
5 Compartment Bread Pans	12	Wallace Bakery
Mini Bundt Pans	5	Wallace Bakery
Regular Bundt Cake Pans	28	Wallace Bakery
5 Compartment Sub Roll Pans	6	Wallace Bakery
6in Round Cake Pans	49	Wallace Bakery
8in Round Cake Pans	31	Wallace Bakery
Specialty Bread Pan	12	Wallace Bakery
6 Compartment Mini Loaf Pan	7	Wallace Bakery
Angel Cake Pans	13	Wallace Bakery
Angel Cake Pan w/ Hole	47	Wallace Bakery
Swirl Cups	31	Wallace Bakery
Large White Rectangular Cater Trays	4	Wallace Bakery
Plastic Sheet Trays	102	Wallace Kitchen
Metal Sheet Trays	363	Wallace Kitchen
Lexan Tubs 6"	5	Wallace Kitchen
Lexan Tubs 4"	7	Wallace Kitchen
Lexan Tubs 2"	5	Wallace Kitchen
Lexan Tubs Lids	33	Wallace Kitchen
Half Lexans 2"	5	Wallace Kitchen
Half Lexans 4"	20	Wallace Kitchen

CONSENT AGENDA**APRIL 20, 2017****ATTACHMENT 1**

Half Lexan 6"	13	Wallace Kitchen
Half Size Metal Sheet Pan	15	Wallace Kitchen
Pizza Screens	133	Wallace Kitchen
Snowshoe Pizza Screens	15	Wallace Kitchen
2" Hotel Pan	120	Wallace Kitchen
4" Hotel Pan	49	Wallace Kitchen
6' Hotel Pan	12	Wallace Kitchen
2" Half Pan	68	Wallace Kitchen
4" Half Pan	47	Wallace Kitchen
6" Half Pan	6	Wallace Kitchen
4" Steamer Pan	8	Wallace Kitchen
4in Half Steamer Pan	6	Wallace Kitchen
2" Steamer Pan	17	Wallace Kitchen
2" Half Steamer Pan		Wallace Kitchen
Idaho 4" Half Pans	19	Wallace Kitchen
2" Shotgun Pans	124	Wallace Kitchen
4" Shotgun Pan	51	Wallace Kitchen
1/3 Metal Pan	80	Wallace Kitchen
1/4 Metal Pan	1	Wallace Kitchen
1/6 Metal Pan	71	Wallace Kitchen
1/8 Metal Pan	3	Wallace Kitchen
Metal Jello Pans	9	Wallace Kitchen
Large Metal Soup Pots	9	Wallace Kitchen
Small Metal Soup Pots	5	Wallace Kitchen
Large Metal Soup Lids	7	Wallace Kitchen
Small Metal Soup Lids	2	Wallace Kitchen
Metal Mixing Bowls	1	Wallace Kitchen
Metal Cone Colander	1	Wallace Kitchen
Round Metal Sink Colander	1	Wallace Kitchen
Silicon Sub Dough Bake Tray	2	Wallace Kitchen
Fry Baskets	6	Wallace Kitchen
Square Plastic Prep Tub on Wheels	3	Wallace Kitchen
6qt Plastic Storage Container	2	Wallace Kitchen
Green Cutting Boards	5	Wallace Kitchen
White Cutting Boards	1	Wallace Kitchen
Red Cutting Boards	5	Wallace Kitchen

**CONSENT AGENDA
APRIL 20, 2017**

ATTACHMENT 1

Pizza Trees	10	Wallace Kitchen
Pancake Makers	2	Wallace Kitchen
Metal Risers	18	Wallace Kitchen
10 5/8 Dinner Plates	285	Dish Room/Servery
9" Dinner Plates	361	Dish Room/Servery
Oval Plates	576	Dish Room/Servery
Large Chine Bowls	595	Dish Room/Servery
Large Soup Bowls	68	Dish Room/Servery
Coffee Cups	97	Dish Room/Servery
Plastic Drink Cups	881	Dish Room/Servery
Small Soup Bowls	224	Dish Room/Servery
6" Dessert Plates	425	Dish Room/Servery
Cassoulets	182	Dish Room/Servery
Plastic Swirl Cups	191	Dish Room/Servery
1oz Metal Ladle	5	Wallace Kitchen/Servery
4oz Metal Ladle	10	Wallace Kitchen/Servery
6oz Metal Ladles	14	Wallace Kitchen/Servery
Deli Spreaders	5	Wallace Kitchen/Servery
Large Metal Tongs	8	Wallace Kitchen/Servery
Large Plastic Tongs		Wallace Kitchen/Servery
Medium Metal Tongs	35	Wallace Kitchen/Servery
Medium Plastic Tongs	12	Wallace Kitchen/Servery
Small Metal Tongs	24	Wallace Kitchen/Servery
Small Plastic Tongs		Wallace Kitchen/Servery
6in Metal Whip	8	Wallace Kitchen/Servery
8in Metal Whip	7	Wallace Kitchen/Servery
Large Kettle Whips	2	Wallace Kitchen/Servery
Metal Spatulas	6	Wallace Kitchen/Servery
Serving Spatulas	12	Wallace Kitchen/Servery
Metal Meat Mallets	2	Wallace Kitchen/Servery
Large Metal Serving Spoons	37	Wallace Kitchen/Servery
Medium Metal Serving Spoons	81	Wallace Kitchen/Servery
Small Salad Bar Spoons	7	Wallace Kitchen/Servery
Plastic Serving Cafeteria Trays	212	Back Dishroom Room
High Heat Rubber Spatulas	12	Wallace Kitchen
Pastry Brushes	6	Wallace Kitchen
Grill Mops	4	Wallace Kitchen

**CONSENT AGENDA
APRIL 20, 2017**

ATTACHMENT 1

Assorted Ice-cream Scoops	25	Wallace Kitchen
Small Plastic Ice Scoops	5	Wallace Kitchen
Large Ice Scoops	6	Wallace Kitchen
Circle Metal Biscuit Cutters	6	Wallace Kitchen
Assorted Hammered Metal Cater Trays	25	Behind Dishroom
Metal Salad Bowls	6	Behind Dishroom
Assorted Plastic Catering Trays	12	Behind Dishroom
Assorted Oval Bussing Trays	9	Behind Dishroom
Square Octagonal Catering Cont.	4	Behind Dishroom
Sm Stainless Rounds	14	Behind Dishroom
Med. Stainless Rounds	9	Behind Dishroom
Large Stainless Rounds	8	Behind Dishroom
Sm Stainless Square	1	Behind Dishroom
Med. Stainless Square	15	Behind Dishroom
Large Stainless Square	11	Behind Dishroom
Bussing Tubs	4	Behind Dishroom
Plastic Deep Ovals	5	Behind Dishroom
Large Ovals	7	Behind Dishroom
Shallow Ovals	3	Behind Dishroom
Sm Shallow Bowls	20	Behind Dishroom
Large Shallow Bowls	38	Behind Dishroom
Round with Handles	12	Behind Dishroom
Glass Punch Bowl	2	Behind Dishroom
Metal Punch Bowl	3	Behind Dishroom
Black Square catering Container	5	Behind Dishroom
Carving Board Sets	5	Behind Dishroom
5.7oz Martini Glasses	72	Behind Dishroom

Commons Smallware Inventory

<u>Item</u>	<u>#</u>	<u>Location</u>
Wine Glasses	150	Upstairs 4th Floor Kitchen
Coffee Cups	60	Upstairs 4th Floor Kitchen
6in Dessert Plates China	310	Upstairs 4th Floor Kitchen
9in Dessert Plates China	208	Upstairs 4th Floor Kitchen
Metal Serrated Spoons	16	Upstairs 4th Floor Kitchen
Tongs	35	Upstairs 4th Floor Kitchen

CONSENT AGENDA**APRIL 20, 2017****ATTACHMENT 1**

Serving Spoons	21	Upstairs 4th Floor Kitchen
Large Serving Forks	6	Upstairs 4th Floor Kitchen
Med Scoop Spoons	13	Upstairs 4th Floor Kitchen
Assorted Ladles	48	Upstairs 4th Floor Kitchen
High Temp Rubber Spatulas	2	Upstairs 4th Floor Kitchen
Assorted Ice-cream Scoops	10	Upstairs 4th Floor Kitchen
Coffee Creamers	12	Upstairs 4th Floor Kitchen
Pie Servers	3	Upstairs 4th Floor Kitchen
Punch Can opener	1	Upstairs 4th Floor Kitchen
Ice scoop	1	Upstairs 4th Floor Kitchen
Chafing Rack Sets (Frame/pan/lid)	10	Upstairs 4th Floor Kitchen
4qt Cam Container	2	Upstairs 4th Floor Kitchen
6qt Cam Container	1	Upstairs 4th Floor Kitchen
8qt Cam Container	4	Upstairs 4th Floor Kitchen
12qt Cam Container	2	Upstairs 4th Floor Kitchen
Small white Cutting Board	1	Upstairs 4th Floor Kitchen
Metal Punch Bowls	10	Upstairs 4th Floor Kitchen
Water Towers	8	Upstairs 4th Floor Kitchen
Small Pump Pots	6	Upstairs 4th Floor Kitchen
Large Plastic Black Bowls	3	Upstairs 4th Floor Kitchen
1.5gal Coffee Dispensers	6	Upstairs 4th Floor Kitchen
Forks (Silverware)	160	Upstairs 4th Floor Kitchen
Butter Knife (Silverware)	100	Upstairs 4th Floor Kitchen
Soup Spoon (Silverware)	30	Upstairs 4th Floor Kitchen
Dessert Spoon (Silverware)	50	Upstairs 4th Floor Kitchen
Spreaders (Silverware)	90	Upstairs 4th Floor Kitchen
Red Cutting Boards	4	Commons Main Kitchen/Food Court
Green Cutting Boards	7	Commons Main Kitchen/Food Court
White Cutting Boards	7	Commons Main Kitchen/Food Court
EBB Cutting Boards (Tan)	4	Commons Main Kitchen/Food Court
Yellow Cutting Board (Chick fil-a)	1	Commons Main Kitchen/Food Court
Yellow Serving Trays (Chick fil-a)	47	Commons Main Kitchen/Food Court
22qt Rounds + Lids	3	Commons Main Kitchen/Food Court
1qt Cam Containers + lids	7	Commons Main Kitchen/Food Court
2qt Cam Containers + lids	9	Commons Main Kitchen/Food Court
4qt Cam Containers + lids	8	Commons Main Kitchen/Food Court
6qt Cam Containers + lids	10	Commons Main Kitchen/Food Court
8qt Cam Containers + lids	12	Commons Main Kitchen/Food Court
12qt Cam Containers + lids	15	Commons Main Kitchen/Food Court
5gal Cam Containers + lids	8	Commons Main Kitchen/Food Court

CONSENT AGENDA

APRIL 20, 2017

ATTACHMENT 1

Big White Round Salad Bowls	4	Commons Main Kitchen/Food Court
Assorted Catering Trays (White)	2	Commons Main Kitchen/Food Court
Assorted Catering Ovals (White)	4	Commons Main Kitchen/Food Court
Assorted Metal Small Mixing Bowls	15	Commons Main Kitchen/Food Court
Half N Half Creamer Pitchers	3	Commons Main Kitchen/Food Court
Full Size Metal Sheet Tray	105	Commons Main Kitchen/Food Court
Half Size Metal Sheet Tray	23	Commons Main Kitchen/Food Court
Full Size Plastic Sheet Tray	11	Commons Main Kitchen/Food Court
Metal Colanders	5	Commons Main Kitchen/Food Court
Large Pot Wisk	1	Commons Main Kitchen/Food Court
Small whisk	8	Commons Main Kitchen/Food Court
Metal Pot Paddle	1	Commons Main Kitchen/Food Court
Metal 2" Full Pan	23	Commons Main Kitchen/Food Court
Metal 4" Full Pan	3	Commons Main Kitchen/Food Court
Metal 6" Full Pan	3	Commons Main Kitchen/Food Court
Metal 1/3 pan	25	Commons Main Kitchen/Food Court
Metal 1/6 pan	48	Commons Main Kitchen/Food Court
Metal 1/8 pan	2	Commons Main Kitchen/Food Court
Metal 2" half pan	9	Commons Main Kitchen/Food Court
Metal 4" half pan	17	Commons Main Kitchen/Food Court
Metal 6" half pan	4	Commons Main Kitchen/Food Court
Metal Shot Gun Pan	9	Commons Main Kitchen/Food Court
Pizza Serve Pans	6	Commons Main Kitchen/Food Court
Plastic 1/3 pan	3	Commons Main Kitchen/Food Court
Plastic 1/6 pan	50	Commons Main Kitchen/Food Court
Plastic 1/8 pan	16	Commons Main Kitchen/Food Court
Plastic EBB Egg Containers/Lids	55	Commons Main Kitchen/Food Court
Pump Pots	6	Commons Main Kitchen/Food Court
Full Size Clear Lexan Containers/lids	5	Commons Main Kitchen/Food Court
Half Size Clear Lexan Containers/Lids	6	Commons Main Kitchen/Food Court
Sour Cream Guns	2	Commons Main Kitchen/Food Court
Sour Cream Gun Containers	48	Commons Main Kitchen/Food Court
Assorted Measuring Cups	8	Commons Main Kitchen/Food Court
16oz Squeeze bottles	42	Commons Main Kitchen/Food Court
Stove Stock Pots	3	Commons Main Kitchen/Food Court
1 gal soup pot	4	Commons Main Kitchen/Food Court
3 gal soup pot	2	Commons Main Kitchen/Food Court
Coffee Creamer Pitchers	4	Einstein Store
Water Towers	3	Einstein Store
Egg Containers and Lids	30	Einstein Store

CONSENT AGENDA**APRIL 20, 2017****ATTACHMENT 1**

3gal Cam Container/lid	2	Einstein Store
2qt Cam container/lid	4	
Plastic 1/3 pan	3	Einstein Store
Plastic 1/6 pan	28	Einstein Store
Plastic 1/8 pan	3	Einstein Store
Cream Cheese Spreader	15	Einstein Store
Ice Scoop	2	Einstein Store
Ice Bucket	1	Einstein Store
4" Metal Half pan	4	Einstein Store
2" Metal Full pan	2	Einstein Store
1qt Cam Containers + lids		Mein Bowl
2qt Cam Containers + lids	2	Mein Bowl
4qt Cam Containers + lids	16	Mein Bowl
6qt Cam Containers + lids	31	Mein Bowl
8qt Cam Containers + lids		Mein Bowl
12qt Cam Containers + lids		Mein Bowl
5gal Cam Containers + lids	1	Mein Bowl
Spoodles Serving Spoons	18	Mein Bowl
Serving Spoons	2	Mein Bowl
Serrated Spoons	2	Mein Bowl
Metal Tongs	13	Mein Bowl
Metal Ladles	15	Mein Bowl
Half Metal Sheet Trays	15	Mein Bowl
Full Size Metal Sheet Tray	21	Mein Bowl
Melamie Plates	231	Mein Bowl
Rice Tubs	3	Mein Bowl
Metal Colander	3	Mein Bowl
White Cutting Board	1	Mein Bowl
Green Cutting Board	1	Mein Bowl
Red Cutting Board	1	Mein Bowl
Metal Mixing Bowl	6	Mein Bowl
Miniature Soup Pots	4	Mein Bowl
Wok Serving Bowls	14	Mein Bowl
Metal 2" Full Pan	7	Mein Bowl
Metal 4" Full Pan	6	Mein Bowl
Metal 6" Full Pan	4	Mein Bowl
Metal 1/3 pan	17	Mein Bowl

CONSENT AGENDA**APRIL 20, 2017****ATTACHMENT 1**

Metal 1/6 pan	16	Mein Bowl
Metal 1/8 pan	2	Mein Bowl
Metal 2" half pan	12	Mein Bowl
Metal 4" half pan	8	Mein Bowl
Metal 6" half pan	2	Mein Bowl
Plastic 1/3 pan	18	Mein Bowl
Plastic 1/6 pan	2	Mein Bowl
Plastic 1/8 pan	4	Mein Bowl
Half Plastic Lexans /Lids	11	Mein Bowl
Chef Knives	11	Commons Kitchen
Serrated Bread Knife	2	Commons Kitchen
Paring Knives	12	Commons Kitchen
Carving Knives	3	Commons Kitchen

LLC Smallware Inventory

<u>Item</u>	<u>#</u>	<u>Location</u>
Metal 2" Full Pan	4	Denny's/The Grid
Metal 4" Full Pan	25	Denny's/The Grid
Metal 6" Full Pan	1	Denny's/The Grid
Metal 1/3 pan	31	Denny's/The Grid
Metal 1/6 pan	31	Denny's/The Grid
Metal 1/8 pan	8	Denny's/The Grid
Metal 2" half pan	2	Denny's/The Grid
Metal 4" half pan	27	Denny's/The Grid
Metal 6" half pan	4	Denny's/The Grid
Large Mix Bowl	7	Denny's/The Grid
Small Mix Bowl	9	Denny's/The Grid
Soup Pot/lid	2	Denny's/The Grid
1 gal Measuring Cup	1	Denny's/The Grid
1 pint measuring cup	1	Denny's/The Grid
1 quart measuring cup	2	Denny's/The Grid
Plastic 1/6 pan	12	Denny's/The Grid
Half size plastic lexan with lid	6	Denny's/The Grid
1qt Cam Containers + lids	6	Denny's/The Grid
2qt Cam Containers + lids	13	Denny's/The Grid
Assorted Ladles	30	Denny's/The Grid

CONSENT AGENDA**APRIL 20, 2017****ATTACHMENT 1**

Ice-cream scoops	11	Denny's/The Grid
Pie Servers	2	Denny's/The Grid
Burger Press	2	Denny's/The Grid
Pizza Cutter	1	Denny's/The Grid
Serving Spoons	8	Denny's/The Grid
Mini Pizza Screens	12	Denny's/The Grid
Small Whisks	4	Denny's/The Grid
Assorted Tongs	6	Denny's/The Grid
Drip Cut Bottles	6	Denny's/The Grid
16oz Squeeze Bottles	18	Denny's/The Grid
Green Cutting Board	2	Denny's/The Grid
White Cutting Board	2	Denny's/The Grid
Red Cutting Board	1	Denny's/The Grid
Burger Spatulas	6	Denny's/The Grid
Measuring Scale	2	Denny's/The Grid
Chef Knife	5	Denny's/The Grid
Paring Knife	3	Denny's/The Grid

Stovers Smallware Inventory

<u>Item</u>	<u>#</u>	<u>Location</u>
Pastry Serving Platters	5	Stovers Unit
Square White Serving Containers	7	Stovers Unit
Plastic 1/3 pan w/ lids	5	Stovers Unit
Plastic 1/6 pan w/lids	39	Stovers Unit
Plastic 1/8 pan w/ lids	1	Stovers Unit
Metal 1/3 pan	2	Stovers Unit
Metal 1/6 pan	6	Stovers Unit
Display baskets	7	Stovers Unit
Ice Cream Scoops	9	Stovers Unit
Hand held Can opener	1	Stovers Unit
White Cutting Board	2	Stovers Unit
Green Cutting Board	1	Stovers Unit
Spreaders	3	Stovers Unit
Full size clear lexan w/ lid	1	Stovers Unit
Plastic Bus Tub	2	Stovers Unit
Assorted Tongs	8	Stovers Unit
Chef Knife	2	Stovers Unit

Student Union(SUB) Smallware Inventory

<u>Item</u>	<u>#</u>	<u>Location</u>
Plastic Bus Tubs	7	SUB Kitchen
Half Size Plastic Lexans	3	SUB Kitchen
Assorted Ice-cream Scoops	19	SUB Kitchen
4qt Cam Containers + lids	3	SUB Kitchen
6qt Cam Containers + lids	5	SUB Kitchen
8qt Cam Containers + lids		SUB Kitchen
12qt Cam Containers + lids	12	SUB Kitchen
5gal Cam Containers + lids	10	SUB Kitchen
Metal Punch Bowls	15	SUB Kitchen
Plastic Water Towers	8	SUB Kitchen
Half N Half Creamer Pitchers	11	SUB Kitchen
Display Baskets	2	SUB Kitchen
Display Stands	20	SUB Kitchen
Metal Drink Barrel	1	SUB Kitchen
Water Pitchers	6	SUB Kitchen
Water Bottles	36	SUB Kitchen
5gal Drink Cambros	41	SUB Kitchen
10gal Drink Cambros	2	SUB Kitchen
Metal Spatula	2	SUB Kitchen
Serrated Serving Spoons	20	SUB Kitchen
Serving Spoodles	46	SUB Kitchen
Small Ice Scoop	3	SUB Kitchen
Rubber Spatula	5	SUB Kitchen
small whisk	1	SUB Kitchen
Metal Tongs	145	SUB Kitchen
Plastic Tongs	36	SUB Kitchen
Metal Serving Spoons	46	SUB Kitchen
Assorted Metal Ladles	88	SUB Kitchen
Black Plastic Coffee servers	31	SUB Kitchen
White Plastic Coffee Servers	36	SUB Kitchen
Stainless Coffee Dispensers	10	SUB Kitchen
Pie Servers	25	SUB Kitchen
Wicker Baskets	25	SUB Kitchen

**CONSENT AGENDA
APRIL 20, 2017**

ATTACHMENT 1

Roll Top Chafer Sets	4	SUB Kitchen
Round Chafer Sets	4	SUB Kitchen
Regular Chafer Sets	21	SUB Kitchen
Full Size Metal Sheet Trays	7	SUB Kitchen
Ice Caddies	3	SUB Kitchen
Hand Held Can Opener	1	SUB Kitchen
Carving Fork	1	SUB Kitchen
Chef Knives	8	SUB Kitchen
Carving Board Set	1	SUB Kitchen
Long Spreaders	2	SUB Kitchen
Gold Charger Plates	193	SUB Kitchen

CONSENT AGENDA
APRIL 20, 2017
EXHIBIT D
INVESTMENT DESCRIPTION & ASSUMPTIONS

ATTACHMENT 1

1.1 Description and Specifications of Investment. Pursuant to Schedule 1, Section 6.9.B of this Addendum, Sodexo's Investment includes the following:

A. Ex D 1.1.A - LIST OF EQUIPMENT RENOVATIONS

B. Ex D 1.1B - INVESTMENT TIMELINE/MILESTONES

1.2 Investment Assumptions. Sodexo's Investment set forth in Section 1.1 above was determined based on certain assumptions specified below. Any deviation from the assumptions shall result in a corresponding adjustment [to the terms and conditions of the Investment] [and/or other financial arrangements] as more particularly set forth below.

A. Investment Budget. The Investment amount is based on current information [provided by Client,] represents a project estimate for budgeting purposes, and shall not be considered a guaranteed amount. The Investment budget is subject to the following:

1. The budget estimate shall be adjusted in the event of any one or more of the following occurrences, any of which may delay the project, increase the cost of the project and/or require an adjustment to the project scope:

a. Design development modifications based on input from Client per Client's specific preferences and/or requirements;

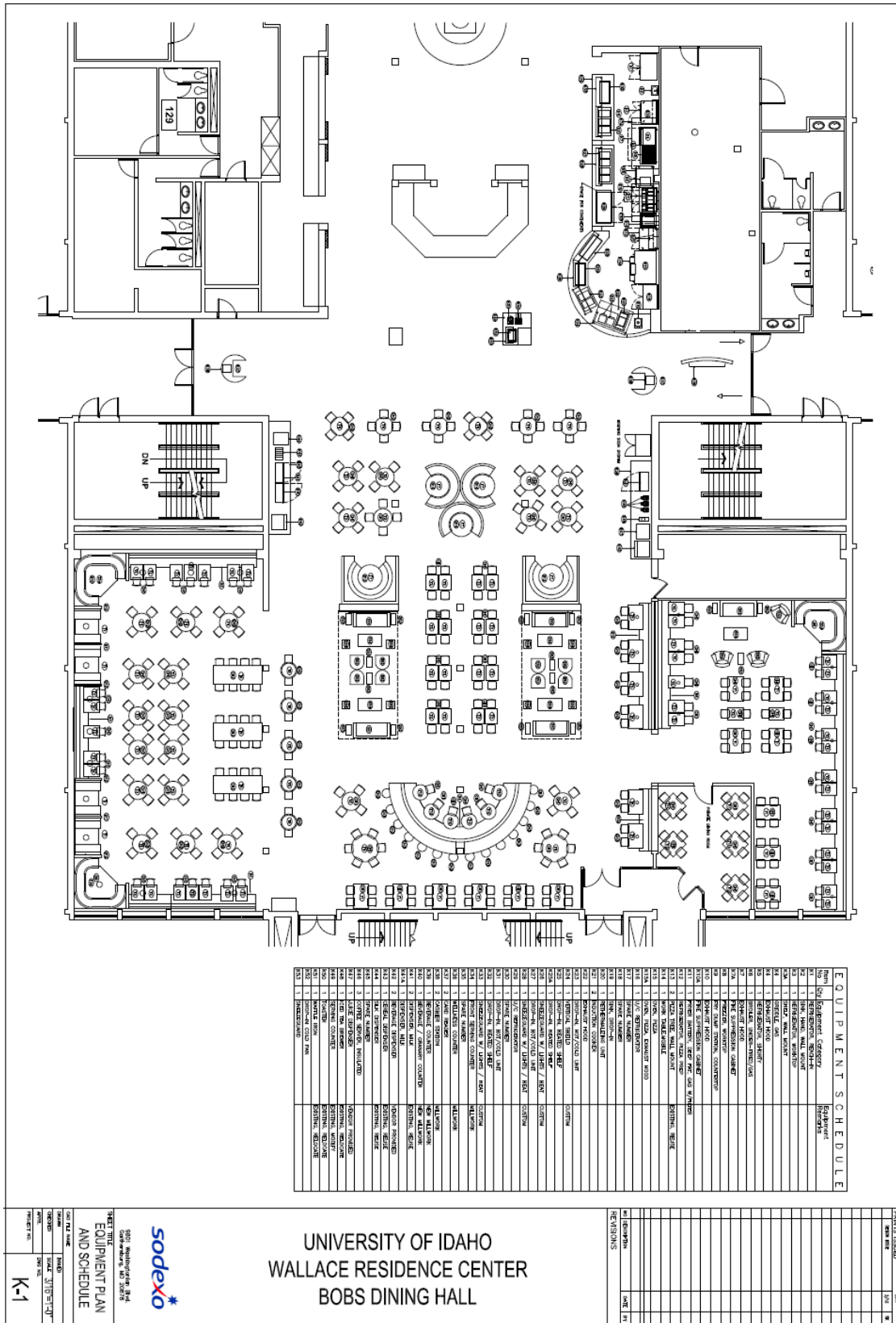
b. Hidden, latent and/or unknown conditions such as the discovery of asbestos, mold(s) or other hazardous materials (the estimated budget does not include costs for testing for and/or abatement of the foregoing conditions);

c. Local jurisdictional requirements, including the permitting process and code compliance; and/or

d. Force majeure events.

2. After all of the foregoing have been evaluated and investigated, and prior to the commencement of construction/renovations, Sodexo shall prepare a final budget for the project. Sodexo shall be authorized to modify the scope of work in order to maintain the agreed upon project budget.

EXHIBIT D 1.1 A LIST OF EQUIPMENT RENOVATIONS



CONSENT AGENDA
APRIL 20, 2017
Exhibit D 1.1B Investment Timeline/Milestones

ATTACHMENT 1

LOCATION	SUMMER 2017	FALL 2017	SPRING 2018	SUMMER 2018	FALL 2018	SPRING 2019	SUMMER 2019	FALL 2019
Bob's	Remodel Bob's Dining Room and Servery, Grill and Pasta Station							
Joe's Cheesy Grill							Introduce Dunkin' Donuts Brand	
The Grid		Evaluate and adjust product mix, pricing, and refine traffic flow						
SubConnection				Install Qdoba				
Mein Bowl	Evaluate menu and service quality monthly							
Jamba Juice				Install Qdoba				
Chick-Fil-A	Advertise and Promote Catering Ongoing							
Einsteins								
Commons C-Store	Take over the Store. Implement Grid Concept.							
Stover's	Develop Student Manager Program with Business School and Offer Internships to Business Students							
One World Café	Revamp Concept							
Lounge 12		Revisit Pricing and Product Mix						

CONSENT AGENDA
APRIL 20, 2017
EXHIBIT E
RESIDENT DINING CALENDAR

ATTACHMENT 1

[CALENDAR ON NEXT PAGE]

ATTACHMENT 1

TAB 4 Page 36

The following is a tabulation of total return to the University of Idaho over the five years of the current contract (actual* and projected).

University of Idaho Return on Commissions and Capital Expenditures	
YEAR	Return
FY2016*	\$ 1,508,402
FY2017*	\$ 1,574,572
FY2018	\$ 1,936,814
FY2019	\$ 1,958,240
FY2020	\$ 1,980,095

Current Contract:

FY2016 – Actual Figure

FY2017 – Projected

Addendum to Current Contract:

FY2018 thru FY2020 – Projected based upon Depreciations for Equipment, Amortization for Capital Investment, Fixed Commissions, Percentage of Sales Commissions

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**UNIVERSITY OF IDAHO
AGREEMENT NUMBER UI-755**

The University of Idaho (the “University”) hereby awards to Sodexo America, LLC, Agreement number UI-755 to furnish Campus Dining and Food Services to the University, as specified in University of Idaho Request for Proposals Number 15-01M, in accordance with the terms and conditions of the Request for Proposals.

This Agreement is supplemented by a) University of Idaho Request for Proposals Number 15-01M; b) Sodexo America, LLC’s proposal dated September 26, 2014; and c) Sodexo America, LLC’s exceptions list, which have been agreed to by the parties and by this reference are made a part hereof as though fully set forth herein. To the extent such terms, conditions, or provisions may be in conflict or be inconsistent, their order of authority shall be as follows: 1) University of Idaho Agreement Number UI-755; 2) University of Idaho Request for Proposals Number 15-01M; 3) Sodexo America, LLC’s proposal dated September 26, 2014; and 4) Sodexo America, LLC’s exceptions list (which list modifies the corresponding portions of the Request for Proposals #15-01M).

1.1 NOTICES

Any notice under this Agreement shall be in writing and be delivered either in-person, delivery service, certified mail with return receipt requested, or by facsimile. All notices shall be addressed to the parties at the following addresses or at such other addresses as the parties may from time to time direct in writing:

the University: University of Idaho
 Contracts & Purchasing Services
 875 Perimeter Drive MS2006
 Moscow, Idaho 83844-2006
 Attn.: Julia R. McIlroy, Director
 Phone: (208) 885-6123
 Fax: (208) 885-6060
 Email: juliam@uidaho.edu

the Contractor: Sodexo America, LLC
 283 Cranes Roost Blvd., Suite 260
 Altamonte Springs, Florida 32701
 Attn: Tim Salley, Senior Director
 Phone: (407) 339-3230
 Fax: (407) 479-3618
 Email: tim.salley@sodexo.com

Any notice shall 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, shall always be effective.

1.2 SEVERABILITY

The terms and conditions of this Agreement are declared severable if any term or condition of this Agreement or the application thereof to any person(s) or circumstance(s) is held invalid. Such invalidity shall not affect other terms, conditions, or applications which can be given effect without the invalid term, condition, or application.

1.3 BID PRICE

The bid price shall include everything necessary for the performance of this Agreement, including, but not limited to, furnishing all materials, equipment, management, superintendence, labor, and service, except as specifically otherwise provided in this Agreement. Prices quoted on the Bid Form shall include all freight and/or delivery charges. In the event of a discrepancy between the unit price and the total price, the unit price will govern and the total price will be adjusted accordingly.

1.4 TERM OF AGREEMENT

The initial term of this Agreement shall be five (5) years, with no renewal options.

1.5 CONTINUATION DURING DISPUTES

The Contractor agrees that, notwithstanding the existence of any dispute between the parties, insofar as possible under the terms of the Agreement to be entered into, each party will continue to perform the obligations required of it during the continuation of any such dispute, unless enjoined or prohibited by any court.

1.6 INVOICES

All invoices must contain the name of the University department, purchase order number, itemization of materials and services, and correct Agreement pricing. A packing slip referencing current pricing must accompany each order.

Invoices for payment must be submitted by the Contractor to:

University of Idaho
Accounts Payable
875 Perimeter Drive MS4244
Moscow, ID 83844-4244

1.7 ENTIRE AGREEMENT

This Agreement, including all exhibits and attachments which are hereby included and incorporated, constitutes the entire Agreement between the parties. No change thereto shall be valid unless communicated in writing in the stipulated manner and signed by both the University and the Contractor.

The effective date of this contract is July 1, 2015.

For the Regents of the
UNIVERSITY OF IDAHO

SODEXO AMERICA, LLC

SIGN _____

SIGN _____

PRINT _____

PRINT _____

TITLE _____

TITLE _____

DATE _____

DATE _____



Purchasing Services
1028 West Sixth Street
Moscow, Idaho 83844-2006

REQUEST FOR PROPOSALS NO. 15-01M

FOR

Campus Dining Services

For Additional Information, Please Contact:

Julia McIlroy, Director

Phone (208) 885-6123

Fax (208) 885-6060

juliam@uidaho.edu

www.uidaho.edu/controller/purchasing

Date Issued: July 15, 2014

Proposals Due: September 26, 2014

UNIVERSITY OF IDAHO REQUEST FOR PROPOSALS NO. 15-01M

PROPOSAL RESPONSE CERTIFICATION

DATE

The undersigned, as Proposer, declares that they have read the Request for Proposals, and that the following proposal is submitted on the basis that the undersigned, the company, and its employees or agents, shall meet, or agree to, all specifications contained therein. It is further acknowledged that addenda numbers _____ to _____ have been received and were examined as part of the RFP document.

Name

Signature

Title

Company

Street Address

City, State, Zip

Telephone Number and Fax Number

Cell Phone Number

E-mail Address

State of Incorporation

Tax ID Number

Business Classification Type (Please check mark if applicable):

Minority Business Enterprise (MBE)	_____
Women Owned Business Enterprise (WBE)	_____
Small Business Enterprise (SBE)	_____
Veteran Business Enterprise (VBE)	_____
Disadvantaged Business Enterprise (DBE)	_____

Business Classification Type is used for tracking purposes, not as criteria for award.

SECTION 1 – SCOPE OF WORK

1.1 BACKGROUND

The University of Idaho (herein referred to as the University) is soliciting proposals for the management and operation of dining services at the University of Idaho Moscow campus. The University shall only consider proposals from financially responsible firms presently engaged in the business of providing dining services. Each Vendor (proposer/firm) shall furnish the required documents in the required format as outlined in this RFP to be considered responsive.

The University expects to award this project to the best value Vendor based on the requirements in this solicitation. The Vendor selected for award will be the Vendor whose proposal is responsive, responsible, and is the most advantageous to the University, as determined by the University in its sole discretion.

1.2 CURRENT CONDITIONS

Best efforts have been made to obtain detailed information on the current conditions at the University. This information should not be assumed to be 100% complete or accurate. Information of all known current conditions can be found in Exhibit 1. The University is looking to secure services equal to, or better than, the level of service currently provided.

1.3 SCOPE OF SERVICES

It is the University's desire to maintain the current financial approach utilizing a Five-Year Safe Harbor due to the financing of University facilities (through tax exempt bonds).

The University's goals of this RFP are to:

1. Increase Financial Return to the University
2. Increase Satisfaction (University and Student)
3. Emphasis on Student Retention
4. Sustainability of Dining Services environmentally, economically, and socially

The scope of work and expectations for the dining service provider are identified in Exhibit 2.

SECTION 2 – SCHEDULE AND CRITICAL DATES

2.1 SCHEDULE OF EVENTS AND CRITICAL DATES

The following are the critical dates for this project. Please be advised that these dates are subject to change as deemed by the University.

2.2 PRE PROPOSAL MEETING AND SITE VISIT

July 15, 2014	Project Announcement
September 12, 2014	Pre Proposal Meeting (*see Section 2.2 for details)
September 15, 2014	Last Day For Questions
September 26, 2014	Proposals Due [4:00 PM PST]
October 8, 2014	Notification of Shortlisted Finalist (If Applicable)
October 20-24, 2014	Interview of Shortlisted Finalist
October 28, 2014	Identification of Potential Best Value
November 5, 2014	Clarification Kick Off Meeting
November 19, 2014	Clarification Meeting
February 2015	Anticipated Date of Award
March – June 2015	Transition Period Begins
July 1, 2015	Start of Service

Vendors are highly encouraged to attend the pre-proposal / educational meeting. Understanding the best value process will significantly increase a vendor's competitiveness. The meeting will be held:

Date: September 12, 2014
Time: 9:00am – 11:00am
Location: Wallace Residence Complex 1st Floor
Quiet Room in Bob's dining hall
1080 West 6th Street
Moscow, Idaho

An optional site visit will also be conducted on 09/12/2014. The tour will be approximately 3 miles, and is scheduled to occur at 1pm-5pm. Please contact Gwen Miller no later than September 1st if you have any mobility requirements (gmliller@uidaho.edu).

SECTION 3 – PROPOSAL REQUIREMENTS AND EVALUATION CRITERIA

Proposals will be evaluated based on the criteria outlined in this section. The University reserves the right to add/delete/modify any criteria or requirement if the University deems it to be in their best interest (at the University's sole discretion). It is imperative that each Proposer realize that what is written in the proposals, financials, and discussed in the interview will become part of the winning Proposer's final contract.

3.1 RESPONSIVENESS (PASS/FAIL)

The University shall only consider Proposals from financially responsible firms presently engaged in the business of providing dining services. The Vendor selected for award will be the Vendor whose proposal is responsive, responsible, and the most advantageous to the University, as determined by the University in its sole discretion. The University reserves the right to contact a Vendor to clarify any information in their proposal.

Only responsive proposals will be evaluated and considered for award. Vendors must prepare proposals that follow the format and sequence specified in this RFP. This includes adherence to the format of any attachments. The following conditions/criteria **MUST** be met in order to be considered responsive:

1. The Vendor must attend all mandatory meetings / site walks
2. The Vendor will complete and provide all information in Attachment A
3. The Vendor will complete and provide all information in Attachment B
4. The Vendor will complete and provide all information in Attachment C
5. The Vendor will complete and provide all information in Attachment D
6. The Vendor will complete and provide all information in Attachment E
7. The Vendor will complete and provide all information in Attachment F
8. The Vendor will complete and provide all information in Attachment G

3.2 EVALUATION CRITERIA & WEIGHTS

Only responsive proposals will be evaluated and considered for award. The University reserves the right to request supplementary information to assure the University that the Vendor's competence, business organization, and financial resources are adequate to successfully perform the specified service. Proposals will be evaluated on the criteria listed in the table below.

15 Points	Project Capability (PC)	Refer to Section 3.6
10 Points	Risk Assessment Plan (RA)	Refer to Section 3.7
10 Points	Value Added (VA)	Refer to Section 3.8
15 Points	Financial Information	Refer to Section 3.9
50 Points	Interview	Refer to Attachment B and C

3.3 EVALUATION COMMITTEE

An Evaluation Committee will be used to evaluate specific portions of the proposals (as described in this RFP). The University expects the committee to consist of 3-7 individuals.

3.4 PROPOSAL FORM (Attachment B)

The Vendor will prepare and submit a Proposal Form (Attachment B). The Proposal Form requires the following information:

1. Identify the critical individuals that the Vendor will use for the duration of this service.
2. Identify the financial information (price) for a 5-Year, 50% Variable Fee and 50% Fixed Fee structure

3.5 FIVE YEAR FINANCIAL PRO FORMA (Attachment C)

Utilizing the worksheet provided in Attachment C, provide a summary of financial Pro Forma projections of revenue and expense for the five years of the contract term. List all assumptions regarding enrollment, board counts, cost escalators, etc. When developing your projections, you must follow these guidelines:

- You must submit your projections using the electronic workbook provided. Provide both electronic and paper copies of projections. Direct Costs must be separately identified from Indirect Costs, and each type of Indirect Cost must be listed as a separate line item. As per the template, provide a detailed schedule of any one-time transition or start up costs identified for Year 1.
- Identify the basis for your projections as identified and required on the spreadsheet, and note any other factors that influence your projection.
- Insure that all formulas are correct.

3.6 PROJECT CAPABILITY (Attachment D)

The Project Capability Plan is to allow the Vendor to differentiate themselves based on their technical capability. Vendors should identify high performance claims based on their expertise and experience supported by verifiable performance metrics. All financial impacts associated with technical capabilities listed below must be included in your base financials.

In order to minimize any bias, the Project Capability must NOT contain any names that can be used to identify who the vendor is (such as company names, personnel names, project names, or product names). A Project Capability template is provided in this document and must be used by all vendors. Vendors are NOT allowed to re-create, re-format, or modify the template (cannot alter font size, font type, font color, add colors, pictures, diagrams, etc). An electronic copy of this document is available for download and must be used.

The Project Capability must NOT exceed 2 pages (front side of page only). Any plan that contains names, or fails to meet all of the formatting requirements mentioned above, shall be marked as unresponsive and eliminated from the evaluation process.

An evaluation committee will review and rate each Project Capability submittal. They will be rated on a scale of 1-10. It is the vendor's responsibility to prove to the University that they have more expertise and can differentiate themselves from their competitors.

3.7 RISK ASSESSMENT PLAN (Attachment E)

Objective of the Risk Assessment Plan

The Vendor should list and prioritize major risk items on this service that could cause the Vendor's "vision" or "plan" to deviate or not meet the expectations of the University (i.e. risks that the Vendor does not control). This includes sources, causes or actions that are beyond the scope of the contract that may cause cost increases, delays, change orders, or dissatisfaction to the University. Do not include in this submittal any risks caused by a lack of the Vendor's technical competency. The risks should be described in simple and clear terms so that non-technical personnel can understand the risk. The Vendor must also explain how they will mitigate, manage, and/or minimize the risk from occurring. A mitigation / management plan solution with supporting documented performance (references, performance measurements of services when the risk mitigation was used etc) is required for a high rating from the selection committee. The backup performance information can include how many times the mitigation plan was previously used, and the impact on performance in terms of customer satisfaction.

Risk Assessment Plan Format

The Risk Assessment Plan must NOT exceed 2 pages (front side of page only). In order to minimize any bias, the Risk Assessment Plan must NOT contain any names that can be used to identify who the vendor is (such as company names, personnel names, project names, or product names).

A Risk Assessment Plan template is provided in this document and must be used by all vendors. Vendors are NOT allowed to re-create, re-format, or modify the template (cannot alter font size, font type, font color, add colors, pictures, diagrams, etc). An electronic copy of this document is available for download and must be used.

Any plan that contains names, or fails to meet all of the formatting requirements mentioned above, shall be marked as unresponsive and eliminated from the evaluation process.

3.8 VALUE ADDED (Attachment 3)

The purpose of the Value Added Plan is to provide Vendors with an opportunity to identify any value added options or ideas that may benefit the University at a change in cost or scope. These options or ideas may also be referred to as additional or optional services. Where applicable, the Vendor should identify: 1) what the University may have excluded or omitted from its scope; and 2) how these options or ideas have been successful through verifiable performance information and/or best value practices. The Proposer should list the cost and time impact of its options or ideas. All items should be listed in terms of a percentage of the service cost. The ideas identified in the VA Plan must NOT be included in the Vendor's service cost. The value added plan is only used when cost is a major factor in the selection. The Vendor should identify and briefly describe any options, ideas, alternatives, or suggestions to add value to this service, and indicate how the items will increase or decrease cost (note: a Value Added option must impact cost). All cost impacts associated with these Value Added options must NOT be included in your base cost.

Value Added Format

The Value Added submittal must NOT exceed 2 pages (front side of page only). In order to minimize any bias, the Value Added submittal must NOT contain any names that can be used to

identify who the vendor is (such as company names, personnel names, project names, or product names).

A Value Added template is provided in this document and must be used by all vendors. Vendors are NOT allowed to re-create, re-format, or modify the template (cannot alter font size, font type, font color, add colors, pictures, diagrams, etc). An electronic copy of this document is available for download and must be used.

Any plan that contains names, or fails to meet all of the formatting requirements mentioned above, shall be marked as unresponsive and eliminated from the evaluation process.

3.9 INTERVIEW

The University shall shortlist Vendors (if necessary) based on all of the submitted information (Financials, Project Capability, Risk Mitigation Plan, and Value Added). The highest ranking Vendors will be invited to participate in the interview process. Only the On-Site General Manager will be rated. The University will interview all of the critical team components from each of the shortlisted firms, including (but not limited to):

1. On-Site General Manager
2. On- Site Manager of Catering
3. On-Site Executive Chef
4. On-Site Retail Operations Manager
5. On-Site Board Operations Manager

The University may also request to interview additional personnel. The University will interview individuals separately (but also reserves the right to interview as a group). The University may request additional information prior to interviews (such as a list of similar past projects, a detailed cost breakdown, a detailed project schedule, etc). No other individuals (from the Vendors organization) will be allowed to sit in or participate during the interviews.

Important Note: All proposed team members must be available in person for interviews on the date specified in this solicitation. No substitutes, proxies, phone interviews, or electronic interviews will be allowed. Individuals who fail to attend the interview will not be given a score which may jeopardize the firm's competitiveness.

SECTION 4 – SELECTION PROCESS

4.1 ANALYSIS OF PROPOSALS

All responsive proposals will be evaluated based on the criteria and weights outlined in Section 3. The University shall use a decision making tool(s) to assist in analyzing and prioritizing the proposals based on the submitted information.

The University will determine the potential best-valued vendor who, in the sole judgment of the University, best meets the RFP requirements. The University reserves the right to clarify or seek additional information on any proposal. The University also reserves the right to re-scope the service, and/or cancel and reject all proposals.

4.2 CLARIFICATION PHASE

The University will identify the potential best-value Vendor (as outlined in Section 4.1). The potential best-valued Vendor will be required to perform the Clarification Phase functions as outlined in Exhibit 3. The intent of this period is to allow the Vendor an opportunity to clarify:

1. The proposal in terms of “what is in” and “what is out” of the service scope of work.
2. Simplify the proposal so all parties can clearly understand what will be done and how it will be accomplished including dominant measures.
3. Identify if the vendor’s proposal is acceptable to the University.
4. Get a clearer definition of University expectations by having the University identify areas of risk (which is not the responsibility of the vendor, but where the vendor is responsible to identify, mitigate, minimize and document the risk) that the vendor has not communicated adequately to the University.
5. Finalize an offer that is acceptable to the University.

The Clarification Phase is not a negotiation period. The Vendor will not be permitted to modify their cost/fee/financial rates, service durations, or service team. The potential best value Vendor will be required to conduct Clarification Meeting(s). If the University is not satisfied upon completion of the Clarification Meeting(s), the University may consider another Vendor for potential award (this Vendor would also have to conduct a Clarification Meeting). If the University is satisfied with the potential best value, they will proceed to issue an Award and Notice to Proceed.

SECTION 5 – POST AWARD PROCEDURES

5.1 WEEKLY RISK REPORTING SYSTEM

The awarded Vendor will be required to submit weekly reports documenting risks on the service, as outlined in Exhibit 4. The content and performance measures in the Weekly Risk Report should be finalized in the Clarification Phase and prior to award. The reports are due every Thursday, once a notice to proceed is issued, until the project/service is 100% completed. It is in the vendor's best interest to start the Weekly Risk Report during the Clarification Phase and continue until the end of the contract. It is the vendor's responsibility to submit accurate reports on time. The accuracy and on-time submittal of the reports will impact the vendor's final rating.

5.2 PERFORMANCE REPORTS

The Vendor will be required to document the performance of their services in the Weekly Risk Report. Additionally, as a contract provider of service located within Auxiliary Services, the vendor is required to develop and submit information and reports consistent with all Auxiliary Services departments. These reports include monthly P&L statements, quarterly reports, annual report, annual budget, and annual capital plan plus any additional reports the University requires from time to time.

5.3 MANDATORY EDUCATIONAL FEE

The University shall require the Vendor to partner with Kashiwagi Solution Model Inc, to receive education and training on Best Value PIPS and supporting documentation guidelines. The fee for this education is \$35,000 per year. The University will require this education for a minimum of 2 years.

5.4 POST SERVICE EVALUATION

Upon completion of the service, the Vendor will be evaluated based on their performance on the service. This includes (but is not limited to): overall quality, ability to manage the service, ability to minimize complaints, ability to minimize University efforts, ability to service the students, submission of accurate weekly reports, and submission of accurate monthly and yearly reports.

SECTION 6 – SUBMITTAL FORMAT

6.1 SUBMITTAL FORMAT

All submittal documents must be on standard 8½" x 11" paper. The proposal should be stapled (and not bound) to facilitate easy handling, photocopying, and reading by the evaluation committee. No faxed or emailed proposals will be considered. **The proposal must be received by 4pm Pacific Standard Time on the date listed in Section 2.1.** Late submittals will not be considered. The proposal must be mailed or delivered in a sealed envelope or package. The package must contain the following information on the outside of the package:

1. Vendors Name
2. Vendors Address
3. RFP Project Name
4. RFP Number

Mail or deliver one (1) signed package and five (5) copies to:

You are strongly encouraged to utilize FedEx to guarantee desktop delivery

Julia R. McIlroy, Director
University of Idaho
Contracts and Purchasing Services
1028 W. 6th Street
Moscow, Idaho 83844-2006

6.2 QUESTIONS AND INQUIRIES

The person designated below shall be the only contact for all inquiries regarding any aspect of this RFP process and its requirements. Questions are due no later than 4:00 PM PST on Monday September 15, 2014.

Julia R. McIlroy, Director
Contracts and Purchasing Services
juliam@uidaho.edu

Please E-mail all questions to the person listed above by the date noted in the tentative schedule. No phone calls will be accepted. Responses to questions which involve an interpretation or change to this Request will be issued in writing by addendum. All such addenda issued by University shall be considered part of this RFP.

If a Vendor fails to notify the University prior to the Proposal due date of a known error in the RFP or an error that reasonably should have been known to the Vendor, and if a Contract is awarded to that Vendor, the Vendor shall not be entitled to additional compensation or time by reason of the error or its correction.

Only formal written addenda shall be binding. Oral and other interpretations or clarifications, including those occurring at the pre proposal meeting, site visits, etc. will be without legal effect. Do not contact any University employee, representative, or student regarding this RFP.

SECTION 7 – GENERAL INFORMATION

7.1 DISQUALIFICATION

Carefully read the information contained in this solicitation and submit a complete response to all requirements specifications, and directions as directed. Please be advised that failure to comply with all of the requirements in this solicitation will be grounds for disqualification.

7.2 TERMS AND CONDITIONS

The Vendors Proposal is a valid, firm, and irrevocable offer which the University may accept within 120 days from the Proposal's Due Date as stated in Section 2.1. The Proposal, if accepted, shall remain valid for the life of the contract.

7.3 CONTRACT EXTENSION / RENEWAL

This is a safe harbor contract. The base contract shall be a period of three (3) years. Based on the satisfaction of the University, the University may renew the service for two (2) additional one-year terms for a maximum total of five (5) years. The University shall provide written notice to the Vendor of its intent to extend this contract at least 120 days prior to the end of the Initial Term. If the Vendor does not desire to extend the contract, the Vendor shall so notify the University in writing no later than ten days after the date of the University's notice of intent under this paragraph. Any renewal shall be under the same terms and conditions as the final year of the Initial Term of the Contract unless otherwise negotiated and agreed to by the parties.

7.4 OWNERSHIP OF PROPOSALS

All submittal contents become the property of the University, and may become a part of any resulting contract. Award or rejection of a proposal does not affect this right.

7.5 PROPOSAL EXPENSE

Under no circumstances shall the University be responsible for any proposal preparation expenses, submission costs, or any other expenses, costs, or damages of whatever nature incurred as the result of a Vendors participation in this process.

7.6 CLARIFICATION

The University reserves the right to clarify, or seek clarification, on any submittal (this includes, but is not limited to, contacting past clients to verify performance, interviewing key personnel, performing additional investigating on the firms performance history, and requiring additional documentation or information to respond to any performance findings).

7.7 CONSIDERATION OF PROPOSAL

The Vendor selected for an award will be the vendor whose proposal is responsive, responsible, and is the most advantageous to the University, as determined by the University in its sole discretion. The University anticipates that all Vendors will have a fair and reasonable opportunity to provide service.

The University intends to award a contract, subject to the terms of this solicitation, to the best valued Vendor. The University may add, delete, or modify any requirement or statement in this solicitation if the University deems that it is in the best interest of the University.

The University reserves the right to reject any or all proposals and to reject a proposal not accompanied by any required data, or to reject a proposal that is in any way incomplete or irregular. The University shall reject all submittals from Vendors where there has been collusion among the Vendors.

Any final analysis or weighted point score does not imply that one Vendor is superior to another, but simply that in our judgment the Vendor selected appears to offer the best overall solution for our current and anticipated needs.

The University shall have the right to waive any informality or irregularity in any proposal received and to advertise for new proposals where the acceptance, rejection, waiving, or re-advertising is determined by the University to be in its own best interest. The successful Vendor shall comply with all employment laws and regulations.

7.8 CONFLICT OF INTEREST

No employee, officer or agent of University shall participate in the selection, the award, or administration, of the contract if a conflict of interest, real or apparent, would be involved. Such a conflict would arise when one of the following has a financial or other interest in any firm proposing on or selected for the award:

- 1) The employee, or an officer or agent of the employee;
- 2) Any member of the employee's immediate family;
- 3) The employee's business partner; or
- 4) An organization which employs, or is about to employ any of the above.

University officers, employees, or agents shall neither solicit nor accept gratuities, favors, or anything of monetary value from responders, potential responders, sub-Vendors, or other parties to sub-agreements whereby the intent could reasonably be inferred as influencing the employee in the performance of his or her duties or was intended as a reward for any official act on his or her part.

7.9 ACCEPTANCE OF RFP TERMS

All terms and conditions contained herein shall become part of any subsequent contract that is awarded from this RFP. A proposal submitted in response to the RFP shall constitute a binding offer.

7.10 MODIFICATION TO TERMS

All additional or different terms propose by the Vendor are objected to and are hereby rejected (unless otherwise provided for in writing by the purchasing manager of the University of Idaho). No alteration in any of the terms, conditions, delivery, price, quality, quantity or specifications of this order will be effective without the written consent of the University of Idaho Department of Purchasing Services.

7.11 HOLD HARMLESS

Vendor shall indemnify, defend and hold the University and the State of Idaho harmless from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on Vendor's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Vendor, or any of its agents, sub-vendors, employees, invitees or guests. Vendor, upon

notice from the University, shall defend the University at Vendor's expense by counsel reasonably satisfactory to the University. Vendor, as a material part of the consideration of the University, hereby waives all claims in respect thereof against the University.

7.12 CERTIFICATION OF INDEPENDENT OFFER

By submitting a Proposal, the Vendor certifies that in connection with this RFP:

- a The Proposal has been arrived at independently, without consultation, communication or agreement with any competitor for the purpose of restricting competition.
- b Unless otherwise required by law, the offer cited in this RFP has not been and will not be knowingly disclosed by the Vendor prior to opening directly or indirectly to any other Vendor.
- c No attempt has been made nor will be made by the Vendor to induce another person or firm to submit or not submit a Proposal for the purpose of restricting competition.

7.13 TERMINATION

The University may terminate the Contract by providing the Vendor with written notice 30 calendar days prior to such date. In the event of a breach by Vendor of any of the provisions of this Agreement, the University of Idaho reserves the right to cancel and terminate this Agreement forthwith upon giving written notice to the Vendor. Vendor shall be liable for damages suffered by the University of Idaho resulting from Vendor's breach of Agreement.

7.14 NEWS RELEASE

The Vendor shall not in any way or in any form publicize or advertise any part of the RFP, contract, or services provided to the University without the written approval from the University. However, the Vendor shall be allowed to list the University on its routine client list for matters of reference.

7.15 PRICE WARRANTY

Vendor warrants that prices charged to the University of Idaho are based on Vendor's current catalog or market prices of commercial items sold in substantial quantities to the general public and prices charged do not exceed those charged by Vendor to other customers purchasing the same item in like or comparable quantities.

7.16 PROPOSAL SIGNATORY AUTHORITY

Each person signing this Proposal certifies that they are the person in the Vendor's firm authorized to make the decision to make the offer.

7.17 PROMOTIONS

Vendor shall not use the name, trade name, trademark, or any other designation of the University, or any contraction, abbreviation, adaptation, or simulation of any of the foregoing, in any advertisement or for any commercial or promotional purpose (other than in performing under this Agreement) without the University's prior written consent in each case.

7.18 LAWS, REGULATIONS AND PERMITS

The Vendor shall give all notices required by law and comply with all applicable Federal, State, and local laws, ordinances, rules and regulations relating to the conduct of the work. The Vendor shall be liable for all violations of the law in connection with work furnished by the Vendor, including the Vendor's sub-Vendors. Vendor guarantees all items, or services, meet or

exceed those requirements and guidelines established by the Occupational Safety and Health Act. All purchase orders and contracts issued by the University of Idaho are subject to F.A.R. 52.209-6. Vendor warrants that neither supplier nor its principals is presently debarred, suspended or proposed for debarment by the Federal Government.

7.19 RECORD OF PURCHASES

Vendor will provide Purchasing Services a detailed usage report of items/services ordered, quantities, and pricing under this Agreement upon request.

7.20 APPEAL OF AWARD

A Proposer aggrieved by the award of an Agreement may file an appeal by writing to the Director of Purchasing Services. The appeal must be received by the Director of Purchasing Services within five working days after the award is made, must describe the basis for the appeal, and must include all argument and evidence the Proposer wishes the Director of Purchasing Services to consider. Keeping track of the date an award is made is the responsibility of the Proposer.

7.21 APPLICABLE LAW AND FORUM

This Agreement shall be construed in accordance with, and governed by the laws of the State of Idaho. Any legal proceeding related to this Agreement shall be instituted in the courts of the county of Latah, state of Idaho, and Vendor agrees to submit to the jurisdiction of such courts.

7.22 ASSIGNMENTS

No Agreement, order, or any interest therein shall be transferred by Vendor to any other party without the approval in writing of the Purchasing Manager, University of Idaho. Transfer of an Agreement without approval may cause the recession of the transferred Agreement at the option of the University of Idaho.

7.23 REGENTS' APPROVAL

This Agreement may be subject to approval by the Regents of the University of Idaho, and if it is and if such approval is not granted this Agreement shall be void and neither party shall have any further obligations or liabilities hereunder.

7.24 RISK OF LOSS

Until all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, Vendor and its sub-vendors of any tier shall bear all risks of all loss or damage to the improvements, equipment, or goods, excluding loss or damage caused by acts, omissions, or negligence of the University. Once all improvements, equipment, or goods to be provided under this Agreement are installed on property owned or controlled by University and working properly, the risk of all loss or damage shall be borne by University, excluding loss or damage caused by acts, omissions, or negligence of the Vendor. Vendors shall require its sub-vendors of any tier to bear the same risk of loss.

7.25 WARRANTY

Vendor warrants that all products delivered under this order shall be new, unless otherwise specified, free from defects in material and workmanship, and shall be fit for the intended purpose. All products found defective shall be replaced by the Vendor upon notification by the

University of Idaho. All costs of replacement, including shipping charges, are to be borne by the Vendor.

7.26 PAYMENT / CASH DISCOUNT

Invoices will not be processed for payment nor will the period of computation for cash discount commence until receipt of a properly completed invoice or invoiced items are received and accepted, whichever is later. If an adjustment in payment is necessary due to damage or dispute, the cash discount period shall commence on the date final approval for payment is authorized. Payment shall not be considered late if a check or warrant is available or mailed within the time specified.

7.27 LIENS, CLAIMS AND ENCUMBRANCES

Vendor warrants and represents that all the goods and materials delivered herein are free and clear of all liens, claims or encumbrances of any kind.

7.28 TAXES

The University of Idaho is exempt from payment of Idaho State Sales and Use Tax. In addition, the University is generally exempt from payment of Federal Excise Tax under a permanent authority from the District Director of the Internal Revenue Service. Exemption certificates will be furnished as required upon written request by Vendor. If Vendor is required to pay any taxes incurred as a result of doing business with the University of Idaho, it shall be solely responsible for the payment of those taxes. If Vendor is performing public works construction, it shall be responsible for payment of all sales and use taxes.

7.29 BINDING EFFECT

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

7.30 WAIVER

No covenant, term or condition, or the breach thereof, shall be deemed waived, except by written consent of the party against whom the waiver is claimed, and any waiver of the breach of any covenant, term, or condition herein. Acceptance by a party of any performance by another party after the time the same shall have become due shall not constitute a waiver by the first party of the breach or default unless otherwise expressly agreed to in writing.

7.31 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 thereof, governmental restrictions, governmental regulations, governmental controls, enemy or hostile governmental action, civil commotion, fire or other casualty, and other causes beyond the reasonable control of the party obligated to perform (except for financial ability), shall excuse the performance by such party for a period equal to any such prevention, delay or stoppage.

7.32 JOINT VENTURE

Nothing contained in this Agreement shall be construed as creating a joint venture, partnership, or employment or agency relationship between the parties.

7.33 NONDISCRIMINATION

Vendor represents and agrees that it will not discriminate in the performance of this Agreement or in any matter directly or indirectly related to this Agreement on the basis of race, sex, color, religion, national origin, disability, ancestry, or status as a Vietnam veteran. This non-discrimination requirement includes, but is not limited to, any matter directly or indirectly related to employment. Breach of this covenant may be regarded as a material breach of Agreement.

7.34 INSURANCE REQUIREMENTS

Vendor and its sub-vendors of any tier are required to carry the types and limits of insurance required by law. By requiring insurance herein, University does not represent that coverage and limits will necessarily be adequate to protect Vendor and its sub-vendor(s) of any tier, and such coverage and limits shall not be deemed as a limitation on the liability of the Vendor and its sub-vendor(s) of any tier under the indemnities granted to University in this Agreement.

The Vendor is required to provide University with a Certificate of Insurance ("certificate") to extent indemnified. All certificates shall be coordinated by the Vendor and provided to the University within seven (7) days of the signing of the contract by the Vendor. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All certificates shall provide for thirty (30) days' written notice to University prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail. Additionally and at its option, the University may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of the Institution's request.

All insurance required hereunder shall be maintained in full force and effect with insurers with Best's rating of AV or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage University may choose to maintain. Failure to maintain the required insurance may result in termination of this Agreement at University's option.

All policies except Workers Compensation and Professional Liability shall name University as Additional Insured. The Additional Insured shall be stated as: "State of Idaho and The Regents of the University of Idaho". Certificate Holder shall read: "University of Idaho." Certificates shall be mailed to: University of Idaho, Risk Management, 875 Perimeter Drive MS 3162, ID 83844-3162.

Failure of University to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Institution to identify a deficiency from evidence that is provided shall not be construed as a waiver of the obligation of Vendor and its sub-vendor(s) of any tier to maintain such insurance.

Should any of the above described policies be cancelled before the expiration date thereof, the issuing insurer will endeavor to mail 30 days written notice to the certificate holder named to the left, but failure to do so shall impose no obligation or liability of any kind upon the insurer, its agents or representatives.

Vendor is responsible for coordinating the reporting of claims and for the following: (a) notifying the Institution in writing as soon as practicable after notice of an injury or a claim is received; (b)

cooperating completely with University in the defense of such injury or claim; and (c) taking no steps (such as admission of liability) which will prejudice the defense or otherwise prevent the University from protecting its interests.

Vendor and its sub-vendor(s) of any tier shall at its own expense obtain and maintain:

- Commercial General and Umbrella / Excess Liability Insurance. Vendor and its sub-Vendor(s) of any tier shall maintain Commercial General Liability (“CGL”) written on an occurrence basis and with a limit of not less than \$1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than \$1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent Vendors, products-completed operations, personal injury and advertising injury, liquor legal liability, food borne illness and contamination, and liability assumed under a contract including the tort liability of another assumed in a business contract. If necessary to provide the required limits, the Commercial General Liability policy’s limits may be layered with a Commercial Umbrella or Excess Liability policy.
- Commercial Auto Insurance. Vendor and its sub-Vendor(s) of any tier shall maintain a Commercial Auto policy with a Combined Single Limit of not less than \$1,000,000; Underinsured and Uninsured Motorists limit of not less than \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than \$10,000. Coverage shall include Non-Owned and Hired Car coverage..
- Business Personal Property. Vendor and its sub-Vendor(s) of any tier shall purchase insurance to cover Business Personal Property of Vendor and its sub-Vendor(s) of any tier. In no event shall University be liable for any damage to or loss of personal property sustained by Vendor, even if such loss is caused by the negligence of Institution, its employees, officers or agents. Workers’ Compensation. Vendor and its sub-Vendor(s) of any tier shall maintain all coverage statutorily required of the Vendor and its sub-Vendor(s) of any tier, and coverage shall be in accordance with the laws of Idaho. Vendor and its sub-Vendor(s) of any tier shall maintain Employer’s Liability with limits of not less than \$100,000 / \$500,000 / \$100,000.
- Professional Liability. If professional services are supplied to Institution, Vendor and its sub-Vendor(s) of any tier, Vendor and its sub-Vendor(s) of any tier shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars (\$1,000,000).

7.35 UNIVERSITY’S RULES, REGULATIONS, AND INSTRUCTIONS

Contractor will follow and comply with all rules and regulations of the University and the reasonable instructions of University personnel. The University reserves the right to require the removal of any worker it deems unsatisfactory for any reason.

7.36 **ATTACHMENTS AND EXHIBITS**

Attachment A	RFP Cover Page and Checklist
Attachment B	Proposal Form
Attachment C	Financial Pro Forma Worksheet
Attachment D	Project Capability Submittal
Attachment E	Risk Assessment /Value Added Submittal
Attachment F	Scope of Work Expectations
Attachment G	Milestone Schedule

Exhibit 1	Current Conditions
Exhibit 2	Scope of Work and Expectations
Exhibit 3	Clarification Phase Guide
Exhibit 4	Weekly Reporting System Guide

ATTACHMENT A
RFP COVER PAGE & CHECKLIST

The Vendor must complete and submit this Attachment. This Attachment shall be the cover page for the Vendors Proposal. DO NOT MODIFY THE FORMAT OF ANY OF THE REQUIRED ATTACHMENTS. Please staple all Attachments together (do not bind in any other way).

Project Number:	RFP 15-001J
Project Name:	University of Idaho Dining Services

Vendors Name:	
Address:	
City:	
State:	
Zip Code:	
Point of Contact for this RFP:	
Phone:	
Fax:	
Email:	

The following documents are required for this proposal (please mark off each document to acknowledge that you have submitted the document in the proper format):

- ☐ Attachment A – Complete and staple as cover page in your proposal
- ☐ Attachment B – Fill in all required information on Proposal Form
- ☐ Attachment C – Complete and submit Financial Pro Forma Worksheet
- ☐ Attachment D – Complete and submit Project Capability
- ☐ Attachment E – Complete and submit Risk Assessment /Value Added Submittal
- ☐ Attachment F – Complete and submit Scope of Work Expectations
- ☐ Attachment G – Complete and submit Milestone Schedule

The following checklist must also be completed. Failing to answer, or answering “No” to any of the questions below will result in disqualification.

- ☐ Yes ☐ No Is your entire proposal stapled together (not bound in any other way)?
- ☐ Yes ☐ No Is your Project Capability 2 pages or less?
- ☐ Yes ☐ No Is your Risk Mitigation 2 pages or less?
- ☐ Yes ☐ No Is your Value Added submittal 2 pages or less?
- ☐ Yes ☐ No Do you understand that your Project Capability and Risk Assessment can NOT contain any names, past projects, or information that may be used to identify who your firm is?
- ☐ Yes ☐ No Do you understand that you cannot re-create the Project Capability and Risk Assessment template (you must download it online)?
- ☐ Yes ☐ No Do you understand that you are NOT allowed to alter font size, add colors, or add pictures, to the Project Capability and Risk Assessment?
- ☐ Yes ☐ No Do you understand that your proposal will be disqualified if you fail to meet any of the formatting requirements of the Project Capability and Risk Assessment?
- ☐ Yes ☐ No Do you understand that the contents of Project Capability and Risk Assessment will become part of the final contract (if you awarded the project)?

ATTACHMENT B PROPOSAL FORM

SECTION 1 - CRITICAL TEAM MEMBERS

Name of Firm: _____

Name of Regional Vice President: _____

Name of On-Site General Manager: _____

Name of Executive Chef: _____

Name of Catering Director: _____

SECTION 2 – ADDENDA ACKNOWLEDGEMENT

Vendor acknowledges receipt of the following addenda, and has incorporated the requirements of such addenda into the proposal (*List All Addenda Issued For This Project*):

No.	Date	No.	Date	No.	Date
No.	Date	No.	Date	No.	Date

SECTION 3 – FIRM QUALIFICATIONS

No	Criteria	Response
1	How many years has your firm been continuously active in dining services (under the current business name)?	
2	Identify the number of citations received in the past three years from any government agency, regardless of the nature of alleged violations and outcome:	2011 = 2012 = 2013 =
3	Is your firm currently licensed to provide dining services in the State of Idaho?	<input type="checkbox"/> Yes <input type="checkbox"/> No
4	Is your firm current disqualified, de-listed or barred from doing business with the State of Idaho or the University of Idaho?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5	Is your firm current disqualified, de-listed or barred from doing business with any federal or state agency?	<input type="checkbox"/> Yes <input type="checkbox"/> No

SECTION 5 - FINANCIAL EVALUATION 5-YEAR TERM

Provide the financial information below for the five-year safe harbor option. Under this option, the Vendor will have compensation that is at least fifty percent (50%) fixed fee, and the remainder a variable fee compensation (50%) not to exceed the fixed fee. Please provide information (if any) on any capital investment, other investment, or sponsorship that is included in your proposal (to be amortized over the base term of the contract plus contract extensions). Price per dollar of gross sales can be a sliding scale. If offering a sliding scale or tiered pricing structure, please submit and attach proposed structure on spate page. Safe harbor contracts shall have a three-year base term and two one-year contract extensions up to a maximum of five years total.

YEAR	GROSS SALES (\$)	PRICE PER DOLLAR OF GROSS SALES (\$)	MAJOR CAPITAL INVESTMENTS (\$)	OTHER INVESTMENT OR SPONSORSHIP (\$)
FY 2015-16	\$	\$	\$	\$
FY 2016-17	\$	\$	\$	\$
FY 2017-18	\$	\$	\$	\$
FY 2018-19	\$	\$	\$	\$
FY 2019-20	\$	\$	\$	\$
TOTAL:	\$	\$	\$	\$

SECTION 6 - SIGNATURE

Name of Company

Printed Name of Firm Representative

Signature of Firm Representative

Date

Email

Phone

Fax

ATTACHMENT C

FINANCIAL PRO FORMA WORKSHEET

University Expenditure Responsibility

Facility Rental
Utilities
Vandal Card Support
Utility Infrastructure Maintenance
Trash Collection from designated area
Internet Access

Contractor Expenditure Responsibility

All other costs not listed above, for example:

Labor Expenses
Food Costs
Paper Supplies
Cleaning Supplies
Office Supplies (supplies, postage, printing)
Telephone
Hiring Costs & Background Checks
Parking Permits
Vehicle Expenses
Equipment Rental
Linens and Uniforms
Flowers / Decorations
Utilities
Equipment Repairs and Maintenance
Training / Professional Development
Marketing and Advertising
Credit Card Fees
Banking and Professional Fees
Courier Expense
Workers' Compensation Insurance
Business Insurance
Brand Licensing/Franchise Fees
Taxes and Licenses (do not include sales tax)
Student Organization Event Funding Support
Small wares Replacement
Small Equipment Replacement
Pest Control
Light Bulbs
Painting
Plumbing clogs
Tools
Signage

UNIVERSITY OF IDAHO
PRO FORMA PROJECTIONS (7/1/2015 – 6/30/2020)

TAB 4 Page 66

ATTACHMENT D
PROJECT CAPABILITY (PC) SUBMITTAL

This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.). You may add/delete additional rows to identify additional claims and performance, but do not exceed the 2-page limit. Do not list any names/information that can be used to identify your firm.

Project Capability #1 Claim: _____

Documented Performance: _____

Project Capability #2 Claim: _____

Documented Performance: _____

Project Capability #3 Claim: _____

Documented Performance: _____

Project Capability #4 Claim: _____

Documented Performance: _____

Project Capability #5 Claim: _____

Documented Performance: _____

Project Capability #6 Claim: _____

Documented Performance: _____

Project Capability #7 Claim: _____

Documented Performance: _____

Project Capability #8 Claim: _____

Documented Performance: _____

ATTACHMENT E

RISK ASSESSMENT (RA) / VALUE ADDED (VA) SUBMITTAL

This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.). You may add/delete additional rows to identify additional risks, solutions, and value added options, but do not exceed the 2-page limit.

SECTION 1 – MAJOR RISKS

All cost impacts associated with these risks/solutions must be included in your proposed premium

Risk 1:	
Why it is a Risk:	
Solution:	
Documented Performance:	
Risk 2:	
Why it is a Risk:	
Solution:	
Documented Performance:	
Risk 3:	
Why it is a Risk:	
Solution:	
Documented Performance:	
Risk 4:	
Why it is a Risk:	
Solution:	
Documented Performance:	

SECTION 2 – VALUE ADDED OPTIONS

All cost impacts associated with these value added options must NOT be included in your premium.

Item 1 Claim: _____

How will this add value? _____

Documented performance: _____

Impact: Cost (\$) _____ Time _____

Item 2 Claim: _____

How will this add value? _____

Documented performance: _____

Impact: Cost (\$) _____ Time _____

Item 3 Claim: _____

How will this add value? _____

Documented performance: _____

Impact: Cost (\$) _____ Time _____

Item 4 Claim: _____

How will this add value? _____

Documented performance: _____

Impact: Cost (\$) _____ Time _____

Item 5 Claim: _____

How will this add value? _____

Documented performance: _____

Impact: Cost (\$) _____ Time _____

ATTACHMENT F

SCOPE OF WORK EXPECTATIONS

Please respond here to the requests found in Exhibit 2. This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.).

Base Scope:

Base scope items should be included in the price of the contract and are considered essential to the contract. Please provide us with your performance claim and proposed dominant measures for all base scope items.

Financial Return

1a. \$1,660,000 return to University to cover operating expenses on behalf of the Vendor.

1b. Provide for all operating maintenance of all spaces occupied by vendor to include but not limited to: clogged sinks & toilets, light bulbs, refuse removal, deep cleaning carpets, painting walls, signage, small wares, tools, and equipment with values <\$5,000 per item.

Sustainability

2a. 15% food purchases from locally produced/raised sources (Latah & Adjoining Counties).

2b. 70% food purchases from regionally produced/raised sources (Eastern Washington, Idaho, Northeast Oregon, Western Montana).

2c. Minimize Food Waste by 90%

2d. Transparent Reporting System on food purchases in keeping with intent of 2a. & 2b.

Student Success/Satisfaction

3a. Work with registered dietitian to meet dietary needs

3b. Provide affordable retail and board options

3c. Provide vegan and vegetarian options in retail and dining hall.

3d. EBI of 5.0 or Greater

3e. Sanitation and cleanliness

3f. Friendly student oriented employees

Catering Excellence

4a. Zero tolerance for errors

4b. High level responsiveness to each college and department needs

4c. At University's discretion, executive residence excluded from contract.

Add Alternate:

Add Alternate items are in addition to the base contract. Please respond to each of the Add Alternate options, explaining your performance claim, proposed dominant measures and any addition cost associated with the item, all cost impacts associated with these options must NOT be included in your premium.

Financial Return

1a. Capital Improvement to Wallace Dining Facility

1b. Retail Capital Improvement

1c. Other Capital Improvements (Vendor Identifies)

Sustainability

2a. Commit to direct purchase contract with all student produced / raised food, possibly including: Soil Stewards, Vandal Meats, UI Dairy

2b. Zero Waste Catering

2c. Point of decision nutrition information as outlined in USDA Guideline

Student Success/Satisfaction

3a. Gluten free options

3b. In Kind sponsorship of RHA

3c. Expanded hours in Resident Dining to 9pm nightly

3d. Expanded weekend hours in Resident Dining

3e. Coffee/espresso drink option other than dining hall close to residence halls

3f. Kitchen and staff available for supervision of student organization food preparations.

3g. Fast Food Chain(s)

3h. Ability to offer Athletic meal plan that provides the closest to 3 meals a day, 7 days a week.

Catering Excellence

4a. Dedicated Executive chef to executive residence

4b. Dedicated catering supervisor for College of Business & Economics catered events

4c. Value Catering menu for students

Corporate Sponsorship/Athletic Naming Opportunity

5a. Vandal Athletic Scholarship Fund

5b. Athletic Venues (i.e. Naming Rights)

5c. Student Scholarships

5d. Other Opportunities (Vendor Identifies)

**ATTACHMENT G
MILESTONE SCHEDULE**

Please add your milestone schedule for your proposal here. You can use whatever form that works best. Please label your submittal Attachment G Milestone Schedule. This is a high level overview of the project outlining the major milestones and dates. One page limit.

EXHIBIT 1 CURRENT CONDITIONS

Best efforts have been made to obtain detailed information on the current conditions at the University. This information should not be assumed to be 100% complete or accurate. The University is looking to secure services equal to, or better than, the level of service currently provided.

1.1 QUICK FACTS ABOUT THE UNIVERSITY (Based on Academic year 2013-2014)

- Student Enrollment (Moscow campus): 11,143
- Undergraduate Enrollment (Moscow campus): 9,555
- Graduate Enrollment (Moscow campus): 1,670
- Student population is 53 percent male and 47 percent women
- Number of Freshman in Fall 2012: 1,586
- Freshman living in residence halls: 57 percent
- International students: 480
- Faculty: 535
- Staff: 1,530

A student who is enrolled in two program levels within the same college, e.g., Undergraduate and Graduate, at the same point of time in a given semester is counted once in each Undergraduate and Graduate program level.

1.2 HISTORIC COUNTS AND GROSS SALES

The following outlines boarder counts, transaction counts and gross sales from the current contract.

	Actual	Actual	Actual	Estimate	Budget
	2010-11	2011-12	2012-13	2013-14	2014-15
Boarders Fall / Spring	1958 / 1725	1981 / 1748	1675 / 1460	1620 / 1537	1642 / 1557
Mandatory Residence Hall Meal Plans	1773	1760	1225	1315	1315
Board Gross Sales	\$5,431,764	\$5,768,661	\$5,035,892.48	\$5,584,703	\$5,696,278
Retail Transactions	590,700	624,908	482,806	490,640	500,000
Retail Revenue	\$1,526,772	\$1,511,986	\$1,546,896	\$1,550,609	\$1,601,646
Catering Events	1601	1,534	1,351	1350	1350
Internal Catering Revenue	\$734,045	\$791,094	\$694,437	\$619,483	\$631,872
External Catering Revenue	\$105,802	\$136,516	\$97,171	\$98,000	\$99,960
Concessions Revenue	\$201,773	\$177,666	\$143,291	\$166,784	\$170,120
Conference Revenue	\$211,833	\$279,613	\$221,701	\$250,000	\$255,000
Grand Total	\$8,211,989	\$8,665,536	\$7,739,391	\$7,987,133	\$8,129,945

1.3 HISTORIC MEAL PLAN PRICING

Management of the campus's meal plan program, including the marketing and sale of meal plans. The current meal plan program has been structured as follows. Plan pricing is subject to approval by the University President and is reviewed by the State Board of Education.

Current policy requires all first-year students living in Wallace Residence Center, Theophilus Tower, Targhee, McConnell, LLC-Upham and LLC-CNR residence halls are required to choose a meal plan option. Students living in McConnell or Targhee do have reduced meal plan options available to them. Upper-level and Transfer students who choose to live in an upper-level LLC building are not required to purchase a meal plan.

Please note, the "flex" program is being eliminated starting with fiscal year 2015-2016. As such, the cost of each plan will be reduced by the cost of the "flex" attributed to that plan. This is to provide competitive mandatory board plan price points. Management will support the Vandal Dollar program that can be used anywhere on campus and is not pre-captured dollars by the vendor.

Note that in years 2012-13 an effort was made to simplify the number of mandatory meal plans available. This effort led to the three tier plan structure seen below. The University wishes to continue using a simple meal plan structure.

Management also desires potential contractors to develop a meal plan strategy for summer term students in conjunction with available summer housing options. This strategy should be distinctly different than the summer camp/conference plans.

Meal Plan Pricing History

Updated February 7, 2014

Meal Plans	2010-11	2011-12	2012-13	2013-14	2014-15
<i>Mandatory Meal Plans</i>					
All Access + \$230 Flex	\$1,728 + Tax	\$1,801 + Tax			
19 Meals Per Week + \$200 Flex	\$1,533 + Tax	\$1,597 + Tax			
14 Meals Per Week + \$395 Flex	\$1,533 + Tax	\$1,597 + Tax			
19 Meals Per Week + \$445 Flex	\$1,708 + Tax	\$1,772 + Tax			
14 Meals Per Week + \$590 Flex	\$1,683 + Tax	\$1,747 + Tax			
All Access + \$500 Flex	\$1,903 + Tax	\$1,976 + Tax			
Unlimited Meals + \$75 Flex + 10 Guest Passes			\$1,925 + Tax	\$2,045 + Tax	\$2,100 + Tax
14 Meals Per Week + \$250 Flex			\$1,705 + Tax	\$1,810 + Tax	\$1,860 + Tax
140 Meals Per Semester + \$300 Flex			\$1,595 + Tax	\$1,695 + Tax	\$1,740 + Tax

<i>Voluntary Meal Plans</i>					
10 Meals Per Week + \$550 Flex	\$1,533 + Tax	\$1,597 + Tax			
5 Meals Per Week + \$525 Flex	\$1,168+ Tax	\$1,238 + Tax			
10 Meals Per Week + \$700 Flex	\$1,658 + Tax	\$1,722 + Tax			
5 Meals Per Week + \$665 Flex	\$1,293 + Tax	\$1,342 + Tax			
Freedom First Plan	\$200 + Tax	\$200 + Tax			
Freedom Forward	\$600 + Tax	\$600 + Tax			
Freedom Rings	\$400 + Tax	\$400 + Tax			
\$500 Flex (Targhee Residents only)	\$500 + Tax	\$500 + Tax	\$500 + Tax	\$500 + Tax	\$500 + Tax
100 Meals Per Semester + \$500 Flex			\$1,247 + Tax	\$1,325 + Tax	\$1,360 + Tax
50 Block Meals + \$250 Flex			\$600 + Tax	\$640 + Tax	\$660 + Tax
\$250 Flex			\$250 + Tax	\$250 + Tax	\$250 + Tax

Costs are for each semester / no tax has been added to the prices

1.4 SUMMER CAMPS/SUMMER CONFERENCES

Summer Conferences serves as one-stop-shop point of contact for all lodging, catering, food service, and facility needs. Summer Conferences offers all-you-can eat cafeteria style dining to all conference groups in the Wallace Food Court on a per meal basis. The pricing structure for all of dining options is set by campus dining, working in conjunction with University Housing. The 2013 cafeteria rates were:

Breakfast \$4.65

Lunch \$5.80

Dinner \$7.05

Daily Total \$17.50

Summer Conference generates, on average, over \$225K in gross revenue for campus dining and serves between 1,800-2,500 guests during the period from late May to mid-August.

1.5 CONCESSIONS

The University has permanent concession locations at the Kibbie Dome venue. Traditionally, concessions have been provided for major sporting events and large scale campus events from this location. Additionally, mobile concession stands have been used to supplement concession needs in the Kibbie Dome or to support concessions at other campus locations such as Memorial Gym.

1.6 EXCLUDED FOOD SERVICES

The following Moscow campus dining locations and/or services are excluded from the contract, unless otherwise determined by the University at its sole discretion:

- Food Service offered by VandalStore
- Campus Pouring Rights
- Vending
- Non-exclusive rights to retail operations or concessions upon sole discretion of Auxiliary Services.

1.7 ACADEMIC YEAR BOARD CALENDAR

Following is the board operation calendar for the FY2013-14 academic year:

8/22/13 Open (Beginning of Academic Year)
 11/23-11/30/13 Closed for Thanksgiving Break
 12/21-1/12/14 Closed for Winter Break
 3/15-3/22/14 Closed for Spring Break
 5/16/14 Closed (End of Academic Year)

1.8 HOURS OF OPERATIONS

Following are current hours of operation by venue for the FY2013-14 academic year.

No.	Venue	Hours of Operation						
		Mon	Tue	Wed	Thu	Fri	Sat	Sun
1	Denny's AllNighter	10am - 12am	10am - 12am	10am - 12am	10am - 12am	10am - 2am	10am - 12am	
2	Traders Market	8am - 12am	8am - 12am	8am - 12am	8am - 12am	8am - 2am	8am - 2am	8am - 2am
3	Joe's Cafe	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	Closed	
4	Sister's Brew JEB	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	Closed	
5	Sister's Brew Admin Building	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	7am - 2pm	Closed	
6	Stover's	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
7	Einstein Bros	7am - 6pm	7am - 6pm	7am - 6pm	7am - 6pm	7am - 6pm	Closed	
8	"I" of the Commons	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
9	Mein Bowl	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
10	Sub Connection	8am - 4pm	8am - 4pm	8am - 4pm	8am - 4pm	8am - 4pm	Closed	
11	Vandals Grill	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
12	Jamba Juice	7am - 4pm	7am - 4pm	7am - 4pm	7am - 4pm	7am - 4pm	Closed	
13	JV's Pizzeria	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	8am - 3pm	Closed	
14	Bogey's Grill (seasonal)	11am - 2pm	11am - 2pm	11am - 2pm	11am - 2pm	11am - 2pm	11am - 2pm	

1.9 VANDAL CARD

1. Microsoft OS / Oracle 11g DB
2. CBORD CSGold 6.0.16
3. Installed in 1994, last updated in October 2013
4. Campuswide there are 529 end point locations which include things like vending machines, card access swipes, door alarm points, etc.
5. From 11/1/2012 to 11/1/2013 there were approximately 276,000 purchase transactions for \$1.2 million, as well as 415,000 meal transactions.
6. We currently have 42 direct point-of-sale locations, plus we interface with the UI Bookstore's and Starbuck's point-of-sale systems.
7. The basic POS equipment is owned by Vandal Card, but cash registers are owned by The Vendor. CSGold is compatible with Micros and perhaps other cash register terminals, and Vandal Card will work with The Vendor with regards to those. There will be no charges for staff assistance in getting Micros or other CSGold compatible systems working with the card system but contractor will be responsible for any additional equipment or software needed to do that.
8. Vandal Card will maintain the basic POS equipment.
9. We have no plans to change the existing system beyond keeping the software version current and replacing readers with current versions as they become available. That said, Vandal Card regards The Vendor as a customer, and so our future plans with regards to Campus Dining are contingent on their needs.

Services include the provision and support of point-of-sale devices as requested by The Vendor, and any reports that The Vendor requires. There are no transaction fees. There are no Dining Services venues that do not accept Vandal Card.

1.10 UNIVERSITY PROVIDED CAPITAL EQUIPMENT

All University-owned food service equipment shall be provided for use by the Contractor. Additional capital equipment required to execute Contractor's proposed concepts and programs must be provided at Contractor expense, to be amortized over the base term of the contract. Upon full amortization of Contractor provided capital equipment, ownership shall reside with the University.

Upon request and prior to proposal submission, a University representative will provide tours of all dining locations in order to discuss existing capital equipment. Upon selection of the preferred Proposer, the preferred Proposer and the University will jointly assess equipment needs and develop an addition/replacement schedule as part of the Negotiation/Pre-Planning & Quality Control period.

Contractor will provide facility and equipment preventative and ongoing maintenance programs that result in good stewardship of University owned resources.

1.11 UNIVERSITY PROVIDED SMALLWARES

The University owned small wares, including kitchen utensils, china, glass, silverware and service pieces currently associated with those aspects of the dining program to will be provided to the contractor. The contractor agrees to maintain all small wares at mutually agreed upon levels as a course of regular dining operations as an operating expense by the contractor. It is agreed that the University retains ownership of all small wares and replacements and additions made during the term of the vendor's contract.

1.12 WASTE REDUCTION/COMPOSTING

Food waste/compostable material from dining services locations including Bob's, Commons Food Court, Einstein's, and Denny's is picked up by the Campus Food and Farm Composting program and taken to a composting facility each Monday, Wednesday, and Friday. Recycling facilities are provided at Bob's and the Common's for cardboard, plastic, glass and tin.

1.13 ALCOHOL POLICY

2. Possession, Consumption, and Sale of Alcohol Beverages at Institutional Facilities

- a. Board Administrative Rules IDAPA 08.01.08 provides requirements relative to alcoholic beverages on campus grounds. Said rules generally prohibit the possession or consumption of alcoholic beverages in areas open to and most commonly used by the general public on campus grounds. The rules authorize the Board to waive the prohibition pursuant to Board policies and procedures. 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 this policy. The grant of any such waiver shall be determined by the chief executive officer ("CEO") only in compliance with this Policy and in accordance with the provisions set forth herein, and not as a matter of right to any other person or party, in doing so, the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution.
- b. Each institution shall maintain a policy providing for an institutional Alcohol Beverage Permit process. For purposes of this policy, the term "alcoholic beverage" shall include any beverage containing alcoholic liquor as defined in Idaho Code Section 23-105. Waiver of the prohibition against possession or consumption of alcoholic beverages shall be evidenced by issuance of a written Alcohol Beverage Permit issued by the CEO of the institution which may be issued only in response to a completed written application therefore. Staff of the State Board of Education shall prepare and make available to the institutions the form for an Alcohol Beverage Permit and the form for an Application for Alcohol Beverage Permit which is consistent with this 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. An Alcohol Beverage Permit may only be issued to allow the sale or consumption of alcoholic beverages on public use areas of the campus grounds provided that all of the following minimum conditions shall be met. An institution may develop and apply additional, more restrictive, requirements for the issuance of an Alcohol Beverage Permit.
 - (1) An Alcohol Beverage Permit may be granted only for a specifically designated event (hereinafter "Permitted Event"). Each Permitted Event shall be defined by the activity planned, the area or location in which the activity will take place and the period of time during which the activity will take place. The activity planned for the Permitted Event must be consistent with the proper image and mission of the institution. The area or location in which the activity will take place must be defined with particularity, and must encompass a restricted space or area suitable for properly controlling the possession and consumption of alcoholic beverages. The time period for the activity must be a single contiguous time period for a separate defined occurrence (such as a dinner, a conference, a reception, a concert, a sporting competition and the like). An

extended series of events or a continuous activity with no pre-determined conclusion shall not be a Permitted Event. The area or location of the Permitted Event, the restricted space or area therein for possession and consumption of alcoholic beverages and the applicable time periods for the Permitted Event must each be set forth in the Alcohol Beverage Permit and in the application therefore.

- (2) The serving of alcoholic beverages must be part of a planned food and beverage program for the Permitted Event, rather than a program serving alcoholic beverages only. Food must be available at the Permitted Event. Consumption of alcoholic beverages and food cannot be the sole purpose of a Permitted Event.
- (3) Non-alcoholic beverages must be as readily available as alcoholic beverages at the Permitted Event.
- (4) A Permitted Event must be one requiring paid admission through purchase of a ticket or through payment of a registration fee, or one where admission is by written, personal invitation. Events generally open to participation by the public without admission charges or without written personal invitation shall not be eligible for an alcoholic beverage permit. Only persons who have purchased a ticket or paid a registration fee for attendance at a Permitted Event, or who have received a written invitation to a Permitted Event, and who are of lawful age to consume alcoholic beverages, will be authorized to possess and consume alcoholic beverages at the Permitted Event.
- (5) Permitted Events which are generally open to the public through purchase of a ticket (such as sporting events, concerts or other entertainment events) must set out a confined and defined area where alcoholic beverages may be possessed and consumed. For such events, the defined area where alcoholic beverages may be possessed and consumed shall be clearly marked as such, and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Only those individuals lawfully attending the Permitted Event who are of lawful age to consume alcoholic beverages may be allowed into the defined area, provided that such individuals may be accompanied by youth for whom they are responsible, but only if such youth are, at all times, under the supervision and control of such individuals. For such events there shall be sufficient space outside of the area where alcoholic beverages may be possessed and consumed to accommodate the participating public who do not wish to be present where alcoholic beverages are being consumed.
- (6) No student athletic events, (including without limitation NCAA, NIT, NAIA and intramural student athletic events) occurring in college or university owned, leased or operated facilities, or anywhere on campus grounds, shall be Permitted Events, nor shall a Permitted Event be allowed in conjunction with any such student athletic event.
- (7) An Alcohol Beverage Permit for a Permitted Event to which attendance is limited to individuals who have received a personal written invitation, or to those who have registered to participate in a particular conference (for example, a reception, a dinner, an exclusive conference) may allow alcoholic beverages to be possessed and consumed throughout the area of the event, provided that the area of the event is fully enclosed, and provided further that the area of the event must be such that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area. Additionally, the area of the Permitted Event must not be open to access by the

- general public, or to access by persons other than those properly participating in the Permitted Event.
- (8) Application for an Alcohol Beverage Permit must be made by the organizers of the event. Such organizers must comply with all applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession sale and consumption of alcoholic beverages.
 - (9) The Alcohol Beverage Permit, any required local catering permit, and applicable state or local alcoholic beverages permits shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.
 - (10) The sale, service and consumption of alcoholic beverages at a Permitted Event shall be confined to the specific event, area or activity identified on the Beverage Permit application. Any alcoholic beverages allowed at a Permitted Event shall be supplied through authorized contractors of the organizers (such as caterers hired by the organizers). In no event shall the institution supply or sell alcoholic beverages directly. In no event shall the general public, or any participants in a Permitted Event be allowed to bring alcoholic beverages into a Permitted Event, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.
 - (11) The person/group issued the Beverage Permit and the contractors supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the Permitted Event. Further, the person/group must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage limits sufficient to meet the needs of the institution, but in no case less than \$500,000 minimum coverage per occurrence. Such insurance must list the permitted person/group, the contractor, the institution, the State Board of Education and the State of Idaho as additional insured's, and the proof of insurance must be in the form a formal endorsement to the policy evidencing the coverage and the required additional insured's.
 - (12) The Alcohol Beverage Permit shall set forth the time at which sale, service, possession and consumption of alcoholic beverages will be permitted, which times shall be strictly enforced. Service and sale of alcoholic beverages shall stop at a time in advance of the time of closure of the event sufficient to allow an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the event prior to closure of the event.
 - (13) These guidelines shall apply to both institutional and non-institutional groups using institutional facilities.
- c. Within residential facilities owned, leased or operated by an institution, the CEO may allow the possession or consumption of alcoholic beverages by persons of legal drinking age within the living quarters of persons of legal drinking age. Consumption of alcohol shall not be permitted in the general use areas of any such residence facility. Possession of alcohol within the general use areas of a residential facility may only be done in a facility where consumption has been authorized by the CEO, and such possession shall be only as is incidental to, and reasonably necessary for, transporting the alcohol by the person of legal drinking age to living quarters where consumption is allowed. The term "living quarters" as used herein shall mean, and be limited to, the specific room or rooms of a residential facility which are assigned to students of the institution (either individually or in conjunction with another roommate or roommates) as their individual living space.

EXHIBIT 2

SCOPE OF WORK & EXPECTATIONS

Base Scope:

- 1) **Financial Return**
 - a. \$1,660,000 return to University to cover operating expenses on behalf of the Vendor
 - b. Provide for all operating maintenance of all spaces occupied by vendor to include but not limited to: clogged sinks & toilets, light bulbs, refuse removal, deep cleaning carpets, painting walls, signage, smallwares, tools, and equipment with values <\$5,000 per item.
- 2) **Sustainability**
 - a. 15% food purchases from locally produced/raised sources (Latah and adjoining counties).
 - b. 70% food purchases from regionally produced/raised sources (Eastern Washington, Idaho, Northeast Oregon, and Western Montana).
 - c. Minimize Food Waste by 90%
 - d. Transparent Reporting System on food purchases in keeping with intent of 2a & 2b.
- 3) **Student Success/Satisfaction**
 - a. Work with registered dietitian to meet dietary needs
 - b. Provide affordable retail and board options
 - c. Provide vegan and vegetarian options in retail and dining hall.
 - d. EBI of 5.0 or Greater
 - e. Sanitation and cleanliness
 - f. Friendly student oriented employees
- 4) **Catering Excellence**
 - a. Zero tolerance for errors
 - b. High level responsiveness to each college and department needs
 - c. At University's discretion, executive residence excluded from contract.

Add Alternate:

- 1) **Financial Return**
 - a. Capital Improvement to Wallace Dining Facility
 - b. Retail Capital Improvement
 - c. Other Capital Improvements(Vendor Identifies)
- 2) **Sustainability**
 - a. Commit to direct purchase contract with all student produced / raised food, Possibly including: Soil Stewards, Vandal Meats, UI Dairy
 - b. Zero Waste Catering
 - c. Point of decision nutrition information as outlined in USDA Guideline
- 3) **Student Success/Satisfaction**
 - a. Gluten free options
 - b. In Kind sponsorship of RHA
 - c. Expanded hours in Resident Dining to 9pm nightly
 - d. Expanded weekend hours in Resident Dining
 - e. Coffee/espresso drink option other than dining hall close to residence halls
 - f. Kitchen and staff available for supervision of student organization food preparations.
 - g. Fast Food Chain(s)

- h. Ability to offer Athletic meal plan that provides the closest to 3 meals a day, 7 days a week.

4) Catering Excellence

- a. Dedicated Executive chef to executive residence
- b. Dedicated catering supervisor for College of Business & Economics catered events
- c. Value Catering menu for students

5) Corporate Sponsorship/Athletic Naming Opportunity

- a. Vandal Athletic Scholarship Fund
- b. Athletic Venues(i.e. Naming Rights)
- c. Student Scholarships
- d. Other Opportunities(vendor identifies)

EXHIBIT 3 CLARIFICATION PHASE GUIDE

OVERVIEW

The Clarification Phase is carried out prior to the signing of the contract. The University's objective is to have the project/service completed on time, without any cost increases, and with high customer satisfaction. At the end of the service, the University will evaluate the performance of the Vendor based on these factors, so it is very important that the Vendor preplans the service to ensure there are no surprises.

It is the Vendor's responsibility to ensure he understands the University's subjective expectations. It is not the University's responsibility to ensure that the Vendor understands what their expectations are. The Vendor is at risk, and part of the risk is understanding the University's expectations.

The Clarification Phase provides the Vendor with a final opportunity to protect itself, by allowing the Vendor to carefully pre-plan the service before an award is made. The pre-planning should include all coordination and identification of all risks that cannot be controlled by the Vendor.

In many cases, one of the Vendor's biggest risks (in terms of delivering the service with high satisfaction) is the University themselves. Therefore, it is in the Vendor's best interest to identify any issues or concerns ahead of time during the Clarification Phase. The Vendor should minimize their risk by creating documentation that puts them in control and eliminates any outside interference that could hinder them from performing.

PRE PLANNING AND COORDINATION

The University requires that the Vendor attend a Kick Off Meeting to discuss the objectives of the Clarification Phase.

- Re-visit the site to do any additional investigating.
- Coordinate with all parties that will be involved with the service. Identify what concerns they have and determine solutions to resolve their concerns. This may include consultants, sub-vendors, and suppliers (to ensure that there are no inconsistencies with the requirements or delivery schedules.)
- Identify where the risk lies on the service and make sure that all identified risks can be minimized.
- Identify any actions required by the University or University's representatives.
- Identify all risks that you (the vendor) do not control with a plan to mitigate the risks

CLARIFICATION DOCUMENT

The objective of the Vendor's Clarification Document is to identify risk that the Vendor does not control or risk that is impacted by factors that the Vendor does not control. The Vendor must also identify how they will attempt to minimize the risk. If the Vendor does not identify the risk that they do not control, then the Vendor is stating the risk (stated or not stated) is under their control and a part of their contract to meet the intent of the University.

After the Vendor provides the University with his plan they will be provided the risks from all the other Vendors to ensure that they are identifying all the risks that they do not control. This forces the Vendor to do what a best value Vendor would do, to think in the best interest of the University.

The Clarification Document should address the concerns of the University. The identification of these concerns is a clarification of the understanding of the University's intent in the best value process. It in no way changes the technical scope or amount of work of the Vendor, but merely confirms that the Vendor has understood the intent of the University. The objective of these clarifications are to confirm that the Vendor who is being hired understands the University's intent. The Clarification Document must include the following items as a minimum:

1. A service financial summary
2. A summary of accepted/rejected value added options
3. A complete service schedule including a transition milestones schedule.
4. A list of all risks identified by other vendors along with solutions to the risks.
5. A complete list of factors/risks which are outside the control of the Vendor.
6. Risk Mitigation Plan (RMP): A list of all risks with a plan of preventative actions and reactive actions upon occurrence. Action plans should be defined in terms of metrics.
7. Performance Measurements: A detailed list of monthly, quarterly, and yearly performance metrics and benchmarks that must consider financial performance, quality and customer satisfaction performance, and other necessary benchmarks of the received level of service.
8. A detailed summary of proposal assumptions.
9. Weekly Risk Report (Exhibit 4)
10. A one page executive summary which summarizes the scope of work being delivered.

CLARIFICATION MEETING

The clarification meeting is held at the end of the clarification phase and is used to present a summary of what was developed and agreed upon during the clarification phase. The clarification meeting is not a question and answer session. The Vendor must not wait for the meeting to ask questions. All coordination and planning with the University should be done prior to the meeting.

The Vendor should give a presentation, which walks the University through the entire service and summarizes all of the coordination/planning done during the clarification period. The Vendor should bring their team and all the documents specified in the Clarification Document. The Vendor should come with documents explaining what the University is responsible for in this service and should identify exactly what they want from the University with due dates. The Vendor must convince the University that they have minimized all risks and will not be surprised once the service begins. The clarification meeting presentation (and meeting minutes, if applicable) will become part of the contract along with the other documents stated in the Clarification Document.

If, upon presentation of the Clarification Document, the University deems it to be demonstrably non-responsive to any of the University's stated expectations, the University may elect to immediately cease clarifications with the top ranked Proposer and invite the next highest ranked Proposer into this period.

REMEMBER: The Clarification Phase provides the Vendor with a final opportunity to protect itself, by allowing the Vendor to carefully pre-plan the service before an award is made. If the Vendor does not identify a risk or risks that they do not control, then the Vendor is stating the risk (stated or not stated) is under their control and a part of their contract to meet the intent of the University.

EXHIBIT 4

WEEKLY RISK REPORTING SYSTEM GUIDE

OVERVIEW

The Weekly Risk Reporting System (WRRS) is a tool for the University in analyzing the performance of the service based on risk. The WRRS is expected to take minimal effort (approximately 5 minutes per week). The WRRS does not substitute or eliminate weekly progress reports or any other traditional reporting systems or meetings (that the Vendor may do).

The purpose of the WRRS is to allow the Vendor to manage and document all risks that occur throughout a project. Risk is defined as anything that impacts service cost or service schedule. This includes risks that are caused by the Vendor (or entities contracted by the Vendor), and risks that are caused by the University (scope changes, unforeseen conditions, etc). The University Project Manager may also require the Vendor to document risks that may impact customer or University satisfaction.

SUBMISSION

The weekly report is an excel file that must be submitted on the Friday of every week. The report is due every week once the Notice To Proceed is issued, and must be submitted every week throughout the duration of the service. Please contact the University PM if you have not received an electronic version of the spreadsheet (once the Notice To Proceed has been issued). The report must be emailed to:

Email: juliam@uidaho.edu
Email: tyroneb@uidaho.edu
Email: gmiller@uidaho.edu

The completed report must be saved using the date and name of the project given by the University (Format: **YYMMDD_ProjectName_Project ID**; For example, 'Polk Project' for the week ending Friday, March 1, 2005, should be labeled '050301_PolkProject_01-123-45-6789'). This will facilitate the UNIVERSITY in analyzing all projects on a weekly basis. Weekly Reports are to be emailed (by midnight C.S.T. of each Friday).

The weekly report consists of scope changes or unforeseen events that are risks to the service in terms of cost, schedule, or University satisfaction including any issues that could potentially develop into a risk. When a new issue is identified, it is added to the service risks, along with the following: Identification date (date the risk was identified), plan to minimize the risk, resolution due date, impact to critical path or schedule (in days), and impact to final cost (in dollars).

Prior to submitting the report, the Vendor must contact the University Project Manager if there are any risks or potential risks identified. The University Project Manager is required to provide a satisfaction rating based on the identified risk and the Vendors plan to mitigate the risk. The rating is based on a scale of 1-10 (10 being completely satisfied and 1 being completely dissatisfied). The University Project Manager may modify their satisfaction ratings at any time throughout the service. When a risk is resolved, the actual date of resolution must be listed.

The Vendor is also required to submit a detailed service schedule (including the Notice To Proceed date, Substantial completion date, and Final completion date) in the weekly report. The schedule report must contain the Vendors original schedule along with the current estimated schedule.

Note: The Weekly Reports will be analyzed for accuracy and timely submittals by the University Project Manager. Upon completion of the project, the Vendor will be evaluated based on their performance on the project. This includes (but is not limited to): overall quality, on-time completion, no cost change orders, no complaints, and submission of accurate weekly reports. The final rating will be used to modify the Vendors Teams PPI scores by up to 50%. The modified rating will be used for competition on future projects.

UNIVERSITY OF IDAHO REQUEST FOR PROPOSALS NO. 15-01M

PROPOSAL RESPONSE CERTIFICATION

September 26, 2014
DATE

The undersigned, as Proposer, declares that they have read the Request for Proposals, and that the following proposal is submitted on the basis that the undersigned, the company, and its employees or agents, shall meet, or agree to, all specifications contained therein. It is further acknowledged that addenda numbers _____ to _____ have been received and were examined as part of the RFP document.

Sodexo America, LLC

Name

Tim Salley
Signature

Senior Director of Business Development
Title

Sodexo
Company

283 Cranes Roost Blvd, Suite 260
Street Address

Altamonte Springs, FL 32701
City, State, Zip

407-339-3230 and 407-479-3618
Telephone Number and Fax Number

425-785-7471
Cell Phone Number

Tim.salley@sodexo.com
E-mail Address

Delaware
State of Incorporation

52-2208632
Tax ID Number

Business Classification Type (Please check mark if applicable): N/A

Minority Business Enterprise (MBE)	_____
Women Owned Business Enterprise (WBE)	_____
Small Business Enterprise (SBE)	_____
Veteran Business Enterprise (VBE)	_____
Disadvantaged Business Enterprise (DBE)	_____

Business Classification Type is used for tracking purposes, not as criteria for award.

ATTACHMENT A
RFP COVER PAGE & CHECKLIST

The Vendor must complete and submit this Attachment. This Attachment shall be the cover page for the Vendors Proposal. DO NOT MODIFY THE FORMAT OF ANY OF THE REQUIRED ATTACHMENTS. Please staple all Attachments together (do not bind in any other way).

Project Number:	RFP 15-001J
Project Name:	University of Idaho Dining Services

Vendors Name:	Sodexo America, LLC
Address:	283 Cranes Roost Blvd, Suite 260
City:	Altamonte Springs
State:	FL
Zip Code:	32701
Point of Contact for this RFP:	Tim Salley
Phone:	425-785-7471
Fax:	407-479-3618
Email:	Tim.Salley@sodexo.com

The following documents are required for this proposal (please mark off each document to acknowledge that you have submitted the document in the proper format):

- ☒ Attachment A – Complete and staple as cover page in your proposal
- ☒ Attachment B – Fill in all required information on Proposal Form
- ☒ Attachment C – Complete and submit Financial Pro Forma Worksheet
- ☒ Attachment D – Complete and submit Project Capability
- ☒ Attachment E – Complete and submit Risk Assessment /Value Added Submittal
- ☒ Attachment F – Complete and submit Scope of Work Expectations
- ☒ Attachment G – Complete and submit Milestone Schedule

The following checklist must also be completed. Failing to answer, or answering “No” to any of the questions below will result in disqualification.

- ☒ Yes ☐ No Is your entire proposal stapled together (not bound in any other way)?
- ☒ Yes ☐ No Is your Project Capability 2 pages or less?
- ☒ Yes ☐ No Is your Risk Mitigation 2 pages or less?
- ☒ Yes ☐ No Is your Value Added submittal 2 pages or less?
- ☒ Yes ☐ No Do you understand that your Project Capability and Risk Assessment can NOT contain any names, past projects, or information that may be used to identify who your firm is?
- ☒ Yes ☐ No Do you understand that you cannot re-create the Project Capability and Risk Assessment template (you must download it online)?
- ☒ Yes ☐ No Do you understand that you are NOT allowed to alter font size, add colors, or add pictures, to the Project Capability and Risk Assessment?
- ☒ Yes ☐ No Do you understand that your proposal will be disqualified if you fail to meet any of the formatting requirements of the Project Capability and Risk Assessment?
- ☒ Yes ☐ No Do you understand that the contents of Project Capability and Risk Assessment will become part of the final contract (if you awarded the project)?

ATTACHMENT B PROPOSAL FORM

SECTION 1 - CRITICAL TEAM MEMBERS

Name of Firm: Sodexo America, LLC

Name of Regional Vice President: Pam Smith

Name of On-Site General Manager: Pat Clelland

Name of Executive Chef: Justin Fuchs

Name of Catering Director: Kristen Raasch

SECTION 2 – ADDENDA ACKNOWLEDGEMENT

Vendor acknowledges receipt of the following addenda, and has incorporated the requirements of such addenda into the proposal (*List All Addenda Issued For This Project*):

No.	Date
No.	Date

No.	Date
No.	Date

No.	Date
No.	Date

SECTION 3 – FIRM QUALIFICATIONS

No	Criteria	Response
1	How many years has your firm been continuously active in dining services (under the current business name)?	14 years
2	Identify the number of citations received in the past three years from any government agency, regardless of the nature of alleged violations and outcome:	2011 = * 2012 = * 2013 = *
3	Is your firm currently licensed to provide dining services in the State of Idaho?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4	Is your firm current disqualified, de-listed or barred from doing business with the State of Idaho or the University of Idaho?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
5	Is your firm current disqualified, de-listed or barred from doing business with any federal or state agency?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

*As with all large companies, Vendor has on occasion, during its normal course of business, received citations from government agencies including citations related to health and safety matters. Vendor does not believe that any citations received within the past three years from any government agency had or will have a material adverse impact on the Vendor's operations, including its ability to perform any obligations pursuant to this Request for Proposal.

SECTION 5 - FINANCIAL EVALUATION 5-YEAR TERM

Provide the financial information below for the five-year safe harbor option. Under this option, the Vendor will have compensation that is at least fifty percent (50%) fixed fee, and the remainder a variable fee compensation (50%) not to exceed the fixed fee. Please provide information (if any) on any capital investment, other investment, or sponsorship that is included in your proposal (to be amortized over the base term of the contract plus contract extensions). Price per dollar of gross sales can be a sliding scale. If offering a sliding scale or tiered pricing structure, please submit and attach proposed structure on spate page. Safe harbor contracts shall have a three-year base term and two one-year contract extensions up to a maximum of five years total.

YEAR	GROSS SALES (\$)	PRICE PER DOLLAR OF GROSS SALES (\$)	MAJOR CAPITAL INVESTMENTS (\$)	OTHER INVESTMENT OR SPONSORSHIP (\$)
FY 2015-16	\$ 8,669,287	\$ 0.81	\$ 550,000	\$ 85,000
FY 2016-17	\$ 9,167,080	\$ 0.81	\$	\$ 85,000
FY 2017-18	\$ 9,686,292	\$ 0.81	\$	\$ 50,000
FY 2018-19	\$ 10,194,157	\$ 0.82	\$	\$ 50,000
FY 2019-20	\$ 10,723,106	\$ 0.82	\$	\$ 50,000
TOTAL: \$ 48,439,921 \$ 0.81 \$ 550,000 \$ 320,000				

SECTION 6 - SIGNATURE

Sodexo America, LLC

Name of Company

Pam Smith

Printed Name of Firm Representative

Pam Smith

Signature of Firm Representative

September 26, 2014
Date

Pamela.smith2@sodexo.com

Email

509-979-4166

Phone

407-479-3618

Fax

Section 5 – Financial Evaluation – Page 23 of response

1. Please list out the projects and amount dedicated to each proposed under the \$550,000 Major Capital Investments.

Sodexo will invest up to \$550,000 in the following Major Capital Investments:

- Build out of Chic-fil-A replacing the Pizza Station in the Commons - \$500,000
- Mein Bowl refresh to include new menu, enhanced signage and new image package - \$50,000

2. Please list the sponsorships and the amount of each is proposed for each year under the \$320,000 Other Investment or Sponsorship.

The Investment and Sponsorships proposed are listed in the two tables below. Sodexo proposes to allocate \$85,000 annually years one and two (listed in table 1) and \$50,000 annually years three through five (listed in table 2).

Table 1

Sodexo will designate \$85,000 in sponsorships to the following groups annually year's one and two of the agreement:

- **\$10,000-** Food Donations to Support Vandal Food Pantry and Food Recovery Network Program
- **\$10,000-** College of Food and Nutrition Dietetic Degree - Scholarship to support continuous development and collaboration on Health and Wellness Initiatives in Campus Dining Program
- **\$10,000 –** Athletic Department – Food Donations to support Athletic “Fueling Station”
- **\$10,000 –** Towards paid internship for support of food tracking system development and implementation- internship participants to be paid by Sodexo.
- **\$25,000 -in kind to support Community and Student Related events** - amounts determined by Sodexo on case by case basis- Groups to include but not limited to: Sustainability Center, RHA, and ASUI.
- **\$20,000** Presidential “In-Kind” fund to be used at Presidents office discretion to support food related events or meal plan awards.

Table 2

Sodexo will designate \$50,000 in sponsorships to the following groups annually year's three through five of the agreement:

- **\$5,000-** Food Donations to Support Vandal Food Pantry and Food Recovery Network Program
- **\$5,000-** College of Food and Nutrition Dietetic Degree - Scholarship to support continuous development and collaboration on Health and Wellness Initiatives in Campus Dining Program
- **\$10,000 –** Athletic Department – Food Donations to support Athletic “Fueling Station”

- **\$5,000** – Towards paid internship for support of food tracking system development and implementation- internship participants to be paid by Sodexo.
- **\$15,000** -in kind to support Community and Student Related events - amounts determined by Sodexo on case by case basis- Groups to include but not limited to: Sustainability Center, RHA, and ASUI.
- **\$10,000** Presidential “In-Kind” fund to be used at Presidents office discretion to support food related events or meal plan awards.

3c. Expanded Hours in Resident Dining to 9pm nightly;

Hours of Operation will be adjusted to business needs.

Bob’s Resident Dining Hall Hours

Monday- Friday

Breakfast: 7:00am - 10:30am

Lunch (All Stations): 11:00am - 1:30pm

Lunch (Deli, Grill, & Salad): 1:30pm - 5:00pm

Dinner: 5:00 - 7:30

Saturday - Sunday

Limited Continental Breakfast 8:00am - 10:30am

Brunch: 10:30am - 2:00pm

Dinner: 5:00pm - 6:30pm

Community Store Meal Swipe Hours of Operation

Monday – Friday: 7:30pm – 9:00pm

ATTACHMENT C					
FINANCIAL PRO FORMA WORKSHEET					
UNIVERSITY OF IDAHO					
PRO FORMA PROJECTIONS (7/1/2015 – 6/30/2020)					
REVENUE: (Net of Sales Tax)	FY15-16	FY16-17	FY17-18	FY18-19	FY19-20
Meal Plan	\$5,440,740	\$5,777,105	\$6,128,756	\$ 6,496,306	\$ 6,880,393
Retail	\$2,036,886	\$2,138,730	\$2,244,445	\$ 2,332,970	\$ 2,424,363
Concessions	\$ 175,224	\$ 183,985	\$ 193,079	\$ 200,695	\$ 208,557
Catering	\$ 753,787	\$ 791,476	\$ 830,598	\$ 863,358	\$ 897,180
Summer Conference	\$ 262,650	\$ 275,783	\$ 289,414	\$ 300,829	\$ 312,614
Other (specify)	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue:	\$8,669,287	\$9,167,080	\$9,686,292	\$10,194,157	\$10,723,106
OPERATING EXPENSES:					
Wages/Benefits	\$2,649,757	\$2,783,032	\$2,922,462	\$ 3,060,074	\$ 3,196,941
Food/Beverage	\$2,620,241	\$2,768,067	\$2,920,761	\$ 3,067,225	\$ 3,218,196
Services and Supplies	\$ 659,408	\$ 697,272	\$ 736,764	\$ 775,394	\$ 815,627
Repair and Maintenance	\$ 104,522	\$ 110,524	\$ 116,784	\$ 122,907	\$ 129,284
Capital Contribution	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000	\$ 110,000
<i>Other Expenses: Return to University of Idaho</i>	\$1,745,000	\$1,815,000	\$1,850,000	\$ 1,920,000	\$ 1,990,000
<i>Other Expenses: Brand Commissions</i>	\$ 297,027	\$ 305,938	\$ 315,116	\$ 324,569	\$ 334,306
<i>Other Expenses: WC & GL Insurance</i>	\$ 118,022	\$ 123,952	\$ 130,156	\$ 135,998	\$ 142,080
	\$ -	\$ -	\$ -	\$ -	\$ -
Net Income	\$ 365,310	\$ 453,296	\$ 584,249	\$ 677,990	\$ 786,671

Attachment C – Financial Pro Forma Worksheet

- 3. Please list major assumptions which correspond to the Total Revenue projections provided. Specifically list all revenue detail associated with proposed projects, value added, or add alternate that are included in these projections.**

The primary drivers of total revenue growth are the mix shift in meal plan participation and the introduction of the new Chick-fil-A. The value added or add alternative is not included our revenue projections.

Sodexo's meal plan participation projection assumes the total number will remain the same in year one compared to the current trend; however, the University will realize an increase in the number of Vandal Pride meal plans sold with the elimination of the McConnell plan. In addition, the out-years assume the total number of meal plans sold will increase by fifty participants annually as a result of the University's growth strategy.

Proposed Meal Plan Options:

Meal Plan Options	# Students	Retail Price	Total Revenue
Current			
Vandal Premiere \$50	340	1900	\$1,292,000
Vandal Presitage \$200	809	1900	\$3,074,200
Vandal Pride \$200	422	1700	\$1,434,800
Revenue Projections			\$5,801,000

Meal Plan Assumptions:

- The meal plan options are part of the mandatory meal plan for all students.

Voluntary Meal Plans

The Voluntary Meal Plan is designed to entice students in purchasing a meal plan and the overhead is built into the base plans.

Idaho Freedom:

Cost per semester - \$673.00+tax / includes the following:

- 50 block meals per semester to be used at Bob's Place. Block meals do not carry over and expire at the end of the semester.
- The Idaho Freedom Plan also includes \$250.00 worth of Vandal Dollar's to be used anywhere on campus.

Greekend:

Cost per semester - \$255.00 / includes the following:

- 2 meals per week to be used at Bob's Place..

ATTACHMENT D

PROJECT CAPABILITY (PC) SUBMITTAL

This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.). You may add/delete additional rows to identify additional claims and performance, but do not exceed the 2-page limit. Do not list any names/information that can be used to identify your firm.

Project Capability #1 Claim: Consistently maximize financial return to the University

A strategic mix of local vendors, national brands and our own brands will increase sales, satisfaction and income as part of our retail strategy. We work with local and small vendors in our partners' communities, fifteen national brands and seven of our own brands to drive revenues and return to the University. Thirteen of our regional accounts have used this approach and have experienced a sales growth of over 6% to 159.7% over that last five years.

Financial Stewardship: Developing strong financial returns for our partners and for us is critical for long-term partnerships. We are a customer-satisfaction driven organization, which has consistently earned over 10% organic growth with our universities in the region—even in these

Documented Performance: challenging times.

Project Capability #2 Claim: Maximize student, faculty and staff satisfaction of the dining services to improve student retention levels and increase student recruitment to the University

1. 42% growth in Voluntary Meal Plan growth at major university competitor utilizing standards and systems one year after assuming contract from competitors
2. 27% capture rate of student engagement special meal event in resident dining
3. Increased year-over-year client satisfaction scores with on-site management teams
4. National Coalition of Students contributing to the continuous improvement of dining programs, offers and events. An initiative created by students for students.
5. Approximately 21% of meal plans are voluntarily purchased by students living in non-mandatory resident housing facilities.
6. In-place collaboration with dietitians to ensure special dietary needs and requirements are met in dining program for this demographic trending higher year-over-year
7. 388,860 Voluntary Meal Plans sold nationally during last academic year

Documented Performance: _____

Project Capability #3 Claim: Industry leader in sustainability

1. Named Global Sustainability Industry Leader in its sector for the 10th year in a row

Document Performance: _____

-
2. The company earned a perfect (100) score for the positive local impact of its business operations around the world. The Company also earned the highest score in its industry in the social pillar.
 3. Ranked as the best-performing company for social, environmental and economic performance in the benchmark RobecoSAM Sustainability Yearbook 2014
 4. Achieved the highest overall score in its peer group, 80 percent (compared to a sector average of 48) and was the only company in the sector named Gold Class
 5. The United Nation's Global Compact recognized Vendor at their highest (Advanced) level
 6. Vendor is the only company to have been in the top two of the DiversityInc Top 50 for five years in a row
-

Project Capability #4 Claim: High-performing general manager in RFP that can minimize inefficiency and maximize capability of dining management and workers

1. 34 years of foodservice experience, 24 years with current vendor in higher education
 2. Held the following positions with the current organization: student manager, retail manager, production manager, executive chef, culinary trainer, general manager, support roles for account openings, regional sustainability board member
 3. Utilized/implemented successful Student Employee Program capturing at least 40% of the campus workforce
 4. Graduated from Emerging Leaders Masters Level Leadership program 2014, ranking top 10% of managers nationally
 5. Reduced complaints to client by 99%
 6. Maximized return of students' investment in their dining program and stabilized financial model by middle page reduction of 20%
 7. 100% response to administration of students' concerns
 8. Recipient of two regional recognition awards for best in class
 9. Established and utilized extensive regional and national network acquiring resources for students and clients to support account
 10. Nominated for Spirit of Teamwork award for Regional Sustainability Board membership in 2014
-

Documented Performance:

Project Capability #7 Claim: Best value-trained organization

-
1. General manager certified in Best Value Process
 2. Retained Best-value Consultant in the past five years
 3. 11 executive and unit-level certified managers in Best Value
 4. Vendor has implemented and continues to evolve Best Value weekly risk reporting system at Best Value Account
 5. General manager and operations managers attend Best Value Weekly Risk Report Meeting to ensure sustainability of process
-

Documented Performance:

Attachment D – Project Capability (PC) Submittal

- 4. PC #1 relates to increasing top line sales. Please lay out the retail strategies being proposed and the expected annual sales growth for each strategy over the next five years for our University.**

The attached revenue bridge table illustrates our expected growth for each proposed retail strategy for the next five years.

**CONSENT AGENDA
APRIL 20, 2017**

ATTACHMENT 3

University of Idaho																
Revenue Bridge																
	Current Revenue	Yr1 Projected Revenue	Growth		Yr2 Projected Revenue	Growth		Yr3 Projected Revenue	Growth		Yr4 Projected Revenue	Growth		Yr5 Projected Revenue	Growth	
			\$ B/(W)	% B/(W)		\$ B/(W)	% B/(W)		\$ B/(W)	% B/(W)		\$ B/(W)	% B/(W)			
Meal Plans	5,043,090	5,440,740	397,650	7.9%	5,777,105	336,365	6.2%	6,128,756	351,651	6.1%	6,496,306	367,550	6.0%	6,880,393	384,087	5.9%
Vandal Dollars	781,935	367,388	(414,547)	-53.0%	385,757	18,369	5.0%	404,825	19,068	4.9%	420,792	15,967	3.9%	437,276	16,484	3.9%
Mein Bowl	261,401	245,393	(16,008)	-6.1%	257,663	12,270	5.0%	270,399	12,736	4.9%	281,064	10,665	3.9%	292,074	11,011	3.9%
Sub Connection	74,675	96,472	21,797	29.2%	101,296	4,824	5.0%	106,303	5,007	4.9%	110,495	4,193	3.9%	114,824	4,329	3.9%
Chick-fil-A	-	348,192	348,192	-	365,602	17,410	5.0%	383,673	18,071	4.9%	398,806	15,133	3.9%	414,429	15,623	3.9%
Cabrizo	-	107,728	107,728	-	113,114	5,386	5.0%	118,706	5,591	4.9%	123,387	4,682	3.9%	128,221	4,834	3.9%
Jamba Juice	53,401	55,473	2,072	3.9%	58,247	2,774	5.0%	61,126	2,879	4.9%	63,537	2,411	3.9%	66,026	2,489	3.9%
Einstein Bros	439,913	332,314	(107,599)	-24.5%	348,930	16,616	5.0%	366,177	17,247	4.9%	380,620	14,443	3.9%	395,530	14,911	3.9%
The Den	176,228	218,870	42,642	24.2%	229,814	10,944	5.0%	241,173	11,359	4.9%	250,685	9,512	3.9%	260,506	9,820	3.9%
The Grid	129,105	160,676	31,571	24.5%	168,710	8,034	5.0%	177,049	8,339	4.9%	184,032	6,983	3.9%	191,241	7,209	3.9%
Stover's	63,286	56,548	(6,738)	-10.6%	59,375	2,827	5.0%	62,310	2,935	4.9%	64,768	2,458	3.9%	67,305	2,537	3.9%
Bogey's Grill	19,936	20,530	594	3.0%	21,557	1,027	5.0%	22,622	1,066	4.9%	23,514	892	3.9%	24,435	921	3.9%
Sister's Brew (Admin)	12,708	13,040	333	2.6%	13,692	652	5.0%	14,369	677	4.9%	14,936	567	3.9%	15,521	585	3.9%
Sister's Brew (JEB)	13,970	14,262	292	2.1%	14,975	713	5.0%	15,715	740	4.9%	16,335	620	3.9%	16,975	640	3.9%
Concessions	133,964	175,224	41,260	30.8%	183,985	8,761	5.0%	193,079	9,094	4.9%	200,695	7,615	3.9%	208,557	7,862	3.9%
Catering	718,183	753,787	35,604	5.0%	791,476	37,689	5.0%	830,598	39,122	4.9%	863,359	32,760	3.9%	897,180	33,822	3.9%
Summer Conference	237,261	262,650	25,389	10.7%	275,783	13,133	5.0%	289,414	13,632	4.9%	300,829	11,415	3.9%	312,614	11,785	3.9%
Total	8,159,055	8,669,287	510,232	6.3%	9,167,079	497,792	5.7%	9,686,293	519,214	5.7%	10,194,159	507,866	5.2%	10,723,108	528,948	5.2%
Assumptions:																
Board Growth: =====>		Meal plan mix shift in participants			50 new boarders/VMP's = \$175,000			50 new boarders/VMP's = \$180,000			50 new boarders/VMP's = \$185,000			50 new boarders/VMP's = \$190,000		
Catering/Concession/Summer		Increased Base/Off Campus Growth			Increased Base/Off Campus Growth			Increased Base/Off Campus Growth			Increased Base/Off Campus Growth			Increased Base/Off Campus Growth		
Retail Growth: =====>		New Chick-fil-A, Grid & Den Branding			New Growth /Vandal \$\$'s/Mktg			New Growth /Vandal \$\$'s/Mktg			New Growth /Vandal \$\$'s/Mktg			New growth through marketing. New Growth / Vandal \$\$'s		

ATTACHMENT E

RISK ASSESSMENT (RA) / VALUE ADDED (VA) SUBMITTAL

This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.). You may add/delete additional rows to identify additional risks, solutions, and value added options, but do not exceed the 2-page limit.

SECTION 1 – MAJOR RISKS

All cost impacts associated with these risks/solutions must be included in your proposed premium

Risk:	Decline in student enrollment
Why it is a Risk:	Overall University finance, community and delivery of student program impacted
Solution:	Maintain high level of engagement with Auxiliary Services and be an active partner in Client's strategic plan and the University's master plan, engagement with RHA, student government and Housing Department and educate the dining program for recruitment purposes, promote student intern and student employment program, maintain high level of student engagement events and work closely with RHA/Student Life to have exciting and memorable dining experiences, sponsorship of resident dining passes to visitors to showcase resident dining, allergen-free format and campus dietitian collaboration for those students with diet restrictions
Documented Performance:	Engaged GM with 100% participation in Client quarterly reports, annual reports, strategic planning and continuous improvement participation, provided annual funding to support recruitment and retention events with students, National Marketing "Best Practice" Awards of current marketing team, increasing recruitment and retention results, documented successful student counseling and navigation of dining options with campus dietitian/students/culinary team/national dietitian and nationally recognized and awarded allergen-free/health and wellness format, documented growth in Voluntary Meal Plan purchases, indicating retention and quality program offer, solid student employment record providing financial support, work opportunity, internships, and career employment opportunity upon graduation plus 99 registered student interns for Fall 2014
Risk:	University departments budgets are reduced/frozen
Why it is a Risk:	Reduced funding for peripheral events and activities that contribute to the University's mission of student success, reduced ability for departments to entertain and solicit development funds, poor departmental morale
Solution:	Summer Conference Solutions Service, including no-cost marketing of University website link to potential conference groups/trade show exposure, personal catering budget and planning service, face-to-face resources/consultants to meet budgetary restrictions, introduce faculty and staff to customer loyalty price for departments to utilize resident dining meeting room location and food formats for their events/meetings, offsetting catering costs of 60% on average, continued focus on student catering guide with "student sensitive" pricing
Documented Performance:	All events currently include a personal service, meetings and price adjustments to meet the financial boundaries and expectations of our customer base on campus. University departments utilize resident dining department Shoestring Offer and save an average of 60% on all events if catered otherwise
Risk:	Foodborne Illness Allegation/Allergic Reaction/Anaphylactic Shock
Why it is a Risk:	Possible death/injury to students/customers, negative impact on students' psyche, decreased credibility, decreased customer satisfaction, recruitment and retention decline, negative media coverage
Solution:	Approved credible vendor supply chain, documented HACCP Program/documentated Safety Program, NSF International - Annual 3 rd Party Audit to validate standards, working partnership with State Department of Health, collaborative partnership

	and protocol with campus and national dietitian, clearly identified ingredient information in resident dining/retail operations/catering events, independent Allergen Free Format in Resident Dining operation,
Documented Performance:	Consistent passing of 3 rd party National Safety Federation Scores, 100% State Health Department Scores, over 30 hourly on-site staff ServSafe Certified, all managers in T/O ServSafe Certified, zero foodborne illness incidents, 100% concerns and allegations addressed with dean, client, students, Health Department – all cases closed with satisfaction, zero episodes and documented collaborative cases with campus dietitian
Risk:	Natural disaster/Local emergency preventing vendor delivery or customer satisfaction
Why it is a Risk:	Inability to provide residents sustenance and decreased Customer Satisfaction
Solution:	Vendor has current Disaster Plan and Emergency Evacuation Plan in place, vendor has local, regional, national and international team dedicated to emergency relief efforts for units and community units, maintain emergency supply of food and disposable service items to provide for seven days of meals/service for emergency situations, enact "Disaster Event Plan" designed with our marketing/Student Engagement Team
Documented Performance:	Vendor has national and regional Emergency Disaster Plan and team in place to respond and mitigate emergencies Current management team has experienced delays in delivery/staffing and has enacted menu/service adjustment to support services seamlessly without reduction in customer satisfaction
Risk:	The two parties don't agree to the contractual language and exhibits as part of agreement
Why it is a Risk:	There could be expectations of the hiring party that can't be met
Solution:	Each party is willing to discuss the variances
Documented Performance:	We manage multiple agreements nationwide where contractual terms of the agreement meet both parties' needs through collaboration.

SECTION 2 – VALUE ADDED OPTIONS

All cost impacts associated with these value added options must NOT be included in your premium.

Item 1 Claim:	Installation of a 360 degree gas grill in resident dining will improve student satisfaction and meal plan retention.
How will this add value?	The grill will add more variety to the menu and meet the needs of our international students
Documented performance:	The schools that have installed the 360 degree grill have seen an increase in satisfaction by 12% and retention in meal plans by 8%.
Impact:	Cost (\$) <u>\$70,000</u> Time <u>Two-year ROI</u>
Item 2 Claim:	The installation of energy efficient lighting, cooler thermostats and smart exhaust fans
How will this add value?	Will reduce energy
Documented performance:	These technologies have a documented payback of three to four years
Impact:	Cost (\$) <u>\$60,000</u> Time _____
Item 3 Claim:	Conversion from electric to natural gas will reduce utility expense
How will this add value?	Natural gas is more efficient than electric and speeds cooking time and recovery time of equipment
Documented performance:	Each natural gas oven and steamer will each save \$5,000 annually if converted to gas. Each fryer and griddle will save \$1,000 annually. Total kitchen savings could be from \$15,000 to \$20,000 annually. Converting Hot water heaters also offer a substantial savings opportunity.
Impact:	Cost \$30,000 to install gas lines Two-year payback Cost (\$) _____ Time _____

Attachment E – Risk Assessment (RA)/ Value Added (VA) Submittal

5. Under natural disaster/local emergency risk, there is reference to a current Disaster Plan and Emergency Evacuation Plan being in place. Please provide a copy of these plans.

We have included a copy of our Emergency Preparedness Plan in an attachment.

6. Value Added Option #1 relates to installing a 360 deg gas grill. Please detail out the installation timeline and milestone schedule for this option. Also, provide sample menu items for this concept, expected first and second year increases in retention expressed as a number of additional students retained, and how the increase in satisfaction will be measured. Please detail out the calculations used to provide a two year ROI.

360 Grill and new Captive Aire hood

All labor, materials, equipment, and installation
\$100,956.00

Add/Optional new 72" Charbroiler (per Tyrone's request) includes equipment, install,
\$13,000.00

The University has accepted option #1.

7. Value Added Option #2 relating to the installation of energy efficient lighting. Please provide detail with regards to which lighting fixtures would be upgraded and with what they are upgraded with/to. Please also do the same for cooler thermostats and smart exhaust fans. Also, provide a project timeline and milestone schedule.

Lighting Upgrade to all LED

Includes dinning, kitchen, dish room, restrooms, storage, and quiet room
\$44,730.00

The University has declined option #2.

8. Value Added Option #3 relating to the installation of natural gas lines. Please list where the gas lines would be installed, which specific pieces of equipment, and the expectation for replacement of each piece of equipment to take advantage of natural gas. Please provide detail as to the ROI calculation and a detailed timeline and milestone schedule for the proposed project.

New Gas Line

Includes new line from main at the road,
connection to the 360 Grill, new 72" Char Broiler, and make up air for the
360 Grill
27,149.00

The University has accepted option #3.

9. For the value added options, please state payment terms expected if the University accepts each.

Payment terms due at time of service. The terms will be determined upon the decision around the value-added options #1 through 3..

ATTACHMENT F

SCOPE OF WORK EXPECTATIONS

Please respond here to the requests found in Exhibit 2. This template must be used. Modifications to the format of this template will result in disqualification (i.e. altering font size, altering font type, adding colors, adding pictures, etc.).

Base Scope:

Base scope items should be included in the price of the contract and are considered essential to the contract. Please provide us with your performance claim and proposed dominant measures for all base scope items.

Financial Return

1a. \$1,660,000 return to University to cover operating expenses on behalf of the Vendor.

Dining services estimates \$1,660,000 annually based on our proposed financial proforma. There will be no risk to the University in meeting the financial goal of expected return to the University.

1b. Provide for all operating maintenance of all spaces occupied by vendor to include but not limited to: clogged sinks & toilets, light bulbs, refuse removal, deep cleaning carpets, painting walls, signage, small wares, tools, and equipment with values <\$5,000 per item.

Dining services subcontracts to general contractors to dispatch emergency maintenance personnel, perform routine preventive maintenance and support small to large projects involving infrastructure.

Sustainability

2a. 15% food purchases from locally produced/raised sources (Latah & Adjoining Counties).

As an organization, we are committed to increasing food purchased in our clients' communities from local producers or small businesses to 30% by 2015. As part of this commitment, we require our produce vendors to purchase local produce whenever possible. Furthermore, we increased our purchase of local foods to more than \$45 million in FY13, supporting more than 1,400 farmers and farmer co-ops.

2b. 70% food purchases from regionally produced/raised sources (Eastern Washington, Idaho, Northeast Oregon, Western Montana).

The vendor general manager maintains high levels of farm-to-fork and local food systems initiatives and seeks to maintain high levels of education and awareness. Collaborative partnerships and opportunity discussions with produce vendor supply chain and local producers are the foremost mission of the local food purchases initiative. The GM works as a liaison between the producer and vendor supply chain, innovating solutions and navigating the chain of custody liabilities and G.A.P. process that meet University of Idaho risk mitigation expectations and foodservice organization requirements.

The vendor organization continues to foster intentional partnerships between vendors and producers regionally and bio-regionally.

2c. Minimize Food Waste by 90%

With LeanPath, waste characterization studies, reusable china in retail operations, new food pulper/mulcher in resident dining dishroom, zero waste events and Food Recovery Network, dining services will maintain and grow the average of 37 tons of food waste diversion from landfills. Our student sustainability intern will drive the process and keep records to track progress and transparently communicate efforts to the Sustainability Center.

2d. Transparent Reporting System on food purchases in keeping with intent of 2a. & 2b.

Dining services will adopt "Real Food Challenge" practices as Real Food Challenge is not being pursued by University of Idaho.

Through the signing of an agreement of confidentiality regarding vendor pricing and tracking each invoice, with the help of interested student volunteers led by a dining services paid intern, transparent tracking of purchases may commence. In the spirit of education, dining services will also propose to the School of Business and Economics curriculum the opportunity of autonomy for the life of contract and to provide this as a training opportunity for students each semester. All data will be shared with the University, in particular the Sustainability Center.

Student Success/Satisfaction

3a. Work with registered dietitian to meet dietary needs

Campus dietitian actively advises and collaborates with dining team to ensure program meets standards. Campus dietitian is granted access to National Dietetic Network Conference Calls, Dietary Resources and Direct Consultation from National Dietitian upon request.

In addition to working with the campus dietitian, dining services works directly with University of Idaho dietetic curriculum creating a dietetic internship to support student success and credit toward graduation and a classroom rotation in quantity food production venues. Dietetic students also create a Quantity Meal (Etiquette Dinner) of which dining serves collaborates to support up to 50% cost in an effort to participate in education of students in a social dining setting.

3b. Provide affordable retail and board options

Tier pricing to meet financial needs and sensitivities are offered in resident dining. Price sensitivity and value were considered when developing meal plans. Meal Plans will have the ability to attach Vandal Dollars (University owned), and a high-value unlimited access Premiere Plan will be made available for student to access the dining hall any time during the day from open to close.

A "Prestige" Meal Plan will include unlimited access after the hours of 11am and until close. A Block Meal Plan will include 150 transferable meals per semester at any time in resident dining.

See Attachment H.

3c. Provide vegan and vegetarian options in retail and dining hall.

Resident dining operation offers vegan and vegetarian formats during meal periods. These will include: a full salad bar with proteins derived from vegetables, legumes and grains; a vegetarian and/or vegan entrée at Classics; vegan meatless "meat-type" sandwich items upon request; and a deli format that provides vegetarian and vegan sandwiches.

Our retail options will all offer vegetarian options and we will identify vegan options to complement that demographic.

Dining services will accept direction and collaboration at all levels in order to identify continuous improvement opportunities that reasonably accommodate the need and desire of the customer base.

3d. EBI of 5.0 or Greater

Our marketing team has one primary focus: to increase the awareness of campus dining. It is time to conduct another thorough evaluation of your campus utilizing our expansive resources. We will create an integrated marketing campaign based on the goal to achieve an EBI score of 5.0 or greater focused on the following five objectives:

- Communication with target markets
- Optimization of dining experiences to drive participation and increase satisfaction
- Delivery of programs that promote meal plan retention and stimulate new sales
- Enhanced life learning and personal growth opportunities for the University of Idaho community
- Program offerings that represent our corporate social responsibility initiatives

3e. Sanitation and cleanliness

Cleaning schedules and self-inspections that follow daily checklists cover everything from the dining room and kitchen to the restrooms and loading dock to ensure an immaculate dining facility. Preventive maintenance plans are meticulously followed to keep equipment and facilities in safe working condition. Managers follow up aggressively on areas cited for improvement, as does your regional Vice President.

In addition, unannounced, random food safety audits conducted by registered third party food safety auditors effectively maintain our strict standards and the University is welcome to inspect the results of all evaluations and audits, join in these audits or conduct your own.

3f. Friendly student oriented employees

We will engage hourly employees on the Dining Services Committee in order to create a direct line of feedback to foster a collaborative system of continuous improvement and engagement at the front line level. This process will ensure bottom-up implementation and autonomy, which is the core of best value.

Exceptional service and student engagement is assured by our company Employee Experience program. The program builds ever-growing customer loyalty and enjoyment because it is built on the three key elements of a successful experience.

Catering Excellence

4a. Zero tolerance for errors

A team comprised of catering manager, catering coordinator, catering supervisor, chef manager and catering production team meet Tuesday of each week for 1.5 hours to outline, update, plan and discuss all events and the Catering department's continuous improvement opportunities.

A high level of communication with all customers is also maintained and clearly outlines expectations of event on a BEO form that is confirmed by signature of customer prior to event to ensure customers' needs have been clearly understood, documented and will be executed as ordered.

4b. High level responsiveness to each college and department needs

Dining services recognizes the importance of catering as a support mechanism for University department development initiatives, social performance and business needs. Dining services catering team is available on a 24/7 basis for emergency and last minute catering needs. Catering has an online ordering system to initiate catering request from all customers. This offer will notify the catering coordinator of a customer's intentions and initiate follow-up communication and personalized service as well. This offer will enable tracking of billing information and historical data/post mortems for continuous improvement to further meet the needs and exceed expectations of customers

4c. At University's discretion, executive residence excluded from contract.

University may reserve the right to exclude executive residence from contract for special events as necessary and mutually agreed upon between the President's Office and dining services.

Add Alternate:

Add Alternate items are in addition to the base contract. Please respond to each of the Add Alternate options, explaining your performance claim, proposed dominant measures and any addition cost associated with the item, all cost impacts associated with these options must NOT be included in your premium.

Financial Return

1a. Capital Improvement to Wallace Dining Facility

An annual fund of \$100,000 funded by the client will be used to enhance dining hall seating/tables/dining space. Additional booths, stub walls and fixture costs will be assessed and collaboratively assessed with housing and student groups.

1b. Retail Capital Improvement

Last spring, we assembled a team to conduct a comprehensive account review of the retail locations on campus. We held student, faculty and staff focus groups and surveyed the entire campus testing current food and beverage purchasing behavior. The team identified Chick-fil-A, a national brand that will match the food and spending, environmental and service needs of the population. We also recommend upgrading the Mein Bowl brand with new signage and service ware.

Total Investment will be \$550,000.

1c. Other Capital Improvements (Vendor Identifies)

Sustainability

2a. Commit to direct purchase contract with all student produced / raised food, possibly including: Soil Stewards, Vandal Meats, UI Dairy

Currently, dining services is committed and remains committed to purchasing From Soil Stewards and Vandal Meats as they continue to meet University risk mitigation requirements, Vendor requirements and FDA guidelines and is competitively priced for the product line they provide. Should the U of Idaho dairy meet these guidelines and is competitively priced, vendor will commit to the purchase milk and dairy products from them.

We update our commitment in writing to Soil Stewards annually, have solicited funding for and received funding for a fence, supported and consulted on the "Dinner at the Greenhouse" event to raise awareness, and fully embraces the product line in resident dining and catered events when it is available.

2b. Zero Waste Catering

To help eliminate waste we use the following systems:

1. CaterTrax system
2. Reduction in counts communicated in timely manner
3. Overall proper planning and communication in conjunction with recipe compliance based on actual counts

These systems will reduce and/or eliminate waste.

2c. Point of decision nutrition information as outlined in USDA Guideline

All retail and resident dining have available nutrition information; website has resident dining menu with nutrition information; nutrition guides are available at most retail locations at POS locations. Dining services offers distinct icons and signage to identify vegetarian, vegan, local, gluten free and My Fitness Pal.

Additional assistance in finding the right types of foods is always available from our servers, chefs, and most importantly, from our campus dietitian who works closely with dining services and is available for no cost consultations to help navigate healthy eating on campus and support student success.

Student Success/Satisfaction

3a. Gluten free options

Dining services and our "Simple Servings" format offers a gluten free refrigerator with gluten-free items as well as an entire format free of allergens to include wheat, gluten, fin fish, milk, eggs, peanuts and tree nuts. The format is served to students to prevent possible cross contact with allergens from other formats in the dining hall. In addition to this format and offer, most options on our full salad bar are gluten-free.

Gluten-free options are also available in our on-campus Community Store located in the LLC center. This product line continues to evolve as we endeavor to exceed the expectations of a gluten free offer and dietary restrictions.

3b. In Kind sponsorship of RHA

Dining services has a budget to support RHA efforts and events. The dollar figure is indicated in RFP response under "corporate sponsorships."

Dining services also works collaboratively to offset expenses of student engagement events in resident dining. This effort is tied in with meals and adds little expense to RHA budgets if planned correctly.

Dining Services will continue to support "Paint the Palouse" free hot dog and beverage at concession stands during the "Paint the Palouse" Day.

3c. Expanded hours in Resident Dining to 9pm nightly

Dining services will offer a Meal Swipe Menu in the Community Store located in the LLC building after closing in the resident dining hall and up to 10:30pm nightly Monday - Friday. This option will meet the needs of students who, due to class and schedule conflicts, may not have the ability to eat at resident dining.

This offer will be determined and continuously developed by using data such as product movement and customer feedback.

The LLC Community Store and Den location have been selected for this option as dining space is available to meet the demographic need and social setting, while allowing an appropriate close and next day reset of resident dining under a fiscally responsible schedule and design.

3d. Expanded weekend hours in Resident Dining

Dining services opens at 8am Saturday and Sunday for continental breakfast, serves a complete brunch from 10am until 1:30pm, has expanded weekend menu offer and is open again from 4:30pm until 7:30pm for dinner.

3e. Coffee/espresso drink option other than dining hall close to residence halls

A self-service, high-quality, espresso/cappuccino/latte machine is in place at the Community Convenience Store strategically located in the LLC complex adjacent to the Denny's Late Night offer. This machine is receiving great feedback from the students as relayed to the president of RHA. It also is available until the late hours of the evening to service students who study late or wish to gather in the evenings on campus as opposed to the "downtown or Greek House scene." The coffee/espresso offer is complemented by multiple food items for sale in the retail setting as well as seating for meetings and social gathering.

3f. Kitchen and staff available for supervision of student organization food preparations.

All food can be purchased through the vendor and prepared by the students with oversight by a dining services supervisor who is trained in food safety. In most cases the dining services employee is paid for by the dining services as a value add. There are limited instances in which a waiver is written to indemnify dining services and University if food from an "unapproved vendor" is requested to be brought in for production. Dining services works closely with University Risk Management to identify and mitigate risks in such instances. Dining services also fully supports student clubs and organizations ability to raise funds through food sales such as concessions and Commons tabling events.

3g. Fast Food Chain(s)

Chick-fil-A, Denny's (The Den), Jamba Juice and Einstein Bros Bagels are nationally and regionally recognized brands that complement our in-house SubConnection Sandwich Shop, Cobrizo Mexican Concept, Mein Bowl Chinese food format, Community Convenience Store and Stover Café pita concept.

3h. Ability to offer Athletic meal plan that provides the closest to 3 meals a day, 7 days a week.

Athletic meal plan price will reflect that of the "Premium All Access" plan which will meet the requirements of the 21 meals requested in the RFP. Vandal Dollars may be added to meal plans.

Catering Excellence

4a. Dedicated Executive chef to executive residence

A qualified chef manager will be available for service at the executive residence. The chef will be an integral part of the menu planning and design of the events. In addition, the catering manager is also a chef to add value and back up should an emergency arise with the chef manager.

4b. Dedicated catering supervisor for College of Business & Economics catered events

A qualified and proven supervisor is available for the College of Business & Economics. This individual has years of experience in the location and understands the client's needs. In addition, there are two other supervisors who back up the main supervisor in this location. This location also has a dedicated coordinator who books the events one-on-one with the University's administrative assistant and also has a secession plan in place for employees to train and develop to meet the expectations of the client.

4c. Value Catering menu for students

A menu is developed for a student that is tailored to meet or exceed the expectations of the students as well as their budgets. In addition, a budget has been set aside for in-kind donations that will support the costs of the event. All student events (and catered events) have a "personal catering budget and planning service" resource. Furthermore, a Catering Staff Table of Organization Manager and Booking Coordinator are assigned as personal, face-to-face resources/consultants to meet budgetary restrictions while achieving expectations that contribute to success of the event and meet the available budget. All current pricing is highly competitive with area competition.

Corporate Sponsorship/Athletic Naming Opportunity

5a. Vandal Athletic Scholarship Fund

To address section 5a. through 5d. Scholarships and Athletic Naming Rights, the vendor will commit \$50,000 in annual support to University departments and scholarships. The University will determine at their discretion how funds are allocated. The vendor will be made aware of allocations and be provided with naming rights in locations where appropriate.

5b. Athletic Venues (i.e. Naming Rights)

See response in 5a.

5c. Student Scholarships

See response in 5a.

5d. Other Opportunities (Vendor Identifies)

See response in 5a.

Attachment F – Scope of Work Expectations

- 10. Base Scope 2a. - Please give a detailed procurement action plan to achieve 30% of food purchases from locally produced/raised sources from Latah and adjoining counties by 2015. Also, provide the methodology to collect data and calculate these purchases so that the University can track the progress of this commitment. How often and when will the report be made to the University regarding this claim? The second part of this item also lists local food purchases of more than \$45 million in FY2013. Please provide the data to substantiate this claim.**
- 11. Base Scope 2b. – Please explain what this response means relative to the state goal of 70% food purchases from regionally produced/raised sources as defined in the proposal.**

Base Scope 2a & 2b:

Sodexo makes no claim that the goal of 30% and will not commit to a percentage regarding food purchases from locally produced/raised sources from Latah and adjoining counties by 2015, or regionally produced/raised sources as defined in the proposal.

Sodexo will commit sponsorship funds listed in tables 1 and 2 of question 3 – towards a paid internship to develop and manage the tracking of our purchases for quarterly reporting to the University. The intern will be interviewed, hire and paid by Sodexo.

Sodexo will commit to purchase locally produced/raised sources from Latah and adjoining counties or regionally produced/raised sources as defined in the proposal.

*This purchase commitment does not apply to Retail Brands or Concepts where purchase from an identified Vendor Supply Chain is a Brand Requirement per contract.

Local categories and products, that meet Sodexo's Quality Assurance standards and requirements, will include and not be limited to:

- Soil Stewards: Sodexo will purchase 100% of available produce
- Vandal Meats: Sodexo will purchase 100% of available whole muscle and other meats
- Milk and Dairy: Sodexo will purchase 100% local rBST free milk
- Flour: Sodexo will purchase flour from Shepherd's Grain, a sustainable and local group of 60 growers who raise wheat in our community.
- Bread: Purchase through Franz Bakery, made with grains from the Great Falls/Helena area of Montana, Eastern WA/OR. Product is milled in Spokane and Portland.
 - LINC, A Local Inland Northwest Cooperative: A new farmer-owned co-op, supported by Sodexo. Sodexo has already developed a relationship with LINC for University of Idaho and will begin order products from them in early December 2014. LINC member-farmers are committed to environmentally sustainable, socially just growing practices. They do not use synthetic pesticides or fertilizers and they follow standardized food safety protocol, ensuring top-quality local and safe products.
 - Additional locally and regionally produced/raised vendor sources: Sodexo is committed to incorporating additional local and regional products and farmers that

can be connected via LINC or elsewhere in our vendor network or as independent vendors.

Sodexo makes no claim that the goal of 70% local purchases will be met within the confines of this agreement and will continue to source through current supply chain partners and those that meet the definition of locally/regionally/ produced/raised sources as defined in the proposal, providing said sources meet Sodexo's Quality Assurance standards and requirements.

12. Base Scope 2c. – Please provide methodology and copies of forms/reports the University can expect to see in calculating the diversion of 37 tons or more of food waste from landfills. Also, what will be the reporting time periods with expected dates to receive the reports?

Vandals Dining will conduct waste studies once a semester as a way to track changes in the amount of waste being produced. Sodexo commits to a reduction up to 90% of food waste diverted from landfills. We will use our initial reported waste at the beginning of the academic year as a baseline. The sustainability intern will oversee the implementation of these waste studies and will handle analysis of the results. The results will be available November and April. Outside of the time periods encompassing the waste studies, the sustainability intern will manage the compost program and provide coaching to staff members to ensure that all food waste is being captured by the program and contamination is reduced. The sustainability intern will examine compost and trash bins on a regular basis to ensure that staff members are following proper waste disposal protocols. The sustainability intern will also stay in communication with staff members from the UI dairy so that any of their concerns can be addressed in a timely manner.

Baseline will be updated in Quarterly Reports to Auxiliaries Services Team.

13. Base Scope 2d. – Please provide the detail action plan and timeline to achieve this commitment.

In consideration to Local Food commitment Sodexo will sponsor a paid internship for support of development and implementation of a food tracking system. With Regional Sustainability Coordinator Support- internship participants will be paid by Sodexo and will engage University Colleges and / or Student Organizations in the planning and development along with the execution of the action plan. Results will be shared quarterly.

14. Base Scope 3d. – Please provide an outline of the integrated marketing plan with timeline and milestones.

Vandals Dining uses an ever-changing calendar of events and promotions created by Marketing Manager, Katlyne Clark. This planner contains the following:

- Dates for a wide range of events
- Promotions throughout the campus including categories such as: retail, resident dining, catering, meal plans, sustainability and other university events.
- The resident dining calendar with holiday events and quarterly promotions
- Retail dining promotions throughout the year

- The catering limited-time offers
- The meal plan calendar includes orientation, festivals and many other university events.

We have included a Marketing Plan for FY15 in an attachment

15. Base Scope 3e. – Please provide the daily checklists and work plans referred to in response.

We have included the daily checklists and plans in an attachment.

16. Base Scope 3f. – Please provide a copy of the Employee Experience program that will be used for this account.

We have included Sodexo's Employee Experience program in an attachment.

17. Add Alternates - Will there be any addition cost to the client for any of the add alternate options? As submitted, there is only one item (1a.) that carries an additional cost to the client.

The capital improvement to the Wallace Dining Facility will be funded by the client up to the annual \$100,000 improvement fund which can, upon agreement of vendor and client, be rolled over from one year into the next. Capital improvements will be determined by client and may be Sourced and / or Managed by Sodexo.

The Retail Capital Improvement listed in section 5 will be funded by Sodexo up to \$550,000.

The Wallace Dining Facility capital improvement plan includes:

- Installation of the 360 grill
- Installation of natural gas into the facility

18. Add Alternate 1b. - Please detail the proposed improvements under this section with expected net increase in retail sales, project timelines, milestone schedule, and measures of success. Please indicate if the total investment number of \$550,000 is related to the number reported in Section 5 on page 23 or if this is an additional cost proposed by the vendor for the client to cover.

The total investment of \$550,000 is related to the number reported in Section 5 on page 23 and is not an additional cost proposed by Sodexo for the client to cover.

The proposed improvements include Chic-fil-A and a brand refresh of the Mein Bowl. We expect a net increase in retail sales of 11.5% the first year and 2% growth in subsequent years. We will measure success by comparing same store sales year over year.

We have included a rendering, project timeline and milestone schedule in an attachment.

19. Add Alternate 2b. - Will you offer Zero Waste Catering to include options for composting /recycling waste and only reusable/compostable containers, service ware, and dinnerware?

Vandal Dining will offer zero waste catering to include options for composting, recycling waste and reusable/compostable containers, service ware and dinnerware.

All Zero Waste Events will be assessed a surcharge based on the number of guests (see table below).

Each Zero Waste Event will be documented and results will be shared with the customer.

Zero Waste Event Surcharge

0-100 = \$25.00

101 – 200 = \$50.00

201 – 300 = \$75.00

301 and up = \$100.00

20. Add Alternate 3b. – Please indicate the annual amount to be dedicated for RHA event sponsorship.

Of the annual “In kind” to support Community and Student Related events fund as described in answer 3 of the clarification document, the distribution will be as follows:

- **\$5,000 RHA**
- **\$5,000 ASUI**
- **Remainder at Sodexo Discretion**

21. Add Alternate 3h. – The client reads this offer as: the vendor will provide an athletic meal plan using the Wallace dining hall location at a price equal to the “Premium All Access” price less amount of Vandal Dollars included. This equals a price of \$1,850 per student under the proposed meal plan offerings. Is this correct? If not, please clarify the offer.

The “Vandal Premier” unlimited access from open to close in resident dining is offered to the Athletic department at a \$1,900.00 cost. This includes \$50 Vandal Dollars. Vandal Dollars can be added to the plan as they have been in the past under a separate account.

The Meal Plan cost is \$1,900.00; however, there is flexibility to modify the terms (not the cost) of the meal plan to meet the needs of the athletes – this is also why the “Prestige” unlimited access from 11:00am to close plan with \$200.00 Vandal Dollars was created.

RISK MIDIGATION PLAN for the Athletic Meal Plan is in the weekly risk report dated 11/20/14.

22. Add Alternate 4c. – Please explain how the in-kind donations will be accounted for if at all. Also, provide an example of the Value Catering Menu for students.

Any in-kind donations are tracked internally by our unit controller for transparency and audit purposes. The in-kind dollar amount is \$50,000 annually. The University may acquire a copy of our tracking tool upon request.

We have attached the Catering Shoestring Menu which is our Value Catering Menu for Students.

ATTACHMENT G MILESTONE SCHEDULE

Please add your milestone schedule for your proposal here. You can use whatever form that works best. Please label your submittal Attachment G Milestone Schedule. This is a high level overview of the project outlining the major milestones and dates. One page limit.

	Item	Due Date	Actual Completion Date
Contract			
	Clarification / Kick Off Meeting	11/5/2015	
	Clarification Meeting	11/15/2015	
3	State and University Approval - Sign Contract	Feb 2015	
4	Provide University with Certificate of Insurance	2/15/15	
5	Inventory of China and Small Wares -	2/15/15	
6	Joint Inventory of University Owned Food Service Equip. -	2/30/15	
Communication			
14	WRR	Ongoing Thursdays	
15	Present Meal Plans To RHA	10/2014	
16	Catering Education Meeting with U Of Idaho Admin	10/2014	
	Graduation Catering Orders E-Mail Notice	2/17/2015	
Retail Chick Filet			
17	Designer Identified and Contacted	11/25/2014	
18	Designer Site Visit	12/14/2014	
19			
20	Design Work - Initial Plan Submitted	1/14/2015	
21	Architectural and Engineering Site Work plan	2/14/2015	
22	Health Department -Initial Plan Review	2./25./2015	
23	Design Work - Final Plan Submitted	3/30/2015	
24	Materials Ordered - Millwork, Equipment	4/1/2010	
27	Construction Bid Completed	4/15/2015	
28	Construction Bids Submitted	4/21/2015	
29	General Contractor Identified and Bid Awarded	4/30/2015	
30	Obtain Parking Permits and Campus Access Approval	5/15/2015	
31	Schedule Opening Training Sessions	5/15/2015	
32	Pre-Construction Preparation	5/19/2015	
	Construction		
34	Construction Substantially Completed	7/14/2015	
35	Punch List Walk Through	7/20/2015	
36	IT Equipment Installed	7/18/2015	
37	Opening Order for Operation Placed	7/18/2015	
38	Signage In Place	7/18/2015	
39	Set Up Operation	7/25/2015	
40	Health Department Inspection	7/28/2015	
41	Hold Opening Training for Key Employees	8/11/2015	
42	Open Operation	8/14/2015	
Value Add Project Milestone / Schedule Completion Deadline			
	Project Plan Submission for Summer 2015	3/15/2015	
	Gas Line Project review / Plan	1/24/2015	Based on value Add Acceptance
	360 Wok Plan	1/24/2015	Based on value Add Acceptance
	Roth Roofing Plan	1/24/2015	Based on value Add Acceptance

Attachment H

Meal Plans are priced as follows FY 2015-2016 and are subject to annual increases based upon inflationary influencers and program costs.

Meal Plans Per Semester	Student Price Per Semester Without Flex Dollars	Suggested Added Vandal Dollars	Plan Price with Vandal Dollars
Vandal Premiere – Unlimited Open to Close	\$1850.00	\$50.00	\$1900.00
Vandal Prestige – Unlimited 11am - Close	\$1700.00	\$200.00	\$1900.00
Vandal Pride – 150 Meals and Transferable	\$1500.00	\$200.00	\$1700.00

Attachment H

- 23. Please indicate what the inflationary influencers and program cost are based upon for future board plan increases. Will this be offered as 6 separate plans or 3 plans with the option to add any amount of vandal\$ to those plans?**

The tool we use to identify the “inflationary influencers and program costs” is below.
Attachment – Annual Rate Tool

UNIV OF IDAHO-WALLACE : 70-58413				
	Cost Categories Subject to Inflation	Ann'l avg Inflation Index	\$ Inflation	Notes
Board Sales	4,517,156	0.00%	-	N/A
Retail Sales	2,397,798	0.00%	-	N/A
Catering Sales	794,612	0.00%	-	N/A
Camp/Conference Sales	397,831	0.00%	-	N/A
Annual Revenue/Rate increase	8,107,398		-	
Food Cost	2,362,705	3.34%	78,818	Producer Price Index for Finished Consumer Foods (WPUSOP3110)
Labor:				
Avg Hourly Rate	10.18	2.00%	10.38	Employment Cost Index (ECI) - Accommodation and food services
Total Hourly Labor \$	1,490,991	0	29,861	
Outside Labor	358	2.00%	7	Employment Cost Index (ECI) - Accommodation and food services
Management Wages	448,426	2.00%	8,969	Sodexo Compensation guidelines
Taxes	221,816	2.00%	4,442	Employment Cost Index (ECI) - Accommodation and food services
Benefits	199,730	14.00%	27,962	Sodexo Compensation guidelines
Paper Expense	147,867	4.80%	7,101	PPI Series– 09150336. It Includes Products Used for Dry and Wet Food Handling
All "other" controllable Exp. subject to inflation	750,365	1.60%	12,034	PPI Series “SOP 3400 Finished Goods Excluding Food”
Total Non-Controllable Exp - subject to inflation	154,932	1.60%	2,485	PPI Series “SOP 3400 Finished Goods Excluding Food”
Projected Annual Cost Increases			171,680	
Annual Revenue/Rate increase			-	
Net Cost Subject to Inflation (before Adj)			171,680	
			3.80%	
Program Adjustments				Financial impact of program adjustments.
Net Cost Subject to Inflation			171,680	
Client Board Rate increase needed to offset Inflation			3.80%	

Current Payment Terms for the Fee

On Friday of every other calendar week the University will submit to the contractor a report of the gross revenue collected in the immediately preceding two calendar weeks (14 days). Contractor will prepare and submit an invoice to the University for Contractors "Fee" calculated from the gross sales. All Payments owed by the University to the Contractor shall be due within fifteen (15) days after the receipt of an invoice.

RFP 15-01M - EXCEPTIONS LIST

Sodexo America, LLC ("Contractor") has reviewed the Request for Proposal for Food Services for University of Idaho ("University") and is submitting its Proposal conditioned upon the incorporation of the following modifications:

1. Contractor requests the addition of the following to Section 7.11, Hold Harmless:

"Except as otherwise expressly provided in this Agreement, Contractor and University shall defend, indemnify and hold each other harmless from and against all claims, liability, loss and expense, including reasonable collection expenses, attorneys' fees and court costs which may arise because of the sole negligence, misconduct, or other fault of the indemnifying party, its agents or employees in the performance of its obligations under the Agreement. Notwithstanding the foregoing, with respect to property damage, for which the parties maintain a system of coverage on their respective property, and based on the representations contained in Section 9.3 above, each party hereto waives its rights, and the rights of its subsidiaries and affiliates, to recover from the other party hereto and its subsidiaries and affiliates for loss or damage to such party's building, equipment, improvements and other property of every kind and description resulting from fire, explosion or other cause normally covered in standard broad form property insurance policies. This clause shall survive termination of the Agreement."

2. Contractor requests replaced of Section 7.13 with the following:

"If either party breaches a material provision hereof ("Cause"), the non-breaching party shall give the other party notice of such Cause. If the Cause is remedied within ten (10) days in the case of failure to make payment when due or sixty (60) days in the case of any other Cause, the notice shall be null and void. If such Cause is not remedied within the specific period, the party giving notice shall have the right to terminate this Agreement upon expiration of such remedy period. The rights of termination referred to in this Agreement are not intended to be exclusive and are in addition to any other rights or remedies available to either party at law or in equity.

Either party may terminate this Agreement at any time upon sixty (60) days' prior written notice to the other party."

3. Contractor requests the following changes to Section 7.34 on pages 17 and 18

Second paragraph modified to read as follows:

"The Vendor is required to provide University with a Certificate of Insurance ("certificate") to extent indemnified. All certificates shall be coordinated by the Vendor and provided to the University within seven (7) days of the signing of the contract by the Vendor. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All **required policies of insurance** shall provide for thirty (30) days' written notice to **Vendor** prior to cancellation, non-renewal, or other material change

of any insurance referred to therein. **Upon Vendors receipt of such notice Vendor shall provide University notice of the same.**

Sixth paragraph deleted in its entirety in that Contractors insures are only obligated to provide note to Contractor.

4. Contractor requests clarification to exhibit 2, Base Scope, Section 2) on page 48, in that the following shall apply:

“Non-Contractor Approved Vendors. University understands that Contractor has entered into agreements with many vendors and suppliers of products which (i) give Contractor the right to inspect such vendors' and suppliers' plants and/or storage facilities and (ii) require such vendors and suppliers to adhere to standards to ensure the quality of the products purchased by Contractor for or on behalf of University. University shall not require Contractor to use products from non-Contractor approved vendors.

5. Contractor requests the following provisions included in the resultant Agreement:

Condition of Premises and Equipment. The Premises and equipment provided by University for use in the Food Service operation shall be in good condition and maintained by University to ensure compliance with applicable laws concerning building conditions, sanitation, safety and health (including, without limitation, OSHA regulations). University agrees to indemnify Contractor against any liability or assessment, including related interest and penalties, arising from University's breach of the aforementioned obligations, and University shall pay reasonable collection expenses, attorneys' fees and court costs incurred in connection with the enforcement of such indemnity. University further agrees that any modifications or alterations to the workplace or the Premises (whether structural or non-structural) necessary to comply with any statute or governmental regulation shall be the responsibility of University and shall be at the University's expense. This provision shall survive the termination of this Agreement.

Property Insurance. University shall maintain a system of coverage (either through purchased insurance, self insurance, or a combination thereof) to keep University's buildings, including the Premises, and all property contained therein insured against loss or damage by fire, explosion or other cause normally covered by standard broad form property insurance.

Trade Secrets and Proprietary Information. During the term of the Agreement, Contractor may grant to University a nonexclusive right to access certain proprietary materials of Contractor, including menus, signage, Food Service survey forms, software (both owned by and licensed to Contractor), and similar items regularly used in Contractor's business operations ("Proprietary Materials"). In addition, University may have access to certain non-public information of Contractor, including, but not limited to, recipes, management guidelines and procedures, operating manuals, personnel information, purchasing and distribution practices, pricing and bidding information, financial information, surveys and studies, and similar compilations regularly used in Contractor's business operations ("Trade Secrets"). Trade Secrets shall not include (i) any information which at the time of disclosure or discovery or thereafter is generally

available to and known by the public or the relevant industry (other than as a result of a disclosure directly or indirectly by University), or (ii) any information which was available to University on a non-confidential basis from a source other than Contractor, provided that such source was not bound by an agreement prohibiting the transmission of such information, or (iii) any information independently developed or previously known without reference to any information provided by Contractor.

University shall not disseminate any Proprietary Materials or disclose any of Contractor's Trade Secrets, directly or indirectly, during or after the term of the Agreement. University shall not photocopy or otherwise duplicate any such material without the prior written consent of Contractor. All Proprietary Materials and Trade Secrets shall remain the exclusive property of Contractor and shall be returned to Contractor immediately upon termination of the Agreement. Without limiting the foregoing, University specifically agrees that all software associated with the operation of the Food Service, including without limitation, menu systems, food production systems, accounting systems, and other software, are owned by or licensed to Contractor and not University. Furthermore, University's access or use of such software shall not create any right, title interest, or copyright in such software, and University shall not retain such software beyond the termination of the Agreement. Any signage, servicemark or trademark proprietary to Contractor shall remain the exclusive property of Contractor and shall be returned to Contractor immediately upon termination of this Agreement. In the event of any breach of this provision, Contractor shall be entitled to equitable relief, including an injunction or specific performance, in addition to all other remedies otherwise available. This provision shall survive termination of the Agreement.

**CONSENT AGENDA
APRIL 20, 2017**

SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

REFERENCE

December 2016

Board received quarterly report.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public postsecondary institutions that were approved between December 2016 and March 2016 by the Executive Director.

ATTACHMENTS

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

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BOARD ACTION

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

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APRIL 20, 2017

Academic Programs

Approved by Executive Director
December 2016 and March 2016

Institution	Program Changes
UI	<p>Reorganization of the College of Agricultural and Life Sciences:</p> <ul style="list-style-type: none">• Bifurcate existing Department of Plant, Soil, and Entomological Sciences and create two departments to include program changes as follows:<ul style="list-style-type: none">✓ Department of Entomology, Plant Pathology and Nematology<ul style="list-style-type: none">▪ Convert existing Insects and Society emphasis to a major in Entomology▪ Move to new department:<ul style="list-style-type: none">○ Plant Protection minor○ Entomology (M.S.)○ Entomology (Ph.D.)✓ Department of Plant Sciences<ul style="list-style-type: none">▪ Convert three existing emphases to majors and renaming as follows:<ul style="list-style-type: none">➢ Sustainable Cropping Systems to Crop Science➢ Environmental Horticulture to Horticulture and Urban Agriculture➢ Plant Biotechnology to Biotechnology and Plant Genomics▪ Create new major in Crop Management▪ Crop Science Minor moved to new department▪ Horticulture Minor moved to new department✓ Rename the existing Department of Biological & Agricultural Engineering to Department of Soil and Water Systems and program changes:<ul style="list-style-type: none">▪ Create new BS, Soil and Water Systems▪ Convert one emphasis to a major in Environmental Soil Science▪ Create new major in Water Science and Management▪ Change degree title to Agricultural Systems Management (B.S.S.W.S.) – formerly a B.S.Ag.L.S.▪ Move to renamed department:<ul style="list-style-type: none">○ Soil and Land Resources (M.S.)○ Soil and Land Resources (Ph.D.)
CWI	<p>New transfer programs:</p> <ul style="list-style-type: none">• AA, Agriculture Business, Leadership, and Education• AS, Animal Veterinary Science• AS, Biology-Microbiological, Molecular, and Biomedical Sciences• AS, Chemistry• AS, Health Science• AA, Media Arts• AA, Philosophy• AA, Public Health• AS, Secondary Education STEM emphasis• AA, Sign Language Studies• AA, Spanish• AA, Studio Art

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Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	<p>New certificates:</p> <ul style="list-style-type: none"> • Certificate in Habilitative Services • Certificate in Early Childhood Intervention Services • Certificate in Special Education Services • Online certificate in Applied Leadership: Growing into a High-Impact Leader • Certificate in Nonprofit Management
BSU	<p>New graduate certificates:</p> <ul style="list-style-type: none"> • Graduate certificate in Habilitative Services and Supports • Graduate certificate in Early Childhood Intervention Services and Supports • Graduate certificate in Special Education Services and Supports • Graduate certificate in Behavioral Interventions and Supports
BSU	<p>Reorganization:</p> <ul style="list-style-type: none"> • Move existing BA/BS in Interdisciplinary Studies from Honors College to College of Arts and Sciences • Move existing minor in Addiction Studies to the School of Social Work from the Department of Community and Environmental Health
BSU	Discontinue Internal Audit option and Internal Auditing minor
BSU	<p>Discontinue the following emphases and replace with two new emphases within the B.S. in Biology:</p> <ul style="list-style-type: none"> • Emphasis in Botany • Emphasis in Ecology • Emphasis in Environmental Biology • Emphasis in Human Biology • Emphasis in Microbiology • Emphasis in Molecular and Cell Biology • Emphasis in Zoology <p>New emphases:</p> <ul style="list-style-type: none"> • Emphasis in Cellular, Molecular, and Biomedical • Emphasis in Ecology, Evolution and Behavioral
ISU	Move the existing Shoshoni Language Associate degree from the Department of Global Studies and Languages to the Department of Anthropology
ISU	Add Athletic Administration emphasis to the existing Educational Administration program
ISU	Add Educational Leadership emphasis to the Master of Education
ISU	<p>CIP Code Changes:</p> <ul style="list-style-type: none"> • Change Certificate in Geotechnology – CIP code 40.0699 to 45.0702 • Change MS in Geographic Information Science – CIP code 40.0699 to 45.0702 • Change BA in Earth/Environmental Systems – CIP code 40.0699 to 03.0104 • Change BS in Earth/Environmental Systems – CIP code 40.0699 to 03.0104

**CONSENT AGENDA
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**Career and Technical Education Programs
Approved by Executive Director**

Institution	Program Changes
CSI	Discontinue the AAS in Auto Body Technology
CSI	Add Basic Technical Certificate to the Applied Automation Engineering Technology program
CSI	Add Basic Technical Certificate to the Food Processing Technology program
CSI	Discontinue Advanced Technical Certificate, Emergency Medical Technician
CWI	Discontinue AAS in Registered Nursing
NIC	Discontinue Intermediate Technical Certificate, Outdoor Power/Recreational Vehicle Technology Program
NIC	Add new AAS, Dental Hygiene program
LCSC	Add new AAS, Advanced Technical Certificate in Industrial Maintenance/Millwright program
LCSC	Add new AAS, Advanced Technical Certificate in Instrument Mechanics

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SUBJECT

WWAMI Admissions Committee Appointment

REFERENCE

December 2-3, 2003	A schedule of rotating terms of membership was created to allow the medical community greater opportunities to be involved in this activity. The Board approved the three-year rotating terms for the WWAMI Admissions Committee.
August 10-11, 2006	The Board approved three-year rotating terms for the University of Washington School of Medicine Committee on Admissions and appointed Dr. Roger Boe, Dr. David Anderson and Dr. Peter Kozisek as Idaho members of the Committee, with Dr. Boe serving for one year.
June 13-14, 2007	The Board approved increasing the Committee to a four-member committee; and, appointed Dr. David Anderson, Dr. Peter Kozisek, Dr. Jennifer Garwick, and Dr. Mary Barinaga as Idaho members of the Committee.
February 17, 2011	The Board approved a three year appointment for Dr. Glenn Jefferson as an Idaho member of the WWAMI Admissions Committee and also approved a two year appointment for Dr. Leanne Rousseau.
February 15, 2012	The Board approved three-year appointment of Dr. Rodde Cox and Dr. Kelly Anderson.
June 18, 2015	The Board approved three-year appointment of Dr. Lance Hansen.

BACKGROUND/DISCUSSION

The WWAMI Contract dated October 14, 1975 reads, "The University of Washington's Admissions Committee which reviews Idaho candidates shall include at least one member from Idaho who is mutually acceptable to the Idaho Board and to the University of Washington. The University of Washington will have final authority for acceptance or rejection of Idaho program candidates."

The Idaho WWAMI Admissions Committee consists of four physicians from Idaho who interview Idaho students interested in attending the University of Washington School Of Medicine. The members of the Idaho WWAMI Admissions Committee

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serve three-year terms which are renewable once for an additional three years. The terms of the members are staggered so there are always senior members on the committee. Idaho physicians currently serving on the committee are: Dr. Leanne Rousseau of Post Falls, Dr. Glenn Jefferson of Lewiston, Dr. Rodde Cox of Boise, and Dr. Lance Hansen of Montpelier. See committee member terms and rotation schedule in Attachment 2.

Dr. Leanne Rousseau of Post Falls will be replaced by Dr. Robert McFarland of Coeur d'Alene and Dr. Glenn Jefferson of Lewiston will be replaced by Dr. Jennifer Gray of McCall.

The Idaho Admissions Oversight Nominating Committee consisting of the first-year Idaho WWAMI Director, the Idaho WWAMI Assistant Dean, Idaho State Board of Education Chief Academic Officer, the Idaho Admissions Committee Chair and a member of the Idaho Medical Association Committee on Medical Education Affairs, reviewed the CV's of Dr. McFarland and Dr. Gray, taking into consideration, among other things, the desire for a geographically diverse committee membership, and a goal of not having more than one sub-specialist on the committee and unanimously support both appointments as a new members of the Idaho Admissions Committee.

IMPACT

Admissions interviews take place in Boise over two separate weeks January – March. It is imperative that the committee have the full four person membership in place by July 2017 to allow Dr. McFarland and Dr. Gray time to orient and train prior to the beginning of interview season in January, 2018.

ATTACHMENTS

Attachment 1 – Nomination Letter to Board	Page 3
Attachment 2 – Idaho WWAMI Admissions Committee Rotation Schedule	Page 5
Attachment 3 – Robert McFarland CV	Page 7
Attachment 4 – Jennifer Gray CV	Page 9

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho WWAMI Medical Education Program/University of Washington School of Medicine to appoint Dr. Robert McFarland and Dr. Jennifer Gray to the Idaho WWAMI Admissions Committee effective July 1, 2017 through June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



December 30, 2016

Matt Freemam
Executive Director
Idaho State Board of Education
650 W. State Street
P.O. Box 83720
Boise, ID 83720-0037

Dear Mr. Freeman,

The Idaho Admissions Oversight Nominating Committee, consisting of the first-year Idaho WWAMI Director, Idaho WWAMI Assistant Clinical Dean, Idaho Admissions Committee Chair, Idaho State Board of Education's Chief Academic Officer, and a member of the Idaho Medical Association Committee on Medical Education Affairs, have identified the following Idaho Physicians to serve on the Idaho Admissions Committee for the University of Washington School of Medicine for Entering Year 2018.

Dr. Robert McFarland is a family medicine physician practicing in Coeur d'Alene, Idaho who will be replacing Dr. Leanne Rousseau. Dr. Jennifer Gray is a family medicine physician practicing in McCall, Idaho who will be replacing Dr. Glenn Jefferson. Their terms will begin July 2017 through June 2020 with a second term from July 2020 through June 2023. Attached, for your review are the CV's of both physicians.

Thank you for your serious consideration of these nominations and support of the Idaho Admissions Oversight Nominating Committee.

Should you have any questions, please feel free to contact me.

Sincerely,

Mary E. Barinaga, M.D.

Mary E. Barinaga, MD, Assistant Dean, Office of Regional Affairs
Idaho WWAMI Medical Education Program
University of Washington School of Medicine
322 E. Front Street, Suite 590, Boise, Idaho 83702
e-Mail barinm@uw.edu Office (208) 364-4544 Fax (208) 334-2344

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Idaho WWAMI Admissions Committee Membership Rotation Schedule

<i>Interview E-2012</i>			<i>Interview E-2013</i>			<i>Interview E-2014</i>			<i>Interview E-2015</i>			<i>Interview E-2016</i>		
<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>
Kozisek, <i>Chair, ExCom</i>	Final	Final	Jefferson ExCom	1 st	2 nd	Jefferson ExCom	1 st	3 rd	Jefferson ExCom	2 nd	1 st	Jefferson ExCom	2 nd	2 nd
Garwick ExCom	Final	Final	Rousseau Chair, Excom	1 st	2 nd	Rousseau ExCom	1 st	3 rd	Rousseau ExCom	2 nd	1 st	Rousseau ExCom	2 nd	2 nd
Jefferson	1 st	1 st	New: Cox	1 st	1 st	Cox	1 st	2 nd	Cox	1 st	3 rd	Cox	2 nd	1 st
Rousseau	1 st	1 st	New: Anderson	1 st	1 st	Anderson	1 st	2 nd	Anderson	1 st	3 rd	Hansen	1 st	1 st

<i>Interview E-2017</i>			<i>Interview E-2018</i>			<i>Interview E-2019</i>			<i>Interview E-2020</i>			<i>Interview E-2021</i>		
<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>
Jefferson ExCom	Final	Final	Cox ExCom	2 nd	Final	Hansen ExCom	2 nd	1 st	Hansen ExCom	2 nd	2 nd	Hansen ExCom	2 nd	Final
Rousseau ExCom	Final	Final	Hansen Excom	1 st	3 rd	McFarland ExCom	1 st	2 nd	McFarland ExCom	1 st	3 rd	McFarland ExCom	2 nd	1 st
Cox	2 nd	2 nd	McFarland	1 st	1 st	Gray	1 st	2 nd	Gray	1 st	3 rd	Gray	2 nd	1 st
Hansen	1 st	2 nd	Gray	1 st	1 st	New: TBD	1 st	1 st	New: TBD	1 st	2 nd	New: TBD	1 st	3 rd

<i>Interview E-2022</i>			<i>Interview E-2023</i>		
<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>
McFarland ExCom	2 nd	2 nd	McFarland ExCom	2 nd	Final
Gray ExCom	2 nd	2 nd	Gray Excom	2 nd	Final
New: TBD	2 nd	1 st	New: TBD	2 nd	2 nd
New: TBD	1 st	1 st	New: TBD	1 st	2 nd

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CURRICULUM VITAE
ROBERT M. MCFARLAND, M.D.

Premedical:

Born and reared in Coeur d'Alene, Idaho
A.B. "Cum Laude," Harvard College, 1971

Medical School:

M.D. from the University of Washington, 1977
Entered in 1973 in the second matriculated WWAMI class at U of Idaho
Elected to Alpha Omega Alpha honor society
Moll Prize for highest performance in the field of Pediatrics
Mosby Scholarship Award

Post Graduate:

Internship and Residency in Family Medicine at Family Medicine Spokane,
1977-1980
Board Certification in Family Practice, 1980
Recertified, 1986, 1993, 2000, 2007

Professional Experience:

Private practice in Port Angeles, Washington, 1980-1986
President, Clallam County Medical Society, 1984
Chief of Medicine, Olympic Memorial Hospital, 1985-86
Physician Advisor to Clallam County Board of Health, 1985-86
Founder, Sudden Infant Death Support Group of Olympic Peninsula
Delegate to Washington Academy of Family Physicians, 1984-86

Private practice in Coeur d'Alene, Idaho 1986 to 2013
Faculty member, Family Medicine Coeur d'Alene Residency, 2013-present
Active staff member, Kootenai Medical Center, 1986 to present
Chairman, Department of Family Practice, Kootenai Medical Center, 1989
Chief of Staff, Kootenai Medical Center, 1994
Member and chair of Special Investigative Committee (Peer Discipline), repeatedly
Ethics Committee of hospital, 1990 to present
Quality Improvement Committee, Qual-Med Insurance, 1996-2000
Medical Education Committee of Idaho Board of Education, 1996, 2009-2013
Medical Advisory Committee, Regence Blue Shield, 1997-2000
Preceptor, Gonzaga University Nurse Practitioner Program

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Professional Societies, Awards, Offices

Washington Academy of Family Physicians, 1980-1986
Kootenai-Benewah Medical Society, 1986 to present
Idaho Medical Association, 1986 to present
Trustee, Idaho Medical Association Board of Directors, 1996 to 2014
Idaho Medical Association President, 2012-13
Idaho Medical Political Action Committee, 1995-present
Reference Committee Chairman, IMA House of Delegates, 2007, 2011, 2015
American Academy of Family Physicians, 1980 to present
Fellow, American Academy of Family Physicians
Idaho Academy of Family Physicians, 1986 to present
Member of Board of Directors, Idaho Academy of Family Physicians, 1992-2000
President, Idaho Academy of Family Physicians, 1996-97
Alternate Delegate to AAFP from Idaho, 1992-95
Delegate to AAFP, 1996-2000 Served on Reference Committees: Education, 1997;
Public Policy, 1998; Organization and Finance, 1999; Bylaws, 2000
President, Idaho Academy of Family Physicians Foundation, 1996-2000
Member of Idaho WWAMI Advisory Board, 2015-present
Idaho Family Physician of the Year, 2016

Community Service

Board of Directors of United Way of Kootenai County, 1991-93
Citizens' Advisory Committee drafting Kootenai County Comprehensive Plan,
1992
Prototypical School Design Committee, School District 271, 1990-91
Long Range Planning Committee, SD 271, 1991-94; Chairman, 1994
Adolescent Pregnancy Prevention Committee, Kootenai County, 1997-2000
Founding Board member, Coeur d'Alene Charter Academy, 1998-2005
Board Chairman, 2000-2005
Rotary Club of Coeur d'Alene, 1993 to present

Publications

Change comes to Idaho On the role of managed care in the traditional and rural
medical structure of the state Idaho Family Physician Vol. 18, No.2, August, 95
Cost vs. Care? Explored the economics and ethics of cost-conscious medicine
Idaho Family Physician Vol. 19, No. 1 March, 1996
What's Around the Corner? A look at new developments in the organization of
medicine Idaho Family Physician Vol. 19, No.3 November, 1996
Division in the House of Medicine Discussed the threat to collegiality involved in
the evolution of care systems, and methods to preserve harmony Idaho Family
Physician Vol. 20, No. 1 April, 1997

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Jennifer Leigh Gray MD
1044 Valley Rim Road
McCall, ID 83638
justjengray@gmail.com

EDUCATION:

07/95 - 06/98 Resident, The Family Practice Residency of Idaho, Boise
Chief Resident, 1998
08/91 - 05/95 Case Western Reserve University School of Medicine, M.D. 05/95
Graduated with Distinction in Family Medicine
08/84 - 05/88 Kenyon College, B.S. with Distinction in Biology 05/88
magna cum laude
09/86 - 06/87 Junior Year Abroad, University of Lancaster, United Kingdom

AWARDS/HONORS:

President's Award, St. Luke's Health System, 2011
National Health Service Corps Scholar, 07/92 - 07/95
Award for Outstanding Summer Fellowship Project, Dept. of Family
Medicine, 1992
Phi Beta Kappa, Kenyon College, 05/88
Kenyon College Scholarship, 08/84 - 05/88

EXPERIENCE: Emergency Department Physician, St. Luke's McCall
Hospital, McCall Idaho, 08/2010-present
-Chief of Staff, 2011 to 2013
-Chair, Peer Review Committee
-Member, St. Luke's Health System Clinical Leadership Committee,
2012-present

Clinical Supervisor, Community-Based Integrated Surveillance.
04/07 – 06/10
Universidad del Valle CES collaboration with CDC Central America
and Panama/ International Emerging Infections Program
- supervised data collection and staff of a large acute infection
surveillance system in 10 sites around Guatemala
- worked in Spanish (verbal, written, read)
- outbreak investigations (norovirus/diarrhea 2009, *Klebsiella*
nosocomial sepsis 2009 - lead
- started up hospital-based nosocomial surveillance in 2 hospital
sites
- established, trained and implemented blood culture phlebotomy
teams in 2 hospital sites
- designed and led a workshop for radiologists in standardized
Chest Radiograph interpretation

Family Physician, Payette Lakes Medical Center 08/02 - 08/07
- rural medicine including outpatient, inpatient, OB (incl. operative),

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Pediatrics, Internal Medicine, high acuity Emergency
Medicine, designed shared hospital call program
- Chief of Staff, McCall Memorial Hospital 12/05 - 12/06
- Clinical Instructor of Family Medicine (University of Washington
rural training site) 2002-present
- Committee Chair, OB Joint Practice 08/02 - 08/07

Family, Physician, Valley Family Health Care (FQHC), Ontario OR
11/98 to 06/02
- rural preceptor, The Family Practice Residency of Idaho/U.W.
- Holy Rosary hospital medical executive committee and ethics
committee appointee

Faculty, The Family Practice Residency of Idaho, 07/95 - 11/95

Research Assistant, Mass. General Hospital, Boston, 08/90 - 08/91

HOSPITAL AND COMMUNITY ACTIVITIES:

McCall-Donnelly School District Wellness Committee appointee,
McCall, ID
Board of Directors Payette Lakes Ski Club (community service
organization)
Advisory Panel to Child Abuse Prevention project, Ontario, OR
Advisory Panel to depression Prevention Group, Ontario, OR

LICENSURE AND CERTIFICATION:

Idaho State Board of Medicine (current)
Oregon State Board of Medicine (98 - 03)
American Board of Family Practice (1998 to present)

VOLUNTEER WORK:

Volunteer work: US Peace Corps Volunteer/Phillippines 1998-90
Physician Volunteer at Common Hope, The Hospitalito, Santiago
Atitlan, San Lucas Mission (intermittent 2007-current)
Founding board member and volunteer clinician, Free clinic, 2004 to
2015
Chair, Complex Care Committee 2015 to present (oversees clinical
programming and grant support acquisition for indigent patients)

SPECIAL SKILLS AND TRAINING:

Epidemiology in Action course, Emory University 04/09-05/09
Colposcopy/ Women's Health
ACLS, ATLS
Language: Fluent spoken Spanish, previously fluent in Tagalog

PUBLICATIONS: last updated 2010

JL Gray., W.Arvelo, J McCracken, B Lopez, B., F. Lessa, B Kitchel,

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B Wong, L Ryes, K Lindblade. An outbreak of Klebsiella pneumoniae late-onset sepsis in a neonatal intensive care unit in Guatemala American Journal of Infection Control 2010 ; 40: 516-20.

JM Wortham, J Gray, J Verani, CL Contreras, C Bernart, F Moscoso, JC Moir, ELR Marroquin, R Castellan, W Arvelo, K Lindblade, JP McCracken. Using Standardized Interpretation of Chest Radiographs to Identify Dults with Bacterial Pneumonia- Guatemala, 2007-2012. PLOS One. 2015; 10 (7): e0133257.

JP McCracken, W Arvelo, J Ortiz, L Reyes, J Gray, A Estevez, O Castaneda, G Langley, KA Lindblade. Comparative epidemiology of human metapneumovirus-and respiratory syncytial virus-associated hospitalizations in Guatemala. Influenza Other Respir Viruses. 2014 Jul; 8(4): 414-421.

JR Verani, J McCracken, W Arvelo, A Estevez, MR Lopez, L Reyes, JC Moir, C Bernart, F Moscosos, J Gray, SJ Olsen, KA Lindblade. Surveillance for Hospitalized Acute Respiratory Infection in Guatemala. Plos One.2013; 8 (12); e83600.

KA Lindblade, W Arvelo, J Gray, A Estevez, G Frenkel, L Reyes, F Moscoso, JC Moir, AM Fry, SJ Olsen. A comparison of the Epidemiology and Clinical Presentation of Seasonal Influenza A and 2009 Pandemic Influenza A (H1N1) in Guatemala. PLOS One. 2010; 5(12): e15826.

L Reyes, W Arvelo, A Estevez, J Gray, JC Moir, B Gordillo, G Frenkel, F Ardon, F MOscoso, S J Olsen, AM Fry, S Lindstrom, KA Lindblade. Population-based surveillance for 2009 pandemic influenza A (H1N1) virus in Guatemala, 2009. Influenza Other Respir Viruses. 2010 May ;4(3): 129-140.

Reyes, L., Arvelo, W., Estevez, A., Gray, J.L., Moir, J.C., Gordillo B., Frenkel, G. Ardón, F., Moscoso, F., Olsen, S.J., Fry, A.M., Lindstrom, S., Lindblade, K.A. (2010) Population-based surveillance for 2009 pandemic influenza A (H1N1) virus in Guatemala, 2009. *Influenza and Other Respiratory Viruses DOI: 10.1111/j.175902659.2010.00138.x.*, p.1-12.

DB Greenberg, JL Gray, CM Mannix, S Eisenthal, and M Carey: Treatment-Related fatigue and Serum Interleukin - 1 Levels in Patients During External Beam Irradiation for Prostate Cancer. J Pain Symptom Management*(4): 196-200, 1993

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DB Greenberg, JL Gray, WU Shipley, S Eisenthal, M Carey, V
Cooley, BV Treadwell: Treatment-Related Fatigue:
Prostate Radiation and Interleukin-1 (IL-1). ASCO Annual Meeting.
San Diego, 1992

JL Gray, W. Lin, "Analysis of Well Child Care Study" (internal
report, Indian Health Service, Shiprock, NM) 1993.

CONSENT AGENDA
APRIL 20, 2017

SUBJECT

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

REFERENCE

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 2015	Board reappointed Representative Maxine Bell and Doyle Jacklin and appointed Gynii Gilliam and Senator Roy Lacey (replacing Doug Chadderdon and Senator Tippits, respectively)
June 2016	Board appointed Dr. Kelly Beierschmitt to the committee (replacing Todd Allen)
December 2016	Board reappointed Laird Noh, and appointed Dr. David Hill, and Skip Oppenheimer to the committee.

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 who serve as ex-officio members. Members are allowed to serve up to three (3) consecutive terms. Ex-officio members serve without terms.

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The Idaho EPSCoR Committee is requesting the appointment of Senator Mark Nye to the Committee. Senator Nye would replace the vacancy previously held by Senator Roy Lacey.

ATTACHMENTS

Attachment 1 – Current Committee Membership

Page 3

Attachment 2 – Mark Nye – Letter of Interest

Page 4

STAFF COMMENTS AND RECOMMENDATIONS

If appointed, Senator Nye would serve the remainder of Senator Roy Lacey's term.

Staff recommends approval.

BOARD ACTION

I move to appoint Senator Mark Nye to the Experimental Program to Stimulate Competitive Research Idaho Committee as a representative of the state legislature effective immediately and expiring on June 30, 2020.

Moved by_____ Seconded by_____ Carried Yes_____ No_____

CONSENT AGENDA **APRIL 20, 2017**

EPSCoR Committee Members

VOTING MEMBERS (16 members)

Member Name	Original Appt.	Re-appointment	Expires	Representing	Position
Barneby, David G.	9/9/2008	12/13/2013	6/20/2018	Private Sector	(Retired)VP Nevada Power
Beierschmitt, Kelly	6/16/2016		Ex-officio	INL	
Bell, Maxine	12/13/2006	10/22/2015	6/30/2020	House of Rep	House of Rep.
Borud, Matt	2/22/2014		Ex-officio	Commerce	Idaho Department of Commerce
Dave Tuthill	8/16/2012		6/30/2017	Private Sector	
Gilliam, Gynii	10/22/2015		6/30/2019	Private Sector	Private sector
Jacklin, Doyle	12/13/2006	2/18/2010 10/22/2015	6/30/2020	Private Sector	Chairman
Lacey, Roy	10/22/2015		6/30/2020	Senate	State Senate
Nelson, Janet	12/15/2016		Ex-officio	VPR	UI - VPR
Noh, Laird	12/13/2006	12/13/2011 7/1/2011	6/30/2016	Private Sector	Vice-Chair
Ray, Leo	12/16/2006	12/13/2010 7/1/2011	6/30/2016	Private Sector	Fish Breeders
Oppenheimer, Skip	12/15/2016	12/9/2010	6/30/2016	Private Sector	INL - Biological Systems Department (Private)
Rudin, Mark	12/13/2006		Ex-officio	VPR	BSU - VPR
Shreeve, Jean'ne	12/13/2006	2/21/2013	6/30/2019	Private Sector	UI - Professor
Stevens, Dennis	12/13/2006	2/18/2010	6/30/2020	Private Sector	Physician
Van der Schyf, Cornelius "Neels"	4/16/2015		Ex-officio	VPR	ISU - Interim VPR

NON-VOTING MEMBERS (2 members)

Member Name	Original Appt.		Expires		Position
TBD	----		Ex-officio		Representative from Governors Office
David Hill	12/15/2016		Ex-officio		Idaho State Board Members

CONSENT AGENDA
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W. MARCUS W. NYE

P.O. Box 'N'

Pocatello, Idaho 83201

March 27, 2017

Dr. Laird Noh

Chair, Idaho EPSoR

P.O. Box 44039

Moscow, Idaho 83844-3029

Dear Laird,

Thank you for contacting me about this exciting program. This letter is my letter of interest and please contact me with any questions. My resume is enclosed, and

With best regards,



Mark Nye

**CONSENT AGENDA
APRIL 20, 2017**

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 February 16, 2017 Board meeting. Since that meeting, Board staff has received twenty-eight (28) permits from Boise State University, eight (8) permits from Idaho State University, and fifteen (15) 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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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY February 2017 – May 2017				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Winter Repertory	Morrison Center	x		2/10/17-2/11/17
Jeremy Calvin Birthday Party	Stueckle Sky Center		x	2/11/17
Irish Rovers-Broadway in Boise	Morrison Center	x		2/13/17
State Board Dinner	Stueckle Sky Center	x		2/15/17
Idaho Perinatal Project 2017 Winter Conference	Stueckle Sky Center		x	2/16/17
Idea of Nature	Student Union Building	x		2/16/17 3/16/17 4/20/17
Elvis Lives!	Morrison Center	x		2/17/17
College of Arts & Sciences Awards Mixer	Student Union Building	x		2/17/17
Philharmonic Classic 6	Morrison Center	x		2/18/17
Tosca - Opera Idaho	Morrison Center	x		2/24/17-2/26/17
Hewlett-Packard Briefing Experience	Gene Bleymeir Football Complex		x	2/28/17
Family of Woman Film Festival	Morrison Center	x		3/3/17
Be Inspired Dinner	Stueckle Sky Center		x	3/4/17
Dirty Dancing	Morrison Center		x	3/4/17-3/5/17
Solo Speaker and Poetry Reading	Morrison Center	x		3/10/17
Idaho Dance Theater Interface	Student Union Building		x	3/10/17-3/11/17
Boise Philharmonic Classic 7	Morrison Center	x		3/11/17
Concordia Law Barrister's Ball	Stueckle Sky Center		x	3/11/17
School of Rock	Stueckle Sky Center		x	3/13/17
Catsino	Student Union Building		x	3/17/17
2017 Annual North American Meeting of the Association for Symbolic Logic	Stueckle Sky Center	x		3/20/17–3/21/17

**CONSENT AGENDA
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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Meeting for Faculty and Community Partners	College of Business and Economics Building – Imagination Lab		x	3/22/17
Why Public Land Matters	Student Union Building		x	3/28/17
Broadway in Boise	Morrison Center	x		3/30/17
Distinguished Professor Event	Office of the Provost	x		4/4/17
Dinner for past Football Alumni	Stueckle Sky Center	x		4/7/17
Idaho Regional Ballet	Student Union Building		x	4/15/17
Daniel Tosh Show	Taco Bell Arena	x		5/3/17

**CONSENT AGENDA
APRIL 20, 2017**

**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY
March 2017 – May 2017**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Idaho Business Leader of the Year	Stephens Performing Arts Center	x		3/16/17
Lincoln Say Banquet	SUB Ballroom		x	3/18/17
ISU CLI Annual Meeting	SUB - Salmon River Room	x		3/22/17
ASCLS Idaho Spring Convention	Idaho Falls Multipurpose Room		x	4/20/17
ASCLS of Idaho Spring Convention	Idaho Falls Multipurpose Room		x	4/21/17
Outstanding Student Awards	Stephens Performing Arts Center	x		4/26/17
Susan Swetnam Award Ceremony	Stephens Performing Arts Center	x		3/29/17
Spring Celebration	Frazier Hall	x		5/5/17

**CONSENT AGENDA
APRIL 20, 2017**

**APPROVED ALCOHOL SERVICE AT
UNIVERSITY OF IDAHO
February 2017 – April 2017**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Idaho Wheat Commission Endowment Naming Ceremony	UI - Boise	x		2/21/17
Priscilla's Retirement Celebration	UI - Boise	x		2/21/17
Lionel Hampton Jazz Festival	Kibbie Dome	x		2/25/17
Global Chef Reception	Commons	x		3/2/17
CAA Advisory Council Reception	Prichard Art Gallery	x		3/3/17
RMEF Dessert Live Auction Event	Bruce Pitman Center		x	3/18/17
Rocky Mountain Elk Foundation Auction Set-up Committee Dinner	Bruce Pitman Center		x	3/18/17
27 th Annual Big Game Banquet	Bruce Pitman Center		x	3/18/17
State of the College – Engineering	UI - Boise	x		3/22/17
Lucia Atwood Lecture	UI - Boise	x		3/31/17
CLASS Spring 2017 VIP Music Event	IRIC Atrium	x		3/31/17
Latah County Silver & Gold	Bruce Pitman Center	x		4/6/17
VIP Mixer #4	Commons	x		4/7/17
College of Science Research Presentation and Alumni Reception	UI – Boise	x		4/20/17
Moms' Weekend Dueling Pianos	Bruce Pitman Center	x		4/22/17

CONSENT AGENDA
APRIL 20, 2017

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership

REFERENCE

December 2016 Board appointed Robert Atkins to the Council as a representative for business/industry and labor for at term of three years.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section IV.G.
Federal Regulations 34 CFR§361.

BACKGROUND/DISCUSSION

Federal Regulations (34 CFR §361.17), set out the requirements for the State Rehabilitation Council, including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or, in the case of a State that, under State law, vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for Professional-Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

- i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
- ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
- iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;
- iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
- v. At least one representative of community rehabilitation program service providers;
- vi. Four representatives of business, industry, and labor;
- vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;

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- viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
- ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
- x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
- xi. At least one representative of the State workforce investment board; and
- xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulation specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has five (5) nominations for Board consideration. Janice Carson and Ron Oberleitner would be new appointments, while the remaining three nominations would be reappointments. Janice Carson would be appointed as a representative of disability advocacy groups while Ron Oberleitner would be appointed as a representative of business, industry and labor. Of the three reappointments: Molly Sherpa is a representative of disability advocacy groups, her first term expired March 31, 2017; Lucas Rose's term will expires June 30, 2017; he serves as a representative of business, industry and labor; and Kendrick Lester serves as a representative of the Department of Education, his term will expire June 30, 2017. The Council has one (1) resignation; Judith James resigned her position as a representative of business, industry and labor as of January 17, 2017.

IMPACT

The above two (2) appointments, three (3) re-appointments and one (1) resignation will bring the Council membership to a total of seventeen (17) with one vacancy on the council for a representative of a former applicant or recipient of vocational rehabilitation services. Minimum composition for the council is 15 members.

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ATTACHMENTS

Attachment 1 – Current Council Membership	Page 5
Attachment 2 – Janice Carson Resume	Page 7
Attachment 3 – Ron Oberleitner Resume	Page 10
Attachment 4 – Molly Sherpa Letter of Interest for Reappointment	Page 14
Attachment 5 – Lucas Rose Letter of Interest for Reappointment	Page 15
Attachment 6 – Kendrick Lester Letter of Interest for Reappointment	Page 16

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointments and reappointments meet the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable federal regulations.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Janice Carson to the State Rehabilitation Council as a representative for disability advocacy groups for a term of three years effective immediately and ending March 31, 2020.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

I move to approve the appointment of Ron Oberleitner to the State Rehabilitation Council as a representative for business/industry and labor for a term of three years effective immediately and ending March 31, 2020.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

I move to approve the re-appointment of Molly Sherpa to the State Rehabilitation Council as a representative for disability advocacy groups for a second term of three years effective immediately and ending March 31, 2020.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

I move to approve the re-appointment of Lucas Rose to the State Rehabilitation Council as a representative for business, industry and labor for a second term of three years effective July 1, 2017 and ending June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

I move to approve the re-appointment of Kendrick Lester to the State Rehabilitation Council as a representative for the Department of Education for a second term of three years effective July 1, 2017 and ending June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

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Members Shall Represent:	Number of Representatives Required	Name	Term Ends	Serving Term # (maximum 2)
Former Applicant or Recipient	Minimum 1		6/30/2018	2
Parent Training & Information Center...	Minimum 1	Angela Lindig	6/30/2018	2
Client Assistant Program	Minimum 1	Dina Flores -Brewer	no end date	No Limit
VR Counselor	Minimum 1	Suzette Whiting	6/30/2018	1
Community Rehabilitation Program	Minimum 1	Lori Gentillon	6/30/2018	1
Business, Industry and Labor	Minimum 4	Lucas Rose	6/30/2017	1
		Rachel Damewood	6/30/2017	2
		Judith James	4/30/2018	1
		Robert Atkins	12/31/2020	1
Disability Advocacy groups	No minimum or maximum	Molly Sherpa	3/31/2017	1
		Mike Hauser	2/1/2018	1
State Independent Living Council	Minimum 1	Mel Leviton	9/30/2018	1
Department of Education	Minimum 1	Kendrick Lester	6/30/2017	1
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	No end date	No Limit
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	No end date	No Limit
		David Miles	No end date	No Limit
Workforce Development Council	Minimum 1	Gordon Graff	8/31/2018	1
				Total Members 16

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CURRICULUM VITAE
University of Idaho

NAME: Janice D. Carson

DATE: January 2017

RANK OR TITLE: Director Idaho Assistive Technology Project/Associate-Director Idaho Special Education State Technical Assistance/ Affiliate Faculty University of Idaho

DEPARTMENT: Curriculum and Instruction

OFFICE LOCATION AND CAMPUS ZIP:
1187 Alturas Drive, Moscow Idaho 83844-4061
OFFICE PHONE: (208) 885-6104
FAX: (208) 885-6188
EMAIL: janicec@uidaho.edu

DATE OF FIRST EMPLOYMENT AT UI: June 2011

DATE OF PRESENT RANK OR TITLE: June 2012

EDUCATION BEYOND HIGH SCHOOL:

Degrees:

Ed. D., Idaho State University, Pocatello, Idaho, 2015, Education Leadership/Emphasis Instructional Systems Design,
M.Ed., Idaho State University, Pocatello, Idaho, 2004, Instructional Design
B.A., Idaho State University, Pocatello, Idaho, 1995, Elementary Education/Special Education

Certificates and Licenses:

Idaho Teaching Certificate; Elementary (K-8)/Special Education Generalist (K-12)

PROFESSIONAL EXPERIENCE:

July 2016 - Present- Associate Director Idaho Special Education State Technical Assistance
June 2015- Present-Administration Center on Disability and Human Development Executive Team
June 2011-Present – Affiliate Faculty College of Education, University of Idaho, Moscow, Idaho
June 2011-Present- Director, Idaho Assistive Technology Project-Center on Disabilities and Human Development, University of Idaho, Moscow, Idaho
August 2007-2011- Coordinator of Special Education, Idaho State Department of Education, Boise, Idaho
August 2004-2007- Special Education Teacher, Twin Falls School District, Twin Falls, Idaho
August 2005-2007 – Adjunct Instructor College of Education, Idaho State University, Pocatello, Idaho
August 1998-2004- Special/General Education Teacher, Lighthouse School, Kimberly, Idaho
August 1995-1998- Elementary Education Teacher, Kimberly School District, Kimberly, Idaho

Courses Taught:

Fall 2016 EDSP 530 Assistive Technology, UDL & AIM for K12; U of I, Moscow, Idaho
Fall 2015 EDSP 530 Assistive Technology, UDL & AIM for K12; U of I, Moscow, Idaho
Fall 2015 EDSP 504 Orientation of Autism Spectrum Disorder U of I, Moscow, Idaho
Fall 2014 EDSP 530 Assistive Technology, UDL & AIM for K12; U of I, Moscow, Idaho
Fall 2013 EDSP 530 Assistive Technology, UDL & AIM for K12; U of I, Moscow, Idaho
Fall 2011 EDSP 504 Alternative and Augmentative Communication Strategies for Persons with Moderate or Severe Disabilities; U of I, Moscow, Idaho
Spring 2007 EDUC 311 Instructional Technology; ISU, Pocatello, Idaho
Fall 2007 EDUC 311 Instructional Technology; ISU, Pocatello, Idaho
Spring 2006 EDUC 311 Instructional Technology; ISU, Pocatello, Idaho

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Fall 2006 EDUC 311 Instructional Technology; ISU, Pocatello, Idaho
Spring 2006 EDUC 311 Instructional Technology; ISU, Pocatello, Idaho
Fall 2005 EDUC 311 Instructional Technology; ISU, Pocatello, Idaho

STATE & NATIONAL CONFERENCES

- Idaho Federal Directors Conference (2016)
- Assistive Technology Industrial Association (2016)
- Association of University Centers on Disabilities (2015)
- Assistive Technology Industrial Association (2014)
- Assistive Technology Director's Conference (2013)
- National Division of Learning Disabilities (2013)

SERVICE

- **STATE BOARDS AND COUNCILS**
Member of the Emergency Preparedness State Planning Committee C-MIST (2015-Present).
Member of the Idaho Education Services for the Deaf/Blind Board: Work Group (2015-Present).
Member Association of Assistive Technology Act Programs (2014-Present)
Member of the Idaho Commission on Aging State Plan Steering Committee (2012-Present).
Member of the State Independent Living Council (2011-Present).
Member of the Idaho Assistive Technology Council (2007-Present).
Member of the Interagency Council on Secondary Transition (2007-Present).
- **UNIVERSITY COMMITTEES**
Instructional Materials Technology Center Advisory Committee (2011 -Present).
- **PROFESSIONAL AND SCHOLARLY ORGANIZATIONS**
Council for Exceptional Childhood (2003-Present)
Association of Assistive Technology Act Programs (2011 – Present)

ACADEMIC ACCOMPLISHMENTS

- Areas of Specialization: Assistive Technology, Instructional Design, Systems Analysis, Special Education; Universal Design for Learning; School Improvement

Selected 3 of 4 Curriculum Chapters and Instructional Materials

- Assistive Technology and UDL Professional Development (Six Online Modules).
- Assistive Technology and Universal Design for Learning Course (Online Curriculum).
- Accessible Educational Materials (Learning Community).

Selected 2 of 4 Papers and Presentations

Carson, J. (November, 2015). Poster. A Structured Approach to Online Professional Development.

Association of University Centers (AUUCD) International Conference, Washington, DC.

Zaballa, J., Carson, J., McNulty, D., Diedrich, J., & Breslin-Larson, J. (January, 2014). Paper. Accessible Instructional Materials. Assistive Technology Industry Association Conference. Orlando, Florida.

Publications

Carson, J. (manuscript in progress). A Structure Approach to Online Assistive Technology Professional Development. To be submitted to the Journal of Online Learning Research.

Carson, J. (manuscript in progress). Considering Assistive Technology: Professional Development for Education Leaders. To be submitted to the Journal of the American Academy of Special Education Professionals.

Selected 2 out of 15 Workshops and Presentations

Carson, J. (October, 2014). Assistive Technology for Students with Low Incidence Disabilities. Idaho Council for Exceptional Children. Boise, Idaho.

Carson, J. (October, 2013.) Assistive Technology to Support Literacy for Students who Struggle to Read. National Division of Learning Disabilities, Sun Valley, Idaho.

Select 7 out of 24 Grants

Carson, J. (2014- 2017) Assistive Technology Three Year Grant. Administration for Community Living. \$411,000- \$475,000, per year.

Carson, J. (2013) Tools for Life Funding. Idaho Department of Health and Welfare. \$15,000.

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Wappett, M. & Carson, J. (2011). Idaho Assistive Technology Program: Alternative Finance Program. U.S. Department of Education. \$590,609.
Carson, J. (2011- 2014) Assistive Technology Three Year Grant. U.S. Department of Education. \$411,000-\$475,000, per year.
Carson, J. & Wappett, M. (2011- on going). Idaho Deaf/Blind Equipment Distribution Program. \$89,000.
Wappett, M., & Carson, J. (2011) Think College Mini-Grant. \$15,000.

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OMB No. 0925-0001 and 0925-00020002 (Rev. 01/16 Approved Through 10/31/2018)

BIOGRAPHICAL SKETCH

Provide the following information for the Senior/key personnel and other significant contributors.
Follow this format for each person. **DO NOT EXCEED FIVE PAGES.**

NAME: Ronald M. Oberleitner

eRA COMMONS USER NAME: Oberleitner

POSITION TITLE: Chairman and CEO

EDUCATION/TRAINING *(Begin with baccalaureate or other initial professional education, such as nursing, include postdoctoral training and residency training if applicable. Add/delete rows as necessary.)*

INSTITUTION AND LOCATION	DEGREE	Completion Date	FIELD OF STUDY
University of Notre Dame, South Bend, IN	B.S.	05/1985	Pre-Med (Biology)
George Fox University, Newberg, OR	MBA	04/2014	Marketing / Leadership
Colorado State University, Fort Collins, CO	HIT (Cert.)	05/2004	Health IT

A. Personal Statement

I am excited to use my passion, and relevant expertise guiding leaders in the clinical field of autism health services toward the use of new technology-enabled health services. I have been a leader in advocating for solutions for health communities in behavioral and mental health, including new delivery services for autism, PTSD and dementia. I have also successfully commercialized numerous award-winning innovations for the autism community, including Behavior Imaging®, TalkAutism™ and AutismCares™. I have published on the uses of health informatics and telemedicine for individuals with special needs, and have more than 25 years of executive-level management experience leading product development in large medical device companies. I have a proven track record of bringing helpful technologies to market for improved clinical operations and treatment of various medical conditions, autism and other developmental disabilities. Some of my experience and expertise in this area derive from having a son who has low-functioning autism.

I also have been a Principal Investigator on several projects, including two recent large Small Business Innovative Research (SBIR) studies supported by the NIH. These NIH-funded projects, former large Operational Assessment done for the US Air Force, and an Innovation grant funded by Autism Speaks have each focused on improving ways for clinicians to observe behaviors of children with autism and to manage their behaviors through a technology-enabled process that utilizes their time and the time of subjects and their families much more efficiently than currently accepted procedures. We have adapted hi-tech tools and methods and instruments to accomplish these goals. My current project supported by NIH is highly relevant to the proposed study in that I am employing novel telehealth procedures to significantly improve health services to families with autistic children who live in rural areas. In all of my projects, especially those supported by NIH, I have used quantitative methods to demonstrate the improvements that may be obtained with innovative technologies and procedures.

Like many other families, I bring personal experience having spent countless resources and sleepless nights trying to find health solutions for my son Robby, who is a 23 year old young man still with low-functioning autism. I can relate to the burden besetting families and caring doctors & researchers who all need better, more cost-effective ways of assessing disability in at-risk children, to diagnose them as early as possible to set them on helpful treatment that can save their own life, and indirectly, lives of their families. Tests like RAPiD™, deployed correctly, can be transformative in improving health assessments for children earlier.

Some of my related topics of interest include:

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1. Smith CJ, Rozga A, Matthews N, **Oberleitner R**, Nazneen N, Abowd G , Investigating the Accuracy of a Novel Telehealth Diagnostic Approach for Autism Spectrum Disorder, *Psychological Assessment*, May, 2016. NIHMSID: NIHMS788222 PMID: 27196689 PMCID: PMC5116282
2. **Oberleitner, R.**, Elison-Bowers, P., Reischl, U., & Ball, J. (2007). Optimizing the personal health record with special video capture for the treatment of autism. *Journal of Developmental and Physical Disabilities*, 19(5), 513-518.
3. Reischl, U., **Oberleitner, R.** Telehealth Technology Enabling Medication Management of Children with Autism, *Advances in Human Aspects of Healthcare, AHFE 2014: Krakow, Poland*, July 12-15, 2014
4. Nazneen, N., Rozga, A., Smith, C. J., **Oberleitner, R.**, Abowd, G. D., & Arriaga, R. I. (2015). A novel system for supporting autism diagnosis using home videos: Iterative development and evaluation of system design. *JMIR mHealth and uHealth*, 3(2). PMID: 26085230 PMCID: PMC4526946

B. Positions and Honors

Positions and Employment

- | | |
|--------------|--|
| 1992-1998 | Vice President, Marketing and Product Development, HOWMEDICA LEIBINGER, INC. (Pfizer), Rutherford, NJ <ul style="list-style-type: none">o Oversaw product development and medical education for physicians and allied health professionalso Led market and product development of new surgical technologieso Founded first web-based medical forum and distance learning platform for craniofacial surgeons |
| 1998-1999 | Vice President, Strategic Development, STRYKER LEIBINGER, INC. Princeton, NJ |
| 1999-2007 | President, E-MERGE MEDICAL TECHNOLOGIES, LLC, Princeton, NJ and Boise, ID <ul style="list-style-type: none">o Founded TalkAutismo Founded AutismCares Coalition Relief Initiativeo Led market development to 3-D imaging, image guided surgery and online medical education for market-leading medical device companies incl. Stryker, Panasonic, Stratasys, and Minolta |
| 2005-present | CEO, BEHAVIOR IMAGING SOLUTIONS (aka Caring Technologies, Inc.), Boise, ID <ul style="list-style-type: none">o Company dedicated to health IT solutions for autism and brain disorderso Product portfolio includes one patent, one registered trademark, > 13 trade secretso Principal Investigator – multiple NIH Small Business Innovative Research grants > \$5 milliono Partners included State Departments of Education, Military, National and International Autism & Alzheimer's Research Centerso Successfully commercialized several technologies via SBIR & Private Foundation grantso Distinctions included 'Most Innovative Tech Company' (2008), OAR Natl Service Award (2005), SBA Natl Tibbetts 'White House' Award (2015), and Google / Autism Speaks Business Pitch Award (2015) |

Other Experience and Professional Memberships

- | | |
|-----------|---|
| 1996-1999 | NJ Cure Autism Now, Co-founder and Board Member |
| 2001-2003 | Chairperson of UMDNJ's Committee to Research Telemedicine for Autism |
| 2001 | ASAF Cycle USA National Cyclist – rode bicycle 6,700 miles across US for autism <ul style="list-style-type: none">- with 2 other Fathers with children > 200 events to raise awareness and \$1 million for autism research |
| 2001-2004 | Board member – Ride-4-Autism |
| 2002-2007 | Cofounder / Chief Technology Advisor – Princeton Autism Technology Inc. |

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2002-2009 Founder of TalkAutism communication portal
2005 2005 IEEE Professional Activities Committee for Engineers (PACE) Chairman
2006 Delegate to National IEEE Leadership Conference
2006-present Chairman (2015-)- Idaho Assistive Technology Project Advisory Board
2006-2009 Interactive Autism Network (IAN) Industry Advisory Board – 2006-2009
Keynote and Guest Speaker in multiple international autism conferences and Medical Device Conferences – Health Technology Possibilities to Assist the Autism Community, and Telehealth

Honors

1981-85 Notre Dame Scholar
2004 Forbes Best-of-the-Web for Support Services (TalkAutism)
2006 Top Ten Faces of Autism – Spectrum Magazine
2006 Organization of Autism Research J Davis Memorial Service Person of the Year Award

C. Contribution to Science

1. Inspired by the improved health care and former career success introducing imaging and Information Technology solutions for Medical Technology companies, I have devoted one aspect of my research to develop and then demonstrate efficacy of health IT technologies to improve early access to better treatment of behavior and mental disorders. The following publications reflect this focus of my research:
 - a. Oberleitner, R., Ball, J., Gillette, D., Naseef, R., & Stamm, B. H. (2006). Technologies to lessen the distress of autism. *Journal of Aggression, Maltreatment & Trauma*, 12(1-2), 221-242.
 - b. Oberleitner R., Laxminarayan S. (2004). Information technology and behavioral medicine: impact on autism treatment. *Studies in Health Technology and Informatics*, 103, 215-22. PMID: 15747924
 - c. Oberleitner, R., Reischl, U., Lacy, T., Goodwin, M., & Spitalnick, J. S. (2011). Emerging use of Behavior Imaging for autism and beyond. In L. Bos, D. Carroll, L. Kun, A. Marsh, & L. M. Roa (Eds.), *Future Visions on Biomedicine and Bioinformatics 1* (pp. 93-104). Berlin: Springer.
 - d. Lang MJ, Oberleitner R. (2014). Asynchronous Telehealth Technology for Autism Spectrum Disorder. In Lyons, T & Siri, K (Eds.). *Cutting-Edge Therapies for Autism: Fourth Edition* (pp. 376-383). Skyhorse Publishing, New York, NY.
 - e. Oberleitner, R., Reischl, U, Gasieva, K, Use of Behavior Imaging® to Assess Inter-Rater Reliability in a Multi-Site Pharmaceutical Trial, International Meeting for Autism Research, Salt Lake City, UT, May 13, 2015.
2. Collaborating with other like-minded researchers and clinicians to develop Behavior Imaging's method of supporting parents in their home to collect and share behavior examples to help underserved families have faster option for a diagnostic assessment for autism. Recent publications include:
 - a. Nazneen, Matthews, N., Smith, CJ Agata Rozga, Gregory D. Abowd, Ron Oberleitner (**presenter**), Uwe Reischl, Rosa Arriaga. Use of a Novel Imaging Technology for Remote Diagnosis of Autism: A Reflection on Experience of Stakeholders. 6th International Conference on Applied Human Factors and Ergonomics (AHFE 2015), July 2015, Las Vegas, USA.
 - b. Oberleitner, R., Abowd, G., & Suri, J. S. (2013). Behavior Imaging®'s Assessment Technology: A Mobile Infrastructure to Transform Autism Diagnosis and Treatment. In M. F. Casanova, A. S. El-Baz, & J. S. Suri (Eds.), *Imaging the Brain in Autism* (pp. 371-380). New York: Springer.
 - c. Christopher Smith, Agata Rozga, Nicole Matthews, Nazneen, Gregory Abowd, Ron Oberleitner, Rosa Arriaga. Comparing Remote Diagnosis of ASD to Gold Standard, in-Person Assessment. Presented at the International Meeting for Autism Research, May 2015, Salt Lake City, UT
 - d. Nazneen, Rozga, A., Smith, C.J., Oberleitner, R., Abowd, G., Arriaga, R. A Novel System for Supporting Autism Diagnosis using Home Videos: Iterative Development and Evaluation of System Design, JMIR mHealth and uHealth, 2015; 3(2): e68

Complete List of Published Work in MyBibliography:

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<http://www.ncbi.nlm.nih.gov/sites/myncbi/1Lkkw4J4caB5O/bibliography/49535489/public/?sort=date&direction=descending>

D. Research Support

Ongoing Research Support

National Institutes of Mental Health Oberleitner (PI) 9/1/2015 – 8/31/2018
Increasing Access to Earlier Diagnostic Assessment for Autism in Rural Idaho and Beyond
The goals of this study are (1) To introduce proprietary video capture on commodity smartphones with novel features to help underserved families get earlier diagnostic assessments from rural communities in the Northwest; and (2) To evaluate effectiveness via a proposed Accountable Care model.
Role: PI

Completed Research Support

National Institutes of Mental Health Oberleitner (PI) 8/1/2012 – 7/31/2015
Intelligent Data Capture and Assessment Technology for Developmental Disabilities
The goals of this study were (1) To introduce proprietary video capture on commodity smartphones with novel interactive features, including tags for target behaviors and the ability to flag examples of appropriate recordings; (2) To improve clinicians' experience with the online Behavior Connect telehealth system through the design of modules that optimize their workflow and reduce the need for training; and (3) To conduct two clinical studies to demonstrate how the technology innovations impact clinical decision-making in 'autism diagnosis' and 'behavior assessment.'
Role: PI

National Institutes of Mental Health Oberleitner (PI) 8/1/2012 – 7/31/2015
NODA for Research: Pharmaceutical Trial Research
The goals of this study were (1) To conduct multi-site research studies to improve reliability checks between sites during a clinical trial, comparison of multiple scoring protocols (clinician versus semi-automated), and ease-of centralized secondary scoring (as well as post hoc "microanalysis"); and (2) To assess how behavioral research data can be collected and shared from natural environments.
Role: PI

Autism Speaks Innovative Business Grant Oberleitner (PI) 3/1/2013 – 1/31/2014
Telehealth Technology for Medication Management for Autism
The goals of this study were (1) To develop and evaluate 'Med SmartCapture™, Behavior Imaging's *beta* telehealth system to improve the medication management of patients with autism remotely; (2) To enable physicians to observe their patient's true behavioral health status at home and in other natural settings; and (3) To provide a secure online health record method for the clinicians to interact with the child's caregivers and monitor progress.
Role: PI

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Feb. 22, 2017

State Board of Education

Re: State Rehabilitation Council continued participation

As of March 31st my term will come to an end on the State Rehabilitation Council and I would like to be considered for another three-year term. During the time on the board, I have gained knowledge about WIAO, funding, and changes related to VR, which has only enhanced my interest in advocating for people with disabilities. As both a person with a disability and a parent of a child with a disability, I feel being on the State Rehabilitation Council is another way for me to enhance advocacy in the State of Idaho.

I have worked with individuals with disabilities for the past ten years in the State of Idaho as an employment specialist and as an independent living specialist. Specific professional qualifications include focusing on transitioning youth, independent living, advocacy and vocational inspiration. Other board memberships include the State Independent Living Council, Nez Perce Tribal Vocational Rehabilitation and the Area Agency on Aging Committee.

Personal experience has included advocating for myself, as well as my daughter to make sure we have received services and accommodations needed to succeed. I feel my professional and personal experience make me an ideal candidate to continue on the State Rehabilitation Council.

Thank you,

Mollynnae Sherpa
Independent Living Specialist
Disability Action Center NW

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March 10, 2017

SRC Letter of Interest

To whom it may concern,

I would like to pursue a second three year term on the SRC.

I am the father of two developmentally disabled young men. My sons, Spencer (24) and Xan (21) both have Trisomy 9p and are involved in the VR program. Spencer is currently employed at North Forty Outfitters in Coeur d'Alene. Xan is now starting his evaluation process. I have found the VR program to be extremely valuable and fulfilling for our family and wish to help other families in similar situations.

I am a Business and Industry representative on the Council and have had very good attendance over the past two and a half years.

Lucas J. Rose

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Kendrick Lester
227 S State Street
Nampa, Idaho 83686
klester@sde.idaho.gov

March 10, 2017

Idaho State Rehabilitation Council
650 W State Street, Room 150
PO Box 83720
Boise, Idaho 83720-0096

Dear Membership Chair,

The purpose of this letter is to express to you my interest in continuing to serve as a member of the Idaho State Rehabilitation Council; beyond my current term's expiration in June 2017.

My current role as Statewide Coordinator of Secondary Special Education and Transition with the Idaho State Department of Education (SDE) allows me to share valuable information with the council related to public school students in Idaho with disabilities, SDE efforts on behalf of students and their teachers, and information related to any partnerships between the SDE and the Idaho Division of Vocational Rehabilitation that serves these same students. My role as a member also benefits the SRC as I can communicate SRC needs and efforts back to the SDE in order to improve interagency outcomes.

Thank you for your consideration,



Kendrick Lester
Secondary Special Education &
Transition Coordinator
Idaho State Department of Education
208.332.6918

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BOISE STATE UNIVERSITY

SUBJECT

Facility Naming - The Charles P. Ruch Engineering Building

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.K
Naming/Memorializing Buildings and Facilities

BACKGROUND/DISCUSSION

Boise State University (BSU) is requesting permission to name the College of Engineering Building the Charles P. Ruch Engineering Building. President Charles P. Ruch served as the president of Boise State University from 1993-2003. President Ruch was at the helm of the university when the College of Engineering was created and played a pinnacle role in securing the funding and support needed for the newly formed College.

The Engineering Building was built in 1989 and originally provided space for the College of Applied Technology programs. It was repurposed in the mid-1990s to house the College of Engineering. Today, it is one of nine sites that support BSU's growing Engineering programs.

As BSU prepares to celebrate the 20th anniversary of the College of Engineering, it provides a nice moment to acknowledge not only Dr. Ruch's commitment to the development of the College of Engineering, but also his many years of devoted service to Boise State University as President.

IMPACT

Naming the Engineering Building the Charles P. Ruch Engineering Building will honor President Ruch's service to Boise State University as President. No substantive costs related to the naming will be required other than what is needed for new signage.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.K. facilities may be named for a former employee of Idaho's public higher education system in consideration of the employee's service to education in the state of Idaho. Significant factors must include, but are not limited to:

- 1) Recommendation of the chief executive officer of the institution and the institution community; and
- 2) Contributions rendered to the academic area to which the building, facility, or administrative unit is primarily devoted.

Staff recommends approval.

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BOARD ACTION

I move to approve the request by Boise State University to name the Engineering Building the "Charles P. Ruch Engineering Building."

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University – Idaho State Program Approval Review Team Report and the Council for Accreditation of Educator Preparation (CAEP) Site Visit Report

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-114 and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02 Section 100 – Official Vehicle for the Approval of Teacher Education Programs

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked by the Board with conducting a full unit review of all Board approved teacher preparation programs in Idaho on a seven (7) year cycle. The PSC convened a State Review Team containing content experts, and conducted the full unit review of Boise State University's approved teacher preparation programs on March 5 - 8, 2016. The State Review Team collaborated with the Council for Accreditation of Educator Preparation (CAEP) (Board approved accrediting body) review team for the full unit review. The PSC reviewed the final report submitted by the State Review Team and voted to recommend that the Board adopt the State Team Report as written.

The State Review Team expressed concerns with Boise State University's Mathematics Consulting Teacher program. Boise State University submitted additional documentation to the PSC at its January 2017 meeting, presenting documentation indicating that Boise State University has already addressed the concerns with the Mathematics Consulting Teacher program in which the State Review Team voted to not approve. The PSC felt that the documentation brought forth by Boise State University for their Mathematics Consulting Teacher program provided sufficient evidence to merit a recommendation of conditional approval for this program.

IMPACT

The adoption of the recommendations in this report will enable Boise State University 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 – Boise State University Final State Review Team Report and Boise State University Rejoinder	Page 3
Attachment 2 – CAEP Final Report and Boise State University Rejoinder and Response	Page 261

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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, recommendations are then brought forward to the Board for consideration. 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 Council for the Accreditation of Education Preparation (CAEP). CAEP was formed in 2013 with the consolidation of National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). NCATE was the previously recognized accrediting body for approved teacher preparation programs in Idaho. On-site teacher preparation program reviews are conducted in partnership with CAEP based on a partnership agreement. During a concurrent visit, the CAEP team and the state team collaborate to conduct the review, however each team generates their own reports. New programs are reviewed at the time of application for consideration as an approved teacher preparation program. Current practice is for the PSC to review new programs and make recommendations to the Board regarding program approval. The PSC review process, reviews whether or not the programs meet the approved teacher preparation standards for the applicable area.

BOARD ACTION

I move to approve the recommendation by the Professional Standards Commission to accept the State Review Team Report, and continue approval, for Boise State University's identified teacher preparation programs as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the recommendation by the Professional Standards Commission and to grant conditional approval for Boise State University's Mathematics Consulting Teacher program, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE TEAM REPORT
Boise State University
March 5-8, 2016**

ON-SITE STATE TEAM:

Amy Cox Chair, Ken Cox, Co-Chair

Meghan Fay-Olswagner

Esther Henry

Rick Jordan

Paula Kellerer

Ralph Kern

Karla LaOrange

Micah Lauer

Alissa Metzler

Lori Sanchez

Gary Slee

Heather VanMullem

Professional Standards Commission
Idaho State Board of Education

STATE OBSERVERS:

Lisa Colón

Annette Schwab

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INTRODUCTION

Boise State University is a public research institution founded in 1932 by the Episcopal Church, it became an independent junior college in 1934, and has been awarding baccalaureate and master's degrees since 1965. With nearly 23,000 students. Boise State offers 201 degrees in 190 fields of study and has more than 100 graduate programs, including the MBA and MAcc programs in the College of Business and Economics; Masters, PhD, and EdD programs in the Colleges of Engineering, Arts & Sciences, and Education; and PhD and MPA programs in the School of Public Service.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Boise State University meet state standards for initial certification. 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 Council for the Accreditation of Educator Preparation, 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 an Idaho university

Student – an individual enrolled in an Idaho PreK-12 public school

Unit – the institution's teacher preparation program

CAEP - Council for the Accreditation of Educator Preparation

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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
Bilingual/ English as a New Language	X			
Blended Early Childhood	X			
Computer Science		X		Recommendation for conditional approval due to lack of completers
Elementary Education	X			
Engineering		X		Recommendation for conditional approval due to lack of completers
English	X			
Mathematics	X			
Mathematics Consulting Teacher			X	Recommendation for not approved based on evidence not meeting the Teacher Leader Standards
Music	X			
Online Teacher	X			
Physical Education	X			
Reading/ Literacy	X			

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Science Foundation				Foundation standards are individually reviewed but not approved
Biology	X			
Earth and Space Science	X			
Chemistry	X			
Physics	X			
School Administrator	X			
School Superintendent		X		Recommendation for conditional approval due to lack of completers
Social Studies Foundation				Foundation standards are individually reviewed but not approved
Economics	X			
Government and Civics	X			
History	X			
Special Education Generalist	X			
Visual and Performing Arts Foundation				Foundation standards are individually reviewed but not approved
Drama	X			
Visual Arts	X			
World Languages	X			

Rubrics for the 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 CAEP 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	

- 1.1** Syllabi, coursework, the S-PAT, and professional year assessment scores provide evidence that teacher candidates demonstrate adequate knowledge of how students learn and develop.

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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** Coursework, portfolios, S-PAT instructional units, and professional year assessment scores provide evidence that teacher candidates create learning experiences that make the content taught meaningful to students.

Disposition

- 1. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development*
- 2. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.*
- 3. The teacher takes responsibility for promoting learners' growth and development.*
- 4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.*

Element	Unacceptable	Acceptable	Target
1.3 Disposition Learner Development		X	

- 1.3** Coursework, the S-PAT, and candidate interviews provide evidence that teacher candidates have the disposition to understand and create learning experiences for learner development.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

- 1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.*

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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.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Learning Differences		X	

- 2.1** Syllabi, coursework, and the S-PAT provide evidence that teacher candidates in the traditional programs demonstrate adequate knowledge of learning differences. However, IDo Teach programs provide little evidence of purposeful effort to systematically train teacher candidates to demonstrate adequate 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** Evidence that documents candidate growth throughout programs would strengthen this element. Candidate and cooperating teacher interviews revealed concern about inconsistent preparation of

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candidates across programs to work with ELL students. An additional area noted for improvement is systematic, purposeful field experience placements.

Disposition

1. *The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.*
2. *The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.*
3. *The teacher makes learners feel valued and helps them learn to value each other.*
4. *The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.*

Element	Unacceptable	Acceptable	Target
2.3 Disposition Learning Differences		X	

- 2.3** Candidate interviews, professional year assessment scores, and candidate reflection provide evidence that teacher candidates have the disposition to understand and accommodate learning differences.

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	

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- 3.1** Syllabi, coursework, and candidate portfolios provide evidence that teacher candidates demonstrate adequate knowledge of learning environments.

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.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Learning Environments		X	

- 3.2** The S-PAT, professional year assessment scores, professional logs, and candidate portfolios provide evidence that teacher candidates demonstrate adequate ability to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Disposition

- 1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.*
- 2. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.*
- 3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.*
- 4. The teacher seeks to foster respectful communication among all members of the learning community.*
- 5. The teacher is a thoughtful and responsive listener and observer.*

Element	Unacceptable	Acceptable	Target
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3.3 Disposition Learning Environments		X	
--	--	----------	--

- 3.3** Candidate interviews, professional year assessment scores, candidate reflection, and candidate portfolios provide evidence that teacher candidates have the disposition to understand and create individual and collaborative learning environments.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

- The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.*
- The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.*
- The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.*
- The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.*
- 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, GPA information, and the S-PAT provide evidence that teacher candidates demonstrate adequate content knowledge.

Performance

- 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.*
- 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.*
- The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.*
- The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.*
- The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.*

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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.*

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Element	Unacceptable	Acceptable	Target
4.2 Performance Content Knowledge		X	

- 4.2** Professional year assessment scores, formative observations, and the S-PAT provide evidence that teacher candidates demonstrate adequate ability to teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of content.

Disposition

1. *The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.*
2. *The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.*
3. *The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.*
4. *The teacher is committed to work toward each learner's mastery of disciplinary content and skills.*

Element	Unacceptable	Acceptable	Target
4.3 Disposition Content Knowledge		X	

- 4.3** Candidate interviews, candidate reflection, and coursework provide evidence that teacher candidates have the disposition to understand and work toward each learner's mastery of disciplinary content and skills.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. *The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.*
2. *The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.*
3. *The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.*
4. *The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.*

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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** Syllabi, the S-PAT, and coursework provide evidence that teacher candidates demonstrate adequate application of content.

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** The S-PAT, candidate interviews, formative observations, and professional year assessment scores provide evidence that teacher candidates demonstrate adequate ability to engage learners in critical thinking, creativity, and collaborative problem solving.

Disposition

1. *The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.*
2. *The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.*
3. *The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.*

Element	Unacceptable	Acceptable	Target
5.3 Disposition Application of Content		X	

- 5.3** Candidate interviews, candidate portfolios, and the S-PAT provide evidence that teacher candidates have the disposition to understand and use disciplinary knowledge to enhance student learning.

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	

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6.1 Syllabi, seminar content, coursework, and the S-PAT provide evidence that teacher candidates demonstrate adequate understanding of 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.*
- 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 Professional year assessment scores, S-PAT assessment analysis, and S-PAT instructional units provide evidence that teacher candidates demonstrate adequate ability to use 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.

Disposition

- 1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.*
- 2. The teacher takes responsibility for aligning instruction and assessment with learning goals.*
- 3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.*
- 4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.*
- 5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.*

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6. *The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.*

Element	Unacceptable	Acceptable	Target
6.3 Disposition Assessment		X	

6.3 Candidate interviews, the S-PAT, candidate reflections, and case studies provide evidence that teacher candidates have the disposition to understand and utilize assessments to promote learner growth.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- The teacher understands content and content standards and how these are organized in the curriculum.*
- The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.*
- The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.*
- The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.*
- 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.*
- The teacher knows when and how to adjust plans based on assessment information and learner responses.*
- 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** S-PAT instructional units, candidate interviews, cooperating teacher interviews, and coursework provide evidence that teacher candidates demonstrate adequate understanding of instructional planning skills.

Performance

- The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.*

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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** S-PAT instructional units, candidate interviews, cooperating teacher interviews, and professional year assessment scores provide evidence that teacher candidates demonstrate adequate ability to plan instruction.

Disposition

1. *The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.*
2. *The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.*
3. *The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.*
4. *The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.*

Element	Unacceptable	Acceptable	Target
7.3 Disposition Instructional Planning Skills		X	

- 7.3** Candidate interviews, mentor teacher interviews, use of IPLP's, and S-PAT instructional units provide evidence that teacher candidates have the disposition to understand and develop effective instruction.

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.

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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** Syllabi, coursework, and seminars provide evidence that candidates demonstrate adequate understanding of instructional strategies.

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
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8.2 Performance Instructional Strategies		X	
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8.2 S-PAT instructional units, professional year assessment scores, and formative observations provide evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

Disposition

1. *The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.*
2. *The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.*
3. *The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.*
4. *The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.*

Element	Unacceptable	Acceptable	Target
8.3 Disposition Instructional Strategies		X	

8.3 Candidate interviews, mentor teacher interviews, and formative observations provide evidence that teacher candidates have the disposition to understand and develop 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.*

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Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Learning and Ethical Practice		X	

- 9.1** Syllabi, required coursework, use of IPLP's, and candidate interviews provide evidence that teacher candidates demonstrate adequate understanding of professional learning and ethical practice.

Performance

- 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.*
- 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.*
- 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.*
- The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.*
- 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.*
- 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** Use of IPLP's, professional logs, professional year assessment scores, portfolios, and the S-PAT provide evidence that teacher candidates demonstrate adequate ability to engage in ongoing professional learning and continual evaluation of practice. Candidate and mentor teacher interviews provide evidence that reflection appears strong across programs.

Disposition

- The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.*
- The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.*
- The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.*

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4. *The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.*

Element	Unacceptable	Acceptable	Target
9.3 Disposition Professional Learning and Ethical Practice		X	

- 9.3** Candidate interviews, principal interviews, use of IPLP's, and candidate reflections provide evidence that teacher candidates have the disposition to understand and develop professional learning and ethical practice.

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

- 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.*
- 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.*
- 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.*
- 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** Syllabi, coursework, portfolios, candidate interviews, and mentor teacher feedback provide evidence that teacher candidates demonstrate adequate understanding of leadership and collaboration.

Performance

- 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.*
- The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.*
- 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.*

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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** Use of IPLP's, professional year assessment scores, professional logs, and candidate and mentor teacher interviews provide evidence that teacher candidates demonstrate adequate ability to seek appropriate leadership roles and opportunities and collaborate with learners, families, colleagues, and other school professionals to facilitate learner growth.

Disposition

1. *The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.*
2. *The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.*
3. *The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.*
4. *The teacher takes responsibility for contributing to and advancing the profession.*
5. *The teacher embraces the challenge of continuous improvement and change.*

Element	Unacceptable	Acceptable	Target
10.3 Disposition Leadership and Collaboration		X	

- 10.3** Candidate interviews, principal interviews, use of IPLP's, candidate reflections, and professional logs provide evidence that teacher candidates have the disposition to understand and develop leadership and collaboration skills.

**Rubrics for the Idaho Standards for Bilingual Education
and ENL (English as a New Language) 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 CAEP 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** Review of multiple course syllabi (ED 511, ED LLC 503, ED LTCY 548, ED LLC 502, BL ESL 508) show the program provides evidence that teacher candidates demonstrate adequate knowledge of understanding subject matter.

Performance

- (Bilingual only) The teacher is articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.*
- (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.*
- 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.*
- The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.*
- 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** Candidate papers, Praxis II Scores, as well as interviews of program completers and employers shows the program provides 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

- The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.*
- 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** Multiple syllabi review (ED BL ESL 200, ED LLC 501, BL ESL 503) and corresponding course calendars indicate the program provides evidence that teacher candidates demonstrate adequate knowledge of how students learn and develop.

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** Clinical year documentation, completer and candidate interviews, and candidate papers show the program provides evidence that teacher candidates demonstrate an adequate ability to provide opportunities for 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.

Knowledge

1. *The teacher understands the nuances of culture in structuring academic experiences.*
2. *The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).*
3. *The teacher understands there is a distinction between learning disabilities/giftedness and second language development.*
4. *The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.*

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Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		X	

- 3.1** Syllabi, lesson plan review, and completer observation shows the program provides evidence that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

Performance

- The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.*
- 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.*
- The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and second language development.*
- 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** Clinical year documentation, completer and candidate interviews, and candidate papers show the program provides evidence that teacher candidates demonstrate an adequate ability to accommodate individual learning 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.

Knowledge

- 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.*
- The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.*

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Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		X	

- 4.1** Syllabi review and completer/employer/mentor interviews shows there is enough evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies. Knowledge evidence could be strengthened with more documentation.

Performance

- The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.*
- 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** Clinical year documentation, completer observation, as well as interviews with employers show the program provides evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- The teacher understands the influence of culture on student motivation and classroom management.*

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

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- 5.1** Syllabi review (ED LLC 200, ED LLC 501) and clinical year documentation shows the program provides evidence that teacher candidates demonstrate an adequate understanding of classroom motivation and management skills.

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** Clinical year documentation from candidates' professional year, candidate observation, as well as interviews with employers shows the program provides 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 inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

- The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.*
- The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.*
- 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** Syllabi review (ED LLC 331, ED LLC 300) and a completer interview show the program provides enough evidence that teacher candidates demonstrate an adequate understanding of a variety of communication techniques. Knowledge evidence could be strengthened with more documentation.

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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** Syllabi review, candidate performance year documentation, and employer interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

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.*

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

- 7.1** PY documentation, a completer interview, and mentor teacher interviews indicate the program provides evidence that teacher candidates demonstrate an adequate knowledge of instructional planning skills in connection with knowledge of subject matter and curriculum goals.

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.*

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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 Clinical year performance along with interviews with a completer, employers, and mentor teachers show the program provides evidence that teacher candidates demonstrate an adequate ability to plan 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 program effectiveness.

Knowledge

- 1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.*
- 2. (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.*
- 3. (ENL only) The teacher understands how to measure the level of English language proficiency.*
- 4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.*
- 5. The teacher is familiar with the state English language proficiency assessment.*
- 6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.*
- 7. The teacher understands appropriate accommodations for language learners being tested in the content areas.*
- 8. The teacher understands how to use data to make informed decisions about program effectiveness.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Syllabi review (ED LLC 331), an instructor interview, and resources used for instruction show the program provides evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning. As is noted in the rationale of evidence, Idaho is early in the adoption process of the WIDA ACCESS English language proficiency assessment; therefore, additional information will be forthcoming as additional training is provided to the state and all educators in the future.

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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	

- 8.2** Clinical year documentation review along with employer and mentor teacher interviews show the program provides 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 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** Syllabi (ED LLC 305), lesson plans, and additional course requirements/documents (ED-LLC 460) show the program provides evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

Performance

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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** Professional log documentation, completer interviews/observation, and professional year documentation show the program provides evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

1. *The teacher 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** Syllabi (ED LLC 507, ED LLC 33) and field guide review (ED LLC 460/461/462) show the program provides evidence that teacher candidates demonstrate an in-depth knowledge of how to interact in a professional, effective manner. The program is to be commended that that there is an entire course devoted to the importance of content of this standard.

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.*

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Element	Unacceptable	Acceptable	Target
10.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching		X	

10.2 Clinical year documentation, completer interviews, and community partnership interviews show the program provides evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Areas for Improvement:

The option of obtaining an ENL endorsement alone, not tied with an expectation of receiving a bilingual endorsement, was just recently added to the course catalogue. The department is listening to the community, employers, and partners to offer and promote the ENL endorsement for all teachers in order to meet the needs of English language learners. Mentor teacher interviews documented that candidates were so well informed in WIDA assessments and standards that the candidates are serving as advocates and teaching their in-service colleagues and what they have learned.

Recommended Action on English as a New Language:

 X Approved
 Approved Conditionally
 Not Approved

**Rubrics for the Idaho Standards for Blended Early Childhood Education/
Early Childhood Special Education 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 CAEP 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.*
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).*

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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** Review of syllabi, assigned readings, creation of an integrated center, implementation of the center in a practicum setting, presentation of center to other teacher candidates, rubrics associated with assignments, outcome activity matrix, task analysis, discussion boards, review of the Harvard Center, and S-PAT samples provide evidence teacher candidates demonstrate in-depth knowledge and understanding of content areas appropriate to young children. Samples are augmented by interviews with cooperating teachers and Praxis II results. Evidence includes a variety of approaches to content areas.

Performance

- The educator demonstrates the application of theories and educational models in early childhood education and special education practices.*
- 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** Assigned readings, quizzes, concept maps, and in-class theory activities demonstrate candidates understand the central concepts, structures of a given discipline, and application of theories, including the tools of inquiry, to create developmentally appropriate 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

- The educator knows that family systems are inextricably tied to child development.*
- The educator understands the typical and atypical development of infants' and young children's attachments and relationships with primary caregivers.*
- 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 Performance Human Development and Learning		X	

- 2.1** Interviews of mentor teachers and faculty, analysis case study responses, review of syllabi and course assignments that included discussion boards, quizzes, and teacher candidate generated IEP goals, and concept maps, provide evidence that teacher candidates demonstrate an ability to use resources and learning activities, and develop curriculum goals that support the intellectual, social, and personal development of young children.

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** Observation of teacher candidates in natural settings, interviews of faculty and mentor teachers, analysis of teacher candidate created presentations for expectant mothers regarding pre-, peri-, and postnatal development factors, strategies for inclusion, and reviewing course reading assignments provide evidence that teacher candidates demonstrate adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practices in a classroom setting.

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*

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concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

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 Teacher candidates develop activity plans and embedding plans that demonstrate their ability to adapt instruction based on the individual needs of students. Additionally, teacher candidates complete readings, discussion boards, and class activities to develop and demonstrate knowledge of adaption of instruction for individual needs. The program provides evidence that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

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 Observation and evaluation of IFSP meetings, development of IEP goals, presentations to parents, and interviews of mentor teachers demonstrate the program provides evidence teacher candidates demonstrate an adequate ability to accommodate individual learning needs.

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

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).

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Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		X	

- 4.1** Teacher candidates demonstrate knowledge of the characteristics of physical environments to support the learning of young children through activity plans, readings and discussion boards, modification/adaptation of a physical environment, and peer evaluation of adaptation activities. The program provides evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies.

Performance

- 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).*
- 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.** Teacher candidates demonstrate an ability to implement developmentally appropriate methods to help young students through activity planning, embedding schedules, and design of instructional centers. Observation of teaching in a natural environment demonstrates teacher candidates and implement these strategies in an instructional environment. The program provides evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

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

- The educator promotes opportunities for young children in natural and inclusive settings.*
- The educator embeds learning objectives within everyday routines and activities.*
- The educator creates an accessible learning environment, including the use of assistive technology.*
- The educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.*
- The educator creates an environment that encourages self-advocacy and increased independence.*

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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** Teacher candidates demonstrate an ability to understand individual and group motivation and behavior, and create positive learning environments through the following evidence points: intervention guides, embedding schedules, activity plans, task analysis, administration and evaluation of primary, secondary and tertiary assessments, observation of teacher candidates and analysis of observation documents. The program provides 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.

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	

- 6.2** Teacher candidates demonstrate evidence of developmentally appropriate communication techniques to foster learning and communication skills through observation of teacher candidates working with students in a classroom setting, lesson plans, Professional Year Assessment documents, and interviews with mentor teachers. The program provides evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

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

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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** Teacher candidates demonstrate evidence of instructional planning based on knowledge of subject matter, student needs, and curriculum goals through readings, quizzes, class discussions, development of a personal philosophy statement, lesson plans, and the S-PAT. The program provides evidence that teacher candidates demonstrate an adequate understanding of how to plan in connection with students' needs and community contexts.

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.*

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

- 7.2** Teacher candidates demonstrate evidence of developmentally appropriate learning experiences, progress monitoring and family involvement in the educational program of the child through observation and evaluation of IFSP meetings, case study analysis, developmentally appropriate design of learning centers, development of IEP goals, progress monitoring including data collection and

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analysis, and S-PAT. The program provides evidence that teacher candidates demonstrate an adequate ability to plan 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 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** Teacher candidates demonstrate understanding, use, and interpretation of for formal and informal assessment strategies to determine program effectiveness through readings, Praxis II passage rates, disability matrices, and S-PAT. Syllabi evidence demonstrated integration of knowledge regarding legal and ethical guidelines related to assessment are integrated throughout several courses. The program provides evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

Performance

- 1. The educator assesses all developmental domains (e.g., social-emotional, fine and gross motor, cognition, communication, and self-help).*
- 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		X	

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and Student Assessment Strategies			
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8.2 Teacher candidates demonstrate evidence of their ability to use, interpret and share assessment information through observation and reflection of an IFSP meeting, administration of the following assessments: AEPS, screener, social emotional, and diagnostic assessments. Additional evidence demonstrates teacher candidates have the ability to share the assessment information with families, and use assessment information to modify instruction and integrate children into an educational setting. The program provides 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

- 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 Teacher candidates demonstrate understanding of NAEYC licensure and DEC Personnel standards through required readings. The program provides evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

Performance

- The educator practices behavior congruent with NAEYC Licensure and DEC Personnel Standards.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching		X	

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9.2 Teacher candidates demonstrate evidence of continuous professional growth in the art and science of teaching through mentor teacher evaluations, Professional Year Assessments, and interviews of mentor teachers. The program provides evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Standard 10: Partnerships- The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Knowledge

1. *The 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 Teacher candidates demonstrate the ability to interact professionally and effectively to support student learning as evidenced by course syllabi, readings, case study activities, concept mapping, discussion boards, completion of education program evaluations, the development of a personal philosophy statement that demonstrate cultural sensitivity, and class discussions. The program provided evidence to support professionalism through the Internship Handbook. The program provides evidence that teacher candidates demonstrate an adequate understanding of effective partnerships.

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.*

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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 Teacher candidates demonstrate their ability to interact in a professional and effective manner by conducting interviews of agency staff members, reflecting on interviews, development of a strategy paper, methods portfolio, sharing developmental screener information, the Professional Year Assessment, internship observations. Additional evidence was provided through mentor teacher interviews. The program provides evidence that teacher candidates demonstrate an adequate ability to interact in a professional and effective manner to support student's learning and well-being.

Areas for Improvement:

Recommended Action on Blended Early Childhood/Early Childhood Special Education:

 X Approved
 Approved Conditionally
 Not Approved

Rubrics for the Idaho Standards for Computer Science 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 CAEP 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: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. *The teacher understands digital citizenship.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Learner Development		X	

1.1 Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.

Performance

1. *The teacher promotes and models digital citizenship.*
2. *The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners.*

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Element	Unacceptable	Acceptable	Target
1.2 Performance Learner Development	X		

- 1.2** Due to lack of completers, the program provides little or no evidence that teacher candidates create learning experiences that make the content taught meaningful to students.

Standard #2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Knowledge

- The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Learning Differences		X	

- 2.1** Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.

Performance

- The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning.*
- The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Learning Differences	X		

- 2.2** Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments. *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

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Knowledge

1. *The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Learning Environments		X	

- 3.1** Syllabi, candidate lesson plans, and a faculty interview 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 promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.*
2. *The teacher develops student understanding of privacy, security, safety, and effective communication in online environments.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Learning Environments	X		

- 3.2** Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

1. *The teacher understands data representation and abstraction.*
2. *The teacher understands how to effectively design, develop, and test algorithms.*
3. *The teacher understands the software development process.*
4. *The teacher understands digital devices, systems, and networks.*
5. *The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.*
6. *The teacher understands the role computer science plays and its impact in the modern world.*
7. *The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.*
8. *The teacher understands the many and varied career and education paths that exist in Computer Science.*

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Element	Unacceptable	Acceptable	Target
4.1 Knowledge Content Knowledge		X	

- 4.1** Syllabi, candidate lesson plans, and a faculty interview 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 demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:*
 - i. *Effectively uses primitive data types.*
 - ii. *Demonstrates an understanding of static and dynamic data structures.*
 - iii. *Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.*
 - iv. *Effectively uses modeling and simulation to solve real-world problems*
2. *The teacher effectively designs, develops, and tests algorithms. The teacher:*
 - i. *Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.*
 - ii. *Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.*
 - iii. *Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.*
 - iv. *Effectively uses two or more development environments.*
 - v. *Demonstrates knowledge of varied software development models and project management strategies.*
 - vi. *Demonstrates application of all phases of the software development process on a project of moderate complexity from inception to implementation.*
3. *The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:*
 - i. *Demonstrates an understanding of data representation at the machine level.*
 - ii. *Demonstrates an understanding of machine level components and related issues of complexity.*
 - iii. *Demonstrates an understanding of operating systems and networking in a structured computing system.*
 - iv. *Demonstrates an understanding of the operation of computer networks and mobile computing devices.*
4. *The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:*
 - i. *Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.*
 - ii. *Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.*
5. *The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.*

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Element	Unacceptable	Acceptable	Target
4.2 Performance Content Knowledge	X		

- 4.2** Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

- The teacher understands the academic language and conventions of computer science and how to make them accessible to students.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Application of Content		X	

- 5.1** Syllabi, candidate lesson plans, and faculty interview 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.

Performance

- The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.*
- The teacher develops student understanding of online safety and effectively communicating in online environments.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Content	X		

- 5.2** Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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Standard #6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

Knowledge

1. *The teacher understands the creation and implementation of multiple forms of assessment using data.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Assessment		X	

- 6.1 Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate students.

Performance

1. *The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.*

Element	Unacceptable	Acceptable	Target
6.2 Performance Assessment	X		

- 6.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

Knowledge

1. *The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

- 7.1 Syllabi, candidate lesson plans, and faculty interview 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.

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Performance

1. *The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.*
2. *The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.*
3. *The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills	X		

- 7.2** Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. *The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Instructional Strategies		X	

- 8.1** Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies.

Performance

1. *The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.*
2. *The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.*

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Element	Unacceptable	Acceptable	Target
8.2 Performance Instructional Strategies	X		

8.2 Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

Knowledge

- The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Professional Learning and Ethical Practice		X	

9.1 Syllabi, candidate lesson plans, and faculty interview provide evidence that teacher candidates demonstrate an adequate ability to engage in ongoing professional learning and use evidence to continually evaluate his/her practice.

Performance

- The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.*
- The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.*
- The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Professional Learning and Ethical Practice	X		

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- 9.2** Due to lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate ability to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

- 1. The teacher understands the process and value of partnerships with industry and other organizations.***

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Leadership and Collaboration		X	

- 10.1** Syllabi, candidate lesson plans, and faculty interview 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 is active in the professional computer science and industrial community.***

Element	Unacceptable	Acceptable	Target
10.2 Performance Leadership and Collaboration	X		

- 10.2** Due to the lack of completers, the program provides little or no evidence that teacher candidates demonstrate adequate understanding of leadership and collaboration.

Areas for Improvement:

Recommended Action on Computer Science:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

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

Standards 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.*
- 2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.*
- 3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.*
- 4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.*
- 5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.*
- 6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.*

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7. *The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.*
8. *The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.*
9. *The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.*
10. *The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.*
11. *The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 Artifacts Reviewed:

- a. Course Syllabi (ED-LLC 330, 340, 345, 440; ED CIFS 203, 330, 333; MATH 157, 257; ART 321, MUSIC 372, KIN 355, Foundations 201, Ed Tech 202)
- b. Lesson plan assignment descriptions (ED LLC340), Lesson Design Exemplars and Models (Lesson Design Seminar, ED LLC 345), Lesson Plan Templates, checklist assessment (Lesson Design Seminar), writing across the curriculum guidelines (ED LLC 345)
- c. Candidate presentations and professor feedback (ED LLC 440, ED CIFS 333)
- d. Course Quizzes/Tests (ED LLC 345, ED CIFS 331)
- e. Candidate Reflections /Journals (ED LLC 345, ED CIFS 203)
- f. Student Profile Assessment description, exemplar and rubric (ED LLC 340)
- g. Student writing profile guidelines, exemplar and guidelines (ED LLC 345)
- h. ICLC Competencies and Praxis II competencies
- i. Course Activity Descriptions (ED CIFS 330)
- j. Lesson Plans with feedback (ED LLC 330)
- k. Disposition Assessment (Foundations 201)
- l. Philosophy Paper by Candidate (Foundations 201)
- m. Candidate, Mentor Teacher and Faculty Interviews
- n. Site Visits
- o. S-PAT

Conclusion/Rationale:

Reviewing the artifacts listed above demonstrates the Unit is effectively preparing elementary education candidates in understanding the importance of integrated curriculum and the relationship between inquiry and the development of thinking and reasoning. Inquiry based lessons seem to be common in science as indicated by the syllabi. Mathematical inquiry was confirmed through candidate interviews. The program is particularly strong in its literacy content preparation.

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Performance

1. *The teacher models the appropriate and accurate use of language arts.*
2. *The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.*
3. *The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.*
4. *The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.*
5. *Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.*
6. *The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Evidence reviewed:

- a. Application to Teacher Education Interview Rubric
- b. Differentiation Fair posters and Presentation exemplars
- c. PYA 3A and 4C scores
- d. Field Placement Evaluations (ED LLC 340)
- e. Integrated Lesson Sequence (ED LLC 440)
- f. Lessons Plans (ED CIFS 331, 333; Music 372, KIN 355, ED LTCY 340)
- g. Unit Plans (ED CIFS 330, 333, 345; ART 321,)
- h. Student interview (ED CIFS 331)
- i. Candidate Tech Portfolio (ED TECH 202)
- j. Candidate Reflection on Lesson (KIN 355)
- k. S-PAT Units (including video and reflection)
- l. Formative Observations – Domains 2, 3
- m. PYA Domains 1,3
- n. Learning Environment Portfolio (ED CIFS 332)

Conclusion/Rationale:

Observing video tapes elementary teacher candidates teaching language arts lessons, analyzing teacher lesson plans, and interviewing university liaisons, mentor teachers and candidates provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice and accurately reflect language arts content.

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Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. *The teacher 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 Evidence Reviewed:

- a. Course Syllabi (ED LLX 340, 345; ED CIFS 203)
- b. ICLC competency
- c. Journals (ED CIFS 203)
- d. Motivation Plan (ED CIFS 203)
- e. Course Activities (ED CIFS 203)
- f. Faculty, mentor teacher and Candidate interviews

Conclusion/Rationale:

Reviewing the artifacts listed above indicates the program is effectively preparing candidates in the knowledge of English language arts and the influence of literacy and language development on learning and instructional decisions. The program provides evidence that candidates understand the role of cognition, inquiry and exploration in learning.

Performance

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

Element	Unacceptable	Acceptable	Target
2.2 Performance: Provide Opportunities for Development		X	

2.2 Evidence Reviewed:

- a. Lesson Plans (ED CIFS 333)
- b. Unit Plans (ED CIFS 333)
- c. Candidate and university liaisons

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Conclusion/Rationale:

Analyzing teacher lesson plans, unit plans, and interviewing candidates, mentor teachers and university liaisons provide evidence that teacher candidates demonstrate adequate knowledge of how young children and early adolescents learn. The program provides evidence that candidates design instruction and provide opportunities for students to learn through inquiry and exploration.

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

Knowledge

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

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

3.1 Evidenced Reviewed:

- a. Barriers and Solutions (ED SPED 250)
- b. Philosophy Papers (if we get samples)
- c. S-PAT seminars 1 and 2
- d. Course Syllabi (ED SPED 250, ED CIFS 332, ED LLC 340, ESP 250)
- e. Candidate, mentor teacher and faculty interviews.

Conclusion/Rationale:

After reviewing the artifacts listed above, the Unit provides evidence that candidates demonstrate an adequate understanding of how students differ in their approaches to learning. Candidate interviews clearly indicated that they process the needs of students and work to differentiate learning.

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 Evidence Reviewed:

- a. Professional Year Logs
- b. Student Profile Assignment Exemplars
- c. ESP 250 Field Experience Portfolio?
- d. Hierarchy of Interventions Exemplars (ED CIFS 332)
- e. Learner Profile Exemplars (ED LLC 340)
- f. Case Study Exemplars (ED CIFS 332)
- g. S-PAT Analysis of Three Learners exemplar
- h. Candidate and mentor teacher interviews

Conclusion/Rationale:

After reviewing the artifacts listed above, the Unit demonstrates that candidates work to modify instructional opportunities to support students with diverse needs. Early experiences work to build pieces and skills (Hierarchy, learner profile, etc.) necessary to differentiate learning and are evidenced through candidate interviews in practice.

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 Evidence Reviewed

- a. Course Syllabus (ED CIFS 332)
- b. LEP portfolio (Tab 2C: Routines and Procedures and Tabs 2D, 2B, 2A)
- c. Interviews with administrators, mentor teachers, completers and candidates

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Conclusion/Rationale:

After reviewing the evidence listed above, the program provides evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. In particular, candidates and completers confirm resources that enable them to adjust their approach in the classroom.

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	

5.2 Evidence Reviewed:

- a. Formative Observation Reports 2C and 2D
- b. PYA results 2C, 2D
- c. Interviews with candidates, mentor teachers, completers and faculty

Conclusion/Rationale:

After reviewing the evidence listed above, the program provides evidence that teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. In particular, candidates and completers confirm resources that enable them to adjust their approach in the classroom. Candidates and completers can share specific examples. Administrators confirm proficient practice in the classroom.

Areas for Improvement:

None noted. The Unit has provided detailed evidence that it purposefully prepares candidates, has thoughtfully aligned coursework and outcomes to the relevant standards and is now working on providing a consistent experience.

Recommended Action on the Elementary Education Program:

 X Approved
 Approved Conditionally
 Not Approved

Rubrics for the Idaho Standards for Engineering 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 CAEP 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: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. *The teacher understands how to design developmentally appropriate engineering activities and assignments.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Learner Development		X	

- 1.1 Syllabi, candidate lesson plans, candidate instructional units, faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop.

Performance

1. *The teacher designs and implements developmentally appropriate engineering activities and assignments.*

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Element	Unacceptable	Acceptable	Target
1.2 Performance Learner Development		X	

- 1.2** Through analyzing teacher lesson plans, interviewing university liaisons, and Praxis II scores the program provides evidence that teacher candidates demonstrate an adequate knowledge of learning differences.

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

- The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address those needs.*
- The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.*

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Learning Differences		X	

- 2.1** Syllabi, required coursework, course assignments, candidate lesson plans, and instructional units, provide evidence that teacher candidates demonstrate an adequate understanding of how students differ in their approaches to learning.

Performance

- The teacher collaborates with other area specialists to distinguish between issues of learning disabilities and giftedness.*
- The teacher provides appropriate accommodations that allow students to access academic content.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Learning Differences		X	

- 2.2** Through analyzing teacher lesson plans, interviewing university liaisons, and Praxis II scores the program provides evidence that teacher candidates demonstrate an adequate ability to ensure inclusive learning environments that enable each learner to meet high standards.

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Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

- 1. The teacher understands the principles of effective classroom management (e.g., strategies that promote positive relationships, cooperation, conflict resolution, and purposeful learning).*
- 2. The teacher understands the principles of motivation, both extrinsic and intrinsic, and human behavior.*
- 3. The teacher knows the components of an effective classroom management plan.*
- 4. The teacher understands how social groups function and influence individuals, and how individuals influence groups.*
- 5. The teacher understands how participation, structure, and leadership promote democratic values in the classroom.*
- 6. The teacher understands the relationship between classroom management, school district policies, building rules, and procedures governing student behavior.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Learning Environments		X	

- 3.1** Course syllabi and assignments, faculty interviews, 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 recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.*
- 2. The teacher establishes a positive and safe climate in the classroom and laboratory, as well as participates in maintaining a healthy environment in the school as a whole.*
- 3. The teacher designs and implements a classroom management plan that maximizes class productivity by organizing, allocating, and managing the resources of time, space, and activities, as well as clearly communicating curriculum goals and learning objectives.*
- 4. The teacher utilizes a classroom management plan consistent with school district policies, building rules, and procedures governing student behavior.*
- 5. The teacher creates a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.*
- 6. The teacher organizes, prepares students for, and monitors independent and group work that allows for the full and varied participation of all individuals.*
- 7. The teacher engages students in individual and cooperative learning activities that helps the students develop the motivation to achieve (e.g., relating lessons to real-life situations, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them).*
- 8. The teacher analyzes the classroom environment, making adjustments to enhance social relationships, student self-motivation and engagement, and productive work.*

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Element	Unacceptable	Acceptable	Target
3.2 Performance Learning Environments		X	

- 3.2** Analyzing teacher lesson plans, interviewing university liaisons, and Praxis II scores provide evidence that teacher candidates create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge. *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

- The teacher understands the principles and concepts of engineering design.*
- The teacher understands the role of mathematics in engineering design and analysis.*
- The teacher understands the role of natural and physical sciences in engineering design and analysis.*
- The teacher understands the ethical issues and practices of the engineering profession.*
- The teacher understands the importance of team dynamics and project management in engineering projects.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Content Knowledge		X	

- 4.1** Praxis II exam scores, candidate assignments, lesson plans, instructional units, 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

- The teacher applies the principles and concepts of engineering design in the solution of an engineering design problem.*
- The teacher can demonstrate the effects engineering has on the society, the environment and the global community.*
- The teacher is able to work in a learning community/project team.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Content Knowledge	X		

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- 4.2** Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability to teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. *The teacher understands the communication needs of diverse learners.*
2. *The teacher knows how to use a variety of communication tools (e.g., audio-visual technology, computers, and the Internet) to support and enrich learning opportunities.*
3. *The teacher understands strategies for promoting student communication skills.*
4. *The teacher knows the symbols, terminology, and notations specific to engineering.*
5. *The teacher recognizes the importance of oral and written communication in the engineering discipline.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Application of Content		X	

- 5.1** Praxis II exam scores, candidate assignments, lesson plans, instructional units, provide evidence that teacher candidates demonstrate adequate knowledge of the content that they plan to teach and demonstrate adequate application of content.

Performance

1. *The teacher is a thoughtful and responsive listener.*
2. *The teacher adjusts communication so that it is developmentally and individually appropriate.*
3. *The teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking.*
4. *The teacher supports and expands student skills in speaking, writing, reading, listening, and in using other mediums, consistent with engineering practices.*
5. *The teacher demonstrates the ability to communicate effectively orally and in writing.*
6. *The teacher adjusts communication in response to cultural differences (e.g., appropriate use of eye contact and interpretation of body language).*
7. *The teacher uses a variety of communication tools (e.g., audio-visual technologies, computers, and the Internet) to support and enrich learning opportunities.*
8. *The teacher uses the symbols, terminology, and notations specific to engineering.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Content	X		

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- 5.2** Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability 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 purposes of formative and summative assessment and evaluation.*
- 2. The teacher knows how to use multiple strategies to assess individual student progress.*
- 3. The teacher understands the characteristics, design, purposes, advantages, and limitations of different types of assessment strategies.*
- 4. The teacher knows how to use assessments in designing and modifying instruction.*
- 5. The teacher knows how to select, construct, and use assessment strategies and instruments appropriate to students to measure engineering learning outcomes.*
- 6. The teacher understands measurement theory and assessment-related concepts such as validity, reliability, bias, and scoring.*
- 7. The teacher knows how to communicate assessment information and results to students, parents, colleagues, and stakeholders.*
- 8. The teacher knows how to apply technology to facilitate effective assessment and evaluation strategies.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Assessment		X	

- 6.1** Faculty interviews, completer interviews, and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate students.

Performance

- 1. The teacher selects, constructs, and uses a variety of formal and informal assessment techniques to enhance the knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.*
- 2. The teacher uses multiple assessment strategies to measure students' current level of performance in relation to curriculum goals and objectives.*
- 3. The teacher appropriately uses assessment strategies to allow students to become aware of their strengths and needs and to encourage them to set personal goals for learning.*
- 4. The teacher monitors student assessment data and adjusts instruction accordingly.*
- 5. The teacher maintains records of student work and performance, and communicates student progress to students, parents, colleagues, and stakeholders.*

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Element	Unacceptable	Acceptable	Target
6.2 Performance Assessment		X	

6.2 Through analyzing teacher lesson plans, and interviewing university liaisons, and Praxis II scores the program provides evidence that teacher candidates demonstrate adequate ability to use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

- 1. The teacher understands how to apply knowledge regarding subject matter, learning theory, instructional strategies, curriculum development, and child and adolescent development to meet curriculum goals.*
- 2. The teacher knows how to take into account such elements as instructional materials, individual student interests, needs, aptitudes, and community resources in planning instruction that creates an effective bridge between curriculum goals and student learning.*
- 3. The teacher knows when and how to adjust plans to maximize student learning.*
- 4. The teacher understands how curriculum alignment across grade levels and disciplines maximizes learning.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

7.1 Candidate instructional units, lesson plans, and candidate 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.

Performance

- 1. The teacher designs an engineering curriculum that aligns with high school and postsecondary engineering curricula.*
- 2. The teacher designs curriculum to meet community and industry expectations.*
- 3. The teacher, as an individual and a member of a team, selects and creates learning experiences that are appropriate for curriculum goals, relevant to students, and based on principles of effective instruction and performance modes.*
- 4. The teacher creates short-range and long-range instructional plans, lessons, and activities that are differentiated to meet the developmental and individual needs of diverse students.*
- 5. The teacher responds to unanticipated sources of input by adjusting plans to promote and capitalize on student performance and motivation.*

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6. *The teacher develops and utilizes student assessments that align with curriculum goals and objectives.*
7. *The teacher modifies instructional plans based on student assessment and performance data.*
8. *The teacher integrates multiple perspectives into instructional planning, with attention to students' personal, family, and community experiences and cultural norms.*
9. *The teacher uses information from students, parents, colleagues, and school records to assist in planning instruction to meet individual student needs.*

Element	Unacceptable	Acceptable	Target
7.2 Performance Instructional Planning Skills	X		

- 7.2** Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. *The teacher understands how instructional strategies impact processes associated with various kinds of learning.*
2. *The teacher understands the techniques and applications of various instructional strategies (e.g., cooperative learning, project-based learning, problem-based learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction, manipulatives).*
3. *The teacher knows how to enhance learning through the use of a wide variety of materials, human resources, and technology.*
4. *The teacher knows how to apply integrative STEM pedagogy.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Instructional Strategies		X	

- 8.1** Candidate instructional units, lesson plans, as well as interviews with and candidates, provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies.

Performance

1. *The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs.*
2. *The teacher uses multiple teaching and learning strategies to engage students in learning.*
3. *The teacher uses a variety of instructional tools and resources.*

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4. *The teacher develops learning activities that integrate content from science, technology, engineering, arts, and mathematic disciplines.*
5. *The teacher uses practitioners from industry and the public sector as appropriate for the content area.*
6. *The teacher develops a scope and sequence of instruction related to the students' prior knowledge.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Instructional Strategies	X		

- 8.2** Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. *The teacher is knowledgeable about the different career opportunities for engineering.*
2. *The teacher knows the Code of Ethics for Idaho Professional Educators.*
3. *The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching.*
4. *The teacher is aware of the personal biases that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.*
5. *The teacher knows where to find and how to access professional resources on teaching and subject matter.*
6. *The teacher understands the need for professional activity and collaboration beyond the school.*
7. *The teacher knows about professional organizations within education and his/her discipline.*
8. *The teacher understands the dynamics of change and recognizes that the field of education is not static.*
9. *The teacher knows how to use educational technology to enhance productivity and professionalism.*

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.

Performance

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

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2. *The teacher adheres to local, state, and federal laws.*
3. *The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and research).*
4. *The teacher uses self-reflection as a means of improving instruction.*
5. *The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.*
6. *The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.*
7. *The teacher engages in professional discourse about subject matter knowledge and pedagogy.*
8. *The teacher uses educational technology to enhance productivity and professionalism.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Professional Learning and Ethical Practice	X		

- 9.2** Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate ability to engage in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. *The teacher is aware of community issues and needs for design opportunities.*
2. *The teacher is aware of the importance of professional learning communities.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Leadership and Collaboration		X	

- 10.1** Engagement in Professional Learning Community activities, candidate interviews, and mentor 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 is able to adapt lessons to address community needs using the engineering design process.*
2. *The teacher actively seeks out and utilizes community resources to create engaging learning opportunities.*

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3. *The teacher collaborates with other teachers across disciplines, as well as community partners.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Leadership and Collaboration	X		

10.2 Due to lack of completers the program provides little or no evidence that teacher candidates demonstrate adequate understanding of leadership and collaboration.

Areas for Improvement:

At this point in time, the Engineering IDoTeach/STEM program is doing a proper job of preparing candidates for service. The conditional approval is based solely on a lack of completers. In the future, with additional completer data the determination of full approval will be able to be considered.

Recommended Action on Engineering:

☐ Approved
☒ Approved Conditionally
☐ Not Approved

Rubrics for the Idaho Standards for English Language Arts 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 CAEP 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.*
- 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.*

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13. *The teacher understands that composition is a recursive process that includes brainstorming, drafting, revising, editing for correctness and clarity, and publishing; that the process will vary with the individual and the situation; and that learning to write is a developmental process.*
14. *The teacher recognizes the student's need for authentic purposes, audiences, and forms of writing.*
15. *The teacher understands the appropriate selection, evaluation, and use of primary and secondary sources in research processes.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

- 1.1** Interviews with cooperating mentor teachers, Praxis II scores, GPAs, perusing candidate work samples, and reviewing syllabi and course catalog outlines provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

Performance

1. *The teacher uses skills and knowledge congruent with current research on best practices for teaching reading and writing.*
2. *The teacher integrates reading, writing, speaking, listening, viewing, and language study.*
3. *The teacher builds a reading, writing, listening, speaking, and viewing community in which students respond, interpret, and think critically.*
4. *The teacher instructs student on the conventions of standard written language, i.e., grammar, punctuation, capitalization, and spelling.*
5. *The teacher reviews, interprets, evaluates, and selects content presented by print and nonprint media and models these processes for students.*
6. *The teacher integrates information from traditional, technical, and electronic sources for critical analysis and evaluation by students.*
7. *The teacher helps students with their understanding of a variety of literary and nonliterary forms and genres.*
8. *The teacher presents social, cultural, and historical significance of a variety of texts and connects these to students' experiences.*
9. *The teacher demonstrates the writing process as a recursive and developmental process.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

- 1.2** Interviews with language arts teacher graduates and mentor teachers, and analyzing teacher lesson plans, provide evidence that teacher candidates demonstrate an adequate ability to use resources and

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learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts 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 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 Analyzing teacher lesson plans, and reviewing professor comments on candidate work provide evidence that teacher candidates demonstrate an adequate understanding of human development and learning. In addition, the teacher candidates are prepared to be sensitive to community standards in selection of teaching materials, which is an important consideration when a teacher is working in the field.

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.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

- 2.2 Interviewing language arts teacher graduates, analyzing teacher lesson plans, and reviewing university professors' comments on candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for development.

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 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** Interviews with language arts teacher graduates, analyzing teacher lesson plans, reviewing course syllabi, professor comments on student work, and student work samples and provide evidence that teacher candidates demonstrate a superior understanding of multiple instructional strategies.

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** Analysis of many teacher candidate lesson plans on multiple proficiency levels provides evidence that teacher candidates demonstrate an adequate ability to apply multiple instructional strategies.

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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 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** Analyzing teacher lesson plans, reviewing syllabi, and perusing candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

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 Performance:** Analyzing teacher lesson plans and work samples provide 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.

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.*

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Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		X	

9.2 Reviewing S-PAC and PYA examples shows a focus on reflection and professional development as a practitioner. Unit plan samples and student teaching logs also demonstrate teacher stimulation of student enthusiasm for literature, writing, and literacy. These artifacts and evidence provide evidence that teacher candidates demonstrate an ability to develop in the art and science of teaching.

Areas for Improvement:

Though the university program is very strong overall, the reviewer noticed a weakness in grammar teaching preparation. The syllabi of Eng 301 and 381 reference the teaching of grammar, but interviews with teacher graduates express a lack of knowledge in adequately understanding grammar in order to teach it to adolescent students. The syllabi state that most college students come to these classes quite proficient in grammar usage, so focused grammar instruction isn't instructed in the course work. However, students in secondary ed. classrooms usually do not have an inherently proficient level of grammar, so methods of teaching grammar to grades 6-12 students should be emphasized in undergraduate preparation, as required in Standard 1.3 Knowledge of Subject Matter. The Description of Evidence and Rationale given for Standard 1.3 suggest that this grammar instruction is done through the writing courses, but interviews with graduates who are teaching in the field express a lack of preparation in order to teach grammar to secondary level students.

Recommended Action on English Language Arts:

☒ Approved
☐ Approved Conditionally
☐ Not Approved

Rubrics for the Idaho Standards for Mathematics 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 CAEP 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Mathematics		X	

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- 1.1** Interviews with mentor teachers, candidates, completers, and faculty, Praxis II scores, and review of candidate work samples and course syllabi 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 appropriate and correct mathematical concepts in creating learning experiences.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Mathematics Meaningful		X	

- 1.2** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples 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	

- 2.1** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how students learn and develop, as delineated in the Idaho Standards for Mathematics Teachers*

Performance

- 1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.*

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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** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for development as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

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** Interviews with mentor teachers, candidates, completers, and faculty, in addition to review of candidate work samples and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of individual learning needs as delineated by the Performance 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	

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3.2 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples 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	

4.1 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples and course syllabi provide evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical instructional strategies as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

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.*

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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** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to use a variety of mathematical instructional strategies as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 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** Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate 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 mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to apply

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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 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of how to assess students' mathematical reasoning.

Performance

1. *The teacher assesses students' mathematical reasoning.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Assessing Students' Mathematical Reasoning		X	

- 8.2 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples 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.

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Element	Unacceptable	Acceptable	Target
11.1 Knowledge Significant Mathematical Connections		X	

11.1 Interviews with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of significant mathematical connections.

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 with mentor teachers, candidates, completers, and faculty, and review of candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to ability to apply mathematical connections

Areas for Improvement:

Recommended Action on Mathematics:

- ☒ Approved
☐ Approved Conditionally
☐ Not Approved

Rubrics for the Idaho Standards for Teacher Leaders

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 CAEP 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: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.

Knowledge: The teacher leader demonstrates knowledge of . . .

- 1. The differences in knowledge acquisition and transfer for children and adults*
- 2. Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development*
- 3. Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution*
- 4. Effective listening, oral communication, presentation skills, and expression in written communication*
- 5. Research and exemplary practice on "organizational change and innovation"*
- 6. The process of development of group goals and objectives*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Adults as Learners to Support Professional Learning Communities		X	

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- 1.1** Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of adults as learners, as delineated in the Idaho Standards for Teacher Leaders.

Performance: The teacher leader. . .

- 1. Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning*
- 2. Improves colleagues' acquisition and application of knowledge and skills*
- 3. Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives*
- 4. Uses effective communication skills and processes*
- 5. Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process*
- 6. Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice*

Element	Unacceptable	Acceptable	Target
1.2 Performance Understanding Adults as Learners to Support Professional Learning Communities		X	

- 1.2** Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences for adults, as delineated in the Idaho Standards for Teacher Leaders.

Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.

Knowledge: The teacher leader demonstrates knowledge of. . .

- 1. Action research methodology*
- 2. Analysis of research data and development of a data-driven action plan that reflects relevance and rigor*
- 3. Implementation strategies for research-based change and for dissemination of findings for programmatic changes*

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Element	Unacceptable	Acceptable	Target
2.1 Knowledge Accessing and Using Research to Improve Practice and Student Achievement		X	

- 2.1** Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how to access and use research to improve practice and student achievement, as delineated in the Idaho Standards for Teacher Leaders.

Performance: The teacher leader. . .

1. *Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes*
2. *Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability*
3. *Assists with application and supports dissemination of action research findings to improve educational outcomes*

Element	Unacceptable	Acceptable	Target
2.2 Performance Accessing and Using Research to Improve Practice and Student Achievement		X	

- 2.2** Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities to use research to improve educational outcomes, as delineated by the indicators in the Idaho Standards for Teacher Leaders.

Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. *The standards of high quality professional development and their relevance to improved learning*
2. *Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.*
3. *The role of 21st century skills and technologies in educational practice*
4. *The role of shifting cultural demographics in educational practice*

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Element	Unacceptable	Acceptable	Target
3.1 Knowledge Promoting Professional Learning for Continuous Improvement		X	

- 3.1** Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of the need for continuous improvement, as delineated by the indicators in the Idaho Standards for Teacher Leaders.

Performance: The teacher leader.

1. *Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education*
2. *Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals*
3. *Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate*
4. *Continually assesses the effectiveness of professional development activities and adjusts appropriately*

Element	Unacceptable	Acceptable	Target
3.2 Performance Promoting Professional Learning for Continuous Improvement		X	

- 3.2** Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate an adequate ability to promote professional learning for continuous improvement, as delineated by the indicators in the Idaho Standards for Teacher Leaders.

Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. *Research-based curriculum, instruction, and assessment and their alignment with desired outcomes*
2. *The Framework for Teaching, effective observation and strategies for providing instructional feedback*
3. *Role and use of critical reflection in improving professional practice*

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Element	Unacceptable	Acceptable	Target
4.1 Knowledge Facilitating Improvements in Instruction and Student Learning		X	

- 4.1** Interviews with faculty, review of teacher work samples, and review of course syllabi provide evidence that teacher candidates demonstrate adequate understanding of facilitating improvement in instruction and student learning, as delineated by the indicators in the Idaho Standards for Teacher Leaders.

Performance: The teacher leader.

- 1. Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices*
- 2. Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment*
- 3. Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment*
- 4. Develops, leads and promotes a culture of self-reflection and reflective dialogue*

Element	Unacceptable	Acceptable	Target
4.2 Performance Facilitating Improvements in Instruction and Student Learning	X		

- 4.2** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate an adequate ability to facilitate improvements in instruction based upon the Framework for Teaching (S4, P1). Evidence did not support candidates' ability to recognize, analyze, and work toward improving the quality of colleagues' professional and instructional practices (S4,P1), as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.

Knowledge: The teacher leader demonstrates knowledge of. . .

- 1. Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes*

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2. *Use of formative and summative data to inform the continuous improvement process*
3. *Analysis and interpretation of data from multiple sources*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Using Assessments and Data for School and District Improvement	X		

- 5.1** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate adequate understanding of using assessments and data for school and district improvement, as delineated by the indicators in the Idaho Standards for Teacher Leaders. No evidence was found to support standard 5 knowledge elements 1, 2, or 3.

Performance: The teacher leader. . .

1. *Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement*
2. *Models use of formative and summative data to inform the continuous improvement process*
3. *Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other*

Element	Unacceptable	Acceptable	Target
5.2 Performance Using Assessments and Data for School and District Improvement	X		

- 5.2** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate an adequate ability to use data and assessments for school and district improvement, as delineated by the indicators in the Idaho Standards for Teacher Leaders. Only minimal evidence was found that demonstrated a candidate's ability to use formative and summative data to inform the continuous improvement process.

Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. *Child development and conditions in the home, culture and community and their influence on educational processes*

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2. *Contextual considerations of the family, school, and community and their interaction with educational processes*
3. *Effective strategies for involvement of families and other stakeholders as part of a responsive culture*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Improving Outreach and Collaboration with Families and Community	X		

- 6.1** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate adequate understanding of improving outreach and collaboration with families and community, as delineated by the indicators in the Idaho Standards for Teacher Leaders. No evidence was found to support standard 6 knowledge elements 1, 2, or 3.

Performance: The teacher leader. . .

1. *Develops colleagues' abilities to form effective relationships with families and other stakeholders*
2. *Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools*
3. *Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process*

Element	Unacceptable	Acceptable	Target
6.2 Performance Improving Outreach and Collaboration with Families and Community	X		

- 6.2** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate an adequate ability to improve outreach and collaboration with families and community, as delineated by the indicators in the Idaho Standards for Teacher Leaders. No evidence was found to support standard 6 performance elements 1, 2, or 3.

Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.

Knowledge: The teacher leader demonstrates knowledge of. . .

1. *Effective identification and interpretation of data, research findings, and exemplary practices*

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2. *Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement*
3. *Local, state and national policy decisions and their influence on instruction*
4. *The process to impact policy and to advocate on behalf of students and the community*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Advocating for Student Learning and the Profession	X		

- 7.1** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate adequate understanding of advocating for student learning and the profession, as delineated by the indicators in the Idaho Standards for Teacher Leaders. Evidence was not seen to support standard 7, knowledge elements 2, 3, and 4.

Performance: The teacher leader.

1. *Identifies and evaluates needs and opportunities*
2. *Generates ideas to effectively address solutions/needs*
3. *Analyzes feasibility of potential solutions and relevant policy context*
4. *Advocates effectively and responsibly to relevant audiences for realization of opportunities*

Element	Unacceptable	Acceptable	Target
7.2 Performance Advocating for Student Learning and the Profession	X		

- 7.2 Performance:** Interviews with faculty, review of teacher work samples, and review of course syllabi did not provide evidence that teacher candidates demonstrate an adequate ability to advocate for student learning and the profession, as delineated by the indicators in the Idaho Standards for Teacher Leaders. Evidence was not seen to support standard 7, performance elements 3 and 4.

Areas for Improvement: Listed below are the areas which need to be improved to meet the Teacher Leader Standards.

Standard 4

Knowledge 2

Performance 1

Performance 2

Standard 5

Knowledge 1

Knowledge 2

Knowledge 3

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Performance 1
Performance 3
Standard 6
Knowledge 1
Knowledge 2
Knowledge 3
Performance 1
Performance 2
Performance 3
Standard 7
Knowledge 2
Knowledge 3
Knowledge 4
Performance 3
Performance 4

Recommended Action on Mathematics Consulting Teacher:

☐ Approved
☐ Approved Conditionally
☒ Not Approved

Idaho Standards for Music Teachers

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

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge: The teacher understands and knows how to teach:

1. *Singing, alone and with others, a varied repertoire of music.*
2. *Performing on instruments, alone and with others, a varied repertoire of music.*
3. *Improvising melodies, variations, and accompaniments.*
4. *Composing and arranging music within specified guidelines.*
5. *Reading and notating music.*
6. *Listening to, analyzing, and describing music.*
7. *Evaluating music and music performances.*
8. *Understanding relationships between music, the other arts, and disciplines outside the arts.*
9. *Understanding music in relation to history and culture.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

- 1.1** A review of Praxis II scores, multiple course syllabi, course assignments, candidate work samples, and video recordings provides evidence that teacher candidates demonstrate adequate knowledge of subject matter.

Performance: The teacher is able to demonstrate and teaches:

1. *Singing, alone and with others, a varied repertoire of music.*
2. *Performing on instruments, alone and with others, a varied repertoire of music.*
3. *Improvising melodies, variations, and accompaniments.*
4. *Composing and arranging music within specified guidelines.*

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5. *Reading and notating music.*
6. *Listening to, analyzing, and describing music.*
7. *Evaluating music and music performances.*
8. *Understanding relationships between music, the other arts, and disciplines outside the arts.*
9. *Understanding music in relation to history and culture.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

- 1.2** A review of concert/recital program videos, arrangements and compositions, candidate work samples, student work samples, candidate reflections, teaching videos, lesson and unit plans, and interviews with candidates and faculty demonstrates that teacher 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, curriculum goals, and instructional strategies.

Knowledge

1. *The teacher understands and knows how to design a variety of musical learning opportunities for students that demonstrate the sequential, holistic, and cumulative processes of music education.*

Element	Unacceptable	Acceptable	Target
7.1 Knowledge Understanding Subject Matter		X	

- 7.1** A review of the department lesson plan template, course syllabi, interviews with faculty and candidates provide evidence that teacher candidates demonstrate adequate knowledge of the subject matter.

Performance

1. *The teacher is able to teach and engage students in a variety of musical learning opportunities that demonstrate the sequential, holistic, and cumulative processes of music education*

Element	Unacceptable	Acceptable	Target
7.2 Performance Making Subject Matter Meaningful		X	

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7.2 A review of S-PAT unit plans, videos of lessons, and interviews with faculty and candidates demonstrates that teacher 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.

Areas for Improvement:

Regarding 1.2: Sufficient evidence was found for this standard, however, the following areas could use more evidence (e.g. lesson plans, teaching videos, student work samples, etc.) in the future:

- 4. *Composing and arranging music within specified guidelines.*
- 7. *Evaluating music and music performances.*
- 9. *Understanding music in relation to history and culture.*

Recommended Action on Music:

X Approved
 Approved Conditionally
 Not Approved

Rubrics for the Idaho Standards for Online 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 CAEP 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).*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

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- 1.1** Course syllabi, instructor feedback, candidate lesson plans, candidate produced syllabi and candidate self-evaluations provide evidence that teacher candidates demonstrate adequate knowledge of understanding subject matter.

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** Candidate unit and lesson plans, candidate created assessment and task analysis provide 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.

Performance

1. *The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).*
2. *The online teacher uses communication technologies to alter learning strategies and skills (e.g., Media Literacy, visual literacy).*
3. *The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.*
4. *The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g. Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g. Isolation, cyber-bullying); Moral (i.e. Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.*

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Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

- 2.2** Candidate produced Lesson Plans, Assessments, Reflections, Work Samples and Projects provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for 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.*

Knowledge

- 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** Syllabi, Instructor Feedback, Lesson and Unit plans created by Candidates, work samples and Projects provide evidence that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

Performance

- 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.*
- 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).*
- 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	

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3.2 Candidate Lesson Plans, Rubrics, Work Samples, and Projects provide evidence that teacher candidates demonstrate an adequate ability to accommodate individual learning needs.

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 Course Syllabi, Candidate Lesson Plans, Instructor Feedback and Candidate created Projects and Assignments provide evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies.

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	

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- 4.2** Candidate created Evaluation Plans, Student Surveys, Candidate Course Design Plans, and Lesson Plans provide evidence that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

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).*

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** Candidate produced lesson plans, candidate feedback to students, evaluation plans, and candidate produced syllabi provide 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, 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	

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- 6.1** Course syllabi, candidate lesson plans, and instructor feedback provide evidence that teacher candidates demonstrate an adequate understanding of a variety of communication techniques.

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).*

Element	Unacceptable	Acceptable	Target
6.2 Performance Using a Variety of Communication Techniques		X	

- 6.2** Candidate communication with parents, candidate feedback to students, candidate created lesson and communication plans, provide evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

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	

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7.2 Candidate created Lessons, Design Plans, and Assessments provide evidence that teacher candidates demonstrate an adequate ability to plan in connection with students' needs and community contexts.

Standard 8: Assessment of Student Learning - The online teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Performance

1. *The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.*
2. *The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.*

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

8.2 Candidate created Lessons, Design Plans, and Assessments provide evidence that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

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	

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9.1 Candidate created Lessons, Design Plans, Assessments, Course Syllabi, Instructor Feedback and Candidate Reflection provide evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

Performance

- 1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).*
- 2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.*
- 3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching		X	

9.2 Candidate Portfolios, Work Samples, and Candidate created projects provide evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Areas for Improvement:

Recommended Action on Online Teacher:

 X Approved
 Approved Conditionally
 Not Approved

Rubrics for the Idaho Standards for Physical Education 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 CAEP 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).*

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

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- 1.1** Course syllabi, Praxis II scores, candidate lesson plans, instructor feedback, and candidate interviews 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** Candidate lesson plans, case studies, observation of candidate teaching, and candidate interviews and instructor feedback 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.*
2. *The teacher promotes physical activities that contribute to good health.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

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- 2.2** Candidate interviews, lesson and unit plans, and observation of candidate teaching and instructor feedback 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** Candidate work samples, lesson plans, interviews and reflections 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

- 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.*
- The teacher knows strategies to help students become self-motivated in physical education.*
- The teacher understands that individual performance is affected by anxiety.*
- 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, Praxis II scores, candidate interviews and school administrator interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

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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** Candidate lesson and unit plans, observation of candidate teaching, and candidate interviews 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).*

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, Praxis II scores, lesson plans, teacher observation, candidate interviews, and candidate produced curriculum design (Curriculum Design portfolio covers the community history, demographics and is an in depth too to help guide instruction) (Candidate Interviews supported this knowledge and performance) provide evidence that teacher candidates demonstrate an in-depth understanding of

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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 Candidate teaching observation, candidate lesson plans, candidate reflection, candidate produced curriculum design portfolio, and interviews with candidates and school administrators (Curriculum Design portfolio covers the community history, demographics and is an in depth too to help guide instruction) (Candidate Interviews supported this knowledge and performance) provide evidence that teacher candidates demonstrate an in-depth ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. *The teacher knows how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning			X

- 8.1 Course syllabi, candidate interviews, Praxis II scores, candidate lesson plans, candidate and instructor assessment rubrics and observation of candidate teaching, provide evidence that teacher candidates demonstrate an in-depth understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional)(Candidates exhibit knowledge and performance of the 3 congruent with physical education activity, movement, and fitness goals.

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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 work samples, observation of candidate teaching, lesson and unit plans, assessment rubrics created by candidates, and candidate interviews (Numerous in-depth pieces of evidence throughout the program, and candidate interviews which anecdotally find that the candidate assesses more than the mentor teacher) and evidence that teacher candidates demonstrate an in-depth ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.

Standard 9: Professional Commitment and Responsibility- *The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*

Knowledge

1. *The teacher knows how his/her personal physical fitness and activity levels may impact teaching and student motivation.*

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

- 9.1** Praxis II Scores, Course Syllabi, Candidate Interviews, School Administrator Interviews, 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.*

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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, course assignments, Praxis II scores, and candidate and faculty interviews 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.*
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 and unit plans, candidate observations and candidate and instructor interviews 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.

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Areas for Improvement:

Recommended Action on Physical Education:

☒ Approved
Approved Conditionally
Not Approved

Rubrics for the Idaho Standards for Reading/Literacy 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 CAEP 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 the relationships and roles of the components of a balanced literacy program, which encompasses:*
 - a. *oral language development and its role in the emergence of writing and reading;*
 - b. *phonological awareness, phonics, structural and morphemic analysis; semantic, syntactic, and pragmatic systems of language, and their relation to reading and writing processes;*
 - c. *language patterns, vocabulary, comprehension and critical thinking; and*
 - d. *development of fluency (rate and accuracy).*
2. *The teacher knows the methods of literacy instruction congruent with a balanced literacy program.*
3. *The teacher understands that reading is a process of constructing meaning.*
4. *The teacher knows a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, self-monitoring, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).*
5. *The teacher understands strategies for developing and extending vocabulary in narrative, expository and technical information, encompassing, but not limited to wide-reading, direct vocabulary instruction, and systematic word analysis: etymology, morphology, orthography.*
6. *The teacher understands the relationships between reading, writing, speaking, listening, and viewing.*
7. *The teacher understands why it is important for developing literacy skills to read aloud to students.*
8. *The teacher is familiar with a wide range of children's literature encompassing all genres.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

- 1.1** Interview with department chair, Praxis II scores, GPAs, syllabi review, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

Performance

1. *The teacher applies the components of pre-reading and reading instruction in authentic classroom settings in accordance with individual student performance.*
2. *The teacher articulates and demonstrates knowledge of various research-supported approaches to pre-reading and decoding instruction (e.g. synthetic, analytic, explicit, implicit, embedded, and analogy-based).*
3. *The teacher articulates and demonstrates a variety of research-based instructional strategies to enhance student comprehension of narrative, expository, and technical information (e.g. metacognition, visualization, accessing prior knowledge, analyzing text structure, summarizing, predicting, previewing, clarifying, and paraphrasing).*
4. *The teacher implements strategies for developing and extending vocabulary in narrative, expository and technical information (e.g., wide-reading, direct vocabulary instruction, systematic word analysis - etymology, morphology, orthography).*
5. *The teacher utilizes the reciprocal relationships among reading, writing, speaking, listening, and viewing to build student literacy skills.*
6. *The teacher provides literacy lessons and opportunities congruent with best research practices.*
7. *The teacher reads aloud to children.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

- 1.2** Analyzing teacher lesson plans, reviewing a plethora of work samples, and interviewing the university liaison 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.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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Knowledge

1. *The teacher knows historical and current research as it relates to reading.*
2. *The teacher understands the significance of home language and culture on the development of literacy in the classroom.*

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

- 2.1 Reviewing many course syllabi, analyzing teacher lesson plans, and interviewing the university liaison provide evidence that teacher candidates demonstrate an excellent understanding of human development and learning.

Performance

1. *The teachers implements cognitively compatible strategies in developing reading instruction.*
2. *The teacher utilizes the home language and culture of students to foster the development of literacy in the classroom.*
3. *The teacher encourages learner reflection and teaches students to evaluate and be responsible for their own literacy learning.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

- 2.2 Reviewing case studies, analyzing teacher lesson plans, and candidate work samples provide evidence that teacher candidates demonstrate an adequate ability to provide opportunities for 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 understands research-based best practices in prevention identification, intervention, and remediation of reading difficulties.*
2. *The teacher understands methods for accelerating and scaffolding the students' development of reading strategies.*
3. *The teacher understands the impact of learning disabilities, giftedness, and language histories on literacy development.*

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Element	Unacceptable	Acceptable	Target
3.1 Knowledge Modifying Instruction for Individual Needs		X	

- 3.1** Reviewing course syllabi, class schedules, depth of research-based practices taught, and a university liaison interview provide evidence that teacher candidates demonstrate an adequate understanding of human development and learning.

Performance

- The teacher articulates and demonstrates knowledge of structured, sequential, multi-sensory reading instruction.*
- The teacher differentiates reading instruction and utilizes flexible grouping in response to student performance.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Modifying Instruction for Individual Needs			X

- 3.2** Reviewing many case study notes, capstone projects, classroom observations, and written papers provide outstanding evidence that teacher candidates demonstrate superior ability to provide opportunities for development in struggling readers.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

- The teacher understands that specific literacy difficulties are not a basis for excluding students from classroom interactions that develop higher-level skills.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding of Multiple Instructional Strategies			X

- 4.1** Perusal of multiple course syllabi, case studies, candidate work samples, lesson plans, and client reviews provide evidence that teacher candidates demonstrate superior understanding of multiple instructional strategies.

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Performance

1. *The teacher incorporates literacy instruction into all academic content areas in ways that engage each student.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Multiple Instructional Strategies		X	

- 4.2** Case studies, candidate work samples, and capstone reflections provide evidence that teacher candidates demonstrate an adequate ability to apply multiple instructional strategies.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher understands the power of literacy as it relates to academic success and life-long learning.*
2. *The teacher understands the importance of extensive reading in a variety of genres for developing literacy skills.*

Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Multiple Instructional Strategies		X	

- 5.1** Reviewing multiple course syllabi, class schedules, course work, and interviewing a university liaison provide evidence that teacher candidates demonstrate an adequate understanding of multiple instructional strategies.

Performance

1. *The teacher advocates extensive reading for information and for pleasure.*
2. *The teacher demonstrates the power of literacy as it relates to academic success and life-long learning.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Application of Multiple Instructional Strategies		X	

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- 5.2** Reviewing course work samples and analyzing teacher lesson plans provide evidence that teacher candidates demonstrate an adequate ability to apply multiple instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. *The teacher understands the use of assessment for different literacy purposes (e.g. monitoring reading development, assessing reading achievement and performance, enabling students to self-assess their reading strengths and needs, and diagnosing reading difficulties to adjust reading instruction).*
2. *The teacher understands how to use assessment for attitude and motivation as related to reading.*
3. *The teacher knows how to choose, administer, and interpret multiple assessments for various aspects of reading (e.g. language proficiency, concepts of print, phonemic awareness, phonological awareness, letter recognition, sound/symbol knowledge, word recognition, spelling, writing, reading fluency, and oral and silent reading comprehension).*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

- 8.1** Reviewing multiple course syllabi, research articles, and candidate work samples provide evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

Performance

1. *The teacher gathers and interprets data from multiple assessments to plan instruction, taking into consideration the student characteristics and instructional history.*
2. *The teacher collects and utilizes data from multiple sources to inform instruction.*
3. *The teacher uses assessment to increase students' awareness of their literacy strengths and needs and to encourage them to set personal goals for learning.*
4. *The teacher uses literacy assessment data to evaluate instructional effectiveness and to guide professional development.*
5. *The teacher advocates that the needs of every student are accurately represented in assessment data.*

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

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- 8.2** Reviewing case studies, client reviews, candidate work samples, and unit plans provide evidence that teacher candidates demonstrate an adequate ability to use and interpret multiple student assessment strategies to improve student ability in reading.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

- 1. The teacher knows sources and programs that promote family literacy.*
- 2. The teacher knows community-based programs that promote literacy development.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Interacting in a Professional, Effective Manner		X	

- 10.1** Reviewing case studies and candidate work samples provide evidence that teacher candidates are aware of various community-based programs that promote literacy development and family literacy involvement.

Knowledge

- 1. The teacher engages with colleagues, community, other professionals, and parents to improve the literacy-learning environment.*
- 2. The teacher fosters parental support for family literacy activities.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Interacting in a Professional, Effective Manner		X	

- 10.2** A review of case studies and teacher work samples provide evidence that teacher candidates demonstrate an adequate understanding of the necessity of forming partnerships to successfully build students' literacy development.

Areas for Improvement:

Recommended Action on Reading/Literacy:

- ☒ Approved
☐ Approved Conditionally
☐ Not Approved

Rubrics for the Idaho Foundation Standards for Science 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/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 CAEP 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.*
- 7. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Science			X

- 1.1** Science content course syllabi (e.g. BIOL 191, 192, 301, 323, 343, 400, 415; BOT 305, 330; ZOOL 305, 401, 405; CHEM 111, 112, 211, 307, 308, 309, 310, 321, 322, 324, 401, 431, 495; GEOG 213; GEOS 100, 101, 200, 212, 300, 314, 425, 426; GEOPH 201; PHYS 211, 212, 309, 311, 325, 341, 381, 432, 499), *completers earn full content science degrees*, STEM-ED course syllabi (STEM-ED 102, 220, 310, 350, 410, 480), candidate lesson plans, candidate unit plans, candidate GPA (3.00+), Praxis II scores (all pass first try), consistent and systematic approach by program 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 lesson plans (STEM-ED 102, 220, 310, 350), candidate project-based unit plans (STEM-ED 410), candidate S-PAT units (STEM-ED 480), completed evaluation forms for S-PAT unit plans, interviews with program faculty, interviews with mentor teachers, STEM-ED 220 historical perspective/research assignment 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

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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.

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** Course syllabi (STEM-ED 210, 310, 410), interview with program faculty, inclusion of misconceptions on lesson plan templates (5E lesson plan template), sequence of methods/planning coursework (STEM-ED 101/102, 310, 410), examples of activities/projects requiring candidates to identify/respond to the conceptions/misconceptions that students are likely to bring into the classroom, consistent and systematic approach by program

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 lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), S-PAT units (STEM-ED 480), S-PAT reflection pieces, interviews with program faculty, candidate research projects, candidate 5E format lesson plans (STEM-ED 101, 102), focus on formative assessments and formative assessment data provide evidence that teacher candidates demonstrate an 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.*
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** Course syllabi (STEM-ED 102, 210, 310, 350, 410, 480), candidate STEM-ED 350 content-based inquiry work samples, candidate S-PAT unit plan work samples, interviews with program faculty, sequence of inquiry-based learning instruction in university coursework, consistent and systematic approach by program 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** Candidate lesson plans (STEM-ED 102, 310, 480), candidate unit plans (STEM-ED 410), candidate S-PAT unit (STEM-ED 480) work sample, candidate STEM-ED 210 clinical interview work sample, candidate STEM-ED content-based inquiry work sample, interviews with program faculty, sequence of inquiry-based learning instruction, candidate lesson plans address ISTE standards, interviews with mentor teachers 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.

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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** Course syllabi (STEM-ED 102, 310, 350, 480), candidate STEM-ED 350 content-based inquiry work samples, candidate STEM-ED 102 lesson plans, interviews with program faculty, technology requirements on lesson/unit plan templates, technology grant writing workshop with school district staff provide evidence that candidates possess adequate communication skills.

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	

- 6.2** Candidate STEM-ED 102 & 310 lesson plans, Candidate STEM-ED 350 content-based inquiry work samples, candidate STEM-ED 480 S-PAT unit plan work samples provide 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).

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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** Course syllabi (STEM-ED 210, 220, 350); Professional Leadership, Collaboration and Communication Log; candidate S-PAT units and student learning outcomes; S-PAT video teaching reflections; interviews with program faculty 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	

- 9.2** STEM-ED 310 video analysis project; STEM-ED 480 unit plan (genetics); candidate S-PAT student learning outcomes; S-PAT video teaching reflections; STEM-ED 350 & 410 assignments 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 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 Course syllabi (STEM-ED 350, 480), candidate lesson plans (STEM-ED 310), candidate unit plans (STEM-ED 410), S-PAT units (STEM-ED 480), STEM-ED 350 safety training assessment, and a STEM-ED 480 teacher interview 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.*
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	

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11.2 Candidate lesson plans (STEM-ED 310) work samples, candidate unit plans (STEM-ED 410) work samples, candidate S-PAT unit (STEM-ED 480) work samples 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 in individual science content areas (extensive lab work), course syllabi (STEM-ED 102, 310, 410, 480) in methods courses, candidate STEM-ED 310 lesson plan work samples, candidate STEM-ED 410 project-based unit plan work samples, candidate STEM-ED 480 S-PAT unit plan work samples, interviews with program 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.*

Element	Unacceptable	Acceptable	Target
12.2 Performance Effective Use of Laboratory and Field Experiences			X

12.2 Candidate STEM-ED 310 lesson plan work samples, candidate STEM-ED 410 project-based unit plan work samples, candidate STEM-ED 480 S-PAT unit plan work samples, consistent emphasis on candidates using hands-on approaches in planning & teaching

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** Course syllabi (BIOL 191, 192, 301, 323, 343, 400, 415; BOT 305, 330; ZOOL 305, 401, 405), program advising sheet/course sequence, candidate lesson plans, candidate unit plans, candidate GPA (3.00+), 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.*
- 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.*

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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 lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), candidate S-PAT units (STEM-ED 480), completed evaluation/scoring rubrics for S-PAT units, interviews with mentor teachers 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.

Areas for Improvement:

Recommended Action on Biology:

X Approved
Approved Conditionally
Not Approved

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

- 1.1** Course syllabi (CHEM 111, 112, 211, 307, 308, 309, 310, 321, 322, 324, 401, 431, 495), CHEM 112 exams, CHEM 323 lab assignment samples, candidate lesson & unit plans, candidate GPA (3.00+),

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Praxis II scores, completed evaluation/scoring rubrics for S-PAT units 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.*
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.*

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Element	Unacceptable	Acceptable	Target
1.2 Performance Making Chemistry Meaningful			X

- 1.2 Candidate lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), candidate lesson plans (STEM-ED 102), candidate S-PAT unit plan (STEM-ED 480) provide 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.

Areas for Improvement:

Recommended Action on Chemistry:

 X Approved
 Approved Conditionally
 Not Approved

Earth and Space Science

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

- 1. The teacher knows how local events can potentially impact local, regional, and global conditions.*
- 2. The teacher understands the rock cycle and the classification systems for rocks and minerals.*
- 3. The teacher understands the theory of plate tectonics and the resulting processes of mountain building, earthquakes, oceanic trenches, volcanoes, sea floor spreading, and continental drift.*
- 4. The teacher understands the sun, moon and earth system and the resulting phenomena.*
- 5. The teacher knows earth history as interpreted using scientific evidence.*
- 6. The teacher understands the composition of the earth and its atmosphere.*
- 7. The teacher understands processes of weathering, erosion, and soil development (e.g., mass wasting, spheroidal weathering, alluvial fans, physical and chemical weathering, glaciers, stream valleys, cirques, and stream terraces).*
- 8. The teacher knows multiple scientific theories of the origin of galaxies, planets, and stars.*
- 9. The teacher understands the concept of the interaction of forces and other physical science concepts about earth and astronomical change.*
- 10. The teacher understands the flow of energy and matter through earth and astronomic systems.*
- 11. The teacher knows the concepts of weather and climate.*
- 12. The teacher understands ocean environments and how the physical forces on the surface of the earth interact with them.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Earth and Space Science			X

- 1.1** Course syllabi (GEOG 213; GEOS 100, 101, 200, 212, 300, 314, 425, 426; GEOPH 201; PHYS 104, 105), candidate lesson & unit plans, candidate GPA (3.00+), completed evaluations of S-PAT lesson/unit plans provide evidence that teacher candidates demonstrate an adequate understanding of earth and space science content.

Performance

- 1. The teacher helps students understand the flow of energy and matter through earth and space systems.*
- 2. The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.*
- 3. The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.*
- 4. The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.*

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5. *The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.*
6. *The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.*
7. *The teacher helps students understand how accepted scientific theories about prehistoric life are developed.*
8. *The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.*
9. *The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Earth and Space Science Meaningful			X

- 1.2** Candidate lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), work samples, candidate S-PAT unit (STEM-ED 480) work samples provide evidence that teacher candidates demonstrate adequate ability to create learning experiences that make the central concepts of earth and space science, tools of inquiry, structure of physics knowledge, and the processes of earth and space science meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations, that are consistent with curriculum goals and reflect principles of effective instruction.

Areas for Improvement:

Recommended Action on Earth and Space Science:

 X Approved
 Approved Conditionally
 Not Approved

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** Couse syllabi (PHYS 211, 212, 309, 311, 325, 341, 381, 432, 499; STEM-ED 220), candidate lesson & unit plans, candidate GPA (3.00+), 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** Candidate lesson plans (STEM-ED 310) candidate project-based unit plans (STEM-ED 410), S-PAT units (STEM-ED 480), completed evaluation/feedback forms from S-PAT unit plans provide 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.

Areas for Improvement:

Recommended Action on Physics:

 X Approved
 Approved Conditionally
 Not Approved

Rubrics for the Idaho 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 CAEP 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Visionary and Strategic Leadership			X

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- 1.1** Based on the review of the course syllabi, candidates' portfolios, assigned readings, candidates' reflection assignments, interviews with instructors and scheduled retreats, clear evidence was presented that candidates had a clear and in-depth knowledge and understanding of visionary and strategic leadership.

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** Candidates were required to develop a strategic plan (Ed-CIFS 692, Page 3). Analysis of the candidate's portfolio, candidates' response and participation to problem based learning projects (PBL's), and instructor directed activities (change game) provided evidence that candidates have the in-depth ability to perform visionary and strategic leadership.

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.*

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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** Based on the candidates' reflection papers, instructor's syllabi, assigned readings, the candidates' participation in problem based learning projects and the review of the candidates' portfolios, evidence was presented to establish that candidates had an in-depth knowledge concerning student academic achievement and instructional supervision.

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.*
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.*

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Element	Unacceptable	Acceptable	Target
2.2 Performance Application of Instructional Leadership			X

- 2.2** Based on the candidates' signature assignments, examination of candidates' portfolios and review of their internship experience in which formal staff evaluations were conducted, evidence was clearly established that the candidates have the ability to sustain a successful instructional program that meets the needs of students and staff.

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

- The administrator understands organizational theories.*
- The administrator understands operational policies and procedures.*
- The administrator knows school safety and security principles and issues.*
- The administrator understands human resources management.*
- The administrator knows sound fiscal operations principles and issues.*
- The administrator knows school facilities and use of space principles and issues.*
- The administrator understands legal issues impacting personnel, management, and operations.*
- The administrator understands current technologies that effectively support management functions.*
- The administrator understands principles and procedures of problem solving, conflict resolution, and group processes.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding of Management and Organizational Leadership			X

- 3.1** Interviews with instructors, candidates' reflection papers, major assignment papers, candidate responses to problem based projects, assigned readings and the instructor's syllabi provided evidence that candidates have the in-depth knowledge to manage a safe and effective learning and working environment for students and faculty.

Performance

- The administrator uses knowledge of learning, teaching, and student development in making management decisions based on current, valid research.*
- The administrator designs and manages operational and organizational procedures to maximize opportunities for successful learning.*

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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** Review of the candidates' portfolios and internship experiences provided evidence that the candidates had successfully performed several tasks that maintained a safe and organized building environment for students and staff.

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

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- 4.1** Candidate reflection papers of their internship experiences and their portfolio logs, completion of major assigned papers, involvement with problem based learning projects, assigned readings and course syllabi are all supporting evidence of candidates having an in-depth knowledge of how to foster community resources and collaborate with families.

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.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Application of Family and Community Partnerships			X

- 4.2** Candidate portfolios that were shared were exemplary in working with families and communities. Specific performances included helping families of diversity understand the common core report card and working in the community with single mothers and children from broken homes.

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.*

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Element	Unacceptable	Acceptable	Target
5.1 Knowledge Understanding of Professional and Ethical Leadership			X

- 5.1** Candidate responses to problem based learning projects (PBLs), which focused upon ethical behavior, candidate reflective papers, course syllabi, assigned reading (“The Fred Factor” (Sanborn, 2004), “Learning from Lincoln: Leadership practices for school success” and interviews provided evidence of the candidates in-depth knowledge of professional ethical behavior.

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.*
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** Reviewing candidates’ portfolios (clinical experience), Critical Inquiry Research Projects, internship log sheets, and completers and instructor interviews, provided evidence that candidates demonstrate adequate ability to apply professional and ethical values to promote the success 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.*

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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

- 6.1** After reviewing course syllabi, instructor lesson plans, candidate responses to problem based learning projects, assigned readings, candidate reflection papers, Critical Learning Projects and guest lectures (Dr. Dave Lachiondo) on school law, the evidence reflected the candidates in-depth knowledge of the political, legal, economic and social context to promote the success of all students.

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	

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6.2 Analyzing candidates' portfolios, internship performances (master contract with the district), clinical experience reflection papers, candidates' responses to problem based learning projects and interview with instructors and completers, evidence was established that candidates demonstrated an ability to respond to and influence the larger political, social, economic, legal and cultural context to promote the success of each student.

Areas for Improvement:

Boise State University is to be recognized for providing an in-depth, integrated and rigorous school leadership program for potential building administrators.

The use of cohort groups, retreats, class structured modules, featured speakers, knowledgeable practicing administrators/mentors, clinical internship experiences, assigned readings, problem solving learning projects, critical inquiry research projects and candidate portfolios provide the substance and evidence for this commendation.

The following are suggested areas for improvement:

- Align all course syllabus and candidate portfolio organization to the current Idaho Foundation Standards for School Administrators.
- Even though all training modules/classes are face-to-face instruction, more technology needs to be implemented and imbedded into the leadership program.
- A strategy needs to be developed so the leadership program continues to be in contact with completers. This is necessary to collect data on how successful the candidates are in the field after graduation and what adjustments need to be made to the program to insure their continued success.
- Consistency for the success of the program is critical. Turnovers in practicing administrators/mentors and instructional staff need to be held to a minimum. All syllabi, assigned readings, problem based learning projects and requirements for candidate portfolios need to be reviewed annually and kept up to date.
- Organization of the candidate's portfolio needs to be reviewed and clarified. In some cases the candidate placed their performance entry into a standard that did not meet that specific criteria. For example one candidate placed performing staff evaluations and other instructional activities into the standard for building management and organization and placed conducting student discipline into instructional leadership. This creates the question of the candidate's depth of comprehension and understanding of the language in a specific standard. It is also suggested that the candidates reduce the length of their entry artifacts when constructing their portfolio. For example, placing an entire master contract into the portfolio or several pages of a company's technology product, when a less voluminous version would suffice. The candidate should be encouraged to write more text in describing and explaining their performance entries that were generated from their internship experience. The internship and portfolio are critical components of any leadership program because they imbed all of the standards required by the state of Idaho.

Recommended Action on School Administrator:

 X Approved
 Approved Conditionally
 Not Approved

Rubric for the Idaho Standards for 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** An interview with an instructor, review of the course syllabi, field trips to different school districts and legislature, incorporating problem based learning projects, requiring critical inquiry research projects, a gap analysis of instructional leadership theory, featured speakers (Dr. Wiley Dobbs), assigned readings and major class projects (example: contrast and compare two different school districts strategic plan) gave conclusive evidence that the candidates have an in-depth comprehension and understanding of the dynamics of system change, creating new educational cultures, maximizing system effectiveness, managing curriculum and instruction programs, budgetary procedures, governance relations with the school board, effective collective bargaining and policy development and implementation.

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** Analyzing candidates clinical experience, reviewing intern reflection sheets, reading candidates' responses to class assignments, candidates involvement with problem based learning projects, and an interview with the instructor provided evidence that school superintendent candidates demonstrate an adequate ability to promote district wide 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. Based on the documented evidence these candidates had an adequate ability to prepare a district budget, maintain school facilities, supervise personnel services and instructional programs, engage in activities that promote an effective governance structure, develop partnerships in and outside the state, create a fair and equitable system of opportunity for all employees, advise the board of trustees on all issues pertaining to education and work within the organizational complexity of a school district involving policy development and implementation.

Areas for Improvement:

Boise State University's education specialist program for superintendent certification mirrors the university's education building leadership program at the master's level.

It has five class modules that is blended with face to face instruction and technology and has integrated course subjects such as school finance, school law, policies and politics, theory change, systems management, negotiations, etc. into it's curriculum.

Instructional strategies that drive this program are established cohort groups with a maximum of fifteen candidates, educational retreats, featured speakers, clinical internships, candidate portfolios, assigned readings, problem solving learning projects, critical inquiry research projects and candidate reflection

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papers. The success of this program is exemplified by the fact the second cohort group is already full at 15 candidates.

The following are suggested areas for improvement:

- Align all course syllabus and candidate portfolio organization to the recently adopted Idaho Standards for School Superintendents.
- Increase the number of internship hours from 250 to a number that would justify a target rating for performance in rubric 1.2.
- All syllabi, assigned readings, problem based learning projects and requirements for candidate portfolios need to prepare the candidates for employment in rural school districts as well as urban.
- A strategy needs to be developed so the leadership program continues to be in contact with completers.

Recommended Action on Superintendent:

 Approved
 X Approved Conditionally
 Not Approved

Note: This rating was changed from approved to approve conditionally because according to state policy a program cannot receive an approved rating until they have graduated candidates. Boise State University is in the second year of their first cohort class for the Superintendent program.

Rubrics for the Idaho 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 CAEP 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

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- 1.1** Interviews with Completers, Praxis II scores, checking student files, course syllabi, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of Social Studies disciplines (i.e., history, economics, geography, and political science).

Performance

- 1. The teacher demonstrates chronological historical thinking*
- 2. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, 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** Teacher lesson plans, interviewing university liaisons, and Liaison and Mentor teacher summative evaluations 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 Social Studies 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 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** Interviews with completers, Praxis II scores, checking student files and transcripts, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of teaching and learning fundamentals and an adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development.

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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. Interviews with completers, analyzing teacher lesson plans, and interviewing university liaison provide 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.

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** Interviews with completers and professors, Praxis II scores, checking student files, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of basic economic concepts and models; the influences on economic systems; different types of economic institutions and how they differ from one another; and the principles of sound personal finance.

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** Completer interviews, professor interviews, analyzing teacher lesson plans, Liaison and Mentor teacher summative evaluations, and interviewing university liaisons 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 teach economics content.

Areas for Improvement:

Recommended Action on Economics:

 X Approved
 Approved Conditionally
 Not Approved

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** Interviews with completers and professors, Praxis II scores, checking candidate files, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of government and civics, political systems, structures of the United States Government, foreign policy, and global perspectives.

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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

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- 1.2** Completer interviews, professor interviews, analyzing teacher lesson plans, Liaison and Mentor teacher summative evaluations, and interviewing university liaisons 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 teach Government and Civics.

Areas for Improvement:

Recommended Action on Government and Civics:

 X Approved
 Approved Conditionally
 Not Approved

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** Interviews with completers and professors, Praxis II scores, checking candidate files, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of world and United States History, and the impacts of political, social, religious, gender, and cultural themes.

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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

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- 1.2** Completer interviews, professor interviews, analyzing teacher lesson plans, Liaison and Mentor teacher summative evaluations, and interviewing university liaisons 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 teach History. Additionally, candidates demonstrate an ability to make connections and provide opportunity for inquiry.

Areas for Improvement:

Recommended Action on History:

 X Approved
 Approved Conditionally
 Not Approved

Rubrics for the Idaho Standards for 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 CAEP 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** Perusing course syllabi, candidate work samples, and interviews with candidates, completers and mentor teachers provide evidence that candidates demonstrate an in-depth understanding of the benefits, strengths, and constraints of theories and educational models in special education practice.

Performance

- 1. The teacher demonstrates the application of theories and research-based educational models in special education practice.*
- 2. The teacher implements best practice instruction across academic and non-academic areas to improve student outcomes.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

- 1.2** Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans provided evidence that teacher candidates demonstrate an adequate ability to apply the theories and educational models of special education practice.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

- 1. The teacher understands how the learning patterns of students with disabilities may differ from the norm.*

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

- 2.1** Interviews with mentor teachers, student teachers, and program completers, as well as reviews of course syllabi and candidate work samples provide evidence that teacher candidates strongly demonstrate adequate understanding of how the learning patterns of students with disabilities may differ from the norm.

Performance

- 1. The teacher uses research-supported instructional strategies and practices (e.g., functional embedded skills approach, community-based instruction, task analysis, multi-sensory strategies, and concrete/*

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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** Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to apply the research-supported instructional strategies and practices to provide effective instructions in academic and nonacademic areas for students with disabilities.

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

Knowledge

- The teacher understands strategies for accommodating and adapting curriculum and instruction for students with disabilities.*
- The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).*
- The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).*

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

- 3.1** Course syllabi and candidate work samples, as well as interviews with mentor teachers, student teachers, and program completers provided evidence that teacher candidates demonstrate an in-depth understanding of educational implications of exceptional conditions and strategies for accommodating and adapting curriculum and instruction for students with disabilities.

Performance

- The teacher individualizes instruction to support student learning and behavior in various settings.*
- The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.*

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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 Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided 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 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 Interviews with mentor teachers, student teachers, and program completers, as well as reviews of course syllabi and candidate work samples provide evidence that teacher candidates demonstrate adequate understanding of how to design and implement instructional programs to support academic and social development of students with disabilities.

Performance

1. *The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.*
2. *The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.*
3. *The teacher advocates for and models the use of appropriate social skills.*

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4. *The teacher provides social skills instruction that enhances student success.*
5. *The teacher creates an accessible learning environment through the use of assistive technology.*
6. *The teacher demonstrates the ability to implement strategies that enhance students' expressive and receptive communication.*

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

- 4.2** Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provide evidence that teacher candidates demonstrate an adequate ability to design and implement instructional programs to support academic and social development of students with disabilities. In particular, the candidate who was interviewed enthusiastically listed multiple academic support approaches and social development techniques he planned to use with students during the day. He also spoke of learning to interact with parents.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.*
2. *The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).*
3. *The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).*
4. *The teacher understands the theories and application of conflict resolution and crisis prevention/intervention.*
5. *The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.*

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

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- 5.1** Interviews with mentor teachers and a student teacher, as well as reviews of course syllabi and candidate work samples evidence is provided 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** Having observed and interviewed a K-12 Special Education student teacher, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to develop and implement positive behavior supports for students with disabilities.

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.*
- 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** Interviews with mentor teachers and a student teacher, reviews of course syllabi and candidate work samples provide evidence that teacher candidates demonstrate adequate knowledge of a variety of

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verbal and non-verbal communication techniques that expand the communication skills of 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** Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a cooperating teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to use a variety of 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.

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.*

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

- 7.1** Interviews with mentor teachers and a student teacher, reviews of course syllabi and candidate work samples provide evidence that teacher candidates demonstrate adequate knowledge of curricular and instructional practices used in the development of skills for students with disabilities.

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Performance

1. *The teacher develops comprehensive, outcome-oriented Individual Education Plans (IEP) in collaboration with IEP team members.*
2. *The teacher conducts task analysis to determine discrete skills necessary for instruction and to monitor student progress.*
3. *The teacher evaluates and links the student's skill development to the general education curriculum.*
4. *The teacher develops and uses procedures for monitoring student progress toward individual learning goals.*
5. *The teacher uses strategies for facilitating maintenance and generalization of skills across learning environments.*
6. *The teacher, in collaboration with parents/guardians and other professionals, assists students in planning for transition to post-school settings.*
7. *The teacher develops opportunities for career exploration and skill development in community-based settings.*
8. *The teacher designs and implements instructional programs that address independent living skills, vocational skills, and career education for students with disabilities.*
9. *The teacher considers issues related to integrating students with disabilities into and out of special centers, psychiatric hospitals, and residential treatment centers and uses resources accordingly.*

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

- 7.2** Having observed and interviewed a K-12 Special Education candidate, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that candidates demonstrate an adequate ability to design and implement individualized instructional programs for students with disabilities.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

1. *The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.*
2. *The teacher knows the instruments and procedures used to assess students for screening, 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.*

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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** Interviews with mentor teachers and a student teacher, as well as reviews of course syllabi and candidate work samples provide evidence that teacher candidates demonstrate adequate understanding of 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.*
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** Having observed and interviewed a K-12 Special Education student teacher, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided 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.

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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** Having observed and interviewed a K-12 Special Education student teacher, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided evidence that teacher candidates demonstrate an adequate ability to practice within the Council for Exceptional Children Code of Ethics and other standards and policies of the professions.

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 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.*

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

10.1 Interviews with mentor teachers and a student teacher, reviews of course syllabi and candidate work samples provided evidence that teacher candidates demonstrate adequate understanding of the roles of students with disabilities, parents/guardians, teachers, peers, and other school and community personnel in planning an individualized program.

Performance

1. *The teacher facilitates communication between the educational team, students, their families, and other caregivers.*
2. *The teacher trains or accesses training for paraprofessionals.*
3. *The teacher collaborates with team members to develop effective student schedules.*
4. *The teacher communicates the benefits, strengths, and constraints of special education services.*
5. *The teacher creates a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.*
6. *The teacher encourages and assists families to become active participants in the educational team (e.g., participating in collaborative decision making, setting instructional goals, and charting progress).*
7. *The teacher collaborates and consults with the student, the family, peers, regular classroom teachers, related service personnel, and other school and community personnel in integrating students with disabilities into various learning environments.*
8. *The teacher communicates with regular classroom teachers, peers, the family, the student, administrators, and other school personnel about characteristics and needs of students with disabilities.*
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	

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10.2 Having observed and interviewed a K-12 Special Education student teacher, interviewing a program completer as well as a mentor teacher, analyzing candidate lesson plans and candidate work provided 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.

Areas for Improvement:

1. Perhaps a more implicit lesson/focus on the Council for Exceptional Children Code of Ethics would be in order to tie together the pieces and parts taught throughout the program.
2. Working with paraprofessionals is an area that could use more development.

Recommended Action on Special Education Generalist:

 X Approved
 Approved Conditionally
 Not Approved

Rubrics for the Idaho Foundation Standards for Visual and Performing Arts 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 CAEP 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.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

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- 1.1** A review of multiple course syllabi in Music, Art and Theatre, Praxis II scores, completer interviews, professor interviews, mentor teacher interviews and GPA analysis show that the program provides 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.

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** A review of lesson plans, unit plans, photographs of candidates in action, formative observations, syllabi, and I-PLPs shows that the program provides 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.

7.1 Knowledge of Instructional Planning Skills – 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	

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- 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 reviewed in S-PAT information, multiple syllabi for Art, Theatre and Music and I-PLP 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** A review of Music, Art and Theatre candidate lesson plans, Professional Year Long Plans within the Professional Year Assessment (PYA), 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, and performance/presentation).*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

- 8.1** A review of candidate created quizzes, candidate created thematic unit, Lesson plans, completer interviews and class syllabi provide ample opportunities for arts education candidates to understand, use, and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

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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** A review of Music, Art and Theatre lesson plans, PYPs, completer interviews, photos of teaching in action, candidate created quizzes, note fact sheets and power point presentations show adequate evidence that candidates demonstrate the ability to assesses students' learning and creative processes as well as finished products, provides appropriate opportunities for students to display, perform, and be assessed for what they know and can do in the arts, and provides a variety of arts assessments to evaluate student performance.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

1. *The teacher understands the importance of continued professional growth in his or her discipline.*

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

- 9.1** A review of S-PAT analysis of candidates and candidate self-reflections, professor comments on observations, completer and professor interviews, multiple class syllabi in Art, Music and Theatre, and unit plans on community involvement provides evidence that teacher candidates demonstrate a broad, in-depth knowledge of professional commitment and responsibility as a reflective practitioner.

Performance

1. *The teacher contributes to his or her discipline (e.g., exhibits, performances, publications, and presentations).*

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Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching			X

9.2 A review of multiple syllabi in Art, Music and Theatre, completer and professor interviews, candidate lesson plan samples of unit plans, information provided from candidates and completers about professional association memberships and evidence of candidate created videos and handouts of presentations at professional conferences shows that the program provides evidence that the teacher candidates contribute to his or her discipline (e.g., exhibits, performances, publications, and presentations) with a broad, in-depth 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.*

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

10.1 A review of candidate created lesson plan units, completer interviews, and professor interviews show that the program provides evidence that teacher candidates have an adequate knowledge of how to promote the arts for the enhancement of the school and the community.

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.*

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

10.2 A review of candidate lessons in theatre units and art units, completer interviews and professor interviews show that the program provides evidence that teacher candidates demonstrate 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

- The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her art discipline.*
- 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 A review of completer interviews information on Theatre tech class and stage management class, candidate created quizzes, and safety permission slip, mentor teacher interviews and professor interviews the program provides evidence that teacher candidates demonstrate an adequate knowledge of creating and managing a safe, productive learning environment.

Performance

- The teacher ensures that students have the skills and knowledge necessary to accomplish art task safety.*
- The teacher manages the simultaneous activities that take place daily in the arts classroom.*
- The teacher operates and manages necessary performance and exhibit technology specific to his or her discipline in a safe manner.*

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Element	Unacceptable	Acceptable	Target
11.2 Performance Creating and Managing a Safe, Productive Learning Environment		X	

11.2 A review of complete interviews, information on Theatre technology class and stage management class, candidate created quizzes, a tools safety check off assignment, safety permission slip, mentor teacher interviews and professor interviews the program provides evidence that teacher candidates demonstrate an adequate ability to create and manage a safe, productive learning environment.

Drama

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** A review of lesson plans, videos, project rubrics, advising checklists, midterm exams, and multiple syllabi in Theater demonstrates that the candidates demonstrate an in-depth knowledge of the history of theater as a form of entertainment and as a societal influence, the basic theories and processes of play writing, the history and process of acting and its various styles, the elements and purpose of design and technologies specific to the art of theater (e.g., set, make-up, costume, lighting, and sound), and the theory and process of directing theater.

Performance

- 1. The teacher incorporates various styles of acting techniques to communicate character and to honor the playwright's intent.*
- 2. The teacher supports individual interpretation of character, design, and other elements inherent to theater.*
- 3. The teacher demonstrates proficiency in all aspects of technical theatre.*
- 4. The teacher is able to direct shows for public performance.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful			X

- 1.2** A review of lesson plans in pantomime, improv, stage craft, playwriting and voice, candidate generated presentations, video regarding prop usages, completed and professor interviews and candidate generated substitute lessons plans provides evidence that teacher candidates demonstrate an in-depth ability to incorporate various styles of acting techniques to communicate character and to honor the

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playwright's intent, support individual interpretation of character, design, and other elements inherent to theater, direct shows for public performance, and demonstrates proficiency in all aspects of technical theatre.

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 A review of completer interviews information on Theatre tech class and stage management class, candidate created quizzes, and safety permission slip, mentor teacher interviews and professor interviews the program provides evidence that teacher candidates demonstrate adequate knowledge of creating and managing a safe, productive learning environment

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
11.1 Knowledge Creates and Manages a Safe, Productive Learning Environment		X	

11.1 A review of Completer interviews information on Theatre tech class and stage management class, Candidate created quizzes, a tools safety check off assignment, safety permission slip, mentor teacher interviews and professor interviews the program provides evidence that teacher candidates demonstrate an adequate ability to create and manage a safe, productive learning environment.

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Areas for Improvement:

Recommended Action on Drama:

X Approved
 Approved Conditionally
 Not Approved

Visual Arts

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	

- 1.1** A review of multiple course syllabi in Art, Praxis II scores, GPA data and S-PAT information shows the program provides 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.

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.*

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Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

- 1.2** A review of multiple Art lesson plans dealing with assessment, vocab instruction and a variety of art forms, S-PAT information, and syllabi shows the program provides evidence 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.

Areas for Improvement:

Recommended Action on Visual Arts:

X Approved
 Approved Conditionally
 Not Approved

Rubrics for the Idaho Standards for World Languages 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 CAEP 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** Syllabi review (multiple syllabi from foreign language courses in French, Spanish, and German) and an ACTFL Presentation show 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

- 1.1** Audio evidence, classroom observation, along with both completer and employer interviews provides evidence that teacher candidates demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a language and cultural learning experience in the target language.

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. *The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.*
2. *The teacher understands that cultural knowledge is essential for the development of second language acquisition.*
3. *The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.*
4. *The teacher knows the methodologies and theories specific to second language acquisition.*

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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** Syllabi, course content, and interviews show the program provides evidence that teacher candidates demonstrate adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills. Knowledge evidence could be strengthened with more documentation.

Performance

- The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.*
- The teacher integrates cultural knowledge into language instruction.*
- The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.*
- The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.*
- 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** Video evidence, a candidate ePortfolio, and interviews show 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 language.

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.

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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** Document review (syllabi for two courses and course calendars) shows the program provides evidence that teacher candidates demonstrate adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others. Knowledge evidence could be strengthened with more documentation.

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	

- 3.1** Portfolios, video, and completer/employer interviews show 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.

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.*

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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	language instruction.

- 4.1** Syllabi review, course calendars, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate adequate understanding of how to use and adapt authentic materials for foreign language instruction. Knowledge evidence could be strengthened with more documentation.

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.*

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

- 4.2** Video, portfolio, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction. Knowledge evidence could be strengthened with more documentation.

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.

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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** Syllabi, video samples, and PYA documentation show the program provides evidence that teacher candidates demonstrate adequate understanding of classroom motivation and management skills. Knowledge evidence could be strengthened with more documentation.

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.*

Element	Unacceptable	Acceptable	Target
5.2 Performance Classroom Motivation and Management Skills		X	

- 5.2** Video, PYA documentation, and completer/employer interviews show the program provides 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.*

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Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 Course syllabus content, course calendar, and observations of completers show the program provides evidence that teacher candidates demonstrate an adequate understanding of communication skills. Knowledge evidence could be strengthened with more documentation.

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 Videos, clinical year performance documentation, and completer/employer interviews show 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.

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.*

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Element	Unacceptable	Acceptable	Target
7.1 Knowledge Instructional Planning Skills		X	

7.1 Course syllabi, course content, and lesson plan guidelines documentation show 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.

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			

7.2 Portfolio, professional year performance documentation, and completer/employer interviews show the program provides evidence that teacher candidates incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning.

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.*

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Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 Course syllabi, teacher candidates' ePortfolio, and PYA show the program provides evidence that teacher candidates demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.

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.*

Element	Unacceptable	Acceptable	Target
8.2 Performance Using and interpreting program and student assessment strategies		X	

8.2 Portfolios, PYA documentation, and completer/employer interviews show the program provides evidence that teacher candidates demonstrate an adequate ability to use formal and informal assessment techniques to enhance individual student competencies in foreign language learning and modify teaching and learning strategies.

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.*

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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 Interviews with employers, syllabi review, and lesson content show the program provides 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.

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 Candidate PYA, candidate work reflections, and candidate ePortfolios show the program provides evidence that teacher candidates demonstrate an adequate ability to provide learning opportunities about career awareness, communication in the target language, and cultural enrichment.

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Areas for Improvement:

It is evident that the FORLNG 410 course “Approaches to Foreign Language Education” is well designed, implemented, and is received well by candidates, but appears to carry the load of responsibility for all methods and content specific to teaching a foreign language.

Recommended Action on World Languages:

X Approved

_____ Approved Conditionally

_____ Not Approved

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Interview Participants

Boise State Faculty/Administrators

Keith Allred	Patricia Hampshire	Tony Roark
Sarah Anderson	Sara Hagenah	Bruce Robbins
Kelly Arispe	Chris Haskell	Arturo Rodriguez
Leslie Atkins	Serena Hicks	Olga Salinas
Young Baek	Michael Humphrey	Martin Schimpf
Ken Bell	Adam Johnson	Carl Seibert
Lisa Beymer	Brent Jons	Marcel Serpe
John Bieter	Lori Conlon Kahn	Carrie Semmelroth
Jonathan Brendefur	Phil Kelly	Jane Shimon
Meredith Bronson	Kathleen Keys	Barb Smith
Kathleen Budge	Dick Kinney	Jan Smith
Michele Carney	Richard Klautsch	Chareen Snelson
Deb Carter	Carolyn Loffer	Jennifer Snow
Wanchen Chang	Patrick Lowenthal	Roger Stewart
Maggie Chase	Susan Martin	Keith Thiede
Yu-hui Ching	Greg Martinez	Tatia Tortorica
Brad Coats	Dan Massimino	Jesus Trespalacios
Clay Cox	Shannon McCormick	Lee Ann Tysseling
Kelly Cross	Kris Messler	Diana Walsh
Sherry Dismuke	Margaret Mulhern	Julianne Wenner
Diana Doumas	Rich Osguthorpe	Matt Wigglesworth
Diana Esbensen	Claudia Peralta	Karen Viskupic
Timothy Fahlen	Elisa Pharris	Dazhi Yang
Lori Pierce French	Juli Pool	Jyh-haw Yeh
Karen Finch	Marv Quinton	A.J. Zenkert
Wayne Fischer	Russ Redmon	
David Gabbard	Kerry Rice	

Program Completers

Clarisa Babauta	Matt Hampton	Gracie Nelson
Claudia Beltran	Danielle Hooper	Luigi Nova
Dani Daw	Katie Ilg	Courtney Poncia
Bailey Folwell	Jennifer Jarvis	Jesse Randolph
Christine Chang	Jasmine Flemming	Robin Stroup
Gillespie	Locke	Greg Tovey
Hali Goodrich	Lauren Lucas	Delanie Williams
Amy Griffin	Natalie McLachlan	

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Current Candidates

Madison Altorfer
Ashley Bates
Katie Downs
Zachary Hauseman
Paige Holloway
Katrina Johnson
Nate Lowery

Kendra Medera
Angel Miraya
Adam Nunez
Zak Porter
Kailee Quinn
Anthony Ramos
McCall Shearer

Karlie Standley
Yule Stimpson
Sofia Soto
Kayden Tague
David Wacker
Zach Wheaton

Employers/Principals/Mentor Teachers/Partnership School Personnel

Joan Bigelow
Linda Buczynski
Maggie Chase
Cathy Condon
Micah Doramus
Stefanie Duby
Michelle Dunstan
Lindsay Durkin
Meghan Eliaison
Karen Finch
Jennifer Foster
Sonia Galavaiz
Sara Grebe
Eian Harm
Bret Heller
Phil Hiller

Mike Hirano
Kelly Holder
Andy Horning
Jeff Hultberg
Mark Jones
Terance King
Herbie Kojima
Rob Lamb
Jean Lovelace
Tim Lowe
Rachel Maderios
Alison
Messersmith
Melissa Moreno
Margaret Mulhern
Shannon Murdoch

Mimi Newstadt
Tamara O'hara
Joe Peterson
Elisa Pharris
Heidi Rahn
Robin Sly
Barb Smith
Eric Thies
Ludee Vermaas
Deb Watts
Julianne Wenner
Anita Wilson
Sandy Winters
Gale Zickefoose
Dani Zwolfer

CAEP Team Members

Harriett B. Arnold
Amy S. Lingo
Sylvia Read
Caroline E. Rice
Ana Maria Schuhmann

Boise State University

**Idaho Professional Standards
Commission**

**State Team Report for Review of
Teacher Education Programs**

REJOINDER

Respectfully Submitted: July 5, 2016

Dean Richard Osguthorpe
Associate Deans Jennifer Snow and Keith Thiede

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Introduction

It was an honor and a wonderful growth experience for Boise State teacher education programs to participate in an “early adopter” CAEP accreditation site visit alongside the state program review process in March 2016. All teacher education faculty and administrators appreciate the careful review and feedback provided. We recognize the time and expertise necessary to conduct a meaningful program review, and we would like to note the dedication of state department and Professional Standards Commission oversight in this process.

We also appreciate the opportunity in this process to respond to the State Team Report submitted to Boise State University on June 6, 2016. In this rejoinder, Boise State representatives share program coordinator and teacher education unit responses to items in the final state visitor’s report. Factual corrections were submitted to the State Team Chair and State Department Certification Director in May 2016.

As a part of the entire State review and CAEP accreditation process, Boise State teacher educators have joined in collaborative teams and engendered a culture of continuous improvement across programs. It has been an excellent outcome to see so many stakeholders – internal and external – involved in the review and deliberate improvement of Boise State teacher education programs. Toward that end, as an initial step in the rejoinder process, all program coordinators were invited to read the State Team Report and provide feedback to be included in this rejoinder. Therefore, this document includes unit-wide responses to the State Team Report.

This document is organized in the order of programs according to the State Team Report and provides general responses and information for all approved and conditionally approved programs. For the one program not approved, Graduate Certificate in Mathematics Consulting Teacher Endorsement, **Boise State requests conditional approval from the Professional Standards Commission based on the revisions proposed in the Revised Program for Certification Approval Request template included in the rejoinder (see Appendix A).** Overall, this rejoinder addresses some general comments, in particular with regard to Core Standard 2 Performance. This rejoinder will then focus on individual program coordinator responses and include the request for conditional approval of the revised program proposal aligned with the Mathematics Consulting Teacher standards (Appendix A).

Thank you again for this opportunity and careful consideration of Boise State University teacher education programs.

Idaho Core Teacher Standards

Boise State University would like to maintain the position that there is a preponderance of evidence for an Acceptable rating on Idaho Core Teacher **Standard 2.2 Performance Learner Differences**. In particular, it should be noted that no other program in performance surrounding learner differences is scored as unacceptable. This leads Boise State teacher educators to assert the preponderance of evidence for an Acceptable rating of this performance standard should be identified.

The statement indicating the Unacceptable rating for Core Teacher Standard 2.2 includes, "Evidence that documents candidate growth throughout programs would strengthen this element. Candidate and cooperating teacher interviews revealed concern about inconsistent preparation of candidates across programs to work with ELL students. An additional area noted for improvement is systematic, purposeful field experience placements."

Boise State appreciates this feedback and has been working to have more purposeful field experience placements. However, this feedback does not appear in line with the Standard 2 Language and Performance Indicators.

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

- 1. The teacher 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.*

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The evidence provided, largely through the Taskstream data management system, included the Standard Performance Assessment of Teaching (S-PAT), which is evaluated in all teacher education programs. This performance assessment pays particular attention to differentiation of instruction (both planning and implemented) for all learners. It also includes attention to language development standards in the unit planning template, Student Learning Outcome reflection requirement, and in observation templates. This documents performance at acceptable levels. Likewise, the performance standard for attention to diverse learners is included in multiple aspects of Idaho's Common Summative Assessment (Boise State's Professional Year Assessment). For the PYA alignment with Core Standard 2.2 Performance, see the CAEP Rejoinder submitted to the national accreditation team in May 2016 (Appendix B).

With respect to the specific information included in the State Team Report, it is important to note here the following:

- Core Standard 6.2 highlights: "Professional year assessment scores, S-PAT assessment analysis, and S-PAT instructional units provide evidence that teacher candidates demonstrate adequate ability to use 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" (p. 17, State Team Report). Acknowledging that this standard focuses on assessment, it is also important to note the connection here to Core Standard 2.2 indicators, including knowledge of individual learners and monitoring learner progress to guide decision-making. This evidence does include the monitoring of *all learners* progress.
- Bilingual/ENL review (pp. 26 – 36) includes acceptable ratings (with Target in 10.1) for all standards, including attention to individual learner needs and learning differences. This review includes smaller programs; however, faculty in these programs work closely with faculty across programs (as demonstrated in the S-PAT workshop Core Standard evidence provided) to support diverse learner needs, in particular English Learner needs.
- The largest Boise State teacher education program, Elementary Education, review indicates "candidate interviews clearly indicated that they process the needs of students and work to differentiate learning" (p. 61, State Team Report) and "that candidates work to modify instructional opportunities to support students with diverse needs. Early experiences work to build pieces and skills (hierarchy, learner profile, etc.) necessary to differentiate learning and are evidenced through candidate interviews in practice" (p. 62, State Team Report).
- Page 125 indicates **TARGET** ratings for Foundational Science Standards for Core Standard 2, including Performance (2.2).

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- Overall, candidates appear to “demonstrate an adequate ability to provide opportunities for development as delineated by the performance indicators” (p. 83, State Team Report). This is noted in Mathematics, another key Boise State teacher education program.

The remainder of this rejoinder focuses on individual program coordinator comments.

Bilingual/ENL

Boise State University program coordinators appreciate the feedback and scores for these programs.

Early Childhood Education/Special Education

Program coordinators expressed that the feedback and evidence described in the State Team Report appeared to indicate more Target ratings compared to the descriptions in other programs. It is a potential point of discussion for program reviewers to determine how to make such distinctions within and across programs when presented in a unified report.

Program coordinators also indicated a particular strength of the ECI program not represented here is the way information and practice opportunities are introduced at multiple points and scaffolded over time. Field experiences across the programs (200 level through program completion) provide opportunities for application and evaluation in a supported context and with professional year experiences providing opportunities to synthesize information and apply knowledge and skills independently. For example, early courses introduce assessment and different uses of assessment while upper division courses require knowledge of different types of assessment and how to use them. Conducting assessment and determining goal development and interventions with data-based decision-making are included in field experiences. Boise State has designed programs in such a way to honor practice-centered teacher education and clinical experiences as evidenced in teacher education scholarship. A renewed emphasis will be placed on documenting and providing evidence for such programming.

Likewise, early childhood and special education teacher educators would like to see evidence more fully considered that teacher candidate identification and implementation of the least intrusive interventions within a multi-tiered system of support, developing intervention strategies focused on prevention, targeted interventions and individualized supports as needed. More evidence for teacher candidates working with families will also be identified in future. Teacher candidates conduct family interviews and develop individualized family service plan goals that reflect family priorities, concerns, and resources. Finally, it should be noted that the CEC Code of Ethics data was addressed through the signature on the

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application forms (for all programs) where candidates sign “agreement” to the InTASC standards or CEC Code of Ethics.

IDoTeach – Computer Science, Engineering, Mathematics, Sciences: Biology, Chemistry, Earth and Space Science, Physics

Computer Science and Engineering programs are conditionally approved due to low completer numbers. Boise State looks forward to deeper feedback for these programs after another review in three years.

Mathematics/Science (Biology, Chemistry, Earth and Space Science, Physics) program coordinators appreciate the feedback and scores for these programs.

Elementary Education

Boise State University program coordinators appreciate the feedback and scores for this program. Elementary Education program coordinators were also hoping for a more clear distinction between “effectively preparing candidates” and “adequately preparing candidates.” How are these distinctions made for Target and Acceptable ratings, for example?

English Language Arts

Boise State University program coordinators appreciate the feedback and scores for this program.

Mathematics Consulting Teacher

See Appendix A with the Revised Program for Certification Approval Request template and syllabi/required assignments attachments.

Music

Boise State University program coordinators appreciate the feedback and scores for this program.

Online Teacher Endorsement

Boise State University program coordinators appreciate the feedback and scores for this program.

Physical Education

Boise State University program coordinators appreciate the feedback and scores for this program. Please also note the Revised Program for **Health** Certification Approval Request template provided for Professional Standards Commission review

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at its June 2016 meeting. The knowledge standards were considered adequate, and the performance standards will be further reviewed at the September 2016 PSC meeting.

Reading/Literacy

Boise State University program coordinators appreciate the feedback and scores for this program.

School Administrators School Superintendent

Boise State University program coordinators appreciate the feedback and scores for this program. In particular, the additional comments in the areas for improvement (p. 148 and 150 - 151) indicate careful attention to the program evidence provided. This feedback within the Acceptable and Target ratings was welcomed and appreciated by program coordinators.

Social Studies

Boise State University program coordinators appreciate the feedback and scores for these programs. Additionally, Boise State did indicate Geography as a “minor endorsement area” for its unit. As this program was not reviewed, it is not considered approved (not reviewed) and is unable to be included in institutional recommendations. Boise State program coordinators would like to note that in a climate of teacher shortages, it may be prudent for approval of endorsement areas that do not merit program approval due to low numbers, enrollment, or completers.

Visual and Performing Arts

Boise State University program coordinators appreciate the feedback and scores for these programs.

World Languages

Boise State University program coordinators appreciate the feedback and scores for these programs. **Please note: Standard 7.2 does not indicate a rating on the rubric.** It is assumed acceptable due to the rationale included.

Conclusion

Boise State University representatives would like to reiterate our appreciation for this process and the time, dedication, and expertise of the state team reviewers and those involved in the entire review process. Overall, we are pleased with the review and feedback from reviewers. We do note a desire for more specific continuous improvement feedback in line with the new national CAEP accreditation guidelines.

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We look forward to a further review of those programs conditionally approved. **We also seek conditional approval of the Graduate Certificate in Mathematics Thinking Initiative/Consulting Teacher in Mathematics endorsement area at this time.** Boise State University representatives would also like to offer continued collaboration and support in the program review processes for the state of Idaho. If any further information or comment is desired, we are happy to comply. Thank you for your time and consideration.

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APPENDIX A

REVISED PROGRAM FOR CERTIFICATION REQUEST

Institution: Boise State University Date of Submission June 2016

Program Name: Math Consulting Teacher Certification/Endorsement Math Consulting Teacher

All new educator preparation programs from public institutions require [Program Review and Approval by the State Board of Education](#).

Is this new program for certification request from a public institution?

Yes _____ No **X REVISED PROGRAM**

If yes, on what date was Proposal Form submitted to the State Board of Education? _____

Section I: Evidence that the program will cover the knowledge and performances outlined in the [Idaho Standards for Initial Certification of Professional School Personnel](#). Pupil Personal Preparation programs will only need to address content specific standards.

The table below includes the overall standards. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the program. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the [Idaho Standards for Initial Certification of Professional School Personnel](#).

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1: Understanding Adults as Learners to Support Professional Learning Communities	K1.1 The differences in knowledge acquisition and transfer for children and adults	546_Syllabus: In ED-CIFS 546, candidates engage in strategies with individuals and groups of teachers of mathematics. They focus on effective professional development, modeling, observation, collaboration, unit study, and best practices as informed by current research. They investigative approaches involving problem solving, reasoning, connections, representations, and communication across ages.

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		<p>546_Final: In ED-CIFS 546, candidates have choices to address multiple scenarios that can occur as a math teacher leader. Scenarios includes situations involving different age students struggling in mathematics, how to conduct professional development with teachers who struggle with the mathematics and have varying beliefs about what mathematic is, and how to observe teachers' mathematics practices and provide feedback. The purpose is to provide candidates with multiple experiences throughout the class and then evaluate them on addressing these situations.</p>
	<p>K1.2 Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development</p>	<p>546_Syllabus: In ED-CIFS 546, Candidates engage in strategies with individuals and groups of teachers of mathematics. They focus on effective modeling, observation, collaboration, unit study, and best practices as informed by current research. They investigative approaches involving problem solving, reasoning, connections, representations, and communication across ages.</p> <p>546_Presentation: In ED-CIFS 546, Candidates study teachers' beliefs and knowledge about mathematics and mathematics pedagogy and how to best address these through professional development. They incorporate their knowledge of students' thinking on different mathematical topics they learned in previous MCTE courses. They then develop a workshop, deliver it to a group of teachers, and then present the results to the class.</p>
	<p>K1.3 Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution</p>	<p>546_Observation: In ED-CIFS 546, Candidates study the five components of the Developing Mathematical Thinking instructional framework, the corresponding research, and how to effectively coach a teacher through change and conflict. Each candidate then must observe a mathematics lesson, take notes of student and teacher interactions and work, and then debrief with the teacher and explain the DMT structure and how to improve instruction. Each candidate writes a reflection of this process.</p>
	<p>K1.4 Effective listening, oral communication,</p>	<p>549_Syllabus: In ED-CIFS 549, Candidates engage in practical application of research to the mathematics classroom. They</p>

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	presentation skills, and expression in written communication	<p>identify a research question, conduct a literature review, prepare a research proposal, conduct research, analyze the data and write up and present the results from the perspective of informing their own practice and the practice of others.</p> <p>548_Assign_3_OnlineCoaching: In ED-CIFS 548, Candidates moderate an online discussion and provide feedback to peers on their assignments. The purpose is to provide candidates with experience in providing written feedback to peers, approximating the experiences of a leadership or coaching role. We have provided the assignment description and rubric.</p>
	K1.5 Research and exemplary practice on “organizational change and innovation”	<p>546_Reflections: In ED-CIFS 546, Candidates focus on understanding how to make systemic and organizational changes. They learn about mathematical knowledge, pedagogical approaches, worthwhile tasks, formative and summative assessments, lesson and unit studies and how and when to address each of these components within a school and school district over time.</p>
	K1.6 The process of development of group goals and objectives	<p>547_Case_Study_Moderator In ED-CIFS 547, Candidates read all other candidates’ reflections on the study task and then summarize their ideas and provide specific feedback on the elements from the research articles and the standards.</p>
	P 1.1 Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers’ content knowledge and skills throughout professional learning	<p>548_Evid_4_ReflectProfLearn: In ED-CIFS 548, Candidates reflect upon using student work samples as a tool to facilitate professional learning. The evidence provided represents a wide-range of responses.</p>
	P 1.2 Improves colleagues’ acquisition and application of knowledge and skills	<p>549_Assign_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided the overall assignment description that details the various steps along the project timeline.</p>

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	P 1.3 Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives	546_Final_Presentation: In ED-CIFS 546, Candidates must study how teachers best learn how to teach mathematics through workshop facilitation in small and large group settings. And they develop a workshop to be implemented.
	P 1.4 Uses effective communication skills and processes	548_Evid_3_OnlineCoaching: In ED-CIFS 548, Candidates moderate an online discussion and provide feedback to peers on their assignments. The purpose is to provide candidates with experience in providing written feedback to peers, approximating the experiences of a leadership or coaching role. We have provided three pieces of evidence related to this assignment.
	P 1.5 Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process	546_Observation: In ED-CIFS 546, Candidates study the five components of the Developing Mathematical Thinking instructional framework, the corresponding research, and how to effectively coach a teacher through change and conflict. Each candidate then must observe a mathematics lesson, take notes of student and teacher interactions and work, and then debrief with the teacher and explain the DMT structure and how to improve instruction. Each candidate writes a reflection of this process.
	P1.6 Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice	547_Case_Study_Reflection: In ED-CIFS 547, Candidates perform a measurement and geometry task, read articles about the content and then discuss the standards and student thinking in regards to the task. Teacher leader candidates will have to review other teachers' plans and understanding of the literature and provide feedback.
Standard 2: Accessing and Using Research to Improve Practice and Student Achievement	K 2.1 Action research methodology	549_Syllabus: In ED-CIFS 549, Candidates engage in practical application of research to the mathematics classroom. They identify a research question, conduct a literature review, prepare a research proposal, conduct research, analyze the data and write up and present the results from the perspective of informing their own practice and the practice of others.
	K 2.2 Analysis of research data and development of a	549_Assign_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	data-driven action plan that reflects relevance and rigor	the analysis and presentation of results. We have provided the overall assignment description that details the various steps along the project timeline.
	K 2.3 Implementation strategies for research-based change and for dissemination of findings for programmatic changes	542_A&R_1_PaperStudThink: The final assignment in ED-CIFS 542 is a research paper investigating three major components around a relevant grade 4-8 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provided the assignment description and rubric. 544_A&R_1_PaperStudThink: The final assignment in ED-CIFS 544 is a research paper investigating three major components around a relevant grade 6-12 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provided the assignment description and rubric.
	P 2.1 Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions , designing and conducting action research to improve educational outcomes	549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.
	P 2.2 Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability	549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment. 544_Evid_1_PaperStudThink: The final assignment in ED-CIFS 544 is a research paper investigating three major components around a grades 6-12 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provided three pieces of evidence related to this assignment.
	P 2.3 Assists with application and supports dissemination of action research findings to improve educational outcomes	549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		pieces of evidence related to this assignment.
Standard 3: Promoting Professional Learning for Continuous Improvement	K3.1 The standards of high quality professional development and their relevance to improved learning	549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.
	K 3.2 Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum	In ED-CIFS 546, Candidates study the five components of the Developing Mathematical Thinking instructional framework, the corresponding research, and how to effectively coach a teacher through change and conflict. Each candidate then must observe a mathematics lesson, take notes of student and teacher interactions and work, and then debrief with the teacher and explain the DMT structure and how to improve instruction. Each candidate writes a reflection of this process.
	K 3.3 The role of 21st century skills and technologies in educational practice	548_A&R_2_StudThinkEval: In ED-CIFS 548, Candidates conduct an open-ended data analysis investigation with students, analyze and categorize the resulting student responses, and present their findings, including next steps in instruction, using an online asynchronous technology - VoiceThread. We have provided the assignment description and rubric. 545_A_1_Technology: In ED-CIFS 545, Candidates use is a free online graphing calculator that was developed for educational purposes with the intention of being highly intuitive and flexible. We utilize Desmos and the associated teaching modules both as a pedagogical tool for teaching content and in order to model how such technology can be integrated into a classroom.
	K 3.4 The role of shifting cultural demographics in educational practice	546_Reflections: In ED-CIFS 546, Candidates focus on understanding how to make systemic and organizational changes. They learn about mathematical knowledge, pedagogical approaches, worthwhile tasks, formative and summative assessments, lesson and unit studies and how and when to address each of these components within a school and school district over time.

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	P 3.1 Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education	549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.
	P 3.2 Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals	546_Presentation: In ED-CIFS 546, Candidates study teachers' beliefs and knowledge about mathematics and mathematics pedagogy and how to best address these through professional development. They incorporate their knowledge of students' thinking on different mathematical topics they learned in previous MCTE courses. They then develop a workshop, deliver it to a group of teachers, and then present the results to the class.
	P 3.3 Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate	549_Evid_1_ActRes_Paper: In ED-CIFS 540, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.
	P 3.4 Continually assesses the effectiveness of professional development activities and adjusts appropriately	546_Presentation: In ED-CIFS 546, Candidates study teachers' beliefs and knowledge about mathematics and mathematics pedagogy and how to best address these through professional development. They incorporate their knowledge of students' thinking on different mathematical topics they learned in previous MCTE courses. They then develop a workshop, deliver it to a group of teachers, and then present the results to the class.
Standard 4: Facilitating Improvements in Instruction and Student Learning	K 4.1 Research-based curriculum, instruction, and assessment and their alignment with desired outcomes	546 Syllabus: Opening activity with fowls and linear and exponential functions. (See attachments) 546: Assignment 1 (DMT Framework); candidates read about the DMT research based framework for instruction, curriculum and assessment and related research articles. 545_A&R_2_LessonEval: In ED-CIFS 545, Candidates evaluate and modify a lesson or set of lessons around algebra structural components. The purpose is to relate mathematical ideas from the course to classroom practice in relation to grade-level standards. As schools and districts implement the Idaho Core Standards for Mathematics, teachers need to alter resources to

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		<p>meet both the content and practice standards, and they need first-hand experience in doing so in order to lead this type of work in their buildings or districts. We have provided the assignment description and rubric.</p> <p>543_A&R_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4 item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or rational number. Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.</p>
	<p>K 4.2 The Framework for Teaching, effective observation and strategies for providing instructional feedback</p>	<p>546: Assignment 2 (Observation); candidates will learn about the Framework for Teaching and the DMT instructional framework in regards to effective observations and then will examine two mathematics feedback frameworks by West and Knight. (See attachments)</p>
	<p>K 4.3 Role and use of critical reflection in improving professional practice</p>	<p>546_Syllabus: In ED-CIFS 546, Candidates engage in strategies with individuals and groups of teachers of mathematics. They focus on effective professional development, modeling, observation, collaboration, unit study, and best practices as informed by current research. They investigative approaches involving problem solving, reasoning, connections, representations, and communication across ages.</p> <p>546_Observation: In ED-CIFS 546, Candidates study the five components of the Developing Mathematical Thinking instructional framework, the corresponding research, and how to effectively coach a teacher through change and conflict. Each candidate then must observe a mathematics lesson, take notes of student and teacher interactions and work, and then debrief with the teacher and explain the DMT structure and how to improve instruction. Each candidate writes a reflection of this process.</p>

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>P 4.1 Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices</p>	<p>546: Assignment 1 (DMT Framework); candidates write a research paper on one of the DMT five dimensions. 543_A&R_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4 item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or rational number. Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.</p>
	<p>P 4.2 Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment</p>	<p>546: Assignment 2 (Observation); candidates rate others' instructional practice using the Danielson and DMT observation tools.</p>
	<p>P 4.3 Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment</p>	<p>546: Assignment 2 (Observation); candidates rate others' instructional practice using the Danielson and DMT observation tools.</p>
	<p>P 4.4 Develops, leads and promotes a culture of self-reflection and reflective dialogue</p>	<p>548_Evid_3_OnlineCoaching: In ED-CIFS 548, Candidates moderate an online discussion and provided feedback to peers on their assignments. The purpose is to provide candidates with experience in providing written feedback to peers, approximating the experiences of a leadership or coaching role. We have provide three pieces of evidence related to this assignment.</p>
<p>Standard 5: Using Assessments and Data for School and District Improvement</p>	<p>K 5.1 Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes</p>	<p>546: Assignment 3 (Assessment); candidates learn about the DMT assessment matrix, Webb's Depth of Knowledge levels and de Lange's assessment pyramid. 543_A&R_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4-item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or rational number. Candidates analyze or anticipate student</p>

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.
	K 5.2 Use of formative and summative data to inform the continuous improvement process	546: Assignment 3 (Assessment); candidates learn about the differences between classroom formative and summative assessments and the psychometrics of district level tests. 548_A&R_2_StudThinkEval: In ED-CIFS 548, Candidates conduct an open-ended data analysis investigation with students, analyze and categorize the resulting student responses, and present their findings, including next steps in instruction, using an online asynchronous technology - VoiceThread. We have provided the assignment description and rubric. 543_A&R_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4-item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or rational number. Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.
	K 5.3 Analysis and interpretation of data from multiple sources	546: Assignment 3 (Assessment); candidates examine question types from different assessments used in a district. 540_A&R_1_PaperStudThink: The final assignment in ED-CIFS 540 is a research paper investigating three major components around a relevant grades K-3 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provided the assignment description and rubric.
	P 5.1 Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement	546: Assignment 3 (Assessment); candidates select, analyze, revise, and recommend a district common assessment. 543_Evid_1_AssessmentEval: In ED-CIFS 543, Candidates construct a 4 item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of proportional reasoning or

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		rational number. Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided three pieces of evidence related to this assignment.
	P 5.2 Models use of formative and summative data to inform the continuous improvement process	546: Assignment 3 (Assessment); candidates write a recommendation of their assessment procedures to their district. 548_Evid_2_StudThinkEval: In ED-CIFS 548, Candidates conduct an open-ended data analysis investigation with students, analyze and categorize the resulting student responses, and present their findings, including next steps in instruction, using an online asynchronous technology - VoiceThread. We have provided three pieces of evidence related to this assignment.
	P 5.3 Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other	546: Assignment 3 (Assessment); candidates write the pros and cons of the use of different types of assessments. 540_A&R_1_PaperStudThink: The final assignment in ED-CIFS 540 is a research paper investigating three major components around a relevant grades K-3 mathematics topic; (1) student thinking, (2) mathematical models that bridge informal to formal thinking, and (3) implementation of these ideas at the classroom level. We have provide three pieces of evidence related to this assignment.
Standard 6: Improving Outreach and Collaboration with Families and Community	K 6.1 Child development and conditions in the home, culture and community and their influence on educational processes	546: Initial Activity; candidates will examine their school and district policies on family and community and the relationship to schools.
	K 6.2 Contextual considerations of the family, school, and community and their interaction with educational processes	546: Initial Activity; candidates will examine their school and district policies on family and community and the relationship to schools.
	K 6.3 Effective strategies for involvement of families and other stakeholders as part of a responsive culture	46: Assignment 4 (Final project); candidates will research best practices to deliver a family or community math workshops.

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	P 6.1 Develops colleagues' abilities to form effective relationships with families and other stakeholders	546: Initial Activity; candidates will present in the next class what they found out about their school and district policies on family and community. 546: Assignment 4 (Final project); candidates will design and deliver family math workshops and family math nights for their schools.
	P 6.2 Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools	546: Initial Activity; candidates will present in the next class what they found out about their school and district policies on family and community. 546: Assignment 4 (Final project); candidates will design and deliver family math workshops and family math nights for their schools.
	P 6.3 Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process	546: Assignment 4 (Final project); candidates will design and deliver family math workshops for their schools.
Standard 7: Advocating for Student Learning and the Profession	K 7.1 Effective identification and interpretation of data, research findings, and exemplary practices	543_Syllabus: In ED-CIFS 543, Candidates extend their investigation of rational numbers, proportional reasoning, and algebraic modeling. Participants in this course will explore topics foundational to the mathematical experiences of 4-8 grade students. An investigative approach including representations, problem solving, reasoning and communication is emphasized with an emphasis on classroom practice and facilitating conversations with peers in professional learning situations. 544_Syllabus: In ED-CIFS 544, Candidates investigate number and operation and the structures of algebraic thinking. Topics include modeling with rational numbers and algebraic expressions, developing proportional reasoning, and modeling with functions. Participants in this course will explore topics foundational to the mathematical experiences of grades 6-12 students. An investigative approach including representations, problem solving, reasoning and communication is emphasized. 545_Syllabus: In ED-CIFS 545, Candidates extend their investigation of algebraic reasoning and functions. Participants in

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		this course will explore topics foundational to the mathematical experiences of grade 6-12 students. An investigative approach including representations, problem solving, reasoning and communication is emphasized with an emphasis on classroom practice and facilitating conversations with peers in professional learning situations.
	K 7.2 Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement	541_A&R_1_AssessmentEval: In ED-CIFS 541, Candidates construct a multiple item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of major topics found in grades K-3 standards (e.g. place value, operations in base 10, fractions). Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.
	K 7.3 Local, state and national policy decisions and their influence on instruction	548_A&R_1_CC_Standards: The final assignment in ED-CIFS 548 is an assessment of candidates understanding of the data analysis and probability standards in the Idaho Core in conjunction with mathematics tasks that can be used to facilitate student and teacher understanding of these standards.
	K 7.4 The process to impact policy and to advocate on behalf of students and the community	541_A&R_1_AssessmentEval: In ED-CIFS 541, Candidates construct a multiple item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of major topics found in grades K-3 standards (e.g. place value, operations in base 10, fractions). Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.
	P 7.1 Identifies and evaluates needs and opportunities	549_Evid_1_ActRes_Paper: In ED-CIFS 549, Candidates conduct a K-12 mathematics focused action research project, including the analysis and presentation of results. We have provided three pieces of evidence related to this assignment.

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	P 7.2 Generates ideas to effectively address solutions/needs	541_Evid_1_AssessmentEval: In ED-CIFS 541, Candidates construct a multiple item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of major topics found in grades K-3 standards (e.g. place value, operations in base 10, fractions). Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.
	P 7.3 Analyzes feasibility of potential solutions and relevant policy context	548_Evid_4_ReflectProfLearn: In ED-CIFS 548, Candidates reflect upon using student work samples as a tool to facilitate professional learning. The evidence provided represents a wide-range of responses.
	P 7.4 Advocates effectively and responsibly to relevant audiences for realization of opportunities	541_Evid_1_AssessmentEval: In ED-CIFS 541, Candidates construct a multiple item assessment based on key development understandings and a hypothetical learning trajectory to measure students' understanding of major topics found in grades K-3 standards (e.g. place value, operations in base 10, fractions). Candidates analyze or anticipate student responses and present findings in a written format including the design of future instruction based upon the results. We have provided the assignment description and rubric.

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Section II: Describe below how candidate data will be collected and used to verify candidate competence, as well as informing program improvement decisions.

All performance assignments will be collected and held on an external hard drive. Examples of each assignment will be placed in Taskstream to be analyzed for quality and improvement during review processes. A separate Taskstream template is used for signature assignments and data analysis and reporting within the unit for continuous improvement across all programs.

College Dean (Institution):



Date: 6/28/16

Graduate Dean or other official (Institution; as applicable):



Date: 6/28/16

APPENDIX A ATTACHMENTS

**Graduate Certificate in Mathematics
Teaching for Instruction (GC-MTI)**

Select a minimum of one of the following general Mathematical Thinking for Instruction courses:

ED-CIFS 540 Mathematical Thinking for Instruction: Number and Operations K-3 (3 cr)

ED-CIFS 542 Mathematical Thinking for Instruction: Number and Operations 4-8 (3 cr)

ED-CIFS 544 Mathematical Thinking for Instruction: Number and Operations 6-12 (3 cr)

Select a minimum of two of the following advanced Mathematical Thinking for Instruction courses:

ED-CIFS 541 Early Numeracy and Operations K-3 (3 cr)

ED-CIFS 543 Applications of Rational Numbers and Proportional Reasoning 4-8 (3 cr)

ED-CIFS 545 Applications of Algebra Topics 6-12 (3 cr)

Required Courses

ED-CIFS 547 Measurement and Geometry

ED-CIFS 548 Data Analysis, Statistics, and Probability

ED-CIFS 549 Action Research and Its Implications in the Mathematics Classroom

Select one pathway:

Required Course for the Mathematics Specialist K-8 (MS) Pathway:

ED-CIFS 551 MTI: Study of Practice in Mathematics (3 cr)

Required Course for the Mathematics Consulting Teacher Endorsement (MCTE) Pathway:

ED-CIFS 546 MTI: Building Teacher Leaders of Mathematics (3 cr)

ED-CIFS 546: Building Mathematics Teacher Leaders

Spring 2017

Instructors

Jonathan Brendefur, PhD
E222, 426-2468
jbrendef@boisestate.edu

Keith Krone, MAE
E222
keithkrone@boisestate.edu

Course

ED-CIFS 546 – 3 credits. Class No. 1160 (13903). Class will meet at BSU Meridian Center (2950 Magic View Dr, Meridian, ID 83642) on Monday evenings from 4:30 pm to 8:30 pm and on Saturdays from 8:30 am to 4:30 pm.

Office Hours

By appointment

Required Texts

Your current district policy manual (or online access) and demographic information is required for this course.

Other Sources

Throughout the course there will be several research articles assigned. These articles will be available to course participants via the course BlackBoard website.

The Professional Educator

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learner to be citizens who contribute to a complex world. Educators serve diverse communities of learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Course Description

ED-CIFS 546 BUILDING TEACHER LEADERS (3-0-3)(on demand).

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This course will examine foundational topics of effective professional development and coaching strategies with individuals and groups of teachers of mathematics. We will explore topics such as effective modeling, observation, collaboration, unit study, assessments and best practices as informed by current research. In addition, we will examine and create school and district improvements through outreach with teachers, families and community.

Your class attendance and participation will contribute to the success of the class. Everyone benefits from the sharing of ideas. You will have opportunities to lead the class individually and with others, to work on your own and in small groups, and to engage in a variety of tasks. To make your experiences in this class a productive one, you will want to complete the readings and assignments on time, reflect on what you have learned, and share your ideas with your classmates.

Course Goals

1. Investigate methods of mathematics professional development from one-on-one coaching to large-scale professional development to facilitate improvements in instruction and student learning
2. Plan, facilitate and reflect upon professional development with inservice teachers utilizing the frameworks discussed in the course.
3. Create materials to further cultivate teachers understanding and implementation of mathematics instruction focused on developing students' mathematical understanding and evaluating assessments to use to gather formative and summative data for continuous school and district improvement.
4. Create materials to further cultivate parent and community understanding of mathematics instruction focused on developing students' mathematical understanding to improve outreach and collaboration with families and community.

Grading

	+	Grade	-
A	100 – 98	97 – 93	92 – 90
B	89 – 88	87 – 83	82 – 80
C	79 – 78	77 – 73	72 – 70
D	69 – 68	67 – 63	62 – 60
F		59 –	

In Addition

We wish to fully include persons with disabilities in this class. Please let us know whether you need any special accommodations in assignments, instruction, or assessments to enable you to participate fully in class. We will try to maintain the confidentiality of any information regarding a disability that you share.

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Course Schedule

Date	Topics	Activity	Readings and Written Assignments (complete prior to the class in which it is listed)
Monday Jan 9 4:30-8:30 pm	Facilitating Improvements in Instruction and Student Learning District Policies and Demographics	Linear and exponential functions – recognize, analyze, and improve the quality of your colleagues’ professional and instructional practices Explain Final Project (Assignment 4) - Improving Outreach and Collaboration with Families and Community	
Jan 10 – 22	<i>No class meeting</i> <i>Start Final Project (Assignment 4)</i>	Research your district policies on improving outreach and collaboration with families and community (for Assignment 4), equity and diversity (for Assignment 4), and assessments (for Assignment 3) Research: Your district demographic information (for Assignments 1 and 4)	Use this time to find, read, and have readily available the information you will need in this course – be prepared to share the demographic items you found, what you couldn’t find, etc. at our next class
Monday Jan 23 4:30-8:30 pm	DMT Framework	Short reports on district policies and demographics. How will these impact your Final Project (Assignment 4)? Scenario (PD: Professionalism) DMT Framework and Cognitive–Social–Behaviorism Framework	Read: Brendefur et al (2015 - Draft) DMT Framework and Classroom Structure
Jan 24 – Feb 10	<i>No class meeting</i> <i>DMT Framework Assignment (Assignment 1)</i>	Work on Assignment 1	Use this time to complete Assignment 1, any research not completed earlier about your district, and be prepared to

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	<i>Continue Final Project (Assignment 4)</i>		share how you will be using your district information within your Final Project
Saturday Feb 11 8:30 am – 4:30 pm	DMT Framework Research Danielson and DMT Framework Observation Tools to Facilitate Improvements in Instruction and Student Learning Coaching Models	5 minute presentations on each DMT component (Assignment 1) and debrief DMT Framework Scenario (PD: Pedagogy) Observation frameworks and practice with two videos Explain Assignment 2 and Coaching Model connection Final Project (Assignment 4) Updates – Each group reports their progress on their project AND how they are using their district policies and demographics in the planning and delivery of the professional development	Assignment 1 Be prepared to share an update on your Final Project (Assignment 4) to the class Read: Knight (2007) AND West (2006)
Feb 12 – Mar 5	<i>No class meeting</i> <i>Danielson and DMT Frameworks Observation (Assignment 2)</i> <i>Continue Final Project (Assignment 4)</i>	Work on Assignment 2 Continue Final Project (Assignment 4)	In addition to Assignment 2, use this time to continue your Final Project (Assignment 4) and be prepared to share your progress at our next class.
Monday Mar 6 4:30-8:30 pm	Lesson vs. Unit Study Using an Assessment Framework and Data for School and District Improvement	Feedback on Assignment 2 Groups share progress on Final Project (Assignment 4) and get feedback from the class Lesson vs. Unit Study and Scenario (Small Group) Assessment Framework and Explain Assignment 3	Assignment 2 Read: Lewis et al (2009) OR Inoue (2011) Read: de Lange (1999) OR Webb (2002) OR Wiggins (1993)
Mar 7 – Apr 2	<i>No class meeting</i> <i>Assessment Framework</i>	Work on Assignment 3 Continue Final Project (Assignment 4)	In addition to Assignment 3, use this time to continue your Final Project

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	<p><i>(Assignment 3)</i></p> <p><i>Continue Final Project</i></p> <p><i>(Assignment 4)</i></p>		(Assignment 4) and be prepared to share your progress at our next class.
Monday Apr 3 4:30-8:30 pm	<p>Using an Assessment Framework and Data for School and District Improvement</p> <p>Pedagogical Content Knowledge</p>	<p>Assignment 3 Presentations</p> <p>Pedagogical Content Knowledge (2 articles)</p> <p>Final Project Updates</p>	<p>Read: Ball, Thames, Phelps (2008) OR Shulman (1986)</p> <p>Read: DePaepe et al (2001) OR An, Kulm, Wu (2004)</p>
Monday Apr 10 4:30-8:30 pm	Professional Development	<p>Professional Development</p> <p>Scenarios (discuss and present in groups of 3 to 4)</p> <p>Work time on Final Project Presentations</p>	<p>Read: Kazemi & Franke (2004) OR Kennedy (2005) OR Linder (2011)</p>
Saturday Apr 22 8:30 am – 4:30 pm	Final Project Presentations	Presentations of Final Projects - Improving Outreach and Collaboration with Families and Community	
DUE MAY 1	<i>No class meeting</i>	Final	

Assignments (outside of class)

1. DMT Framework (group presentation)
2. Danielson and DMT Frameworks Observation (individual assignment)
3. Assessment Framework (group assignment)
4. Final Project (group presentation in class)
5. Final (individual assessment)

Participation

Due to the nature of this class, your attendance and participation are vital to your learning. I expect you to come to class regularly and on time and to complete each assignment thoroughly, thoughtfully, and timely. If you must miss class, please contact me as soon as possible and then get the notes from a classmate. Each class missed is 5% of your grade.

Assignment 1 – DMT Framework – ED-CIFS 546
Facilitating Improvements in Instruction and Student Learning

As a group, you will research one component of the DMT Framework (Taking Students' Ideas Seriously, Pressing Students Conceptually, Encouraging Multiple Strategies and Models, Addressing Misconceptions, or Focusing on the Structure of Mathematics). Your group will be assigned one of the components.

Individually, read the Brendefur et al (2015) STEM Book Chapter AND three readings on your DMT component (you will need to skim the abstracts of the articles provided – several can be used for different components, so find the three articles that make the most sense to you and your group). You can all read three of your own or decide the three as a group.

You will then meet as a group (in person or virtually – your choice) and incorporate all of your readings into your group activity presentation on the DMT Framework.

For Assignment 1, you will need to present the following in class as a group:

A 5-minute presentation that:

1. Summarizes the research behind your assigned DMT component to include a general summary of the STEM Chapter and your three articles
 2. Explains how your assigned component appears in settings involving teaching, small group coaching, and large group professional development (give an example of each)
 3. Shares what you need to consider about your district demographics and your DMT component for your final project
-

Your final grade on this assignment is based on your presentation for items 1-3 above.

Assignment 2 – Observations – ED-CIFS 546
Facilitating Improvements in Instruction and Student Learning

Individually, you will observe one (or two consecutive) mathematics lesson(s) (at least 30-45 minutes) and rate the lesson(s) with BOTH the Danielson Framework for Teaching AND the DMT Observation Framework.

You will reflect on the process and both instruments.

You will write a narrative of what you would say to the teacher in a post-conference meeting, based upon the Danielson Framework of Teaching AND the DMT Framework

You will provide feedback on the Danielson and DMT Frameworks.

For Assignment 2, you will need to complete the following:

1. Your observation notes on both framework instruments to include evidence in recognizing effective teaching.
2. A one page reflection to include evidence of using effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.
3. A one page narrative of what you would say to the teacher in a post-conference meeting, based upon the Danielson Framework of Teaching AND the DMT Framework, to provide evidence of your observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment. This narrative should reflect your thoughts on the coaching models we have discussed in class.
4. Be prepared to discuss your reflections and feedback at the next class

Your final grade on this assignment is based on the evidence you provide for items 1-3 above.

Assignment 3 – Assessment Framework – ED-CIFS 546
Using Assessments and Data for School and District Improvement

As a group, you will evaluate a common district assessment with the DMT Assessment Framework Matrix to practice the evaluation of assessments to guide the design and selection of suitable evaluation instruments and effective assessment practices in your district.

The assessment needs to consist of at least six items (for longer assessments, feel free to select six of the items to evaluate). Place each of the items in the matrix and write a short rationale to justify placing each item in that location of the matrix based upon our class readings and discussion.

You will also report on your previously researched district policies on assessment and how the assessment you evaluated corresponds to the district vision to analyze and interpret student data from multiple sources.

Finally, you will write a recommendation to your school/district on how the assessment you evaluated with the use of the DMT Assessment Framework Matrix could inform and facilitate the selection or design of district assessments to generate data that will inform instructional improvement (e.g., the alignment to 30% of the questions being Claim 3 items and how students communicate those ideas). The recommendation also needs to include how the matrix could be used to portray formative and summative data over time to inform the continuous improvement process in the district.

For Assignment 3, your group will present the following:

1. The six items (at least) evaluated AND placed on the DMT Assessment Framework Matrix
2. Your rationale for the placement of the item (this can be on the matrix with the item or on a separate slide)
3. A short report of how the district's policies on assessment, using this specific evaluated assessment as an example, can inform and facilitate the interpretation of data and how it can apply with other findings from multiple sources, especially given the different demographics within most districts.

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4. Share a recommendation you would give to the district of the use of formative and summative data to inform the continuous improvement process with the DMT Assessment Matrix.

Your final grade on this assignment is based on the evidence you provide for items 1-4 above in your group presentation.

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Assignment 4 – Final Project – ED-CIFS 546
Improving Outreach and Collaboration with Families and Community

You will design a professional development activity to be delivered to a group of teachers to improve their outreach and collaboration with their school's families and community OR you will develop a family math night or workshop to improve this outreach and collaboration directly.

You must deliver your final project to teachers or families by mid-April so you can present your project and findings to the class at our last meeting at the end of April.

Your final project is a semester long project you will begin during our first class.

Your project must include the following:

1. Evidence you have researched your district policies on outreach and collaboration with families and the community and used this information to plan and deliver your final project so the contextual considerations of how the family, school, and community interact with educational processes are taken into account.
 2. Evidence you have researched your district's demographics and used this information to plan and deliver your final project so how all conditions in the home, culture, and community of your district influence the educational processes are taken into account.
 3. Evidence you have researched your district policies on equity and diversity to plan and deliver your final project so that you recognize, respond, and adapt to any contextual considerations to create effective interactions among the families, community, and school/district.
 4. The 5 DMT components and how they can be utilized as effective strategies for the involvement of families and other stakeholders as part of a responsive culture (e.g., Taking Students' Ideas Seriously).
 5. Evidence you collected post-project data on what teachers and families learned (e.g., did your research and project help develop your colleagues' abilities to form effective relationships with families and other stakeholders during the course of your project?)
 6. Evidence you shared your findings with the administration of your school/district so they can continue the work to improve the educational outcomes by promoting effective and interaction and involvement of teachers, families, and stakeholders in the educational process
-

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You will give regular updates on the progress of your project during the semester.
Be prepared to do so!

Your Final Project presentation must include the materials used to plan and deliver the professional development as well as your results. Your group will have about 30 minutes to conduct a shortened version of your professional development to the class and provide all evidence required.

Your final grade on this assignment is based on the presentation and evidence of all 6 items mentioned above.

APPENDIX B: CAEP Rejoinder

**Boise State University
CAEP Site Visit (March 6 – 8, 2016) Final Report Rejoinder
Submitted May 3, 2016**

EPP Framework

Boise State University education preparation provider (EPP) leaders enthusiastically agreed to engage the early adoption process for CAEP review and accreditation. With a self-study report due in the summer of 2015, this EPP had one year from when initial program CAEP standards were adopted to demonstrate sufficiency in meeting standards. EPP faculty at all levels embraced the continuous improvement spirit and deepened the culture of inquiry from which its work had been based since the last NCATE review in 2009. Key reasons for the early-adopter decision were the established culture of inquiry based in evidence, strong clinical partnerships and stakeholder participation, and emphasis on shared leadership for coherence across programs.

A unique and significant contextual factor in Idaho is the adoption of Charlotte Danielson's (2013) Framework for Teaching (FFT) as the evaluation model for every district in the state along with every institution of higher education preparing teachers in the state. All Idaho EPP's, public and private, have agreed to a common summative assessment grounded in the FFT. As the Idaho Director of Teacher Certification and Professional Standards indicated during the site visit, "Per Idaho Administrative Rule IDAPA 08.02.02.120, each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching" (email communication, 3/7/2016). Therefore, this rejoinder will begin with a deeper, holistic look at how the FFT influences all parts of preparation programs, as well as final summative assessments at exit. This focus spans specific areas for improvement noted in the site report such as meeting the needs of diverse learners and establishing valid and reliable measures for assessment.

Most notably, EPP faculty members have passed the proficiency assessment ([Teachscape Focus](#)) for FFT observation. All candidates in the EPP are evaluated by a trained observer. And only those faculty members who have passed the Danielson Group proficiency assessment enter final Professional Year Assessment (PYA based on the FFT) scores in Taskstream, the unit's data management system. The state of Idaho supported the online certification of district administrators and EPP evaluators as it implemented Idaho administrative rule noted above. This focus on the FFT provides unification of preservice to inservice teacher evaluation.

This rejoinder will begin with evidence addressing how the FFT includes specific focus on meeting needs of diverse learners with a holistic perspective on comments noted in the site report. The FFT has also been the framework for multiple measures

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across the EPP assessment system, building trustworthiness for reliable evaluation and attention to levels of performance. Appendix G of the CAEP Accreditation Handbook (which was released after the Boise State site visit) highlights areas for relevancy, actionability, and reliability. Much of the EPPs work connected to the FFT speaks to relevance, actionability, and reliability. After a more holistic presentation of the FFT influence on EPP work and assessment, this rejoinder will address specific areas and comments in the final Site Visit Report uploaded into AIMS.

Framework for Teaching Performance Levels

The final Site Visit Report notes “Even though the instrument itself (Evidence Items 4 and 50) does not provide rubrics that specify candidate behaviors for each of the three levels of performance, mentor teachers and liaisons utilize the performance levels in Danielson’s (2013) Framework for Teaching document” (pp. 2-3). As demonstrated in Evidence Item 55, the evidence and descriptors of performance levels are indicated throughout the 109-page FFT document. All observers (and candidates) engage in professional development and education courses based on the language in this document. Each level and indicator has been updated in the 2013 edition to include: “tighter rubric language;” “critical attributes” for each level of performance for each component; and possible examples for each level of performance for each component. Danielson (2013) cautions these examples serve as illustration, not as exclusive possibilities.

Developing all EPP rubrics around this language and FFT contributes to “judgments that are more accurate and more worthy of confidence” (Danielson, 2013, p. 5). Also due to the enactment, study, and use of Danielson’s FFT in the Measures of Effective Teaching Study (<http://k12education.gatesfoundation.org/teacher-supports/teacher-development/measuring-effective-teaching/>), this framework has been investigated for its practical use, validity, and rater proficiency, enhancing its usefulness in EPP evaluation focused on valid and reliable measures. The FFT has high relevance for Idaho EPPs, and it has provided a framework for feedback and actionable items. This connects to AFI 1 in Standard 5, citing “inconsistent evidence that the EPP has established reliability and validity for EPP assessments” (p. 16).

Noting this foundational FFT for all assessment measures used in this EPP, the specific area of meeting the needs of diverse learners in connection to the FFT is merited. AFI 1 in Standard 1 states “there is little evidence that all candidates are prepared to advance the learning of all P-12 students” (p. 6). This statement appears contradictory to evidence from other statements throughout the final Site Visit Report such as “the data from three semesters reveal that all candidates score above a 2.0 (the level needed to be recommended for certification) in all areas of the PYA, presenting evidence together with scores on the S-PAT, Praxis, and the IPLP that candidates demonstrate an understanding of the 10 InTASC standards” (p. 4).

As the scores for all PYA data were provided and disaggregated by program in Evidence Item 49 and the levels of performance, including indicators was included

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in Evidence item 55, an argument supporting Boise State candidates are prepared to meet the needs of all diverse learners may be further emphasized through specific attention the following areas of the FFT. The specific area of “The Learner and Learning” in the InTASC Standards will also be addressed with survey data following the FFT emphasis. The FFT evidences attention to meeting the needs of diverse learners in several areas. These areas demonstrate the capacity of the EPP and its graduates along with a sufficiently met area in CAEP Standard 1.

FFT Language and Performance Levels

FFT 1b Demonstrating knowledge of students:

Domain 1 of the FFT highlights components connected to planning and preparation.

DOMAIN 1: Planning and Preparation	
1a	Demonstrating Knowledge of Content and Pedagogy • Content knowledge • Prerequisite relationships • Content pedagogy
1b	Demonstrating Knowledge of Students • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage
1c	Setting Instructional Outcomes • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners
1d	Demonstrating Knowledge of Resources • For classroom • To extend content knowledge • For students
1e	Designing Coherent Instruction • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure
1f	Designing Student Assessments • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning

Demonstrating knowledge of students, in particular, mentions areas where candidates are assessed on preparation for meeting the needs of diverse learners. Specifically, “students whose first language is not English” are mentioned in this part of the FFT critical attributes. The FFT document includes, “... students have lives beyond school – lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn” (p. 13). Elements of component 1b are “knowledge of students’ skills, knowledge, and language proficiency; knowledge of students’ interests and cultural heritage; knowledge of students’ special needs.” FFT indicators include teacher participation in community cultural events and teacher-designed opportunities for families to share their heritages. Level 3 (Proficient) rubric states “...varied approaches to learning, knowledge, and skills, special needs, and interests and cultural heritage” (p. 15). One of the critical attributes includes

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“the teacher is well informed about students’ cultural heritages and incorporates this knowledge in lesson planning.” An example provided includes “The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America...” (p. 15).

Following each description of how Boise State’s PYA evaluation instrument includes language attending to diversity, the PYA scores for the entire EPP in those areas are demonstrated over three cycles. It is important to note student teacher scores are higher than interns and there is growth over time (e.g., Fall 14 interns to Spring 15 student teachers.) A score of 2.0 on the 1.0 – 3.0 was agreed upon by the state of Idaho as meeting novice teacher preparation. A candidate cannot receive a score higher than a 3.0.

PYA Scores for 1b

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.5	2.7	2.72

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.8	2.72	2.89

1c Setting Instructional Outcomes:

This component includes “their suitability for diverse learners...” in the rubric language, critical attributes and examples. The indicators include “outcomes differentiated for students of varied ability” (p. 17). These areas include additional assessment on the preparation of Boise State candidates to meet the needs of diverse learners.

PYA Scores for 1c

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.48	2.39	2.57

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.7	2.79	2.78

1e Designing coherent Instruction:

This component includes the following in FFT rubric language: “It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning...” (p. 25). Element description includes Instructional materials and resources defined as “aids to instruction are appropriate to the learning needs of the students” and “teacher intentionally organize instructional groups to support student learning.” For a Proficient rating on component 1e, the following example is provided: “The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style” (p. 27).

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PYA Scores for 1e

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.51	2.55	2.64

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.65	2.75	2.78

1f Designing Student Assessments:

This component includes indicators of “modified assessments available for individual students as needed.” For a Proficient rating on component 1f, rubric language includes “assessment methodologies may have been adapted for groups of students” and includes “Employing the formative assessment of the previous morning’s project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning’s concept” as an example.

PYA Scores for 1f

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.18	2.24	2.37

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.55	2.59	2.64

Domain 1 is not characterized as an “observable domain” and therefore does not have ratings on the formative observation forms.

2a Creating an Environment of Respect and Rapport:

DOMAIN 2: The Classroom Environment

2a Creating an Environment of Respect and Rapport

- Teacher interaction with students • Student interaction with students

2b Establishing a Culture for Learning

- Importance of content • Expectations for learning and behavior
- Student pride in work

2c Managing Classroom Procedures

- Instructional groups • Transitions
- Materials and supplies • Non-instructional duties
- Supervision of volunteers and paraprofessionals

2d Managing Student Behavior

- Expectations • Monitoring behavior • Response to misbehavior

2e Organizing Physical Space

- Safety and accessibility • Arrangement of furniture and resources

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In Domain 2, which focuses on Classroom Learning Environments, Component 2a has a Proficient rubric description that includes “such interactions are appropriate to the ages, cultures and developmental levels of the students.” Each rubric level in 2a includes language about cultural sensitivity.

PYA Scores for 2a

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.71	2.8	2.85

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.94	2.89	2.92

Domain 2 is considered an “observable domain” in the Danielson teaching and observation proficiency framework. Therefore, with the new formative observation form implemented in Fall 15 (see Evidence Item 58), evaluation scores for the moment-in-time observations conducted during Fall 2015 are also included here. Taskstream includes four places to upload these observations each semester even though liaisons conduct more formative observations and assessments over the course of the semester. In order to measure candidate growth more sensitively, the formative observation rating scale maintains alignment with the FFT rubric, but with ‘half point’ designations (see the scale below). “Unsatisfactory” can be scored as 1.0 or 1.5, “Basic” can be scored as 2.0 or 2.5, and “Proficient” can be scored as 3.0, which creates a 5-point scale.

Formative Observation Scores for 2a

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	3.75	4.16	4.27	4.66
Student Teachers (n=50)	4.29	4.31	4.46	4.76

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3a Communicating with Students:

DOMAIN 3: Instruction
3a Communicating With Students <ul style="list-style-type: none">• Expectations for learning • Directions and procedures• Explanations of content • Use of oral and written language
3b Using Questioning and Discussion Techniques <ul style="list-style-type: none">• Quality of questions • Discussion techniques • Student participation
3c Engaging Students in Learning <ul style="list-style-type: none">• Activities and assignments • Student groups• Instructional materials and resources • Structure and pacing
3d Using Assessment in Instruction <ul style="list-style-type: none">• Assessment criteria • Monitoring of student learning• Feedback to students • Student self-assessment and monitoring
3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none">• Lesson adjustment • Response to students • Persistence

This component includes, “And teachers’ use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students” (p. 59). This emphasis on modeling appropriate language is emphasized with candidate preparation to teach English Learners. Elements from this component include “directions” that are oral, written, and modeled and “use of oral and written language” with models to “enable students to emulate such language, making their own more precise and expressive” (p. 59).

In rubric language for Unsatisfactory, it states, “the teacher’s vocabulary is inappropriate to the age or culture of the students” in critical attributes (p. 60). The Proficient rubric uses a Venn Diagram as an example. Boise State has emphasized graphic organizers as an example of an instructional support for language learners. This description is included because the Site Visit Report indicates insufficient evidence for all candidates meeting the needs of English Learners.

As with Domain 2, formative observations are included to measure candidate growth and performance for Domain 3. The rating scale maintains alignment with the FFT rubric, but with ‘half point’ designations (see the scale below).

“Unsatisfactory” can be scored as 1.0 or 1.5, “Basic” can be scored as 2.0 or 2.5, and “Proficient” can be scored as 3.0, which creates a 5-point scale.

PYA Scores for 3a

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.56	2.71	2.73

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.74	2.8	2.81

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Formative Observation Scores for 3a

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	3.5	3.98	4.05	4.42
Student Teachers (n=50)	3.69	4.19	4.23	4.68

3b Using Questioning and Discussion Techniques:

This component is described with the element of Discussion Techniques where a “teacher poses a question and invites all students’ views to be heard, enabling students to engage in discussion directly with one another...” (p. 64). This description attends to the idea of all perspectives and views to be heard and welcomed in a classroom.

PYA Scores for 3b

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.39	2.37	2.46

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.54	2.55	2.69

Formative Observation Scores for 3b

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	3.03	3.51	3.7	4.08
Student Teachers (n=50)	3.52	3.92	4.02	4.28

3d Using Assessment in Instruction:

This component includes “to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class”(p. 75) in its rubric description. Again the emphasis is on differentiating and meeting assessment and learning needs of each individual student. Rubric language includes “Questions and assessments are used regularly to diagnose evidence of learning by individual students” (p. 79) and for Distinguished rating on the rubric, “The teacher successfully differentiates instruction to address individual students’ misunderstandings” (p. 79).

PYA Scores for 3d

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.23	2.28	2.32

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.55	2.62	2.75

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Formative Observation Scores for 3d

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	2.99	3.54	3.71	4.15
Student Teachers (n=50)	3.45	3.92	4.06	4.39

4c Communicating with families:

DOMAIN 4: Professional Responsibilities	
4a Reflecting on Teaching	• Accuracy • Use in future teaching
4b Maintaining Accurate Records	• Student completion of assignments • Student progress in learning • Non-instructional records
4c Communicating with Families	• About instructional program • About individual students • Engagement of families in instructional program
4d Participating in a Professional Community	• Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school
4e Growing and Developing Professionally	• Enhancement of content knowledge and pedagogical skill • Service to the profession
4f Showing Professionalism	• Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations

This component includes “it is the responsibility of teachers to provide opportunities for [families] to understand both the instructional program and their child’s progress” (p. 95). The rubric also emphasized importance of regular communication with children and adolescents. Indicators include “frequent and culturally appropriate information sent home regarding the instructional program and student progress” (p. 97). Proficient rubric language states, “...conveys information about the individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.” And critical attributes for 4c include “most of the teachers’ communications are appropriate to families’ cultural norms” (p. 97).

PYA Scores for 4c

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.31	2.2	2.37

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.71	2.63	2.83

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4f Showing Professionalism:

This component includes the following language: “Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student” (p. 107). Proficient rubric language includes “active in serving students, working to ensure that all students receive a fair opportunity to succeed” (p. 109). Critical attributes include “actively addresses student needs” and “actively works to provide opportunities for student success.”

PYA Scores for 4f

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.75	2.81	2.83

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.84	2.9	2.95

Domain 4 is not characterized as an “observable domain” and therefore does not have ratings on the formative observation forms.

Meeting the Needs of Diverse Learners: Coursework and Field Experiences

Evidence Item 74: *Boise State Preparation for Diverse Learners* includes information on specific course syllabi and field experiences in courses where candidates work with diverse learners and communities. Not only do candidates have multiple experiences addressing individual intervention for assessing and supporting learning (see Evidence Item 57 with Case Study examples), but also candidates have field experiences where they engage in service learning in the community or specific field experiences to work with diverse learners and meet their needs. Evidence Item 74 includes specific readings and reflective experiences for candidates connected to their Professional Year Internship. The examples included in this evidence item highlight attention to a “culture of poverty” and how candidates view that description and respond to it, both in their own lives and in their classrooms. Likewise, ED-CIFS 201 includes a link to an example of a syllabus where candidates are required to engage in a community experience and reflective response where they connect theory and practice. This is an initial course for any teacher education major considering pursuing a professional licensure program. The ED-CIFS 301 Field Experience has candidates working with individual learners, often in an AVID program experience where they are supporting candidates who need additional support in their education. ESP 350 also includes an early field experience through service learning so that *all candidates have field experiences and service learning components where they work with diverse learners* (see AFI 1 in Standard 2).

Surveys Demonstrating Competency Meeting Diverse Learner Needs

Each year, Boise State distributes surveys to employers and alumni (Alumni surveys are distributed in the fall for graduates from one year or more prior – ie., Fall 15

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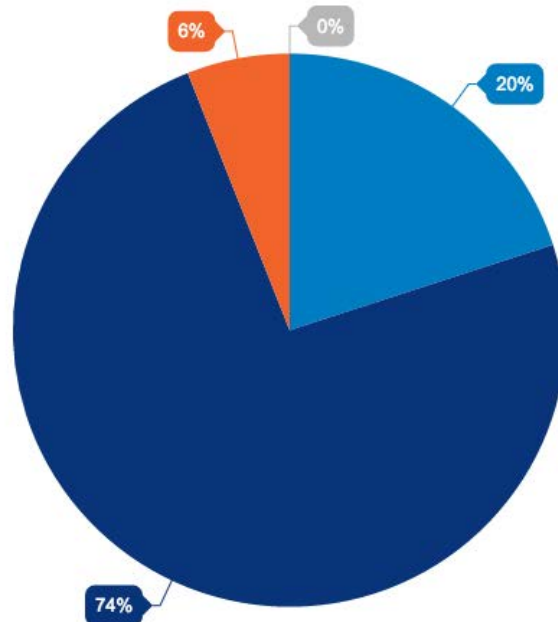
respondents graduated in Spring 14 or earlier.) Timing in the distribution of surveys or measurement instruments is an important criteria in Appendix G discussing assessment rubrics for validity and reliability (see AFI 1 in Standard 5).

Certain areas of the survey focus specifically on meeting the needs of diverse learners. The survey is aligned with the Danielson FFT and the InTASC standards. *Validation of the survey was conducted among Institutions of Higher Education in Idaho and through focus groups including trained evaluators, district administrators and superintendents, and The Danielson Group facilitators* (see AFI 1 in Standard 5). With attention to our individual completer placement lists and contact information, all Idaho EPPs agreed to send the same employer survey. The first iteration of this validated instrument was distributed in October 2015. Boise State had the following results for InTASC area two, The Learner and Learning, where meeting the needs of diverse learners is emphasized. The 2015 survey had 83 employers complete and submit full responses. The Learner and Learning was ranked higher from the employers of completers than the same questions/area on the Alumni Survey distributed to the same cohort of completers.

Fall 2015 Employer Survey

2015 Employer Survey: The Learner and Learning

■ Unsatisfactory (0%) ■ Basic (20%) ■ Proficient (74%) ■ Distinguished (6%)



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Note that there are no responses marked as “Unsatisfactory” for questions addressing meeting the needs of diverse and individual learners. Additionally 80% of respondents rated Boise State completers as Proficient *or higher* in this area. Narrative comments in the survey also addressed specific ways employers thought the Boise State programs were successful and where they may continue to grow. These respondents are also community stakeholders with an active voice in reviewing EPP data and contributing to programmatic decisions for continuous improvement (see Evidence Item 16, Sage Focus Groups and Evidence Item 17, Stakeholder Steering Committees).

Respondents answered questions on the 2015 Employer Survey based on a four-point scale aligned with the Danielson framework: Unsatisfactory (1), Basic (2), Proficient (3), Distinguished (4). Some of the employer survey questions in this area include:

Question	Mean
The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow. (n=76)	3.09
The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction. (n=76)	3.03
The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs. (n=72)	3.08
The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs. (n=76)	2.96
The teacher/employee uses strategies that support new English language learners. (n=69)	3.00
The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources. (n=76)	2.95

The following survey comments were included when asked to indicate strengths of the EPP:

Teachers come in with a broad understanding of the state standards and with MTI practices. Bilingual program teachers come with a strong sense of cultural diversity and responsiveness.

The variety of experiences student teachers are able to have [see AFI 1 in Standard 2]. The opportunities for collaboration with peers and other administrators during training.

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I believe some of our new teachers understand the idea of differentiated instruction. They seem to be willing to try various methods to teach kids. This is so important. Also, they seem very proficient in content areas.

Enthusiastic, focused on student learning.

Overall the students come into the schools with a good background knowledge of the Common Core and strategies to teach lessons. They have an overall awareness of formative and summative assessment and skills to build lesson plans to support learning targets. They are also good about jumping in and working with collaborative teams, sharing ideas, and being flexible in their days. Sound instructional strategies for all learners.

I am enjoying the partnerships our district is starting to have with BSU. I look forward to strengthening those partnerships, especially in producing teachers of ELL, SPED and Computer Science.

Students are coming solidly prepared to teach all students, with multiple strategies. [the same respondent said:] Providing additional support for students to work with ELL, students with special needs is an area to improve and grow in.

From the comments, it is important to note that the culture of inquiry cultivated within the EPP and its community stakeholders is one of progress. Employers note strengths and areas of growth that may be similar (as in the last comment). Discussions of data with program stakeholders include similar notes. These distinctions help us and program reviewers to identify that while Boise State *is sufficiently preparing candidates to meet the needs of all learners*, we also hope to continue to grow and enrich this aspect of our programs, with particular attention to linguistic diversity.

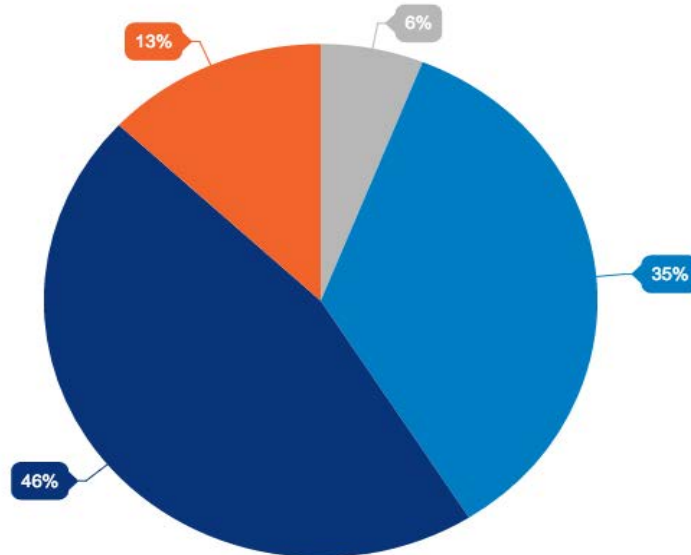
The 2015 Alumni Survey data also went through alignment and cross-walk processes with the Danielson FFT and InTASC standards. Groups reviewed the survey questions and validated the alignment process. Again, all EPPs in the state have agreed to administer the same Alumni survey across graduates. The following display highlights InTASC area, The Learning and Learning, category data from Fall 2015 alumni survey responses.

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Fall 2015 Alumni Survey

2015 Alumni Survey: The Learner and Learning

■ Unsatisfactory (6%) ■ Basic (35%) ■ Proficient (46%) ■ Distinguished (13%)



Compared to the 2015 Employer Survey results, the Fall 2015 Alumni Survey results demonstrate that employers rank alumni higher than they rank themselves. Just like the 2015 Employer survey, alumni respondents answered questions on the 2015 Alumni Survey based on a four-point scale aligned with the Danielson framework: Unsatisfactory (1), Basic (2), Proficient (3), Distinguished (4). Some of the alumni survey questions in this area include:

As a result of my professional preparation, I feel prepared to:	Mean
Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn (n=84)	3.09
Evaluate the effects of my actions and modify plans accordingly (n=84)	3.13
Honor diverse cultures and incorporate culturally responsive curriculum (n=86)	2.79
Have a positive effect on student achievement according to state assessments (n=83)	2.93
Understand value of working with colleagues, families, community agencies in meeting student needs (n=84)	3.07
Use self-reflection as a means of improving instruction (n=84)	3.26

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Additionally, narrative comments from completers on this survey included the following:

I felt prepared for reaching the diverse needs of each student. My student teaching experience helped prepare me for reaching all levels of learners and being able to do so while maintaining student integrity. I also felt really prepared to handle my classroom management routines.

The strengths that my program effectively prepared me on were working and adjusting lesson plans to accommodate IEP and 504 students.

I feel that the University really helped me be able to record and analyze data. My courses encouraged me to reflect on my experiences. I feel that this was a huge thing for me. I learned so much more through my own analysis of myself and who I am as a teacher.

I loved Boise State's education department because of the constant focus on reflecting and improving using clear goals based on high expectations. This is the premise of very day as an elementary teacher. I was given an experience with a diverse population and innovative staff during student teaching that has helped me immensely teaching in Arizona the last two years. I miss that school and my mentors from Boise State! I have felt ready everyday to take whatever comes. Boise state has also set me apart from other teachers' reluctance to approach common core with a positive and proactive attitude. I know how to create anything and everything and use research/my understanding of the material to back it up.

I gained a lot of experience working in different schools.

Very relevant. I teach in a dual language environment, and working with ELL students helped a lot.

Because I had a unique experience in being placed in two extremely different settings as far as schools go, I felt I was prepared for any school setting.

Several of the narrative comments on the alumni survey referenced the diverse clinical field experiences and their impact on completer preparation. Again, this is an area where there is data to identify *sufficiency in meeting the standard* (AFI 1 in Standard 2) while at the same time a desire to do more to ensure all candidates have the best clinical experiences to meet their preparation needs.

SLO Data Tables

The Student Learning Outcome (SLO) assessment in the S-PAT provides evidence to support candidate preparation to meet diverse learner needs. As noted in the final Site Visit Report, Boise State was working to identify valid and reliable measures for demonstrating the multiple ways in which diversity is a cross-cutting theme. Through continuous improvement efforts, Boise State found the S-PAT concluding reflections did not include specific reference to CAEP language addressing diversity.

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It is important to note this was not an intention of the S-PAT concluding reflections, nor was such an evaluation measure shared or designed to guide candidate reflection. What this evidence highlighted was the lack of a purposeful way to collect evidence identifying areas of diversity and meeting diverse learner needs within the S-PAT. Therefore, in Fall 2015, multiple seminars and workshops addressing SLOs and instructional supports for diverse learners were added to the Student Teaching seminar schedule. (see Appendix A in the Rejoinder Evidence Attachment.) A new form was added to Taskstream in the S-PAT section where candidates enter data on meeting individual needs and using instructional support strategies. The formative observation form was also initiated as evidence in Taskstream. With the additional emphasis on SLOs and instructional supports for diverse learners in Fall 2015, another review of S-PAT concluding reflections with the same rubric indicated sufficiently addressing diversity (81% Basic or Proficient) according to the CAEP language. This was an internal assessment for the EPP, not something used to assess candidates or guide candidate learning. It would appear the emphasis on SLOs, differentiation in the unit design templates, and instructional supports for diverse learners had candidates thinking and reflecting more purposefully with language connected to diversity. In the future, Boise State will continue to use the SLO data and Taskstream data collection to store and analyze evidence. The S-PAT rubrics are also a large part of the Measurement Plan (see Appendix B in the Rejoinder Evidence Attachment) referenced in the section on Standard 5 and valid and reliable measures.

As alluded to in the Site Visit Report, Evidence Item 72, Boise State SLO Data, indicated 8 out of the 59 S-PAT SLO data rated their initial instruction as “ineffective” with less than 60% of students meeting learning targets. This data included one candidate from Biology; one candidate from Economics, one of two candidates from Mathematics; and five of 25 Elementary candidates. The secondary candidates included here do not mention the effort to meet the needs of English learners in their reflections or SLO data. The one math candidate retaught the concepts from her unit when she realized there were several students who did not meet learning targets on her post-assessment. This experience was more of a learning experience for her *and her students* than not. It evidenced an address of meeting diverse learning needs that would not have been attended to without the SLO process included in the S-PAT. This teacher identified where and which students needed more information or instruction from her assessment data and analysis of SLO targets, and she differentiated more fully based on the post-test data. In this sense, the S-PAT did not end with her post-test but became renewed. Recognizing the importance of meeting the learner needs before moving on was an important part of her unit instruction and reflection.

Likewise, with the five elementary candidates, three were from one school doing a unit across their three 1st grade classrooms. In their reflections, they identified they had set goals too high to have an effective learning target (e.g., all students will reach a 90% or better). They reflected together on this process, retaught concepts in their individual classrooms, and extended instruction by two weeks to meet

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learning targets (indicating a highly effective S-PAT in the end). These candidates also noted that all students showed growth in the initial time period of the unit. This experience turned into an important learning experience on setting better class learning targets. There were no English Learners in these three classrooms. In the two other elementary contexts, only one had an English Learner involved in the unit. All reflections indicate re-teaching after having set inappropriate learning targets. As identified in Evidence Item 72, 37 of the 59 S-PAT units were highly effective (90-100% of students met learning targets) or effective (75 – 89% of students met learning targets set by student teachers). This data indicates deep learning on the process of meeting diverse learner needs. Liaisons have also begun focusing more explicitly on the setting of learning targets in the unit plan design of the S-PATs.

Notably, the three Bilingual Education candidates (who would have been the only candidates necessarily working with language learners) had three highly effective S-PATS with 90 – 100% of students meeting learning targets. Also on the SLO form in Taskstream, candidates indicate how many language learners were in their classrooms. In 59 S-PATS, 33 candidates indicated “no supports necessary” for language learners. In an identification of how often instructional supports were included in the units, a table was created onsite to highlight when graphic supports, sensory supports, or interactive supports were included. These instructional supports were connected to language learners in the seminars and workshops. The “Ineffective” S-PATs identified by initial SLO evidence give little indication the ineffective SLO targets were due to linguistic diversity.

Table Highlighting SLO Strategies Connected to Language Learning

Program Total	Graphic Supports	Sensory Supports	Interactive Supports	No supports necessary
EPP (n=59)	30	20	21	33
Bilingual (n=3)	3	2	2	0
Economics (n=1)	1	0	0	1
Biology (n=1)	1	1	1	0
Mathematics (n=2) <i>1 ineffective SLO</i>	0	0	0	2
Elementary (n=25) <i>5 ineffective SLO</i>	13	6	8	13

Clinical Placement Diversity

In Standard 2, the final Site Visit Report includes an area for improvement: “Not all candidates have clinical experiences with diverse P-12 learners” (p.9). As noted in the above section discussing Evidence Item 74, there are several opportunities for experiences with diverse p-12 learners and/or their families and communities. The rationale for the AFI includes the fact most candidates stay in the same clinical

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setting for their Professional Year. While this is true about the Professional Year, candidates are not necessarily in the same classroom, and more importantly, it is not the case that a candidate would spend every field experience in one context.

This AFI also alludes to Evidence item 64 and an identified need for more certified teachers for “language instruction” in the next five years. Boise School District, a key placement area for clinical experiences, identified an estimated need for 18 certified language instructors. West Ada, Boise State’s next most common placement district and the largest in the state, indicated an estimate of hiring five teachers. Two districts about 30 miles west of Boise State’s main campus identified an estimate of hiring 20 teachers over the next five years. Boise State’s discussion in the prior sections on addressing evidence to meet the needs of diverse learners, with particular attention to supporting and documenting instructional supports for language learners, addresses the work already in place to more purposefully address this programmatic need. Likewise, placements attend purposefully to diverse contexts by engaging in service learning in the community as well as tutoring programs in area schools (e.g., the AVID program) for early field experiences. Boise State also places Professional Year candidates in schools in the valley where there are diverse populations. A key point that would have been made on the school site visits was the partnerships among liaisons and “liaisons-in-residence” where more affluent schools (see Adams Elementary in the table below) have candidates who spend one semester of their Professional Year in a Title I school or a school with a larger refugee population (see Jefferson Elementary in the table below).

The statement in the rationale for the Standard 2 AFI claims “... despite the existing diversity of P-12 students in the surrounding schools.” With consideration of the demographics of Idaho and the local area, Boise State teacher educators are making the most of every opportunity within area school districts to provide for diverse clinical field experiences. The following table includes the demographics by ethnicity enrollment for the state of Idaho and area districts and schools where Boise State candidates are placed.

Partner School Enrollment Ethnicity Table

School * indicates a Title I school	Enrollment percentage (White)	Enrollment percentage (other ethnicity, including Black, Hispanic, Native American, Asian, Pacific Islander, Multiracial)
State of Idaho Demographics	77%	23%
Boise District Totals	76%	24%
<i>Elementary Partner Schools</i>		
Adams	87%	13%
Amity	88%	12%
Garfield*	64%	36%
Grace Jordan*	88%	12%
Jefferson*	60%	40%
Liberty	85%	15%

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Maple Grove	86%	14%
Morley Nelson*	59%	41%
Riverside	82%	18%
Shadow Hills	86%	14%
Taft*	60%	40%
Trail Wind	82%	18%
Valley View*	72%	28%
Whitney*	61%	39%
Whittier*	48%	52%
<i>Junior High Schools</i>		
East JHS	79%	21%
Fairmont JHS	63%	37%
North JHS	84%	16%
South JHS	71%	29%
West JHS	78%	22%
<i>High Schools</i>		
Boise	83%	17%
Borah	75%	25%
Frank Church* (Alternative HS)	74%	26%
Kuna School District		
Crimson Point Elementary	90%	10%
Reed Elementary	70%	30%
Hubbard Elementary	88%	12%
Kuna Middle School	87%	13%
Kuna High School	85%	15%
Middleton School District		
Mill Creek Elementary	87%	13%
Middleton Heights Elementary	84%	16%
Middleton High School	84%	16%
Nampa School District		
Central Elementary School	55%	45%
Nampa High School	60%	40%
Vallivue Middle School	59%	41%
West Ada School District		
Andrus Elementary	84%	16%
Lake Hazel Elementary	85%	15%
Prospect Elementary	82%	18%
Silver Sage Elementary	74%	26%
Heritage Middle School	85%	15%
Lake Hazel Middle School	81%	19%
Rocky Mountain High School	87%	13%

The Idaho State Department of Education website (www.isde.gov), reports demographics of Idaho pk-12 school enrollment by ethnicity and includes about 77% white residents. This percentage holds steady from 2010 to 2015. The following table identifies Idaho pk-12 school enrollment by ethnicity.

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State of Idaho School Enrollment

Ethnicity	2010	2011	2012	2013	2014	2015
Asian	1.37%	1.3%	1.32%	1.31%	1.28%	1.24%
Black/African American	1.17%	1.02%	1.02%	1.06%	1.02%	.99%
Hawaiian/Pacific Islander	.42%	.36%	.35%	.34%	.32%	.31%
Hispanic/Latino	14.97%	15.92%	16.25%	16.76%	16.96%	17.24%
Native American	1.67%	1.4%	1.34%	1.31%	1.23%	1.22%
White	80.39%	78.48%	78.05%	77.37%	77.19%	76.84%
Two or more races	Not used in 2010	1.51%	1.66%	1.85%	2%	2.15%
Total Students	276,322	281,590	281,841	299,013	288,069	292,488

As can be noted from the enrollment tables by ethnicity, the schools where Boise State places candidates have similar enrollments in terms of ethnic diversity when compared with the state of Idaho overall. The total pk-12 enrollment in the state of Idaho has decreased from 80% to nearly 77% over six years. A percentage of white ethnic enrollment for the partner schools with whom Boise State places teacher candidates is 84% or higher. Many partner schools have considerably more diverse ethnicity when compared to the state or regional demographics. Quite importantly is the consideration of the Title I schools with whom our candidates work and the school populations with 70% or lower enrollment by ethnicity as White. Working across these types of partner schools, Boise State has diverse placements for all candidates. Not all candidates are placed in Title I or schools with high refugee populations for their entire Professional Year as there are not enough of those placements within a 50-mile radius of the university. Candidates do have multiple early field experiences, including community and service learning opportunities where diverse populations are also emphasized. The tables including enrollment by ethnicity indicate *Boise State is meeting the need of diverse placements for candidates*, in particular when compared to the state pk-12 learner population.

When receiving the estimated need for language instructors from the Idaho State Department of Education, Boise State made a concerted effort to gather more purposeful data on preparation of candidates to meet diverse learner need, in particular the needs of language learners. More purposeful partnerships among Title I and non-title I schools for elementary placements have also been forged. It was a surprise to see that attending to this on our own as an EPP and moving toward more intentional data collection also generated the rationale for adding an area for improvement that was not discussed on-site.

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Valid and Reliable Measures

In an evidence item shared during the site visit, Boise State faculty outlined how they have been engaging in the establishment of valid and reliable measures across signature assignments. The following information was shared with the site team.

Quality Assurance – S-PAT rater reliability processes.

In fall 2015, elementary liaisons met to score a random sample of S-PATs from Spring 2015 semester. Elementary Education Liaison Group (EELG) agenda for one of the review meetings and powerpoint slides identifying the sharing of data and impetus for further S-PAT rubric review were included in appendices for this evidence. (Appendices available upon request for the rejoinder as well.) Secondary education liaisons, course program coordinators, and faculty also met and followed a similar process after the EELG review.

Secondary liaisons and instructors met with a random sample of S-PATs from Spring 2015 (one selected from each content area) to score and discuss. The process included:

- 1) All participants read through one component of the same S-PAT individually, with a rubric beside him or her, and took notes. (Participants started with the "Assessment of Student Work" section because this was an area that stakeholders reported our teachers were least prepared. This "Assessment of Student Work" section has a focus on differentiating instruction for the purpose of meeting diverse needs of all learners.)
- 2) Participants discussed their notes and scores with partners.
- 3) The whole group discussed their scores and rationale for assigning a score.

This was repeated with three S-PAT samples ("Assessment of Student Work") from three different content areas.

Seven attendees representing English, STEM, and liaisons who supervise PE, World Languages, English, History/SS, Art, Theater Arts, Music, and STEM, as well as elementary supervision participated. All scorers scored within .5 of one another on a 0, .5, 1, 1.5, 2, 2.5, 3 scale.

The next time this group met (November 2015), participants repeated the process with two more S-PAT samples. This time evaluators looked at the S-PATs holistically (by the end of this meeting, participants had viewed an earth science, English, PE, social studies, and math S-PAT). This process was preferred due to the attention to context of the learning environment and learning targets. Attention to rubric clarity was also identified and will be pursued through the 2016-2017 Measurement Plan

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for Reliability outlined in Appendix B. Again, all scorers (9 participants this round) were within .5 of one another on a 0.5, 1, 1.5, 2, 2.5, 3 scale.

The 2016-2017 Measurement Plan for Reliability outlined in Appendix B highlights the timeline and tasks for working toward valid and reliable measures on the S-PAT along with the interview rubrics and formative observation form assessment.

Measurement Plan

Page 16 of the final Site Visit Report included an area for improvement: “There is inconsistent evidence that the EPP has established reliability and validity for EPP assessments.” A measurement plan for reliability has been established with a 2016-2017 timeline for completion of tasks. (see Appendix B of the Rejoinder Evidence Attachment). A measurement plan for validity with a 2017-2018 timeline will be developed in early 2017 based on preliminary reliability results.

The measurement plan for reliability includes both rater training and calibration to master criteria, and the reporting of reliability coefficients, which are criteria listed as “examples of attributes above sufficient level” on Version III-March 2016 “Appendix G - Assessment Rubric.” The measurement plan highlights and augments work already described in the Selected Improvement Plan.

Boise State’s 2015-2022 Selected Improvement Plan identified Standard 3.3 as a goal:

By 2022, reliable and valid measures of dispositions beyond academic ability will be used as a meaningful source of data on candidates before and during the preparation program.

The goal for Standard 3.3 area of improvement is centered on the first half of the standard: *Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.* In order to “establish” and “monitor” dispositions at admissions and during the program, all measures to collect and analyze data must be reliable and valid. The data collection and analysis plans in the SIP for 3.3 includes the reporting of validity coefficients, content validity, and predictive validity analyses which are criteria listed as “examples of attributes above sufficient level” on Version III-March 2016 “Appendix G - Assessment Rubric.”

Extra comments and notes

A few other comments may be noted to add clarification and context to the final Site Visit Report.

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- (1) On page 4, the report states “As a result of the Formative Feedback Report, the EPP provided aggregated data for the EPP, disaggregated data by individual program, number of candidates participating in each assessment, and three cycles of data for most assessments. The EPP provided little additional analysis of the data in the Addendum once the data were aggregated for the EPP and disaggregated by program.” It is important to re-clarify the process by which data was shared. The self-study included analysis of data and grouped data among “elementary and dual degree” programs and “secondary and k-12” programs. This is where comparisons were made due to small numbers in any of the data sets. The aggregate and disaggregate tables provided in the Addendum were the same data analyzed by the EPP to generate the self-study analysis. In this sense, we provided the analysis without the raw data in the self-study and then added the raw data as requested in the Addendum.
- (2) On page 4 it also states “the exception are candidates in Early Childhood Studies program who had a first time pass rate of 60 and 50% in Praxis I for fall 2013 and spring 2014 respectively and a first time pass rate of 40 and 75 percent in the Praxis II exam for fall 2013 and spring 2014 respectively.” Again, as re-emphasized in Evidence Item 56, the Early Childhood candidates passed the appropriate praxis assessment. In fall 2013 two of the six candidates did not pass the assessment *on their first attempt*. In spring 2014 one of four candidates did not pass the assessment the first attempt. This candidate was within one point of the passing score and persisted until passing. Likewise, the fall 2013 candidates were near the cut score (175). The clarification would be that it is not an “exception” that “Praxis I and Praxis II scores demonstrate that candidates possess content knowledge in their subject areas.” These candidates did demonstrate possessing content knowledge through their passing scores. The small numbers of candidates in these programs also make the percentages appear potentially larger in number of candidates not passing the first time.
- (3) On page five, the Site Visit Report mentions case study data were documented but not aggregated for the EPP. The following tables include the case study data that were available during the site visit.

Case Study for Early Program Students in Fall 2014							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=75)	N/A	2.70	2.76	2.72	N/A	N/A	2.74

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Case Study for Mid Program Students in Fall 2014							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=96)	2.68	2.51	2.60	2.69	2.65	2.50	2.72

Case Study for Early Program Students in Spring 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=61)	N/A	2.80	2.91	2.50	N/A	N/A	2.94

Case Study for Mid Program Students in Spring 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=53)	2.85	2.67	2.65	2.83	2.85	2.76	2.69

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Case Study for Early Program Students in Fall 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=68)	N/A	2.68	2.78	2.49	N/A	N/A	2.68

Case Study for Mid Program Students in Fall 2015							
	Rubric Criterion Scores						
Program	Purpose	Scope	Observation	Ideas for Change	Test Solutions	Conclusion	Share Knowledge
Teacher Education (n=73)	2.90	2.68	2.78	2.71	2.67	2.66	2.63

- (4) On page five of the Site Visit Report, it notes that one program was not approved by the state: “The program not approved, Math Consulting Teachers, is an advanced program under the category of teacher leader endorsement. As an advanced level program, the Math Consulting Teacher does not fall under the purview of the CAEP visitor team during this accreditation cycle.” It is important to clarify that Boise State has not received a final report from the State Department of Education outlining program approvals or disapprovals. Based on the verbal feedback at the Exit Interview, Boise State faculty prepared a response with evidence of how the program meets the state standards. The Graduate Certificate in Mathematics Consulting Teacher Endorsement was approved by the Idaho State Board of Education *prior* to the adoption of Teacher Leader standards, under which the program fell for this review. Upon presentation to the Professional Standards Commission in June 2016, the program coordinators expect a conditional approval based on the outline of how the Teacher Leader standards are being met within the Mathematical Thinking for Instruction program. (See Appendix C in the Rejoinder Evidence Attachment for the proposed revisions.)

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- (5) On page 15, it is inappropriate to include the “Diversity Rubric” as a part of the measurement system as it has not been used to measure candidate performance. It would not even be considered a rubric by the EPP. It was a framework adopted from CAEP language to determine if the unit was collecting evidence inclusive of the CAEP cross-cutting theme of diversity. It would be inappropriate to suggest that this framework should be validated or tested for reliability for “performance against the standard.” The Measurement Plan for Reliability (see response to AFI 1 Standard 5 and Appendix B in the Rejoinder Evidence Attachment) should be the basis of evidence for this determination.

Future Opportunities

Most importantly, Boise State has greatly appreciated the opportunity to engage in the early adoption of the CAEP standards. We believe the entire EPP has been re-cultured as one of continuous improvement and inquiry. The reporting and sharing of data is prevalent and systemic in the EPP. Our early adoption stance has allowed us as colleagues to enact principles of continuous improvement that were already in place. The Continuous Improvement Team has identified areas for growth from the initiation of the S-PAT, the PYA (shared state common summative assessment), Case Studies of Individual Learners, and the collection of data in the Taskstream platform. Marked efforts over time have demonstrated growth over just three semesters, or cycles, of data. Therefore, the EPP has already indicated its emphasis on systems and continuous improvement. We have a demonstrated track record for continuous improvement and growth. This opportunity may not have been realized without the adoption of CAEP standards and the prospect of becoming an early adopter for our review period. Thank you for this opportunity for programmatic growth.

Additionally, maintaining the cycle of site visits with the self-study, formative feedback, and addendum process is quite helpful in allowing professionals to engage in collegial conversations about the transformation of educator preparation. Engaging in continuous improvement with accountability structures attached may be a cautious consideration for EPPs. However, with an accrediting body that embraces the formative feedback task and allows for true inquiry and improvement, EPPs may take responsibility for the preparation of educators via transparent and evidence-based decisions that could inform education policy and the field at large.

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Site Visit Report

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Continuous Improvement Pathway

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March 6-8, 2016

CONFIDENTIAL

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Site Visit Report Continuous Improvement Pathway

Section I Introduction

Overview of the EPP and program offerings: (focus on differences between what was stated in the Formative Feedback Report and what was verified onsite.)

The on-site visitor team verified that the College of Education (COED) at Boise State University (BSU) is comprised of five departments: Counselor Education; Curriculum, Instruction, and Foundational Studies; Early and Special Education; Educational Technology; and Literacy, Language and Culture. The Dean, the chief administrative officer for all professional education programs at BSU, is assisted by an Associate Dean for Teacher Education and an Associate Dean for Research. These three administrators, along with department chairs and center directors form the COED Leadership Team. The on-site visit provided information regarding the number of faculty employed by the unit: 55 tenure-track; 11 full-time, non-tenure track clinical; and ten adjunct faculty members. In addition, the team verified that the EPP enrolls 2,121 candidates: 1,105 undergraduate and 1,016 graduate students, a decrease of about 400 candidates since 2009.

The visitor team verified that the EPP offers 24 initial programs at the undergraduate level leading to a B.A., B.S. or B.F.A. degree. There are two Master in Teaching initial programs are offered on-line while the graduate certificate program and all undergraduate programs are offered face-to-face. There are no programs offered at other sites. Having adopted the State review option, all programs leading to licensure/endorsement (including advanced programs) were reviewed during this visit by a state team working concurrently with the CAEP team.

As this was an early adopter visit, the EPP's self-study did not consider or list the advanced programs offered. Because the assessment system of advanced programs was cited as an AFI in the previous accreditation review, the Addendum listed 13 advanced programs (10 masters', one doctorate, one Specialist level programs and one graduate certificate program) in responding to this AFI.

Summary of state partnership that guided the visit (i.e., joint visit, concurrent visit, or a CAEP-only visit)

This was a Selected Improvement (SI) pathway early adopter visit utilizing the CAEP standards. It was a concurrent visit with the state of Idaho. The two teams worked side by side and collaborated and discussed findings at meal times.

Special circumstances of the onsite review, if any. (Example: No unusual circumstances affected the visit.)

There were no special circumstances that affected the on-site review.

Section II CAEP Standards, Assessments and Evidence

Standard 1: Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the

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learning of all students toward attainment of college- and career-readiness standards.

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
Task 1: a. Rubrics for the PYA describing the behaviors for each level of performance b. Rubric for the Case Studies used in the beginning and mid- point of the programs c. Observation Instrument for the Idaho Core Standards shifts d. Rubric or scoring guide for the IPLP	The evidence was verified: a. For the PYA instrument (Evidence 50) levels of performance are not provided in the instrument, however levels of performance that are used for evaluation are part of the 2013 Framework for Teaching Evaluation document that is given to all mentor teachers and liaisons. b. The Addendum provided rubrics for Case Studies (evidence 57) c. The Addendum provided rubrics for the Observation Instrument for the Idaho Core Standards Shifts (Evidence 58) d. The Addendum provided rubrics for the IPLP (Evidence 52)
Task 2: a. Number of administrations for each assessment b. Number of candidates evaluated by program using the PYA, S-PAT, Case Studies, and IPLP c. Disaggregated data for each licensure area (Music, Art, PE, English, Mathematics, etc.) d. Aggregated data for the EPP for use as a comparison point for all assessments e. Data for Early Childhood and Special Education candidates	The evidence was verified: a. Each signature assessment has been administered three times, with the exception of Observation checklist for the Idaho Core Standards "shifts" b. Data has been disaggregated by licensure area c. The number of candidates taking each assessment has been provided d. Data for the EPP as a whole has been made available. No comparisons and very little analysis of the data were provided once the data for the entire EPP was obtained and the data were disaggregated by individual programs e. Data for Early Childhood and Special Education candidates have been provided
Task 3: a. Evidence of changes in the Early Childhood Studies program as a result of the low pass rates in the Praxis I and Praxis II exam	The evidence was verified: a. Evidence was provided regarding changes in the Early Childhood program based on Praxis I and II results.

2. Summary regarding completeness and accuracy of evidence related to Standard 1 :

a. Summary of findings

The College of Education at Boise State University presented evidence that candidates at the initial level of teacher preparation develop an understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of P-12 students.

Candidates demonstrate an understanding of the 10 inTASC standards through data from the following signature assessments: the Professional Year Assessment (PYA); the Standard Performance Assessment for Teaching (S-PAT); Case Studies (Analysis of Instructional Practices) and the Individualized Professional Learning Plan. In addition, Praxis I and Praxis II scores are provided as evidence of candidate content knowledge. Data provided documentation that all candidates assessed scored at acceptable levels in all instruments with the exception of Early Childhood first time test takers on Praxis I and II.

The Professional Year Assessment (PYA), BSU's name for the required state assessment, is aligned with the four domains of Danielson Framework for Teaching and the inTASC standards and used statewide to evaluate preservice and in-service teachers on important elements of effective teaching. Danielson certified university liaisons complete the PYA at midterm and at the end of each professional year term. Even though the instrument itself (Evidence 50 and Evidence 4) does not provide rubrics that specify

candidate behaviors for each of the three levels of performance, mentor teachers and liaisons utilize the performance levels in Danielson' Framework for Teaching document (2013). The data, disaggregated by licensure area elementary, K-12, and secondary education, reveal that all candidates score above a 2.0 (the level needed to be recommended for certification) in all areas of the PYA in spring 2015.

The S-PAT is a performance assessment developed by the EPP modeled upon and containing many elements of the edTPA. The S-PAT requires candidates to develop and implement a unit of study, engage in analysis of impact on whole class learning, and provide analysis of three students with diverse learning needs. The EPP states in the Self-Study Report that inter-rater reliability for the S-PAT will be established once a study is conducted (Evidence # 5, page 3). The team received documentation on site that work to do this began in August 2015 and had not been completed as of the time of the visit. The S-PAT is scored by university liaisons on several rubric items and is administered during the candidates' professional year. The S-PAT is aligned with Danielson's domains and InTASC standards. Candidates scored near or above a 2.5 (the identified target for success) in all areas of the S-PAT.

Case Studies/ Inquiries into Practice and P-12 learning: EPP candidates engage in case studies of student learning with stair-stepping complexity as they move through the program: one at early program for elementary, at mid program for all candidates, and at exit within the S-PAT. The EPP adopted a rubric from another institution for the early and mid-program case studies.

The Individualized Professional Learning Plan (IPLP): The Idaho Higher Education Coalition (IHEC) consisting of BSU and seven other institutions of higher education, the state department of education, and other stakeholders implemented a Common Summative Assessment (CSA) for teacher candidates (the EPP's PYA) and an Individualized Professional Learning Plan (IPLP) to accompany completers into their professional careers. Boise State has adopted the IPLP for all candidates at the end of the internship semester and at exit.

The signature assessments described above, together with Praxis I and II and interviews conducted on site provide evidence that BSU candidates demonstrate an understanding of the four inTASC categories: the learner and learning (PYA, S-PAT, Case Studies); content (PYA, S-PAT, Praxis I and II); instructional practice (PYA and S-PAT); and professional responsibility (PYA and IPLP).

Data from the Inquiries into Practice Case Studies (see above) provide evidence that candidates understand the Learner and Learning InTASC category and that candidates use research and evidence to develop an understanding of the teaching profession and use both to measure P-12 student progress and their own professional practice. Interviews with employers on site documented candidates' inquiry skills.

The EPP demonstrates evidence for Standard 1.3 through the state program approval. At this visit, 28 programs were reviewed by the state team working concurrently with the CAEP team.

The EPP cites the Observation checklist for the Idaho Core Standards "shifts" as evidence that candidates have the ability to demonstrate skills and commitment that afford P-12 students access to college- and career ready standards (CAEP 1.4) Pilot data for spring 2015 (Evidence #10) included nine shift observations in Math and 10 shift observations in language arts. The EPP concluded from this pilot that candidates need more support in using digital resources & multi-modal presentation formats. In Evidence # 58 shifts counts for the EPP (no disaggregation by program) are given for spring 2015 and fall 2015.

Data presented from signature assessments is not adequate to determine the ability of candidates to advance the learning of all students. As stated in the Formative Feedback Report, an analysis of a random sample of reflections on the diversity rubric revealed that in spring 2015, 42% of the candidates were rated Unsatisfactory. In the fall 2015, 18% were rated Unsatisfactory, 54% Basic, and 27%

Proficient. The EPP noted that this rubric is not used to assess or give feedback to candidates.

Interviews with completers, candidates, employers, and faculty seem to indicate that candidates are prepared to work with P-12 students with exceptionalities, however interviewees expressed the need for more focused attention to the area of English Language Learners (ELLs).

Candidates are required to take one special education course; however, no such requirement exists for ELLs. Faculty are aware of the need in this area and have begun discussions on how to best incorporate this concern into the regular curriculum.

The document given to the visitor team on site entitled Further Support for CAEP 1.4. And Meeting Diverse Learner Needs acknowledges that data from prior S-PATs and employer/alumni feedback included attention to linguistic diversity as a more specific focus for meeting needs of diverse learners. The EPP has begun to address this concern through seminars for candidates and professional development for faculty and liaisons on the WIDA Instructional Supports. Utilizing a checklist, initial data (one cycle) has been collected on the S-PAT Student Learning Outcome (SLO) form along with the Formative Observation Forms. The data demonstrate gains in candidate performance based on these new supports.

Data from the required technology class portfolio and the S-PAT as well as interviews with program completers and employers provide evidence that candidates model and apply technology standards (CAEP 1.5). The analysis of portfolios demonstrated that all candidates showed evidence of connecting to all five ISTE standards. An analysis of a random sample of S-PAT units found evidence that candidates use technology to teach content and engage students. In addition, employers and program completers spoke of the excellent preparation candidates receive in this area.

b. Analysis of Program-Level data

As a result of the Formative Feedback Report, the EPP provided aggregated data for the EPP, disaggregated data by individual program, number of candidates participating in each assessment, and three cycles of data for most assessments. The EPP provided little additional analysis of the data in the Addendum once the data were aggregated for the EPP and disaggregated by program.

The data from three semesters reveal that all candidates score above a 2.0 (the level needed to be recommended for certification) in all areas of the PYA, presenting evidence together with scores on the S-PAT, Praxis, and the IPLP that candidates demonstrate an understanding of the 10 inTASC standards.

In the Learner and Learning InTASC category, the average scores for all measures were above the identified target score for success. Data for elementary and secondary education candidates (not disaggregated by individual program) for fall 2014 and spring 2015 for the PYA and the S-PAT combined indicate that elementary candidates score high in their knowledge of students and lowest in their ability to use summative assessments. Secondary candidates scored lowest on their knowledge of students.

Praxis I and Praxis II scores demonstrate that candidates possess content knowledge in their subject areas. The exception are candidates in Early Childhood Studies program who had a first time pass rate of 60 and 50 % in Praxis I for fall 2013 and spring 2014 respectively and a first time pass rate of 40 and 75 percent in the Praxis II exam for fall 2013 and spring 2014 respectively.

Instructional Practice category. PYA and S-PAT averages aligned to this category were above the Basic level demonstrating designing effective instruction, clear communication of content, and engaging

students in learning. The K-12 (Art, Music and Physical Education) seem to score lower than Elementary and Secondary candidates in most categories. In particular these candidates seem to need more instruction in classroom management, although managing student behavior receives the lowest scores for all candidates. Classroom management was also cited as an area for improvement by the employees interviewed on site.

Candidates score high at exit when evaluated on the PYA and other assessments on the components of professional responsibility, scoring close to the highest score of "3" for this InTASC category.

Candidates scored near or above a 2.5 (the identified target for success) in all areas of the S-PAT. Candidates in K-12 education scored lower than those in elementary and secondary education in all areas with the exception of Assessment Analysis and Video Reflection.

All candidates seem to score the lowest across the three cycles of S-PAT data provided on the concluding reflection. Interviews with employers, however, indicate that graduates of the programs are strong in their ability to reflect.

Three levels of Case Studies or inquiry assignments (Early program, Mid-program and End) were presented as evidence for CAEP 1.2. The early (Elementary education only) and mid-program case studies share a common rubric that measures candidate performance in six areas of inquiry. Evidence # 11 presented two cycles of data for the early, mid-, and end of program case studies for the entire EPP, but data were not disaggregated by program. The addendum, Evidence #57 (Table 1) presented data for the Early case studies for Elementary candidates only; mid-program case studies data were documented for elementary and secondary candidates, but were not aggregated for the EPP. There were no data for the end of program case studies in Addendum Evidence # 57 and no analysis of the new data.

Data from fall 2014 and spring 2015 presented in Evidence #11, Figure 3, although not disaggregated by program suggest that candidates as a whole demonstrate proficiency at end of program in their ability to use research and evidence to develop an understanding of the teaching profession to measure P-12 student progress and their own practice.

The state of Idaho does not require program submission to the Specialized Professional Associations (SPAs). The site visit was conducted together with a state team that examined 28 individual programs at the initial and advanced levels leading to certification/endorsement for state approval. Of the 28 programs reviewed, 24 were fully approved; three were conditionally approved due only to the lack of completers (two initial: computer science and engineering, and one advanced: School Superintendent); and one was not approved. The program that was not approved, Math Consulting Teacher, is an advanced program under the category of teacher leader endorsement. As an advanced level program, the Math Consulting Teacher does not fall under the purview of the CAEP visitor team during this accreditation cycle. The state team found inconsistencies among and between programs with candidate placement and the ability of candidates to adapt instruction to ELLs under the Learner Differences standard. This finding is corroborated by the CAEP site visit team.

The EPP cites the Observation checklist for the Idaho Core Standards "shifts" as evidence that candidates have the ability to demonstrate skills and commitment that afford P-12 students access to college-and career ready standards. At program exit, all candidates have completed a Standard Performance Assessment (S-PAT) where they must plan and address College- and Career-Readiness shifts in their unit template and across lesson design and reflection. In Evidence # 58 shifts counts are given for spring 2015 for the EPP as a whole. Disaggregated data by program for one cycle (fall 2005) for the Idaho Core Standard shifts was provided on site through tables that identify the shifts evidenced in each candidate's unit. Additional tables identify the shifts for College-and Career standards that were observed during the formative observations of language arts and mathematics during lessons of interns

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and student teachers in fall 2015. The EPP provided little analysis of the data presented. Although there is evidence that candidates are demonstrating these shifts, it is difficult to draw conclusions regarding individual program candidates' skills and commitment that afford all P-12 students access to career-and college standards.

c. Evidence that is consistent with meeting the standard

The EPP provides evidence that it has developed a culture of assessment and that faculty, staff, candidates work collaboratively with their P-12 partners in the spirit of continuous improvement. The EPP has adopted, developed, and implemented multiple assessments/measures (S-PAT, PYA, case studies, and IPLP) and utilized them to provide evidence of candidate performance. Data have been triangulated and analyzed across assessments to demonstrate evidence for CAEP Standard 1. Data have been disaggregated by individual programs.

All initial candidates meet acceptable levels of success in all signature assignments demonstrating an understanding of the InTASC standards, the ability to use research and evidence, the skills to afford P-12 students access to college-and career standards, and the competence to model and apply technology standards.

c. Evidence that is inconsistent with meeting the standard

The EPP provided little evidence to demonstrate candidates' skills and commitment to advance the learning of all P-12 students, in particular English Language Learners. Data from signature assessments, surveys and interviews on site strongly suggested that candidates need more instruction on how to meet the needs of the increasing ELL population in the schools.

The EPP provided no documentation of the validity and little documentation of the reliability of the majority of the instruments.

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement

Area for Improvement	Rationale
There is little evidence that all candidates are prepared to advance the learning of all P-12 students	Although some new initiatives have recently begun, there is inconsistent evidence that all candidates are prepared to serve the needs of the increasing English Language Learners in the schools.

Stipulation:

Stipulation	Rationale
N.A.	

Standard 2: Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to

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preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students' learning and development.

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task:	Evidence was or was not verified:
Review plan for English learner's partnership	Tasks were verified by committee minutes, interviews, meetings with external stakeholders.
Review IDOTEACH completer's evidence	Tasks were verified by review of documents, interviews and committee meeting records.
Identify all EPP school partnerships	Tasks were verified by interviews, visits and meeting with EPP school partners.
Review ECE Special Education and discipline-specific program completer's evidence.	Tasks were verified by meetings, interviews, EPP documents.

2. Summary regarding completeness and accuracy of evidence related to Standard 2 :

a. Summary of findings

Evidence documents that P-12 schools and the EPP have both benefited from the partnership. Clinical partnerships include a PDS, Sage, Garfield STEM, Nampa district, Boise districts, ELD standards pilot and the Liaison-in Residence Program. Clinical partners have memorandums of agreement with the EPP that are in place to share the responsibility for continuous improvement of candidate preparation. Interviews with school site administrators indicate that the agreements are not at the school site but in the district offices in order to meet the legal requirements of the partnership.

The clinical partners have a shared model of responsibility that includes evaluation, key assignments and curriculum revision. The Mentor Teachers, Liaisons and administrators are involved in on-going decision making and meet on a regular basis to enhance the clinical preparation of candidates. A series of monthly meetings and professional development activities is central to the success of providing high quality clinical experiences for the candidates

The Path to Proficiency documents that the clinical experiences are sequential, progressive, and linked to coursework. Educators and administrators are involved in the selection and evaluation of clinical educators. The evidence indicates that there are different implementation models of selection that include individual administrator interviews, panels consisting of the administrator, Mentor, Cooperating Teachers and the Liaison. The results of the evaluations are shared with the candidates and clinical educators. The Mentor Teachers and Liaisons are involved in the preparation and active evaluation of the candidates with tasks, activities, and assignments that cultivate and develop proficiency.

Resources are available on-line to ensure access to all of the clinical educators through the use of Google docs. The Mentor Teachers and the Liaisons receive professional development in the use of the Danielson program, evaluation instruments, dispositions and evaluation of the candidates. Feedback to the candidate about the clinical experience is a major part of the work of the Liaison and the Mentor Teacher. The ongoing collection of data is used by the EPP to refine criteria for the candidates. The use of taskstream for assessment planning, evidence collection, signature and capstone assignments, portfolio assessments, performance assessments and lesson planning are key to the demonstration of

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multiple forms of proficiency as referred to in the The Path to Proficiency document.

There are inconsistencies among and between programs and individual candidates regarding clinical placements with diverse P-12 learners. Interviews revealed that few but not all candidates have experiences that include different social classes, migrants, refugees and English language learners. The candidates' attributes are demonstrated in more than one clinical experience, and through formative and summative assessments as evidenced with the use of Taskstream and purposeful clinical experiences that include: service learning, an internship and student teaching. Candidates have used technology to enhance instruction and assessment in their clinical assignments as evidenced by documents, interviews and meetings. The candidates from the EPP utilize technology at their clinical school sites and share their knowledge with their Mentor Teacher, Liaison, and administrators. In meetings and interviews with candidates, stakeholders, Mentor Teachers and Liaisons confirmation of the use of technology was important and success reflected through candidate coursework, practicum, activities and faculty of the EPP. The Path to Proficiency document indicates that the EPP provides each candidate with proficiency-building activities that are aligned with InTASC and Idaho standards and the Danielson Framework for Teaching. These activities begin before acceptance into Teacher Education as a candidate, and continue after graduation as a completer. There is evidence of candidate competency using performance-based criteria, sequence along with clinical experiences that are focused purposeful and varied with specific goals for each experience.

b. Evidence that is consistent with meeting the standard

The EPP provided distinct evidence that included: group meetings, records of meetings, candidate documents: PYA, SPAT, IPLP, Mentor Teacher interviews, Liaison meetings and interviews, meetings with candidates, school visits, policy documents, external stakeholder meetings and records, policy handbooks, Danielson Framework for Teaching (adopted state-wide by all EPPs and by the Idaho State Department of Education), faculty advocates and faculty.

Evidence 16: Sage Community Focus Group; Evidence 17: Stakeholders Steering Committee Meetings; Evidence 18 Elementary Professional Year Field Guide; Evidence 19: Sample CIPY Seminars; Evidence 20: Mentor Teacher Professional Development Handbook; Evidence 21: Liaison Structure Policy; Evidence 22: Supervision Team Observations; Evidence 62 Boise State Partner School Matrix

Early Field Experience: The Extended Professional Year: A presentation for the NAPDS Conference -- March 3-6, 2016

A Professional Development School: Lake Hazel Middle School, Secondary Certification Internship Handbook.

Block II Internship Field Experience Handbook

-ED-CIFS 301 Learning and Instruction Field Guide

Block I Early Field Observation Questions

Mentor Lines of Development Handbook

c. Evidence that is inconsistent with meeting the standard

There are inconsistencies among and between programs and individual candidates regarding clinical placements with diverse P-12 learners. Interviews revealed that few but not all candidates have experiences that include different socio-economic levels, migrants, refugees and English language learners.

3. Recommendations for new areas for improvement and/or stipulations including a rationale

for each

Area for Improvement:

Area for Improvement	Rationale
Not all candidates have clinical experiences with diverse P-12 learners	Interviews with candidates and principals revealed inconsistencies in the placements of candidates with diverse student populations. Many candidates stay in the same setting for most of their clinical work and may not have opportunities to experience clinical placements with sufficient diversity despite the existing diversity of P-12 students in the surrounding schools.

Stipulation

Stipulation	Rationale
N.A.	

Standard 3: Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task:	Evidence was or was not verified:
1. A sample of S-PAT submissions. 2. Training materials for liaisons. 3. Examine the professional year assessment (PYA) and results.	The evidence was verified. S-PAT submissions, training materials for liaisons and mentor teachers, and the PYA were all examined and verified.

2. Summary regarding completeness and accuracy of evidence related to Standard 3:

a. Summary of findings

Based on analysis of the self-study, the EPP clearly has provided evidence of candidate quality, recruitment, and selectivity. The EPP has provided a description of a recruitment plan that targets non-traditional students as well as targeting areas of need: STEM and special education. The EPP works closely with the Center for Multicultural Education Opportunities, which has a wide array of outreach initiatives for students who come from underrepresented populations and first generation students. Considerable human and financial resources are devoted to these efforts, and this has resulted in increasing diversity of teacher candidates at a level that exceeds the demographics for the area from which students are recruited (the state of Idaho). The EPP has procedures that allow for employment in shortage areas prior to graduation with strong support provided to the provisional teacher. Admissions standards are high, and students' average test scores and GPA are above the required admission level for CAEP and are also above the average for non-education majors in secondary licensure areas (e.g.,

science). The EPP has mechanisms in place for ensuring that candidates' progress is monitored throughout the program. Candidates who are not meeting the minimum requirements for the next level of the program are counseled out or choose another major; this process is a collaborative effort among faculty advocates, university clinical educators, and site-based clinical educators. The EPP also has in place selectivity criteria that include measures of dispositions important to effective teaching. These criteria are a critical part of the admissions process and are measured during the candidate interview; dispositions are also measured in written reflections that occur at admissions and again before admission to the professional year.

The admissions standards are selective. The average GPA at admission of the 2013-2014 cohort was 3.35 and of the 2014-2015 cohort was 3.39. The ACT and SAT scores of all teacher candidates meets the CAEP minima (above the 50th percentile). The EPP intends to examine the Praxis II pass rates of their elementary and early childhood teacher candidates, and they have identified writing as an area for investigation for the Praxis I Core for elementary teacher candidates.

Dispositions are an additional selectivity factor. Students write responses to scenarios as an admissions writing sample and then write reflections at two additional times (mid-point and at completion) that are scored using a rubric that was developed by faculty and is based upon the research addressing dispositions. Students are evaluated using this rubric prior to advancing to their professional year (during which student teaching occurs).

Candidates' ability to teach career- and college-ready standards is addressed through the Standard Performance Assessment of Teaching (S-PAT), Praxis, and scores on the PYA. The teacher candidates take an educational technology course or pass a state level technology test.

The EPP provided strong evidence regarding GPA and Praxis II scores. All students must pass the Praxis II for their content before student teaching, which provides assurance that the candidates have the content knowledge required. In addition, the PYA and the S-PAT rubrics also address content knowledge. The students complete case studies as part of the S-PAT for which they must demonstrate positive impact on student learning.

Teacher candidates are also provided with a faculty advocate to help them develop the dispositions of character, intellect, and care. Professionalism is also measured using the Professional Year Assessment, which is based on Danielson's Framework for Teaching (adopted state-wide by all EPPs and by the Idaho State Department of Education. Danielson FFT Domain 4 highlights six areas of professionalism: (4a) Reflecting on teaching; (4b) Maintaining accurate records; (4c) Communicating with families; (4d) Participating in professional community; (4e) Growing and developing professionally; (4f) Showing professionalism.

Boise State has chosen Standard 3 as the focus of their Selected Improvement Plan going forward.

b. Evidence that is consistent with meeting the standard

The EPP has recruitment plans for a master's in special education that leads to licensure, STEM teaching, and general teacher education including dual degree programs (Evidence #25). Because of the collaboration with the Center for Multicultural Education Opportunities, they are able to recruit from underrepresented populations and from first-generation college students in ways that not only bring students into the program but also provide academic, financial, and social support along the way. The percentage of minority students in the EPP was 17% in 2015; the percentage of non-white minorities in Idaho is 11.9%. (See 3.1 Diversity of candidates document uploaded as additional evidence, which was provided onsite.)

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The interview process at admission involves stakeholders and provides assurance of selectivity at admission based on GPA, Praxis I, and dispositions. This was verified through conversations with stakeholders onsite as well as with EPP faculty.

Scores from ACT and SAT indicate that students are scoring above the CAEP minima of the 50th percentile for ACT and SAT (See 3.2 ACT_SAT performance comparisons uploaded as additional evidence). For the Praxis I, it is notable that the students who identify as Mexican, Mexican-American, or Chicano score higher than the national average of the writing portion of Praxis I. All students must pass the Praxis II test for their content before student teaching. (Evidence #9, 28, 29)

Students' dispositions and ability to teach are monitored as they advance from admissions through completion using the S-PAT and the PYA as well as the Reflection signature assessment. Professionalism and ethics are taught during coursework (e.g., required special education course for all students seeking licensure), emphasized during the student teaching seminars, and are documented through the PYA. (Evidence #30 and 32).

c. Evidence that is inconsistent with meeting the standard

N/A

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Area for Improvement	Rationale
N/A	

Stipulation

Stipulation	Rationale
N/A	

Standard 4: Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task:	Evidence was or was not verified:
Meet with completers who participated in the case study to determine how they believe it impacted their teaching and growth	The evidence was verified: Met with 5 completers all of whom stated that they had experienced significant professional growth during the Case Study of Completers project. Participants in the current

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and whether they would participate again.	program shared their enthusiasm for the project.
Interview principals who had completers in the Case Study to determine how well they support this kind of investigation.	The evidence was verified: Principals have been supportive of program, however on middle school principal did mention that the requirement to video a class session raised problems in his school.
To be clarified from the SSR: How were the thirteen participants selected from the pool of volunteers and why only Elementary Education completers were considered for this study.	The evidence was verified: During the initial orientation for the visit it was explained that this was a pilot project and the selection was based on proximity of the completers as well as the completers being in schools where the EEP had strong relationships with administrators and faculty.

2. Summary regarding completeness and accuracy of evidence related to Standard 4 :

a. Summary of findings

The EPP piloted a comprehensive Case Study of Completers in the 2014-15 academic year. Thirteen program completers (December 2012 through May 2014) all teachers in grades 1 through 6, and teaching within a fifty mile radius of BSU participated in the study. During the current academic year (2015-2016) a second Case Study of Completers is in progress with a larger and more representative sample of nineteen first and second year completers teaching in the areas of elementary education (11), middle school math (2), chemistry, history, government, physical science, special education, and bilingual education.

The completer case study includes planning and enacting a unit plan from within the completer's current curriculum, analysis of student assessment data, and measures of student perceptions (Tri-Pod Survey). Six classroom observations are conducted by Danielson Framework for Teaching (FFT) certified observers using observational field notes and the FFT Evaluation. Additionally, teachers participate in the statewide Alumni Survey and in two focus groups that are recorded, transcribed, and coded.

Twelve participants in the pilot study submitted unit plans. In each classroom 3 students who would require differentiation of instruction were identified and their level of achievement was reported with the class and then separately by special need. Completers submitted student learning data for the units they taught. Teaching success for the unit was described as follows; If 90 to 100% of the students Met or Exceeded the Target goal, teaching was Highly Effective. When 75 to 89% of the students Met or Exceeded the target, teaching was Effective. If 60-74% Met or Exceeded the target, teaching was described as Developing. If fewer than 60% of the students in the class Met the target, then teaching was described as Ineffective. A review of the student learning outcomes for the twelve completers that submitted a unit study shows that 83% of the teaching was at the Highly Effective or Effective level. When ELL students were considered separately, 60%, of the teaching was Effective. With below grade level students, 75% of the teaching was rated Highly Effective or Effective. All students improved from the pre-test to the post test.

Evaluation of the activity in completer classrooms demonstrated that these completers effectively apply the professional knowledge, skills and dispositions that were part of their preparation experiences. Effective teaching strategies were evaluated by Danielson certified evaluators on two of the Danielson domains (Classroom Learning and Environment and Instruction) and a checklist based on Marzano's high yield practices. Most EPP completers scored at the Proficient or Distinguished levels on all Danielson components that were measured. Observers found that the use of high yield strategies was frequently enacted in completer classrooms. When available, comparison was made between the candidate's preservice evaluations and those of this completer study. In all cases, growth was documented.

The Tripod Survey is a proprietary instrument used to measure student perception of the teacher on

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seven constructs. This survey was administered to students in the completers' classrooms. Results indicate that Boise completers ranked high in the areas of Challenge, Care and Confer and lowest (but within acceptable range) in Control. Findings from this survey of students are corroborated by the observations of FFT trained observers on the Danielson domains and the observations reported on the high yield checklist mentioned above.

Several surveys of employers show that principals are satisfied with the performance of EPP completers. The Idaho Institutions of Higher Education (IHE) Coalition developed and validated an employer survey to inform the continuous improvement of Idaho EPPs. Principals, building administrators, and direct supervisors of IHE alumni were surveyed on employee performance and results were disaggregated by preparing EPP. Data were collected in October and November, 2015. Completers were in the first through third years of teaching. There were a total of 45 respondents who employed BSU completers; twenty-one elementary and twenty-four middle and high school principals. The descriptors were Unsatisfactory, Basic, Proficient, and Distinguished. EPP completers were described as Proficient on the majority of items across all program levels.

As part of the Case Study of Completers, principals conducted one formal and one informal observation using the Danielson FFT. Completers were uniformly rated as Proficient or Distinguished. In follow up interviews, principals expressed satisfaction with completers' preparation.

In 2014, twenty-four principals (32% return) of BSU completers for the prior three years responded to a survey developed by the EPP and aligned with the Danielson FTT and InTASC standards. Nine principals evaluated completers in initial degree programs. Most completers were rated as Proficient in all four areas of the Danielson model, however 20% were placed at the Basic level, resulting in some curricular changes which were not specifically identified in the document provided.

On site interviews with principals from the local area confirmed that Boise State University completers are held in high regard because of the excellent preparation delivered by the EPP.

Two surveys, the results of focus group discussions during the Case Study of Completers, and on site interviews address the satisfaction of completers regarding their pre-service preparation. The EPP developed and validated an alumni survey based on the FFT and cross walked with InTASC standards. Eighty-seven EPP completers who were no more than three years from completion responded to this survey. They rated their satisfaction with their preparation on sixteen items. The survey was administered in October and November of 2015. In all areas except for strategies to teach in ways that support English Language Learners most completers ranked their professional preparation at Proficient or Distinguished.

As part of the Case Study of Completers, participants engaged in two focus groups sessions. The conversations were recorded and coded. Discussion regarding their preparation for their current teaching positions indicated that they were satisfied with their preparation and were encouraged to be able to continue their connection to EPP faculty.

In on-site interviews, completers indicated that they were well pleased with their preparation and believed it to be superior to that of their colleagues from neighboring institutions. They cited the amount of time in P-12 classrooms as well as the rigor of the methods courses as particular strengths. Some indicated that they would have liked more opportunity "to learn how to deal with the increasing population of English Language Learners in their classrooms".

b. Evidence that is consistent with meeting the standard

Analysis provided as part of the unit study as well as the data available from the MAP report indicates

that completers can positively affect student learning. Proficient ratings during six observations of each participant in the completer study and results from the Tripod study indicate that completers effectively apply professional knowledge, skills and dispositions to positively affect student learning. Employer surveys and results of principal interviews reveal that employers are well satisfied with the preparation and professional performance of completers. Alumni survey responses and on site interviews demonstrate that completers are satisfied with their preparation.

c. Evidence that is inconsistent with meeting the standard

N/A

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Area for Improvement	Rationale
N.A.	

Stipulation

Stipulation	Rationale
N.A.	

Standard 5: Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning and development.

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task:	Evidence was or was not verified:
Few or no specific program examples for continuous improvement.	The evidence was verified: A chart was created at the on site review that shows the assessment, data, and actionable measures as a result of the data.
More information regarding trends or differences across programs.	The evidence was verified: Data disaggregated by program were provided in Standard 1.

2. Summary regarding completeness and accuracy of evidence related to Standard 5:

There are three primary measures that monitor candidate progress. PYA, SPAT, (IPLP, and SPAT)-these assessments are analyzed by faculty within designated groups (elementary liaison group, continuous improvement team, secondary liaison group) and changes are made to programs.

Evidence from faculty and candidates indicate that multiple measures are used to monitor candidate progress and make decisions for program improvement. Interviews support the use of the EPP in engaging in data-based decision making for program improvement. Data from the EPP-created measures are reviewed at College faculty meetings, within existing committee structures, and coordinated by the Teacher Education Coordinating Council (TECC).

The TECC governs all actions that impact teacher education programs. The TECC requires data to support any curricular change before approving an item. Representatives from across teacher education programs include representatives from Arts and Sciences participate in the TECC. Representatives on the TECC participate in other committee structures that review data as well. For example, the Director of Assessment participates on the TECC and the Continuous Improvement Team (CIT). The elementary program coordinator participates in the Elementary liaison group, the CIT, and the Coherence Task Force. All of these groups analyze data and offer suggestions for program improvement.

The EPP documents multiple measures that provide evidence of a coherent system that assesses performance as it relates to CAEP standards. Evidence indicates that the EPP's quality assurance system monitors candidate progress, completer achievements, and EPP operational effectiveness. In support of 5.1 and 5.3 the EPP provides evidence that data are reviewed and includes stakeholders including P-12 partners. Interviews confirmed that feedback about effectiveness of programs is provided both formally and informally to faculty and stakeholders and used for program improvement. Principals indicate that feedback on candidate performance is provided to liaisons and in stakeholder meetings that occur annually in the Spring. The electronic assessment system is fully operational at both the initial and advanced levels. Faculty enter assessment information into Taskstream and these assessment data are aggregated, reviewed, and disseminated to multiple groups inconsistently. These groups include the Continuous Improvement Team (CIT), liaison groups and department faculty.

While the PYA is based on the Danielson Framework for Teaching and has demonstrated content validity through research as stated in the addendum other assessment instruments are in the early stages of validation by the EPP. The EPP recognizes through interviews and the Continuous Improvement Goal list that an area of focus is on the reliability and validity of current rubrics and using data for program improvement. There is limited evidence that all measures are valid and reliable across all preparation program. Many rubrics contain multiple performance criteria within each category. Evidence of this is in the diversity rubric in the category of Proficient, "Candidates demonstrates most of these,)" many attributes are undefined and vague as to what would qualify as Proficient. Therefore there is limited evidence that the EPP is able to disaggregate the data based on performance against the standard.

The EPP provides evidence that stakeholders (stakeholder meeting minutes) are involved in program evaluation and improvement. Stakeholder groups meet on a consistent basis with program faculty to discuss data, provide feedback, and evaluate performance of candidates and completers. There is strong evidence that there are multiple structures in place that review data for program improvement.

b. Evidence that is consistent with meeting the standard

The following evidence has been provided that supports meeting the standard: Pathway to Proficiency document, results of employer satisfaction survey, disaggregated S-PAT data by program, the Continuous Improvement Goal list. A chart that outlines actionable steps following the analysis of data

was provided on site.

c. Evidence that is inconsistent with meeting the standard

Current rubrics (SPAT, interview/disposition, case study methods) do not have a research-based validity established. There are multiple performance indicators described within categories of rubrics (case study methods). Categories within rubrics are do not explicitly describe performance criteria.

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement

Area for Improvement	Rationale
There is inconsistent evidence that the EPP has established reliability and validity for EPP assessments.	Rationale: There is evidence of preliminary work on establishing reliability and validity of assessments. However, there is no reliability and validity of current assessments used to evaluate program effectiveness. This applies to the following assessments; S-PAT rubrics Interview/disposition rubric, Early and mid- program case study rubric, Diversity rubric, Idaho Core Standards Shift Observation Instrument, Reflection Rubric.

Stipulation

Stipulation	Rationale
N.A.	

Section 3: Cross-cutting Themes of Diversity and Technology

1. DIVERSITY

a. Summary regarding adequately and accurately of evidence related to diversity

The EPP addresses diversity through course work. All initial candidates are required to take courses specifically designated by BSU as "Diversity Courses." Elementary education candidates take a diversity foundations course: ED-LLC 200 Cultural Diversity in the School; secondary candidates can take this course as an elective. All candidates take a course in special education: ED-ESP 250 Exceptionality in the Schools is required for elementary education students while ED-ESP 350 Teaching Students with Exceptional Needs at the Secondary Level is a requirement for those pursuing secondary education. No specific required courses address the needs of English Language Learners (ELLs), but rather the topic is integrated in the required literacy courses and in seminars. In addition, there has been professional development on the ELL WIDA standards for faculty and liaisons.

Some of candidates' field work takes place in Title 1 schools and in schools with ELL, refugees, and low-socioeconomic students, but not all candidates have clinical experiences with diverse P-12 learners.

The EPP also addresses diversity through its recruitment efforts in collaboration with the Center for Multicultural Education Opportunities, which has a wide array of outreach initiatives for students who come from underrepresented populations and first generation students. The efforts have resulted in increasing diversity of teacher candidates.

diversity

The EPP requires course work on special education for all initial candidates and integrates the theme of diversity in the required literacy courses.

Data from the S-PAT, employer and alumni surveys have been used to begin to address the needs of English learners and the local refugee population. Seminars for candidates, faculty development on the WIDA standards, and the Observation Checklist that records the instances of candidate supports on the WIDA standards are in place.

The EPP has attempted to analyze candidates' S-PAT reflections utilizing a diversity rubric. Recruitment efforts in collaboration with the Center for Multicultural Education Opportunities have yielded positive results.

The EPP has developed a new degree: Elementary Education, TESOL/ENL. This degree targets teacher candidates who want to serve as elementary teachers in classrooms that are not bilingual but serve many speakers of English as a new language.

c. Evidence that inadequately demonstrates integration of cross-cutting theme of diversity

Data from signature assessments provided to the team do not demonstrate candidates' ability to teach diverse students effectively, particularly second language learners. Employer and alumni surveys point to the need for additional instruction in this area. As the EPP states in a document provided on site, "data from prior S-PATs and employer and alumni feedback included attention to linguistic diversity as a more specific focus for meeting needs of diverse learners". The need for candidates to have additional instruction on how to serve ELLs was corroborated through on site interviews and by the state team findings.

The SSR states that in an analysis of a random sample of 33 S-PAT concluding artifacts using a rubric built from CAEP standard language, nine percent of candidates scored at the Proficient level, 48 % at the Basic level, and 42 % were Unsatisfactory. Candidates scoring at the unsatisfactory level did not speak at all or mention briefly meeting student needs, or they articulated views about diversity through a deficit lens. After analyzing candidates work samples and feedback, a series of seminars were planned for candidates and faculty. In the fall 2015, 18% were rated Unsatisfactory, 54% Basic, and 27% Proficient. The EPP noted that this rubric is not used to assess or give feedback to candidates.

A review of the student learning outcomes for the unit study submitted by twelve completers who were part of the Case Study of Completers shows that 83% of the teaching was at the highly effective or effective level. When ELL students were considered separately, 60%, of the teaching was effective. The thirteen completers participating in three focus group sessions during the spring 2015 reported that they needed more preparation for working with diverse learners.

Interviews with candidates and employers revealed that not all candidates have clinical experiences with diverse P-12 learners. Site visitors' conclusions regarding ELLs and clinical experiences were validated by the state team's findings. The state team found inconsistencies among and between programs in candidate placements and noted the lack of ability of candidates to adapt instruction to ELLs (under the core standard Learner Differences).

Note: Recommendations for new areas for improvement and/or stipulations including a rationale for each are cited under the relevant standard(s)

2. TECHNOLOGY

a. Summary regarding adequately and accurately of evidence related to technology

Technology is one of the core standards of the EPP. There is a page on the Teacher Education website that provides links to the International Society for Technology in Education (ISTE) standards where the candidate can complete a self-evaluation. There is also a link to a page for P-12 teachers to use in teaching digital issues to students. All candidates are required to take an introductory technology class. The ISTE standards are introduced and discussed in this course. They reviewed and applied in all education classes throughout a candidate's program. Interviews with faculty indicate that the EPP is very supportive in terms of providing hardware, software and in-service opportunities to enable the instructors to model the best uses of technology in their courses. In all methods courses at least assigned project must feature the use of technology. On surveys and in interviews, candidates and recent completers identify training in the use of technology for education is a strength of the program at BSU. Preparation to use technology was also noted as a strength by principals on employer surveys.

b. Evidence that adequately and accurately demonstrates integration of cross-cutting theme of technology.

All candidates are required to take an introductory technology class (ED TECH 202) at the beginning of the program. One requirement of the class is a portfolio containing the artifacts from this class. Candidates are required to include the use of technology in several assignments during methods classes. On satisfaction surveys and in interviews, employers rate completers highly regarding use of available technology in their classrooms.

In interviews with recent completers, training for the use of technology was mentioned as a strength of the program.

Several candidates and completers gave examples of how instructors model the use of technology in their own instruction.

640/3500

c. Evidence that inadequately demonstrates integration of cross-cutting theme of technology.

None

Note: Recommendations for new areas for improvement and/or stipulations including a rationale for each are cited under the relevant standard(s)

Section 4: Area(s) for Improvement cited from previous accreditation review, if any

Area(s) for Improvement cited from previous accreditation review, if any

Area for Improvement:	Rationale:
AFI 1: The unit has not fully implemented an assessment system that collects, summarizes, and aggregates data. (ADV) (Standard 2)	There is evidence that advanced programs have implemented a system that collects, summarizes, and aggregates data. Advanced programs have assessments that evaluate candidate performance and the data is currently collected, summarized, and aggregated using TASKSTREAM.
AFI 2: Candidates have limited opportunities to work with peers from diverse populations. (Standard 4)	The percentage of diverse candidates at both the initial and advanced levels has increased since the last accreditation visit in 2009. The percentage of candidates from under-represented groups at the initial level increased from 11.6 % in 2009 to 17% in 2015 and from 11.7% to 18.5 % at the advanced level during the same period. The EPP works closely with the Center for Multicultural Education Opportunities, which has a wide array of outreach initiatives for students who come from underrepresented populations and first generation students. Considerable human and financial resources are devoted to these efforts, and this has resulted in increasing diversity

	of teacher candidates at a level that exceeds the area from which students are recruited (the state of Idaho).
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Section 5: Response to the Continuous Improvement Plan (CIP)

(Use the Rubric for Evaluating the Capacity and Potential in the CIP)

1. Summary of findings and overall evaluation of Continuous Improvement Plan

The CIP is a result of the self study conducted in preparation for CAEP accreditation. Specific goals have been established to address areas for focus. Resources have been identified to support the implementation of the plan. All components of the CIP are in progress and well defined. There are no indicators that are undefined.

a. The EPP's capacity for initiating, implementing and complete the CIP.

Specific goals have been developed to address Standard 3 within the CIP. Resources are identified to help meet the goals and objectives of the CIP. A Director of Assessment and Communication has been hired to oversee much of the work. A timetable with goals, objectives, and activities is described within the plan. Detailed information on the EPP's commitment are indicated in the plan. A detailed timetable is provided for year by year activities with personnel responsible. In addition, the EPP has a impressive array of outreach efforts and supports available to first generation and students from underrepresented populations through the Center for Multicultural Educational Opportunities.

b. The potential of the CIP to have a positive impact on the EPP and its candidates.

The CIP focuses on the goal of increasing enrollment of diverse candidates and candidates in shortage areas. The potential to have a positive impact on the EPP or its candidates appears to be strong.

c. The proposed use of data and evidence.

Evidence supports using data from norm-referenced tests and other academic factors (GPA, ACT, Core tests in reading, writing, and math). The development of a valid and reliable rubric to assess non academic factors is in the preliminary stages.

d. The potential of the EPP to demonstrate a higher level of excellence beyond what is required in the standards

A statement and evidence is provided of how the CIP will lead to a higher level of excellence beyond what is required for most of the CIP's focus areas. See Standard 3 feedback for a more detailed description of the recruitment plan for diverse candidates.

Evaluation of the Continuous Improvement Plan (CIP)

This rubric is intended to be used as a tool by the site visit team to provide feedback to an EPP on the Continuous Improvement plan and its progress, including (a) its capacity for initiating, implementing, and completing a Continuous Improvement Plan (CIP); (b) the potential of the CIP to have a positive impact on the EPP and its candidates; (c) the proposed use of data and evidence; (d) the potential of the EPP to demonstrate a higher level of excellence beyond what is required in the standards. An overall evaluation of the CIP is also provided.

Click [here](#) to open the rubric in a new window.

Monday, March 7: Interview Sessions, 9:00am-5:15pm (Education Building)

Time Session 1 Title/Location Session 2 Title/Location Session 3 Title/Location
9:00-9:45am Quality Assurance Team (Std. 5)

Brad Coats
Jennifer Snow
Phil Kelly
Carolyn Loffer

Wayne Fischer
Greg Martinez
Michael Humphrey (Discover, interviews)
Carrie Semmelroth
Shannon McCormick
Olga Salinas IDoTeach Coordinating Council
Wallace Conference Room (E709)

Michele Carney
Sara Hagenah
Adam Johnson
Jyh-haw Yeh
Matt Wigglesworth
Jan Smith
Tatia Tortorica
Karen Viskupic
Clay Cox
Marcel Serpe
10:00-10:45am Diversity (Cross-cutting theme)

Margaret Mulhern
Michael Humphrey
Arturo Rodriguez
Meredith Bronson Monitoring, Advising and Program Completion (Std. 3)
E331
Brad Coats
Carolyn Loffer
Shannon McCormick
Olga Salinas

Program Faculty (Std. 1)

Sherry Dismuke

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Sara Hagenah
Matt Wigglesworth
Jonathan Brendefur
Julianne Wenner
Susan Martin
11:00-11:45am Advanced Programs (previous AFI 1)

Chareen Snelson
Arturo Rodriguez
Kelly Cross
Diana Doumas
Juli Pool
Michele Carney
Phil Kelly
Michael Humphrey Diverse Candidates (previous AFI 2)
Wallace Conference Room (E709)

Keith Thiede
Wayne Fischer
Greg Martinez
TECC/COED Leadership (Std. 5)
E224

Maggie Chase
Richard Klautsch
Sherry Dismuke
Diana Esbensen
Provost Martin Schimpf
John Bieter
Lori Conlon Kahn
Dick Kinney
Dan Massimino
Kathleen Budge
Kelly Arispe
Bruce Robbins
Carrie Semmelroth
Tony Roark
Ken Bell
Rich Osguthorpe
12:00-12:45pm Lunch
Wallace Room (E709)
1:00-1:45pm Technology (Cross-cutting theme)
E331

Brent Jons
Kris Messler
Kerry Rice
Russ Redmon
Chris Haskell
Carrie Semmelroth
A.J. Zenkert

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Lee Ann Tysseling Early and Special Education Faculty
Wallace Conference Room (E709)

Michael Humphrey
Marv Quinton
Lisa Beymer
Juli Pool
Deb Carter
Keith Allred
Patricia Hampshire Field Placements (Std. 2)
Jennifer's Office (E706)

Jennifer Snow
Sherry Dismuke
Lori Pierce French
Shannon McCormick
2:00-2:45pm Initial Program Candidates
Wallace Conference Room (E709)

Katie Downs (PreProgram SpEd/ECI)
Paige Holloway (Elementary Candidate)
Yule Stimpson (PreProgram Elementary)
Kailee Quinn (SpEd/Elem Candidate)
David Wacker (PreProgram English)
Kendra Medera (PreProgram Elementary)
Angel Miraya (Elementary Program)
Kayden Tague (Elementary Student Teacher)
Nate Lowery (English Candidate)
Ashley Bates (Elementary
Candidate)
Zachary Hauseman (Elementary Candidate)
Allison Checkitts (SpEd/Elem Candidate) Elementary Education Faculty
E416

Lori Conlon Kahn
Susan Martin
Jonathan Brendefur
Sarah Ander

List of exhibits reviewed /List additional sources consulted (website, etc.)

All exhibits included in the self-study and addendum. Other documents requested on-site.

Please upload sources of evidence and the list of persons interviewed.

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**Boise State University
CAEP Site Visit (March 6 – 8, 2016) Final Report Rejoinder
Submitted May 3, 2016**

EPP Framework

Boise State University education preparation provider (EPP) leaders enthusiastically agreed to engage the early adoption process for CAEP review and accreditation. With a self-study report due in the summer of 2015, this EPP had one year from when initial program CAEP standards were adopted to demonstrate sufficiency in meeting standards. EPP faculty at all levels embraced the continuous improvement spirit and deepened the culture of inquiry from which its work had been based since the last NCATE review in 2009. Key reasons for the early-adopter decision were the established culture of inquiry based in evidence, strong clinical partnerships and stakeholder participation, and emphasis on shared leadership for coherence across programs.

A unique and significant contextual factor in Idaho is the adoption of Charlotte Danielson's (2013) Framework for Teaching (FFT) as the evaluation model for every district in the state along with every institution of higher education preparing teachers in the state. All Idaho EPP's, public and private, have agreed to a common summative assessment grounded in the FFT. As the Idaho Director of Teacher Certification and Professional Standards indicated during the site visit, "Per Idaho Administrative Rule IDAPA 08.02.02.120, each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching" (email communication, 3/7/2016). Therefore, this rejoinder will begin with a deeper, holistic look at how the FFT influences all parts of preparation programs, as well as final summative assessments at exit. This focus spans specific areas for improvement noted in the site report such as meeting the needs of diverse learners and establishing valid and reliable measures for assessment.

Most notably, EPP faculty members have passed the proficiency assessment ([Teachscape Focus](#)) for FFT observation. All candidates in the EPP are evaluated by a trained observer. And only those faculty members who have passed the Danielson Group proficiency assessment enter final Professional Year Assessment (PYA based on the FFT) scores in Taskstream, the unit's data management system. The state of Idaho supported the online certification of district administrators and EPP evaluators as it implemented Idaho administrative rule noted above. This focus on the FFT provides unification of preservice to inservice teacher evaluation.

This rejoinder will begin with evidence addressing how the FFT includes specific focus on meeting needs of diverse learners with a holistic perspective on comments noted in the site report. The FFT has also been the framework for multiple measures across the EPP assessment system, building trustworthiness for reliable evaluation and attention to levels of performance. Appendix G of the CAEP Accreditation Handbook (which was released after the Boise State site visit) highlights areas for relevancy, actionability, and reliability. Much of the EPPs work connected to the FFT speaks to relevance, actionability, and reliability. After a more holistic presentation of the FFT influence on EPP work and assessment, this

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rejoinder will address specific areas and comments in the final Site Visit Report uploaded into AIMS.

Framework for Teaching Performance Levels

The final Site Visit Report notes “Even though the instrument itself (Evidence Items 4 and 50) does not provide rubrics that specify candidate behaviors for each of the three levels of performance, mentor teachers and liaisons utilize the performance levels in Danielson’s (2013) Framework for Teaching document” (pp. 2-3). As demonstrated in Evidence Item 55, the evidence and descriptors of performance levels are indicated throughout the 109-page FFT document. All observers (and candidates) engage in professional development and education courses based on the language in this document. Each level and indicator has been updated in the 2013 edition to included: “tighter rubric language;” “critical attributes” for each level of performance for each component; and possible examples for each level of performance for each component. Danielson (2013) cautions these examples serve as illustration, not as exclusive possibilities.

Developing all EPP rubrics around this language and FFT contributes to “judgments that are more accurate and more worthy of confidence” (Danielson, 2013, p. 5). Also due to the enactment, study, and use of Danielson’s FFT in the Measures of Effective Teaching Study (<http://k12education.gatesfoundation.org/teacher-supports/teacher-development/measuring-effective-teaching/>), this framework has been investigated for its practical use, validity, and rater proficiency, enhancing its usefulness in EPP evaluation focused on valid and reliable measures. The FFT has high relevance for Idaho EPPs, and it has provided a framework for feedback and actionable items. This connects to AFI 1 in Standard 5, citing “inconsistent evidence that the EPP has established reliability and validity for EPP assessments” (p. 16).

Noting this foundational FFT for all assessment measures used in this EPP, the specific area of meeting the needs of diverse learners in connection to the FFT is merited. AFI 1 in Standard 1 states “there is little evidence that all candidates are prepared to advance the learning of all P-12 students” (p. 6). This statement appears contradictory to evidence from other statements throughout the final Site Visit Report such as “the data from three semesters reveal that all candidates score above a 2.0 (the level needed to be recommended for certification) in all areas of the PYA, presenting evidence together with scores on the S-PAT, Praxis, and the IPLP that candidates demonstrate an understanding of the 10 InTASC standards” (p. 4).

As the scores for all PYA data were provided and disaggregated by program in Evidence Item 49 and the levels of performance, including indicators was included in Evidence item 55, an argument supporting Boise State candidates are prepared to meet the needs of all diverse learners may be further emphasized through specific attention the following areas of the FFT. The specific area of “The Learner and Learning” in the InTASC Standards will also be addressed with survey data following the FFT emphasis. The FFT evidences attention to meeting the needs of diverse learners in several areas. These areas demonstrate the capacity of the EPP and its graduates along with a sufficiently met area in CAEP Standard 1.

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FFT Language and Performance Levels

FFT 1b Demonstrating knowledge of students:

Domain 1 of the FFT highlights components connected to planning and preparation.

DOMAIN 1: Planning and Preparation	
1a	Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none">• Content knowledge • Prerequisite relationships • Content pedagogy
1b	Demonstrating Knowledge of Students <ul style="list-style-type: none">• Child development • Learning process • Special needs• Student skills, knowledge, and proficiency• Interests and cultural heritage
1c	Setting Instructional Outcomes <ul style="list-style-type: none">• Value, sequence, and alignment • Clarity • Balance• Suitability for diverse learners
1d	Demonstrating Knowledge of Resources <ul style="list-style-type: none">• For classroom • To extend content knowledge • For students
1e	Designing Coherent Instruction <ul style="list-style-type: none">• Learning activities • Instructional materials and resources• Instructional groups • Lesson and unit structure
1f	Designing Student Assessments <ul style="list-style-type: none">• Congruence with outcomes • Criteria and standards• Formative assessments • Use for planning

Demonstrating knowledge of students, in particular, mentions areas where candidates are assessed on preparation for meeting the needs of diverse learners. Specifically, “students whose first language is not English” are mentioned in this part of the FFT critical attributes. The FFT document includes, “... students have lives beyond school – lives that include athletic and musical pursuits, activities in their neighborhoods, and family and cultural traditions. Students whose first language is not English, as well as students with other special needs, must be considered when a teacher is planning lessons and identifying resources to ensure that all students will be able to learn” (p. 13). Elements of component 1b are “knowledge of students’ skills, knowledge, and language proficiency; knowledge of students’ interests and cultural heritage; knowledge of students’ special needs.” FFT indicators include teacher participation in community cultural events and teacher-designed opportunities for families to share their heritages. Level 3 (Proficient) rubric states “...varied approaches to learning, knowledge, and skills, special needs, and interests and cultural heritage” (p. 15). One of the critical attributes includes “the teacher is well informed about students’ cultural heritages and incorporates this knowledge in lesson planning.” An example provided includes “The teacher plans to ask her Spanish-speaking students to discuss their ancestry as part of their social studies unit on South America...” (p. 15).

Following each description of how Boise State’s PYA evaluation instrument includes language attending to diversity, the PYA scores for the entire EPP in those areas are demonstrated over three cycles. It is important to note student teacher scores are higher than interns and there is growth over time (e.g., Fall 14 interns to Spring 15 student teachers.) A score of 2.0 on the 1.0 – 3.0 was agreed upon by the state of Idaho as meeting novice teacher preparation. A candidate cannot receive a score higher than a 3.0.

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PYA Scores for 1b

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.5	2.7	2.72

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.8	2.72	2.89

1c Setting Instructional Outcomes:

This component includes “their suitability for diverse learners...” in the rubric language, critical attributes and examples. The indicators include “outcomes differentiated for students of varied ability” (p. 17). These areas include additional assessment on the preparation of Boise State candidates to meet the needs of diverse learners.

PYA Scores for 1c

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.48	2.39	2.57

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.7	2.79	2.78

1e Designing coherent Instruction:

This component includes the following in FFT rubric language: “It also requires that teachers understand the characteristics of the students they teach and the active nature of student learning...” (p. 25). Element description includes Instructional materials and resources defined as “aids to instruction are appropriate to the learning needs of the students” and “teacher intentionally organize instructional groups to support student learning.” For a Proficient rating on component 1e, the following example is provided: “The teacher plans for students to complete a project in small groups; he carefully selects group members by their reading level and learning style” (p. 27).

PYA Scores for 1e

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.51	2.55	2.64

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.65	2.75	2.78

1f Designing Student Assessments:

This component includes indicators of “modified assessments available for individual students as needed.” For a Proficient rating on component 1f, rubric language includes “assessment methodologies may have been adapted for groups of students” and includes “Employing the formative assessment of the previous morning’s project, the teacher plans to have five students work on a more challenging one while she works with six other students to reinforce the previous morning’s concept” as an example.

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PYA Scores for 1f

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.18	2.24	2.37

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.55	2.59	2.64

Domain 1 is not characterized as an “observable domain” and therefore does not have ratings on the formative observation forms.

2a Creating an Environment of Respect and Rapport:

DOMAIN 2: The Classroom Environment	
2a Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students
2b Establishing a Culture for Learning	<ul style="list-style-type: none"> • Importance of content • Expectations for learning and behavior • Student pride in work
2c Managing Classroom Procedures	<ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals
2d Managing Student Behavior	<ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior
2e Organizing Physical Space	<ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources

In Domain 2, which focuses on Classroom Learning Environments, Component 2a has a Proficient rubric description that includes “such interactions are appropriate to the ages, cultures and developmental levels of the students.” Each rubric level in 2a includes language about cultural sensitivity.

PYA Scores for 2a

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.71	2.8	2.85

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.94	2.89	2.92

Domain 2 is considered an “observable domain” in the Danielson teaching and observation proficiency framework. Therefore, with the new formative observation form implemented in Fall 15 (see Evidence Item 58), evaluation scores for the moment-in-time observations conducted during Fall 2015 are also included here. Taskstream includes four places to upload these observations each semester even though liaisons conduct more formative observations and assessments over the course of the semester. In order to measure candidate growth more sensitively, the formative observation rating scale maintains alignment with the FFT rubric, but with ‘half point’ designations (see the scale below).

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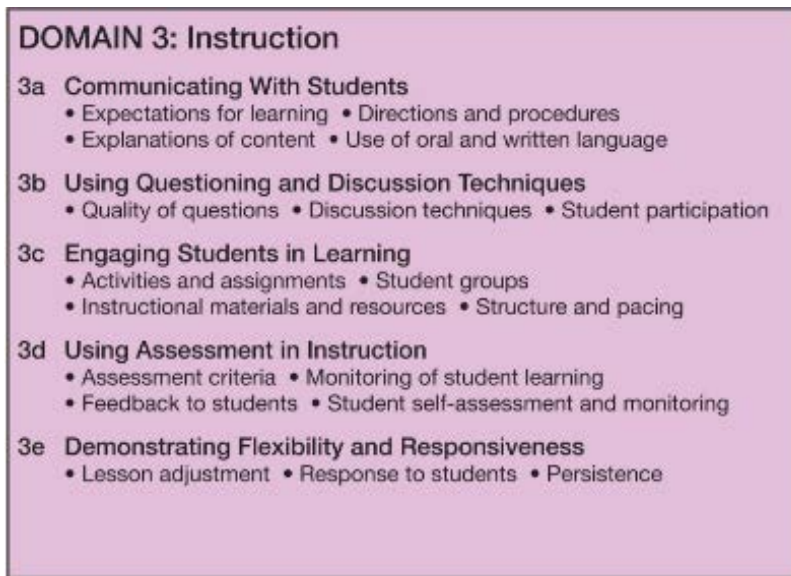
“Unsatisfactory” can be scored as 1.0 or 1.5, “Basic” can be scored as 2.0 or 2.5, and “Proficient” can be scored as 3.0, which creates a 5-point scale.

Formative Observation Scores for 2a

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	3.75	4.16	4.27	4.66
Student Teachers (n=50)	4.29	4.31	4.46	4.76

3a Communicating with Students:



This component includes, “And teachers’ use of language is vivid, rich, and error free, affording the opportunity for students to hear language used well and to extend their own vocabularies. Teachers present complex concepts in ways that provide scaffolding and access to students” (p. 59). This emphasis on modeling appropriate language is emphasized with candidate preparation to teach English Learners. Elements from this component include “directions” that are oral, written, and modeled and “use of oral and written language” with models to “enable students to emulate such language, making their own more precise and expressive” (p. 59).

In rubric language for Unsatisfactory, it states, “the teacher’s vocabulary is inappropriate to the age or culture of the students” in critical attributes (p. 60). The Proficient rubric uses a Venn Diagram as an example. Boise State has emphasized graphic organizers as an example of an instructional support for language learners. This description is included because the Site Visit Report indicates insufficient evidence for all candidates meeting the needs of English Learners.

As with Domain 2, formative observations are included to measure candidate growth and performance for Domain 3. The rating scale maintains alignment with the FFT rubric, but with ‘half point’ designations (see the scale below). “Unsatisfactory” can be scored as 1.0 or

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1.5, “Basic” can be scored as 2.0 or 2.5, and “Proficient” can be scored as 3.0, which creates a 5-point scale.

PYA Scores for 3a

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.56	2.71	2.73

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.74	2.8	2.81

Formative Observation Scores for 3a

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	3.5	3.98	4.05	4.42
Student Teachers (n=50)	3.69	4.19	4.23	4.68

3b Using Questioning and Discussion Techniques:

This component is described with the element of Discussion Techniques where a “teacher poses a question and invites all students’ views to be heard, enabling students to engage in discussion directly with one another...” (p. 64). This description attends to the idea of all perspectives and views to be heard and welcomed in a classroom.

PYA Scores for 3b

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.39	2.37	2.46

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.54	2.55	2.69

Formative Observation Scores for 3b

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	3.03	3.51	3.7	4.08
Student Teachers (n=50)	3.52	3.92	4.02	4.28

3d Using Assessment in Instruction:

This component includes “to elicit the extent of student understanding and use additional techniques (such as exit tickets) to determine the degree of understanding of every student in the class”(p. 75) in its rubric description. Again the emphasis is on differentiating and meeting assessment and learning needs of each individual student. Rubric language includes “Questions and assessments are used regularly to diagnose evidence of learning by individual students” (p. 79) and for Distinguished rating on the rubric, “The teacher successfully differentiates instruction to address individual students’ misunderstandings” (p. 79).

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PYA Scores for 3d

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.23	2.28	2.32

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.55	2.62	2.75

Formative Observation Scores for 3d

(on a 5-point scale: 1=1; 2=1.5; 3=2; 4=2.5; 5=3)

	Observation 1	Observation 2	Observation 3	Observation 4
Interns (n=91)	2.99	3.54	3.71	4.15
Student Teachers (n=50)	3.45	3.92	4.06	4.39

4c Communicating with families:

DOMAIN 4: Professional Responsibilities	
4a Reflecting on Teaching	<ul style="list-style-type: none"> • Accuracy • Use in future teaching
4b Maintaining Accurate Records	<ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records
4c Communicating with Families	<ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program
4d Participating in a Professional Community	<ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school
4e Growing and Developing Professionally	<ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Service to the profession
4f Showing Professionalism	<ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations

This component includes “it is the responsibility of teachers to provide opportunities for [families] to understand both the instructional program and their child’s progress” (p. 95). The rubric also emphasized importance of regular communication with children and adolescents. Indicators include “frequent and culturally appropriate information sent home regarding the instructional program and student progress” (p. 97). Proficient rubric language states, “...conveys information about the individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.” And critical attributes for 4c include “most of the teachers’ communications are appropriate to families’ cultural norms” (p. 97).

PYA Scores for 4c

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.31	2.2	2.37

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.71	2.63	2.83

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4f Showing Professionalism:

This component includes the following language: “Accomplished teachers have a strong moral compass and are guided by what is in the best interest of each student” (p. 107). Proficient rubric language includes “active in serving students, working to ensure that all students receive a fair opportunity to succeed” (p. 109). Critical attributes include “actively addresses student needs” and “actively works to provide opportunities for student success.”

PYA Scores for 4f

Fall 14 Interns (n=84)	Spring 15 Interns (n=47)	Fall 15 Interns (n= 78)
2.75	2.81	2.83

Fall 14 Student Teachers (n=51)	Spring 15 Student Teachers (n=98)	Fall 15 Student Teachers (n=59)
2.84	2.9	2.95

Domain 4 is not characterized as an “observable domain” and therefore does not have ratings on the formative observation forms.

Meeting the Needs of Diverse Learners: Coursework and Field Experiences

Evidence Item 74: *Boise State Preparation for Diverse Learners* includes information on specific course syllabi and field experiences in courses where candidates work with diverse learners and communities. Not only do candidates have multiple experiences addressing individual intervention for assessing and supporting learning (see Evidence Item 57 with Case Study examples), but also candidates have field experiences where they engage in service learning in the community or specific field experiences to work with diverse learners and meet their needs. Evidence Item 74 includes specific readings and reflective experiences for candidates connected to their Professional Year Internship. The examples included in this evidence item highlight attention to a “culture of poverty” and how candidates view that description and respond to it, both in their own lives and in their classrooms. Likewise, ED-CIFS 201 includes a link to an example of a syllabus where candidates are required to engage in a community experience and reflective response where they connect theory and practice. This is an initial course for any teacher education major considering pursuing a professional licensure program. The ED-CIFS 301 Field Experience has candidates working with individual learners, often in an AVID program experience where they are supporting candidates who need additional support in their education. ESP 350 also includes an early field experience through service learning so that *all candidates have field experiences and service learning components where they work with diverse learners* (see AFI 1 in Standard 2).

Surveys Demonstrating Competency Meeting Diverse Learner Needs

Each year, Boise State distributes surveys to employers and alumni (Alumni surveys are distributed in the fall for graduates from one year or more prior – ie., Fall 15 respondents graduated in Spring 14 or earlier.) Timing in the distribution of surveys or measurement instruments is an important criteria in Appendix G discussing assessment rubrics for validity and reliability (see AFI 1 in Standard 5).

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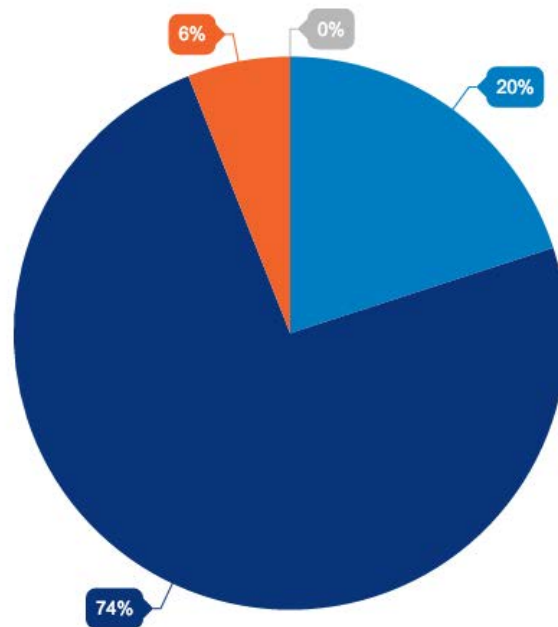
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Certain areas of the survey focus specifically on meeting the needs of diverse learners. The survey is aligned with the Danielson FFT and the InTASC standards. *Validation of the survey was conducted among Institutions of Higher Education in Idaho and through focus groups including trained evaluators, district administrators and superintendents, and The Danielson Group facilitators* (see AFI 1 in Standard 5). With attention to our individual completer placement lists and contact information, all Idaho EPPs agreed to send the same employer survey. The first iteration of this validated instrument was distributed in October 2015. Boise State had the following results for InTASC area two, The Learner and Learning, where meeting the needs of diverse learners is emphasized. The 2015 survey had 83 employers complete and submit full responses. The Learner and Learning was ranked higher from the employers of completers than the same questions/area on the Alumni Survey distributed to the same cohort of completers.

Fall 2015 Employer Survey

2015 Employer Survey: The Learner and Learning

■ Unsatisfactory (0%) ■ Basic (20%) ■ Proficient (74%) ■ Distinguished (6%)



Note that there are no responses marked as “Unsatisfactory” for questions addressing meeting the needs of diverse and individual learners. Additionally 80% of respondents rated Boise State completers as Proficient *or higher* in this area. Narrative comments in the survey also addressed specific ways employers thought the Boise State programs were successful and where they may continue to grow. These respondents are also community stakeholders with an active voice in reviewing EPP data and contributing to programmatic

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decisions for continuous improvement (see Evidence Item 16, Sage Focus Groups and Evidence Item 17, Stakeholder Steering Committees).

Respondents answered questions on the 2015 Employer Survey based on a four-point scale aligned with the Danielson framework: Unsatisfactory (1), Basic (2), Proficient (3), Distinguished (4). Some of the employer survey questions in this area include:

Question	Mean
The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow. (n=76)	3.09
The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction. (n=76)	3.03
The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs. (n=72)	3.08
The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs. (n=76)	2.96
The teacher/employee uses strategies that support new English language learners. (n=69)	3.00
The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources. (n=76)	2.95

The following survey comments were included when asked to indicate strengths of the EPP:

Teachers come in with a broad understanding of the state standards and with MTI practices. Bilingual program teachers come with a strong sense of cultural diversity and responsiveness.

The variety of experiences student teachers are able to have *[see AFI 1 in Standard 2]*. The opportunities for collaboration with peers and other administrators during training.

I believe some of our new teachers understand the idea of differentiated instruction. They seem to be willing to try various methods to teach kids. This is so important. Also, they seem very proficient in content areas.

Enthusiastic, focused on student learning.

Overall the students come into the schools with a good background knowledge of the Common Core and strategies to teach lessons. They have an overall awareness of formative and summative assessment and skills to build lesson plans to support learning targets. They are also good about jumping in and working with collaborative teams, sharing ideas, and being flexible in their days.

Sound instructional strategies for all learners.

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I am enjoying the partnerships our district is starting to have with BSU. I look forward to strengthening those partnerships, especially in producing teachers of ELL, SPED and Computer Science.

Students are coming solidly prepared to teach all students, with multiple strategies.
[the same respondent said:] Providing additional support for students to work with ELL, students with special needs is an area to improve and grow in.

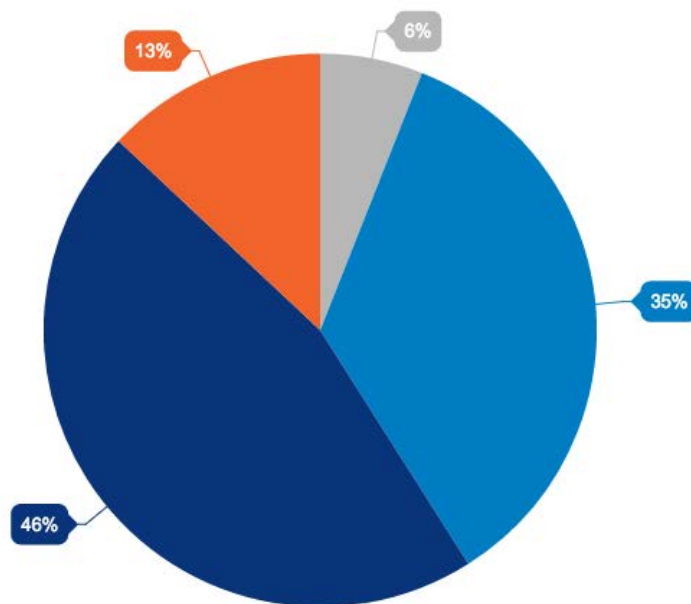
From the comments, it is important to note that the culture of inquiry cultivated within the EPP and its community stakeholders is one of progress. Employers note strengths and areas of growth that may be similar (as in the last comment). Discussions of data with program stakeholders include similar notes. These distinctions help us and program reviewers to identify that while Boise State *is sufficiently preparing candidates to meet the needs of all learners*, we also hope to continue to grow and enrich this aspect of our programs, with particular attention to linguistic diversity.

The 2015 Alumni Survey data also went through alignment and cross-walk processes with the Danielson FFT and InTASC standards. Groups reviewed the survey questions and validated the alignment process. Again, all EPPs in the state have agreed to administer the same Alumni survey across graduates. The following display highlights InTASC area, The Learning and Learning, category data from Fall 2015 alumni survey responses.

Fall 2015 Alumni Survey

2015 Alumni Survey: The Learner and Learning

■ Unsatisfactory (6%) ■ Basic (35%) ■ Proficient (46%) ■ Distinguished (13%)



Compared to the 2015 Employer Survey results, the Fall 2015 Alumni Survey results demonstrate that employers rank alumni higher than they rank themselves. Just like the

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2015 Employer survey, alumni respondents answered questions on the 2015 Alumni Survey based on a four-point scale aligned with the Danielson framework: Unsatisfactory (1), Basic (2), Proficient (3), Distinguished (4). Some of the alumni survey questions in this area include:

As a result of my professional preparation, I feel prepared to:	Mean
Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn (n=84)	3.09
Evaluate the effects of my actions and modify plans accordingly (n=84)	3.13
Honor diverse cultures and incorporate culturally responsive curriculum (n=86)	2.79
Have a positive effect on student achievement according to state assessments (n=83)	2.93
Understand value of working with colleagues, families, community agencies in meeting student needs (n=84)	3.07
Use self-reflection as a means of improving instruction (n=84)	3.26

Additionally, narrative comments from completers on this survey included the following:

I felt prepared for reaching the diverse needs of each student. My student teaching experience helped prepare me for reaching all levels of learners and being able to do so while maintaining student integrity. I also felt really prepared to handle my classroom management routines.

The strengths that my program effectively prepared me on were working and adjusting lesson plans to accommodate IEP and 504 students.

I feel that the University really helped me be able to record and analyze data. My courses encouraged me to reflect on my experiences. I feel that this was a huge thing for me. I learned so much more through my own analysis of myself and who I am as a teacher.

I loved Boise State's education department because of the constant focus on reflecting and improving using clear goals based on high expectations. This is the premise of very day as an elementary teacher. I was given an experience with a diverse population and innovative staff during student teaching that has helped me immensely teaching in Arizona the last two years. I miss that school and my mentors from Boise State! I have felt ready everyday to take whatever comes. Boise state has also set me apart from other teachers' reluctance to approach common core with a positive and proactive attitude. I know how to create anything and everything and use research/my understanding of the material to back it up.

I gained a lot of experience working in different schools.

Very relevant. I teach in a dual language environment, and working with ELL students helped a lot.

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Because I had a unique experience in being placed in two extremely different settings as far as schools go, I felt I was prepared for any school setting.

Several of the narrative comments on the alumni survey referenced the diverse clinical field experiences and their impact on completer preparation. Again, this is an area where there is data to identify *sufficiency in meeting the standard* (AFI 1 in Standard 2) while at the same time a desire to do more to ensure all candidates have the best clinical experiences to meet their preparation needs.

SLO Data Tables

The Student Learning Outcome (SLO) assessment in the S-PAT provides evidence to support candidate preparation to meet diverse learner needs. As noted in the final Site Visit Report, Boise State was working to identify valid and reliable measures for demonstrating the multiple ways in which diversity is a cross-cutting theme. Through continuous improvement efforts, Boise State found the S-PAT concluding reflections did not include specific reference to CAEP language addressing diversity. It is important to note this was not an intention of the S-PAT concluding reflections, nor was such an evaluation measure shared or designed to guide candidate reflection. What this evidence highlighted was the lack of a purposeful way to collect evidence identifying areas of diversity and meeting diverse learner needs within the S-PAT. Therefore, in Fall 2015, multiple seminars and workshops addressing SLOs and instructional supports for diverse learners were added to the Student Teaching seminar schedule. (see Appendix A in the Rejoinder Evidence Attachment.) A new form was added to Taskstream in the S-PAT section where candidates enter data on meeting individual needs and using instructional support strategies. The formative observation form was also initiated as evidence in Taskstream. With the additional emphasis on SLOs and instructional supports for diverse learners in Fall 2015, another review of S-PAT concluding reflections with the same rubric indicated sufficiently addressing diversity (81% Basic or Proficient) according to the CAEP language. This was an internal assessment for the EPP, not something used to assess candidates or guide candidate learning. It would appear the emphasis on SLOs, differentiation in the unit design templates, and instructional supports for diverse learners had candidates thinking and reflecting more purposefully with language connected to diversity. In the future, Boise State will continue to use the SLO data and Taskstream data collection to store and analyze evidence. The S-PAT rubrics are also a large part of the Measurement Plan (see Appendix B in the Rejoinder Evidence Attachment) referenced in the section on Standard 5 and valid and reliable measures.

As alluded to in the Site Visit Report, Evidence Item 72, Boise State SLO Data, indicated 8 out of the 59 S-PAT SLO data rated their initial instruction as “ineffective” with less than 60% of students meeting learning targets. This data included one candidate from Biology; one candidate from Economics, one of two candidates from Mathematics; and five of 25 Elementary candidates. The secondary candidates included here do not mention the effort to meet the needs of English learners in their reflections or SLO data. The one math candidate retaught the concepts from her unit when she realized there were several students who did not meet learning targets on her post-assessment. This experience was more of a learning experience for her *and her students* than not. It evidenced an address of meeting diverse learning needs that would not have been attended to without the SLO

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process included in the S-PAT. This teacher identified where and which students needed more information or instruction from her assessment data and analysis of SLO targets, and she differentiated more fully based on the post-test data. In this sense, the S-PAT did not end with her post-test but became renewed. Recognizing the importance of meeting the learner needs before moving on was an important part of her unit instruction and reflection.

Likewise, with the five elementary candidates, three were from one school doing a unit across their three 1st grade classrooms. In their reflections, they identified they had set goals too high to have an effective learning target (e.g., all students will reach a 90% or better). They reflected together on this process, retaught concepts in their individual classrooms, and extended instruction by two weeks to meet learning targets (indicating a highly effective S-PAT in the end). These candidates also noted that all students showed growth in the initial time period of the unit. This experience turned into an important learning experience on setting better class learning targets. There were no English Learners in these three classrooms. In the two other elementary contexts, only one had an English Learner involved in the unit. All reflections indicate re-teaching after having set inappropriate learning targets. As identified in Evidence Item 72, 37 of the 59 S-PAT units were highly effective (90-100% of students met learning targets) or effective (75 – 89% of students met learning targets set by student teachers). This data indicates deep learning on the process of meeting diverse learner needs. Liaisons have also begun focusing more explicitly on the setting of learning targets in the unit plan design of the S-PATs.

Notably, the three Bilingual Education candidates (who would have been the only candidates necessarily working with language learners) had three highly effective S-PATS with 90 – 100% of students meeting learning targets. Also on the SLO form in Taskstream, candidates indicate how many language learners were in their classrooms. In 59 S-PATS, 33 candidates indicated “no supports necessary” for language learners. In an identification of how often instructional supports were included in the units, a table was created onsite to highlight when graphic supports, sensory supports, or interactive supports were included. These instructional supports were connected to language learners in the seminars and workshops. The “Ineffective” S-PATs identified by initial SLO evidence give little indication the ineffective SLO targets were due to linguistic diversity.

Table Highlighting SLO Strategies Connected to Language Learning

Program Total	Graphic Supports	Sensory Supports	Interactive Supports	No supports necessary
EPP (n=59)	30	20	21	33
Bilingual (n=3)	3	2	2	0
Economics (n=1)	1	0	0	1
Biology (n=1)	1	1	1	0
Mathematics (n=2) <i>1 ineffective SLO</i>	0	0	0	2
Elementary (n=25) <i>5 ineffective SLO</i>	13	6	8	13

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Clinical Placement Diversity

In Standard 2, the final Site Visit Report includes an area for improvement: “Not all candidates have clinical experiences with diverse P-12 learners” (p.9). As noted in the above section discussing Evidence Item 74, there are several opportunities for experiences with diverse p-12 learners and/or their families and communities. The rationale for the AFI includes the fact most candidates stay in the same clinical setting for their Professional Year. While this is true about the Professional Year, candidates are not necessarily in the same classroom, and more importantly, it is not the case that a candidate would spend every field experience in one context.

This AFI also alludes to Evidence item 64 and an identified need for more certified teachers for “language instruction” in the next five years. Boise School District, a key placement area for clinical experiences, identified an estimated need for 18 certified language instructors. West Ada, Boise State’s next most common placement district and the largest in the state, indicated an estimate of hiring five teachers. Two districts about 30 miles west of Boise State’s main campus identified an estimate of hiring 20 teachers over the next five years. Boise State’s discussion in the prior sections on addressing evidence to meet the needs of diverse learners, with particular attention to supporting and documenting instructional supports for language learners, addresses the work already in place to more purposefully address this programmatic need. Likewise, placements attend purposefully to diverse contexts by engaging in service learning in the community as well as tutoring programs in area schools (e.g., the AVID program) for early field experiences. Boise State also places Professional Year candidates in schools in the valley where there are diverse populations. A key point that would have been made on the school site visits was the partnerships among liaisons and “liaisons-in-residence” where more affluent schools (see Adams Elementary in the table below) have candidates who spend one semester of their Professional Year in a Title I school or a school with a larger refugee population (see Jefferson Elementary in the table below).

The statement in the rationale for the Standard 2 AFI claims “... despite the existing diversity of P-12 students in the surrounding schools.” With consideration of the demographics of Idaho and the local area, Boise State teacher educators are making the most of every opportunity within area school districts to provide for diverse clinical field experiences. The following table includes the demographics by ethnicity enrollment for the state of Idaho and area districts and schools where Boise State candidates are placed.

Partner School Enrollment Ethnicity Table

School * indicates a Title I school	Enrollment percentage (White)	Enrollment percentage (other ethnicity, including Black, Hispanic, Native American, Asian, Pacific Islander, Multiracial)
State of Idaho Demographics	77%	23%
Boise District Totals	76%	24%
<i>Elementary Partner Schools</i>		
Adams	87%	13%
Amity	88%	12%
Garfield*	64%	36%
Grace Jordan*	88%	12%
Jefferson*	60%	40%

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Liberty	85%	15%
Maple Grove	86%	14%
Morley Nelson*	59%	41%
Riverside	82%	18%
Shadow Hills	86%	14%
Taft*	60%	40%
Trail Wind	82%	18%
Valley View*	72%	28%
Whitney*	61%	39%
Whittier*	48%	52%
<i>Junior High Schools</i>		
East JHS	79%	21%
Fairmont JHS	63%	37%
North JHS	84%	16%
South JHS	71%	29%
West JHS	78%	22%
<i>High Schools</i>		
Boise	83%	17%
Borah	75%	25%
Frank Church* (Alternative HS)	74%	26%
Kuna School District		
Crimson Point Elementary	90%	10%
Reed Elementary	70%	30%
Hubbard Elementary	88%	12%
Kuna Middle School	87%	13%
Kuna High School	85%	15%
Middleton School District		
Mill Creek Elementary	87%	13%
Middleton Heights Elementary	84%	16%
Middleton High School	84%	16%
Nampa School District		
Central Elementary School	55%	45%
Nampa High School	60%	40%
Vallivue Middle School	59%	41%
West Ada School District		
Andrus Elementary	84%	16%
Lake Hazel Elementary	85%	15%
Prospect Elementary	82%	18%
Silver Sage Elementary	74%	26%
Heritage Middle School	85%	15%
Lake Hazel Middle School	81%	19%
Rocky Mountain High School	87%	13%

The Idaho State Department of Education website (www.isde.gov), reports demographics of Idaho pk-12 school enrollment by ethnicity and includes about 77% white residents. This percentage holds steady from 2010 to 2015. The following table identifies Idaho pk-12 school enrollment by ethnicity.

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State of Idaho School Enrollment

Ethnicity	2010	2011	2012	2013	2014	2015
Asian	1.37%	1.3%	1.32%	1.31%	1.28%	1.24%
Black/African American	1.17%	1.02%	1.02%	1.06%	1.02%	.99%
Hawaiian/Pacific Islander	.42%	.36%	.35%	.34%	.32%	.31%
Hispanic/Latino	14.97%	15.92%	16.25%	16.76%	16.96%	17.24%
Native American	1.67%	1.4%	1.34%	1.31%	1.23%	1.22%
White	80.39%	78.48%	78.05%	77.37%	77.19%	76.84%
Two or more races	Not used in 2010	1.51%	1.66%	1.85%	2%	2.15%
Total Students	276,322	281,590	281,841	299,013	288,069	292,488

As can be noted from the enrollment tables by ethnicity, the schools where Boise State places candidates have similar enrollments in terms of ethnic diversity when compared with the state of Idaho overall. The total pk-12 enrollment in the state of Idaho has decreased from 80% to nearly 77% over six years. A percentage of white ethnic enrollment for the partner schools with whom Boise State places teacher candidates is 84% or higher. Many partner schools have considerably more diverse ethnicity when compared to the state or regional demographics. Quite importantly is the consideration of the Title I schools with whom our candidates work and the school populations with 70% or lower enrollment by ethnicity as White. Working across these types of partner schools, Boise State has diverse placements for all candidates. Not all candidates are placed in Title I or schools with high refugee populations for their entire Professional Year as there are not enough of those placements within a 50-mile radius of the university. Candidates do have multiple early field experiences, including community and service learning opportunities where diverse populations are also emphasized. The tables including enrollment by ethnicity indicate *Boise State is meeting the need of diverse placements for candidates*, in particular when compared to the state pk-12 learner population.

When receiving the estimated need for language instructors from the Idaho State Department of Education, Boise State made a concerted effort to gather more purposeful data on preparation of candidates to meet diverse learner need, in particular the needs of language learners. More purposeful partnerships among Title I and non-title I schools for elementary placements have also been forged. It was a surprise to see that attending to this on our own as an EPP and moving toward more intentional data collection also generated the rationale for adding an area for improvement that was not discussed on-site.

Valid and Reliable Measures

In an evidence item shared during the site visit, Boise State faculty outlined how they have been engaging in the establishment of valid and reliable measures across signature assignments. The following information was shared with the site team.

Quality Assurance – S-PAT rater reliability processes.

In fall 2015, elementary liaisons met to score a random sample of S-PATs from Spring 2015 semester. Elementary Education Liaison Group (EELG) agenda for one of the review meetings and powerpoint slides identifying the sharing of data and impetus for further S-PAT rubric review were included in appendices for this evidence. (Appendices available upon request for the rejoinder as well.) Secondary education liaisons, course program coordinators, and faculty also met and followed a similar process after the EELG review.

Secondary liaisons and instructors met with a random sample of S-PATs from Spring 2015 (one selected from each content area) to score and discuss. The process included:

- 1) All participants read through one component of the same S-PAT individually, with a rubric beside him or her, and took notes. (Participants started with the "Assessment of Student Work" section because this was an area that stakeholders reported our teachers were least prepared. This "Assessment of Student Work" section has a focus on differentiating instruction for the purpose of meeting diverse needs of all learners.)
- 2) Participants discussed their notes and scores with partners.
- 3) The whole group discussed their scores and rationale for assigning a score.

This was repeated with three S-PAT samples ("Assessment of Student Work") from three different content areas.

Seven attendees representing English, STEM, and liaisons who supervise PE, World Languages, English, History/SS, Art, Theater Arts, Music, and STEM, as well as elementary supervision participated. All scorers scored within .5 of one another on a 0, .5, 1, 1.5, 2, 2.5, 3 scale.

The next time this group met (November 2015), participants repeated the process with two more S-PAT samples. This time evaluators looked at the S-PATs holistically (by the end of this meeting, participants had viewed an earth science, English, PE, social studies, and math S-PAT). This process was preferred due to the attention to context of the learning environment and learning targets. Attention to rubric clarity was also identified and will be pursued through the 2016-2017 Measurement Plan for Reliability outlined in Appendix B. Again, all scorers (9 participants this round) were within .5 of one another on a 0, .5, 1, 1.5, 2, 2.5, 3 scale.

The 2016-2017 Measurement Plan for Reliability outlined in Appendix B highlights the timeline and tasks for working toward valid and reliable measures on the S-PAT along with the interview rubrics and formative observation form assessment.

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Measurement Plan

Page 16 of the final Site Visit Report included an area for improvement: “There is inconsistent evidence that the EPP has established reliability and validity for EPP assessments.” A measurement plan for reliability has been established with a 2016-2017 timeline for completion of tasks. (see Appendix B of the Rejoinder Evidence Attachment). A measurement plan for validity with a 2017-2018 timeline will be developed in early 2017 based on preliminary reliability results.

The measurement plan for reliability includes both rater training and calibration to master criteria, and the reporting of reliability coefficients, which are criteria listed as “examples of attributes above sufficient level” on Version III-March 2016 “Appendix G - Assessment Rubric.” The measurement plan highlights and augments work already described in the Selected Improvement Plan.

Boise State’s 2015-2022 Selected Improvement Plan identified Standard 3.3 as a goal:

By 2022, reliable and valid measures of dispositions beyond academic ability will be used as a meaningful source of data on candidates before and during the preparation program.

The goal for Standard 3.3 area of improvement is centered on the first half of the standard: *Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program.* In order to “establish” and “monitor” dispositions at admissions and during the program, all measures to collect and analyze data must be reliable and valid. The data collection and analysis plans in the SIP for 3.3 includes the reporting of validity coefficients, content validity, and predictive validity analyses which are criteria listed as “examples of attributes above sufficient level” on Version III-March 2016 “Appendix G - Assessment Rubric.”

Extra comments and notes

A few other comments may be noted to add clarification and context to the final Site Visit Report.

- (1) On page 4, the report states “As a result of the Formative Feedback Report, the EPP provided aggregated data for the EPP, disaggregated data by individual program, number of candidates participating in each assessment, and three cycles of data for most assessments. The EPP provided little additional analysis of the data in the Addendum once the data were aggregated for the EPP and disaggregated by program.” It is important to re-clarify the process by which data was shared. The self-study included analysis of data and grouped data among “elementary and dual degree” programs and “secondary and k-12” programs. This is where comparisons were made due to small numbers in any of the data sets. The aggregate and disaggregate tables provided in the Addendum were the same data analyzed by the EPP to generate the self-study analysis. In this sense, we provided the analysis without the raw data in the self-study and then added the raw data as requested in the Addendum.

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(2) On page 4 it also states “the exception are candidates in Early Childhood Studies program who had a first time pass rate of 60 and 50% in Praxis I for fall 2013 and spring 2014 respectively and a first time pass rate of 40 and 75 percent in the Praxis II exam for fall 2013 and spring 2014 respectively.” Again, as re-emphasized in Evidence Item 56, the Early Childhood candidates passed the appropriate praxis assessment. In fall 2013 two of the six candidates did not pass the assessment *on their first attempt*. In spring 2014 one of four candidates did not pass the assessment the first attempt. This candidate was within one point of the passing score and persisted until passing. Likewise, the fall 2013 candidates were near the cut score (175). The clarification would be that it is not an “exception” that “Praxis I and Praxis II scores demonstrate that candidates possess content knowledge in their subject areas.” These candidates did demonstrate possessing content knowledge through their passing scores. The small numbers of candidates in these programs also make the percentages appear potentially larger in number of candidates not passing the first time.

(3) On page five, the Site Visit Report mentions case study data were documented but not aggregated for the EPP. The following tables include the case study data that were available during the site visit.

Case Study for Early Program Students in Fall 2014							
	Rubric Criterion Scores						
Program	Purpos e	Scop e	Observatio n	Ideas for Chang e	Test Solution s	Conclusio n	Share Knowledg e
Teacher Educatio n (n=75)	N/A	2.70	2.76	2.72	N/A	N/A	2.74

Case Study for Mid Program Students in Fall 2014							
	Rubric Criterion Scores						
Program	Purpos e	Scop e	Observatio n	Ideas for Chang e	Test Solution s	Conclusio n	Share Knowledg e
Teacher Educatio n (n=96)	2.68	2.51	2.60	2.69	2.65	2.50	2.72

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Case Study for Early Program Students in Spring 2015							
	Rubric Criterion Scores						
Program	Purpos e	Scop e	Observatio n	Ideas for Chang e	Test Solution s	Conclusio n	Share Knowledg e
Teacher Educatio n (n=61)	N/A	2.80	2.91	2.50	N/A	N/A	2.94

Case Study for Mid Program Students in Spring 2015							
	Rubric Criterion Scores						
Program	Purpos e	Scop e	Observatio n	Ideas for Chang e	Test Solution s	Conclusio n	Share Knowledg e
Teacher Educatio n (n=53)	2.85	2.67	2.65	2.83	2.85	2.76	2.69

Case Study for Early Program Students in Fall 2015							
	Rubric Criterion Scores						
Program	Purpos e	Scop e	Observatio n	Ideas for Chang e	Test Solution s	Conclusio n	Share Knowledg e
Teacher Educatio n (n=68)	N/A	2.68	2.78	2.49	N/A	N/A	2.68

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Case Study for Mid Program Students in Fall 2015							
Program	Rubric Criterion Scores						
	Purpos e	Scop e	Observatio n	Ideas for Chang e	Test Solution s	Conclusio n	Share Knowledg e
Teacher Educatio n (n=73)	2.90	2.68	2.78	2.71	2.67	2.66	2.63

(4) On page five of the Site Visit Report, it notes that one program was not approved by the state: “The program not approved, Math Consulting Teachers, is an advanced program under the category of teacher leader endorsement. As an advanced level program, the Math Consulting Teacher does not fall under the purview of the CAEP visitor team during this accreditation cycle.” It is important to clarify that Boise State has not received a final report from the State Department of Education outlining program approvals or disapprovals. Based on the verbal feedback at the Exit Interview, Boise State faculty prepared a response with evidence of how the program meets the state standards. The Graduate Certificate in Mathematics Consulting Teacher Endorsement was approved by the Idaho State Board of Education *prior* to the adoption of Teacher Leader standards, under which the program fell for this review. Upon presentation to the Professional Standards Commission in June 2016, the program coordinators expect a conditional approval based on the outline of how the Teacher Leader standards are being met within the Mathematical Thinking for Instruction program. (See Appendix C in the Rejoinder Evidence Attachment for the proposed revisions.)

(5) On page 15, it is inappropriate to include the “Diversity Rubric” as a part of the measurement system as it has not been used to measure candidate performance. It would not even be considered a rubric by the EPP. It was a framework adopted from CAEP language to determine if the unit was collecting evidence inclusive of the CAEP cross-cutting theme of diversity. It would be inappropriate to suggest that this framework should be validated or tested for reliability for “performance against the standard.” The Measurement Plan for Reliability (see response to AFI 1 Standard 5 and Appendix B in the Rejoinder Evidence Attachment) should be the basis of evidence for this determination.

Future Opportunities

Most importantly, Boise State has greatly appreciated the opportunity to engage in the early adoption of the CAEP standards. We believe the entire EPP has been re-cultured as one of continuous improvement and inquiry. The reporting and sharing of data is prevalent and systemic in the EPP. Our early adoption stance has allowed us as colleagues to enact principles of continuous improvement that were already in place. The Continuous Improvement Team has identified areas for growth from the initiation of the S-PAT, the PYA (shared state common summative assessment), Case Studies of Individual Learners, and the collection of data in the Taskstream platform. Marked efforts over time have

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demonstrated growth over just three semesters, or cycles, of data. Therefore, the EPP has already indicated its emphasis on systems and continuous improvement. We have a demonstrated track record for continuous improvement and growth. This opportunity may not have been realized without the adoption of CAEP standards and the prospect of becoming an early adopter for our review period. Thank you for this opportunity for programmatic growth.

Additionally, maintaining the cycle of site visits with the self-study, formative feedback, and addendum process is quite helpful in allowing professionals to engage in collegial conversations about the transformation of educator preparation. Engaging in continuous improvement with accountability structures attached may be a cautious consideration for EPPs. However, with an accrediting body that embraces the formative feedback task and allows for true inquiry and improvement, EPPs may take responsibility for the preparation of educators via transparent and evidence-based decisions that could inform education policy and the field at large.

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Team Leader's Response to Rejoinder

Boise State University

The Site Visitor team that visited Boise State University (BSU) on March 6-8, 2016 appreciates the opportunity to respond to the rejoinder from the institution.

The team thanks the EPP for the enthusiasm and dedication it demonstrated as they engaged in the early adoption of the CAEP standards. We take this opportunity to extend our gratitude to the BSU administration and faculty for the hospitality, hard work, and collaboration shown before and during the visit. It was evident that the EPP labored extremely hard and these efforts resulted in a most positive review and an excellent experience for the team.

It is obvious that the EPP has put a lot of thought and effort into this rejoinder and the team is grateful for the importance given to the report and the thorough manner in which the unit has considered our findings. The team stands by its recommendations in the spirit of continuous improvement.

The team recommended three Areas for Improvement (AFIs) and no Stipulations based on the evidence presented in the Self-Study, Addendum to the Self-Study, exhibits, documentation provided onsite, and interviews of administrators, faculty, staff, candidates, alumni, and school partners.

Standard 1 AFI: There is little evidence that all candidates are prepared to advance the learning of all P-12 students

The EPP provided little evidence to demonstrate candidates' skills and commitment to advance the learning of all P-12 students, in particular English Language Learners (ELLs). The visitor team found that data presented from signature assessments was not adequate to determine the ability of candidates to advance the learning students for whom English is a second language. For example, a review of the student learning outcomes for the unit study submitted by twelve completers who were part of the Case Study of Completers shows that 83% of the teaching was at the highly effective or effective level. When ELL students were considered separately, 60% of the teaching was effective. The thirteen completers participating in three focus group sessions during the spring 2015 reported that they needed more preparation for working with diverse learners.

Interviews with completers, candidates, employers, and faculty indicated that although most candidates are prepared to work with P-12 students with exceptionalities, there is a great need for more focused attention to the area of English Language Learners (ELLs).

The document given to the visitor team on site entitled *Further Support for CAEP 1.4. And Meeting Diverse Learner Needs* acknowledges that data from S-PATs and employer/alumni feedback included attention to linguistic diversity as a more specific focus for meeting needs of diverse learners. The EPP has begun to address this concern through seminars for candidates and professional development for faculty and liaisons on the WIDA Instructional Supports. Utilizing a checklist, initial data (one cycle) has

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been collected on the S-PAT Student Learning Outcome (SLO) form along with the Formative Observation Forms. The data demonstrate gains in candidate performance based on these new supports, but one cycle of data are not sufficient evidence to eliminate this finding.

The need for the EPP to prepare candidates to work with ELLs was corroborated by the state team at the exit interview.

Standard 2 AFI: Not all candidates have clinical experiences with diverse P-12 learners

The team found that there are inconsistencies among and between programs and individual candidates regarding clinical placements with diverse P-12 learners. Interviews revealed that few but not all candidates have experiences that include different socio-economic levels, migrants, refugees and English language learners.

Interviews with staff, faculty, candidates, and alumni revealed that many candidates stay in the same setting for most of their clinical work and may not have opportunities to experience clinical placements with sufficient diversity despite the existing diversity of P-12 students in the surrounding schools.

Site visitors' conclusions regarding ELLs and clinical experiences were validated by the state team's findings at the exit interview. The state team found inconsistencies among and between programs in candidate placements and noted the lack of ability of candidates to adapt instruction to ELLs.

Standard 5 AFI: There is inconsistent evidence that the EPP has established reliability and validity for EPP assessments

The EPP rejoinder places emphasis on the adoption in Idaho of Charlotte Danielson Framework for Teaching (FFT).

The EPP has demonstrated content validity for the Professional Year Assessment (PYA). The team had no concerns with this instrument which is based on Danielson's FFF and used statewide to evaluate preservice and in-service teachers on important elements of effective teaching. Other assessment instruments not based on Danielson's FFF are in the very early stages of validation by the EPP. The rejoinder states that "developing all EPP rubrics around this language and FFF contributes to judgments that are more accurate and worthy of confidence". Not all rubrics utilized by the EPP are based on Danielson's FFF, however. The S-PAT, a major signature assessment, although aligned with the FFF, is a performance assessment developed by the EPP modeled upon and containing elements of the edTPA. The Case Studies assessment, as part of the S-PAT, has been also developed by the EPP.

The EPP recognizes through interviews and the Continuous Improvement Goal list that an area of focus is on the reliability and validity of current rubrics and using data for program improvement. There is limited evidence that all measures are valid and reliable across all preparation programs. Many rubrics contain multiple performance criteria within each category. Many attributes are undefined and vague as to what would qualify as Proficient. Therefore there is limited evidence that the EPP is able to disaggregate the data based on performance against the standard.

In summary, there is evidence of preliminary work on establishing reliability and validity of assessments. However, there is no reliability and validity of current assessments used to evaluate program effectiveness. This applies to the following assessments; S-PAT rubrics, Interview/disposition rubric,

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early and mid- program case study rubric, Diversity rubric, Idaho Core Standards Shift Observation Instrument, and the Reflection Rubric.

The team commends the EPP for its efforts towards continuous improvement and wishes the administrators, faculty, staff, and candidates at BSU the very best as they continue to advance the education and lives of children and youth in the state of Idaho.

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