

**CONSENT
DECEMBER 21, 2017**

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CONSENT
DECEMBER 21, 2017

BOISE STATE UNIVERSITY

SUBJECT

License Agreement with Elsevier B.V.

REFERENCE

November 2012	Executive Director approved one-year Elsevier License Agreement
October 2013	Executive Director approved one-year Elsevier License Agreement
December 2014	Board approved four-year Elsevier License Agreement

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) requests permission to enter into a five-year license agreement with Elsevier B.V. (Elsevier). The proposed agreement will provide unlimited simultaneous and remote access to over 2,300 journal titles for students, faculty, staff, researchers, and independent contractors of BSU as well as for visitors using computer terminals in Albertsons Library.

Elsevier's extensive and unique full-text journal collection covers authoritative titles from the core scientific literature, including high-impact factor titles. Access to the collection is critical for academic programs and research on campus including biology, engineering, health science, nursing, geophysics, mathematics, biomolecular and biomedical science, chemistry, and musculoskeletal research. The licensed package includes full-texts of articles from January 1995 to present.

Access to the journals is crucial to the continued growth of active research programs and increased research productivity by BSU students and faculty members. Journal titles included in the package are used worldwide by leading researchers. Without access to these journals, students and faculty would be placed at a distinct disadvantage regionally and nationally.

BSU is unable to utilize subscriptions to these journals at other institutions due to strict licensing rules imposed by the publishers. Elsevier is the sole publisher and distributor of the electronic journals offered in this package, and on the ScienceDirect platform.

The total amount of the five-year agreement is \$2,531,256.59, paid in yearly installments.

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IMPACT

Year 1 (January 1 – December 31, 2018)	\$460,576.44
Year 2 (January 1 – December 31, 2019)	\$481,302.38
Year 3 (January 1 – December 31, 2020)	\$504,164.24
Year 4 (January 1 – December 31, 2021)	\$529,372.45
Year 5 (January 1 – December 31, 2022)	<u>\$555,841.08</u>
	\$2,531,256.59

Source of funding is a mix of appropriated and local funds.

ATTACHMENTS

Attachment 1 – Elsevier Subscription Agreement	Page 3
Attachment 2 – BSU Purchase Order	Page 19

STAFF COMMENTS AND RECOMMENDATIONS

Board approval is required for the proposed multi-year license agreement because the value of services, over time, will exceed \$1 million. Elsevier is the sole-source vendor for the collection of electronic journals listed in Attachment 2, and has provided satisfactory support to BSU during the past five years. The proposed license agreement will run from January 1, 2018 to December 31, 2022.

Staff recommends approval.

BOARD ACTION

I move to authorize Boise State University to enter into a five-year license agreement, for an amount not to exceed \$2,531,256.59, with Elsevier as outlined herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ELSEVIER SUBSCRIPTION AGREEMENT

This agreement (“Agreement”) is entered into as of 1 November 2017 by and between **Boise State University**, 1910 Univ Dr, Boise, ID 83725, USA (the “Subscriber”), and **Elsevier B.V.**, Radarweg 29, 1043 NX Amsterdam, The Netherlands (“Elsevier”).

The parties hereto agree as follows:

SECTION 1. SUBSCRIPTION.**1.1 Subscribed Products.**

Elsevier hereby grants to the Subscriber the non-exclusive, non-transferable right to access and use the products and services identified in Schedule 1 (“Subscribed Products”) and provide the Subscribed Products to its Authorized Users (as defined herein) subject to the terms and conditions of this Agreement.

1.2 Authorized Users/Sites.

Authorized Users are the full-time and part-time students, faculty, staff and researchers of the Subscriber and individuals who are independent contractors or are employed by independent contractors of the Subscriber affiliated with the Subscriber’s locations listed on Schedule 2 (the “Sites”) and individuals using computer terminals within the library facilities at the Sites permitted by the Subscriber to access the Subscribed Products for purposes of personal research, education or other non-corporate use (“Walk-in Users”).

1.3 Authorized Uses.

Each Authorized User may:

- access, search, browse and view the Subscribed Products;
- print, download and store a reasonable portion of individual items from the Subscribed Products for the exclusive use of such Authorized User;
- incorporate links to the Subscribed Products on the Subscriber’s intranet and internet websites and in electronic coursepacks, reserves and course management systems and instructor websites, provided that the appearance of such links and/or statements accompanying such links will be changed as reasonably requested by Elsevier;
- provide print or electronic copies of individual items from the Subscribed Products to other Authorized Users and to third-party colleagues for their scholarly or research use;
- store individual journal articles from the ScienceDirect Subscribed Products in the private library of a social networking site for the Authorized User’s own personal use only;
- share individual journal articles from the ScienceDirect Subscribed Products with third party colleagues individually for their scholarly or research use;
- share individual journal articles from the ScienceDirect Subscribed Products with a limited number of third party colleagues as part of an invitation only working group on non-commercial platforms or tools, for personal, scholarly or research use; and
- access, search, browse, view, print, make electronic copies and store for the exclusive use of such Authorized User or, if the Authorized User is a librarian/information specialist, for the exclusive use of another Authorized User certain journal articles and book chapters from the ScienceDirect® online service that are not subscribed to as part of the Subscribed Products,

with each twenty-four (24) hour access period for a selected article or chapter, a “Transaction”.

- deliver journal articles from Subscribed Titles (as defined herein) and, if any, book chapters from the ScienceDirect Subscribed Products to fulfill requests as part of the practice commonly known as “interlibrary loan” from non-commercial libraries located within the United States, provided that the Subscriber’s staff reviews the requests and fulfills the requests in compliance with Section 108 of the U.S. Copyright Law (17 U.S.C. § 108) and the Guidelines for the Proviso of Subsection 108(g)(2) (Final Report of the National Commission on New Technological Uses of Copyrighted Works, 1978).

1.4 *Restrictions on Use of Subscribed Products.*

Except as expressly stated in this Agreement or otherwise permitted in writing by Elsevier, the Subscriber and its Authorized Users may not:

- abridge, modify, translate or create any derivative work based on the Subscribed Products, except to the extent necessary to make them perceptible on a computer screen to Authorized Users;
- remove, obscure or modify in any way any copyright notices, other notices or disclaimers as they appear in the Subscribed Products;
- use any robots, spiders, crawlers or other automated downloading programs, algorithms or devices to continuously and automatically search, scrape, extract, deep link, index or disrupt the working of the Subscribed Products;
- substantially or systematically reproduce, retain, store locally, redistribute or disseminate online the Subscribed Products; or
- post individual items from the Subscribed Products on social networking sites.

Authorized Users who are individuals who are independent contractors or are employed by independent contractors may use the Subscribed Products only for the purposes of the contracted research work for the Subscriber.

1.5 *Intellectual Property Ownership.*

The Subscriber acknowledges that all right, title and interest in and to the Subscribed Products remain with Elsevier and its suppliers, except as expressly set forth in this Agreement, and that the unauthorized redistribution or dissemination online of the Subscribed Products could materially and irreparably harm Elsevier and its suppliers.

Notwithstanding anything to the contrary contained in this Agreement, more extensive usage terms might be permitted for open access content in the Subscribed Products as identified in the individual journal article as stated in the applicable user (e.g. CC) license.

SECTION 2. ELSEVIER PERFORMANCE OBLIGATIONS.

2.1 *Access to Subscribed Products.*

Elsevier will make the Subscribed Products accessible to the Subscriber and its Authorized Users from the internet address set forth on Schedule 1 or as may be otherwise set forth herein.

2.2 *Quality of Service.*

Elsevier will use reasonable efforts to provide the Subscribed Products with a quality of service consistent with industry standards, specifically, to provide continuous service with an average of 98% up-time per year, with the 2% down-time including scheduled maintenance and repairs performed at a time to

minimize inconvenience to the Subscriber and its Authorized Users, and to restore service as soon as possible in the event of an interruption or suspension of service.

2.3 *Withdrawal of Content.*

Elsevier reserves the right to withdraw from the Subscribed Products content that it no longer retains the right to provide or that it has reasonable grounds to believe is unlawful, harmful, false or infringing.

2.4 *Usage Data Reports.*

Elsevier will make usage data reports on the Subscriber's usage activity available as described at https://www.elsevier.com/sd_usage_reports, provided data provided is aggregated and does not contain any personally identifiable information, education records, or other information protected from disclosure by applicable federal or state laws.

SECTION 3. SUBSCRIBER PERFORMANCE OBLIGATIONS.

3.1 *Authentication.*

Access to the Subscribed Products will be authenticated by the use of Internet Protocol ("IP") address(es) and/or usernames and passwords and/or a delegated authentication mechanism requiring at least two different credentials, as identified on Schedule 2. Distribution of usernames, passwords, credentials or otherwise providing remote access to the Subscribed Products by Authorized Users who are Walk-in Users is not permitted.

3.2 *Protection from Unauthorized Access and Use.*

The Subscriber will use reasonable efforts to:

- limit access to and use of the Subscribed Products to Authorized Users and notify all Authorized Users of the usage restrictions set forth in this Agreement and that they must comply with such restrictions;
- issue any passwords or credentials used to access the Subscribed Products only to Authorized Users, not divulge any passwords or credentials to any third party, and notify all Authorized Users not to divulge any passwords or credentials to any third party;
- provide true, complete and accurate IP addresses, as identified on Schedule 2, (if any) for the exclusive use by the Subscriber (including, if requested by Elsevier, written confirmation by the relevant third party internet service provider) and proactively inform Elsevier of any changes to the Subscriber IP addresses, including the addresses no longer being used exclusively by the Subscriber; and
- promptly upon becoming aware of any unauthorized use of the Subscribed Products, inform Elsevier and take appropriate steps to end such activity and to prevent any recurrence.

In the event of any unauthorized use of the Subscribed Products, Elsevier may suspend the access and/or require that the Subscriber suspend the access from where the unauthorized use occurred upon notice to the Subscriber. The Subscriber will not be liable for unauthorized use of the Subscribed Products by any Authorized Users provided that the unauthorized use did not result from the Subscriber's own negligence or willful misconduct and that the Subscriber did not permit such unauthorized use to continue after having actual notice thereof. The Subscriber will be responsible for the adherence to the terms and conditions of this Agreement by a third party provider the Subscriber engages, in particular, if such third party provider supplies and manages IP addresses.

3.3 *Compliance with Sanction Laws.*

Elsevier reserves the right to deny access to the Subscribed Products to any person or entity who is prohibited from receiving such access based on any applicable sanctions or embargoes laws.

SECTION 4. FEES AND PAYMENT TERMS.

The Subscriber will pay to Elsevier the fees set forth in Schedule 1 (the “Fees”) within thirty (30) days of date of invoice for the Fees due for first year of the Term and, thereafter, no later than 15 December for the Fees due for the following year(s) of the Term. The Fees will be exclusive of any sales, use, value added, withholding or similar tax and the Subscriber will be liable for any such taxes in addition to the Fees.

SECTION 5. TERM.

5.1 *Term.*

The term of this Agreement will commence on 01 January 2018 and continue until 31 December 2022 (“Initial Term”).

5.2 *Renewal.*

After the Initial Term, this Agreement may be renewed for successive one-year terms (each a “Renewal Term”) upon mutual written agreement to extend the Initial Term, and the Fees will be increased by the then current standard Elsevier price increase or as otherwise mutually agreed. The Initial Term and each Renewal Term are collectively the “Term”.

SECTION 6. ELSEVIER WARRANTIES AND INDEMNITIES.

6.1 *Warranties.*

Elsevier warrants that use of the Subscribed Products in accordance with the terms and conditions herein will not infringe the intellectual property rights of any third party. ELSEVIER EXPRESSLY WARRANTS THAT THE SUBSCRIBED PRODUCTS WILL CONFORM TO THE TERMS AND CONDITIONS OF THIS AGREEMENT AND CONFORM TO THE USES CONTEMPLATED HEREBY.

6.2 *Indemnities.*

Elsevier will indemnify, defend and hold harmless the Subscriber and its Authorized Users from and against any loss, damage, costs, liability and expenses (including reasonable attorneys’ fees) arising from or out of any third-party action or claim that use of the Subscribed Products in accordance with the terms and conditions herein infringes the intellectual property rights of such third party. If any such action or claim is made, the Subscriber will promptly notify and reasonably cooperate with Elsevier. This indemnity obligation will survive the termination of this Agreement.

6.3 *Disclaimer.*

EXCEPT FOR THE EXPRESS WARRANTIES AND INDEMNITIES STATED HEREIN AND TO THE EXTENT PERMITTED BY APPLICABLE LAW, THE SUBSCRIBED PRODUCTS ARE PROVIDED “AS IS” AND ELSEVIER AND ITS SUPPLIERS EXPRESSLY DISCLAIM ALL WARRANTIES AND REPRESENTATIONS OF ANY KIND WITH REGARD TO THE SUBSCRIBED PRODUCTS AND ANY OTHER DATA, DOCUMENTATION OR MATERIALS PROVIDED IN CONNECTION WITH THIS AGREEMENT, INCLUDING BUT NOT LIMITED TO ANY ERRORS, INACCURACIES, OMISSIONS, OR DEFECTS CONTAINED THEREIN, AND ANY IMPLIED OR EXPRESS WARRANTY AS TO MERCHANTABILITY OR FITNESS FOR A PARTICULAR PURPOSE.

6.4 *Limitation of Liability.*

Except for the express warranties and indemnities stated herein and to the extent permitted by applicable law, in no event will Elsevier or its suppliers be liable for any indirect, incidental, special, consequential or punitive damages including, but not limited to, loss of data, business interruption or loss of profits, arising out of or in connection with this Agreement, or will the liability of Elsevier and its suppliers to the Subscriber exceed a sum equal to two (2) times the Fees paid by the Subscriber hereunder, even if Elsevier or any supplier has been advised of the possibility of such liability or damages.

6.5 *Liability for Gross Negligence/Willful Misconduct.*

Notwithstanding the limitation of liability set forth in Section 6.4 above, Elsevier may be liable for damages incurred by the Subscriber as a direct result of Elsevier's gross negligence or willful misconduct in providing the Subscribed Products.

SECTION 7. GENERAL.

7.1 *Force Majeure.*

Neither party's delay or failure to perform any provision of this Agreement as a result of circumstances beyond its reasonable control (including, but not limited to, war, strikes, fires, floods, power failures, telecommunications or Internet failures or damage to or destruction of any network facilities or servers) will be deemed a breach of this Agreement.

7.2 *Severability.*

The invalidity or unenforceability of any provision of this Agreement will not affect any other provisions of this Agreement.

7.3 *Entire Agreement.*

This Agreement contains the entire understanding and agreement of the parties and replaces and supersedes any and all prior and contemporaneous agreements, communications, proposals and purchase orders, written or oral, between the parties with respect to the subject matter contained herein.

7.4 *Modification.*

No modification, amendment or waiver of any provision of this Agreement will be valid unless in writing and signed by the parties, except for changes reflecting substituted titles, IP addresses, authentication mechanisms, invoicing and contact address details which may be confirmed by Elsevier in an email notice sent to the Subscriber.

7.5 *Assignment.*

The Subscriber will not assign, transfer or license any of its rights or obligations under this Agreement unless it obtains the prior written consent of Elsevier, which consent will not unreasonably be withheld.

7.6 *Privacy.*

Elsevier will not, without the prior written consent of the Subscriber, transfer any personal information received by Elsevier from the Subscriber under this Agreement to any non-affiliated third party, except (i) to applicable service providers to the extent necessary to perform their functions for Elsevier in support of this Agreement; (ii) where reasonably necessary to address security, safety, fraud or other legal issues; and (iii) if the Subscribed Products are acquired by another company, or use it for any purpose other than as described in this Agreement.

7.7 *Notices.*

All notices given pursuant to this Agreement will be in writing and delivered to the party to whom such notice is directed at the address specified below or the electronic mail address as such party will have designated by notice hereunder.

If to Elsevier: Elsevier B.V. c/o Regional Sales Office, Elsevier Inc., 230 Park Avenue, Suite 800, New York, NY 10169, USA.

If to the Subscriber: Boise State University, 1910 Univ Dr, Boise, ID 83725, USA.

7.8 *Confidentiality.*

Except to the extent required by applicable law, including without limitation the Idaho Public Records Laws, the Subscriber and its employees, officers, directors and agents will maintain as confidential and not disclose to any non-affiliated third party without Elsevier's prior written consent the financial terms and commercial conditions of this Agreement. Elsevier may only disclose such information (i) to applicable

service providers to the extent necessary to perform their functions in support of this Agreement and (ii) where reasonably necessary to address security, safety, fraud or other legal issues, and share the Subscriber's IP address ranges and holdings information (ISSN/ISBN, access start and end date) with internet search engine providers for the sole purpose of displaying to Authorized Users in their internet search results links to full-text articles and books available in the Subscribed Products.

7.9 Execution.

This Agreement and any amendment thereto may be executed in counterparts, and signatures exchanged by facsimile or other electronic means are effective to the same extent as original signatures.

7.10 Failure of Legislature to appropriate.

The Subscriber is a public institution and this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho or the Subscriber beyond the term of any particular appropriation of funds by the State of Idaho Legislature as may exist from time to time. The Subscriber reserves the right to terminate this Agreement in whole or in part (or any order placed under it) if, in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the Subscriber to continue such payments, or requires any return or "give-back" of funds required for the Subscriber to continue payments, or if the Executive Branch of the State of Idaho mandates any cuts or holdbacks in spending. All affected future rights and liabilities of the parties hereto shall thereupon cease within ten (10) calendar days after notice by the Subscriber. The Subscriber represents appropriation is a legislative act and is beyond control of the Subscriber.

7.11 Limit of Subscriber's Liability.

The Subscriber is a public institution and, as such, the Subscriber's liability is at all times limited as required by Idaho law, including without limitation Idaho Code Title 59, Chapter 10, the Idaho State Constitution, and the Idaho Tort Claims Act, Idaho Code Sections 6-901 through 6-929, inclusive, and any indemnification, limitation of Elsevier's liability or hold harmless provision shall be void to the extent such provision violates applicable laws. Nothing in the agreement shall be deemed to constitute a waiver by the Subscriber of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, Idaho Tort Claims Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. Furthermore, the Subscriber shall at no time be liable for more than the pro rata share of the total damages awarded in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the Subscriber or its employees.

7.12 Digital Accessibility.

As of the effective date of this Agreement, the Subscribed Products will conform to the completed Voluntary Product Accessibility Template ("VPAT"), provided to the Subscriber, which details features of the Subscribed Products that support compliance with the federal Section 508 standards for accessibility. Elsevier agrees to work in good faith to assist the Subscriber in responding to specific additional requests for accessibility or an accommodation for any Subscribed Products in order to allow Authorized Users with disabilities to access the Subscribed Products, provided that any adaptations of the Subscribed Products requested would not result in prohibitive expense or significant difficulty to Elsevier or be otherwise impractical.

IN WITNESS WHEREOF, the parties have executed this Agreement by their respective, duly authorized representatives as of the date first above written.

BOISE STATE UNIVERSITY
(Subscriber)

Name: Mark Heil
Title: Vice President and Chief Financial Officer

ELSEVIER B.V.
(Elsevier)

Name: Gino Ussi
Title: Executive Vice President Research Solution Sales

No. 1-14016177453

ELSEVIER SUBSCRIPTION AGREEMENT
Schedule 1
Subscribed Products/Access/Fees

BOISE STATE UNIVERSITY

No. 1-14016177453

Subscribed Products – publisher	Access	2018 USD	2019 USD	2020 USD	2021 USD	2022 USD
ScienceDirect® online – Elsevier B.V.	sciencedirect.com					
Complete Freedom Collection						
<i>Total Electronic Subscription</i>		\$305,611.49	\$319,364.01	\$334,533.80	\$351,260.49	\$368,823.51
<i>Total Subscription Turnover</i>		\$305,611.49	\$319,364.01	\$334,533.80	\$351,260.49	\$368,823.51
• Electronic Subscription Fee(10 % discounted)		\$275,050.40	\$287,427.67	\$301,080.48	\$316,134.51	\$331,941.23
• Content Fee 10 %		\$30,561.25	\$31,936.51	\$33,453.49	\$35,126.16	\$36,882.47
Transferred Titles Fee		\$2,725.57	\$2,848.22	\$2,983.51	\$3,132.69	\$3,289.32
•Complete Freedom Collection Fee		\$146,342.00	\$152,927.18	\$160,191.22	\$168,200.78	\$176,610.82
Cell Press Collection Fee		\$5,897.22	\$6,162.60	\$6,455.33	\$6,778.09	\$7,117.00
TOTAL FEES		\$460,576.44	\$481,302.38	\$504,164.24	\$529,372.45	\$555,841.08

Adjustment of Fees

After the initial year of the Term, the Fees for the Subscriber's Journal Collection(s) will be subject to an adjustment to account for any titles removed from the Journal Collection(s) during the remainder of the Term of this Agreement.

Journal Collection(s)

The Subscriber's Journal Collection(s) is described in Schedule 1.1.

Transaction Fee

The Subscriber may purchase pre-paid Transactions ("PPT") upon mutual agreement of the parties in writing. Unused PPT will be forfeited one (1) year after issue or upon termination of this Agreement, whichever is earlier.

ELSEVIER SUBSCRIPTION AGREEMENT
Schedule 1.1
Journal Subscription

Journal Collection(s):

Complete Collection: Electronic access to the full text of all articles from the Elsevier journal titles published since 1 January 1995 identified on Annex A to Schedule 1.1.

Complete Freedom Collection: Electronic access to the full text of all articles from the Elsevier journal titles published since 1 January 1995 set forth in the Complete Freedom Collection Journal Title List at http://www.elsevier.com/solutions/sciencedirect/content/journal-title-lists#journal_title_list, as may be updated annually with the changes effective as of 1 January of the following calendar year of the Term of the Agreement.

Cell Press Collection: Electronic access to the full text of all articles from the Cell Press journal titles published since 1 January 1995 identified on Annex A to Schedule 1.1.

Option to Substitute Subscribed Titles

The Subscriber may substitute any of the subscribed journal titles identified on Annex A to Schedule 1.1 (“Subscribed Titles”) with one or more journal titles of total comparable value (in current year list price) once annually upon notice to Elsevier by 1 August prior to the start of the next calendar year or at any time upon mutual agreement of the parties in writing. The foregoing does not apply to the Cell Press Collection.

Option to Substitute or Refund Withdrawn Subscribed Titles

The Subscriber may substitute any withdrawn Subscribed Titles with one or more journal titles of total comparable value (in current year list price) at any time upon notice to Elsevier. In the event that no substitute journal title is available, Elsevier will refund to the Subscriber the amount of the Fees paid for the withdrawn Subscribed Titles for the remainder of the Term.

Transferred Titles

Society journal titles for which the Subscriber holds an electronic subscription through a third-party publisher whose publication rights are transferred to Elsevier and made accessible on ScienceDirect during the Term (“Transferred Titles”) will be deemed Subscribed Titles effective as of the date of transfer and for the then current publication year and the publication years previously paid unless and until the Subscriber notifies Elsevier that it no longer wishes to continue such electronic subscription on ScienceDirect. The option to substitute Subscribed Titles does not apply to Transferred Titles.

Post Termination Access to Subscribed Titles

Upon termination of all of the Subscriber’s annual subscriptions on ScienceDirect online and/or if the Subscriber does not maintain a minimum annual spend of US\$1,000 on new eBooks purchases from Elsevier, the Subscriber may, at its option, (1) acquire, load and technically format on a server that enables access and use by Authorized Users an electronic copy of all or part of its Subscribed Titles for the publication years paid for cost and/or (2) continue to access such Subscribed Titles online for an annual access fee based on the number of full-text articles downloaded from such titles during the prior twelve (12) months at a rate of US\$0.081 per download, with a minimum annual fee of US\$500 (adjusted annually for inflation and cost increases) for the Subscriber’s access to the platform, in accordance with the usage provisions of this Agreement, which provisions will survive the termination of the Agreement. Elsevier will make available for inspection by a duly authorized auditor of the Subscriber, at the Subscriber’s sole expense, the records concerning the calculation of the annual access fee once per year during regular business hours upon thirty (30) days written notice to Elsevier. If an electronic copy is selected, the Subscriber will for a period of five (5) years from delivery of the electronic copy provide, on a monthly basis, to Elsevier complete and accurate usage data reports on the

Subscriber's on-site usage activity in a mutually agreed upon format. Elsevier will be entitled to inspect the Subscriber's records of usage once per year during regular business hours upon reasonable notice to the Subscriber. The electronic copy may not contain links and other features and functionality associated with the online version. If a particular Subscribed Title is withdrawn by Elsevier or not renewed by the Subscriber, but the Subscriber remains a ScienceDirect online subscriber, the Subscriber may continue to access online, at no additional charge, such formerly Subscribed Title for the publication years paid provided that Elsevier continues to hold the electronic rights thereto.

Deep Discounted Price for Print Subscriptions

Provided that the Fees have been paid, the Subscriber will have the option to place orders for annual subscriptions to a selection of Elsevier print publications at a price reduced from the list price ("Deep Discounted Price" or "DDP"), by 1 August prior to the start of the next calendar year from Elsevier or its affiliate directly and from only one (1) authorized subscription agent, which will be selected by the Subscriber, and Elsevier or its affiliate will fulfill such orders in accordance with its customary practices. The Subscriber will notify Elsevier of its subscription agent's contact information upon placing such orders. The Subscriber may change its subscription agent no more than once annually by giving Elsevier notice by 1 August prior to the start of the next calendar year. The Subscriber will not place orders for such DDP subscriptions on behalf of any other person or entity or with the intent to resell, rent, license, lease or otherwise transfer them to another person or entity.

**Annex A to Schedule 1.1
Subscribed Titles**

BOISE STATE UNIVERSITY

Product ID	ISSN	Subscribed Title (online only)
07802	1876-2859	Academic Pediatrics
13351	1076-6332	Academic Radiology
00486	0361-3682	Accounting, Organizations and Society
00221	1359-6454	Acta Materialia
13279	0065-3101	Advances in Pediatrics
02001	0309-1708	Advances in Water Resources
01001	1359-1789	Aggression and Violent Behavior
05320	0168-1923	Agricultural and Forest Meteorology
13246	0002-9378	American Journal of Obstetrics & Gynecology
07689	0749-3797	American Journal of Preventive Medicine
04263	1472-0299	Anaesthesia & Intensive Care Medicine
12602	0003-3472	Animal Behaviour
00768	0883-2927	Applied Geochemistry
13310	0003-9993	Archives of Physical Medicine and Rehabilitation
06071	1872-9312	Artery Research
13049	0749-8063	Arthroscopy: the Journal of Arthroscopy and Related Surgery
04101	1036-7314	Australian Critical Care
12671	1521-6942	Best Practice & Research: Clinical Rheumatology
05002	0005-2728	Biochimica et Biophysica Acta - Bioenergetics
13342	1083-8791	Biology of Blood and Marrow Transplantation
13074	1043-321X	Breast Diseases: A Year Book Quarterly
05323	0341-8162	Catena
05324	0009-2541	Chemical Geology
00362	0045-6535	Chemosphere
13344	1542-3565	Clinical Gastroenterology and Hepatology
12821	0009-9260	Clinical Radiology
05364	0167-9473	Computational Statistics & Data Analysis
07452	8755-4615	Computers and Composition
00398	0098-3004	Computers & Geosciences
00260	0010-938X	Corrosion Science
13077	0363-0188	Current Problems in Diagnostic Radiology
12674	1043-4666	Cytokine
00216	FS00-0216	Deep-Sea Research Part I: Oceanographic Research Papers with Part II: Topical Studies in Oceanography (Combined Subscription)
00116	0967-0645	<i>Deep-Sea Research Part II: Topical Studies in Oceanography</i>
00489	0967-0637	<i>Deep-Sea Research Part I: Oceanographic Research Papers</i>
10004	1125-7865	Dendrochronologia
07453	0885-2006	Early Childhood Research Quarterly
05328	0012-821X	Earth and Planetary Science Letters
05329	0012-8252	Earth-Science Reviews
08019	0720-048X	European Journal of Radiology
13364	1550-8307	Explore: the Journal of Science & Healing

Product ID	ISSN	Subscribed Title (online only)
07647	0015-0282	Fertility and Sterility
05106	0378-1127	Forest Ecology and Management
07531	0891-5849	Free Radical Biology & Medicine
13216	0016-5085	Gastroenterology
12033	0016-6480	General and Comparative Endocrinology
09110	0016-6995	Geobios
00212	0016-7037	Geochimica et Cosmochimica Acta
05334	0169-555X	Geomorphology
05335	0921-8181	Global and Planetary Change
13360	1547-5271	Heart Rhythm
12046	0018-506X	Hormones and Behavior
07551	0360-3016	International Journal of Radiation Oncology / Biology / Physics
00256	1365-1609	International Journal of Rock Mechanics and Mining Sciences
13340	2212-2672	Journal of the Academy of Nutrition and Dietetics
13450	0890-8567	Journal of the American Academy of Child & Adolescent Psychiatry
13357	1546-1440	Journal of the American College of Radiology
07682	1072-7515	Journal of the American College of Surgeons
13242	0894-7317	Journal of the American Society of Echocardiography
13424	1933-1711	Journal of the American Society of Hypertension
10174	0737-4607	Journal of Accounting Literature
12050	0278-4165	Journal of Anthropological Archaeology
12643	0305-4403	Journal of Archaeological Science
00235	1367-9120	Journal of Asian Earth Sciences
13427	1934-5925	Journal of Cardiovascular Computed Tomography
07694	0886-3350	Journal of Cataract & Refractive Surgery
14031	1094-6950	Journal of Clinical Densitometry
05342	0169-7722	Journal of Contaminant Hydrology
00366	0047-2352	Journal of Criminal Justice
06013	0304-4076	Journal of Econometrics
13165	0099-1767	Journal of Emergency Nursing
14027	0099-2399	Journal of Endodontics
12064	0095-0696	Journal of Environmental Economics and Management
13136	0363-5023	Journal of Hand Surgery (American Volume)
14016	0894-1130	Journal of Hand Therapy
05344	0022-1694	Journal of Hydrology
07816	1094-9968	Journal of Interactive Marketing
13431	1939-8654	Journal of Medical Imaging and Radiation Sciences
05204	0022-3093	Journal of Non-Crystalline Solids
18841	2155-8256	Journal of Nursing Regulation
13410	1499-4046	Journal of Nutrition Education and Behavior
05400	0272-6963	Journal of Operations Management
13068	0278-2391	Journal of Oral and Maxillofacial Surgery
13189	8755-7223	Journal of Professional Nursing
00699	0022-4405	Journal of School Psychology
04244	1440-2440	Journal of Science and Medicine in Sport
13085	1058-2746	Journal of Shoulder and Elbow Surgery
00839	0895-9811	Journal of South American Earth Sciences
05401	0378-3758	Journal of Statistical Planning and Inference
00539	0191-8141	Journal of Structural Geology

Product ID	ISSN	Subscribed Title (online only)
07553	0740-5472	Journal of Substance Abuse Treatment
13088	0022-5223	Journal of Thoracic and Cardiovascular Surgery
13089	0741-5214	Journal of Vascular Surgery
05347	0377-0273	Journal of Volcanology and Geothermal Research
07432	1090-9516	Journal of World Business
05350	0025-3227	Marine Geology
05351	0377-8398	Marine Micropaleontology
07539	0958-3947	Medical Dosimetry
02094	0026-2692	Microelectronics Journal
00274	0026-2714	Microelectronics Reliability
13175	0029-6554	Nursing Outlook
07585	0161-6420	Ophthalmology: Journal of the American Academy of Ophthalmology
07753	0090-2616	Organizational Dynamics
05355	0031-0182	Palaeogeography, Palaeoclimatology, Palaeoecology
06065	1871-174X	Palaeoworld
04285	1002-0160	Pedosphere
05224	0167-2789	Physica D: Nonlinear Phenomena
00636	0277-3791	Quaternary Science Reviews
12697	1078-8174	Radiography
00222	1359-6462	Scripta Materialia
13318	1053-4296	Seminars in Radiation Oncology
13108	0037-198X	Seminars in Roentgenology
13129	0887-2171	Seminars in Ultrasound, Ct and Mri
06034	0925-4005	Sensors and Actuators B: Chemical
00103	0038-1101	Solid-State Electronics
05422	0167-7152	Statistics & Probability Letters
13367	1550-7289	Surgery for Obesity and Related Diseases
00224	0742-051X	Teaching and Teacher Education
05361	0040-1951	Tectonophysics
07586	0002-9149	The American Journal of Cardiology
07610	0003-4975	The Annals of Thoracic Surgery
07418	0099-1333	The Journal of Academic Librarianship
07583	1053-2498	The Journal of Heart and Lung Transplantation
13372	1553-4650	The Journal of Minimally Invasive Gynecology
13249	0022-3476	The Journal of Pediatrics
14024	0022-5347	The Journal of Urology
02286	0099-5355	The Lancet (North American Edition)
07443	0362-3319	The Social Science Journal
05319	0166-8641	Topology and its Applications
02122	0169-5347	Trends in Ecology & Evolution
07554	0301-5629	Ultrasound in Medicine and Biology

Product ID	ISSN	Cell Press Collection Journal Title
13437	0006-3495	Biophysical Journal
07590	0092-8674	Cell
07591	1074-7613	Immunity

Product ID	ISSN	Transferred Title (online only)
18872	FS00-8872	Association of Women's Health, Obstetric and Neonatal

Product ID	ISSN	Transferred Title (online only)
		Nurses
18868	0884-2175	<i>Journal of Obstetric, Gynecologic & Neonatal Nursing</i>
18869	1751-4851	<i>Nursing for Women's Health</i>
18838	0012-3692	Chest Official Publication of the American College of Chest Physi
18793	1550-7424	Rangeland Ecology & Management

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**CONSENT
DECEMBER 21, 2017**

UNIVERSITY OF IDAHO

SUBJECT

Easement to be granted at the University of Idaho's Center for Organic Studies near Sandpoint, Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.1.5.b.ii.

BACKGROUND/DISCUSSION

The University of Idaho (UI) is developing a Center for Organic Studies at property near Sandpoint, Idaho previously gifted to the Regents for such use. The property does not have adequate electric service. To extend electric service, the local utility, Northern Lights, Inc, must place new service delivery equipment on Regents property. The local utility requires an easement for placement of the service requested by University staff for the operation of the Center.

IMPACT

Funding for the installation costs will be provided from the College of Agricultural and Life Sciences' project budget for the improvements at the Center.

ATTACHMENTS

Attachment 1 – Proposed Easement	Page 3
Attachment 2 – Local area map	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to grant an easement to Northern Lights, Incorporated, in substantial conformance to the form submitted to the Board in Attachment 1, and to authorize the University's Vice President for Infrastructure to execute the easement and any related transactional documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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WO# 20170230 & 20170197

Loc ID: 32476

RIGHT-OF-WAY EASEMENT

NORTHERN LIGHTS, INC.

P.O. BOX 269, SAGLE, IDAHO 83860.....PHONE (208)263-5141

KNOW ALL PERSONS BY THESE PRESENTS, that we the undersigned, (whether one or more) **BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**, for a good and valuable consideration, the receipt whereof is hereby acknowledged, do hereby grant unto **NORTHERN LIGHTS, INC.**, a cooperative corporation (hereinafter called the "Cooperative") whose post office address is **P.O. BOX 269, SAGLE, IDAHO 83860**, and to its successors or assigns, the right to enter upon the lands of the undersigned, situated in the County of **BONNER**, State of **IDAHO** and more particularly described as follows:

For an overhead secondary powerline with pole and anchor, shown in: See Exhibit A

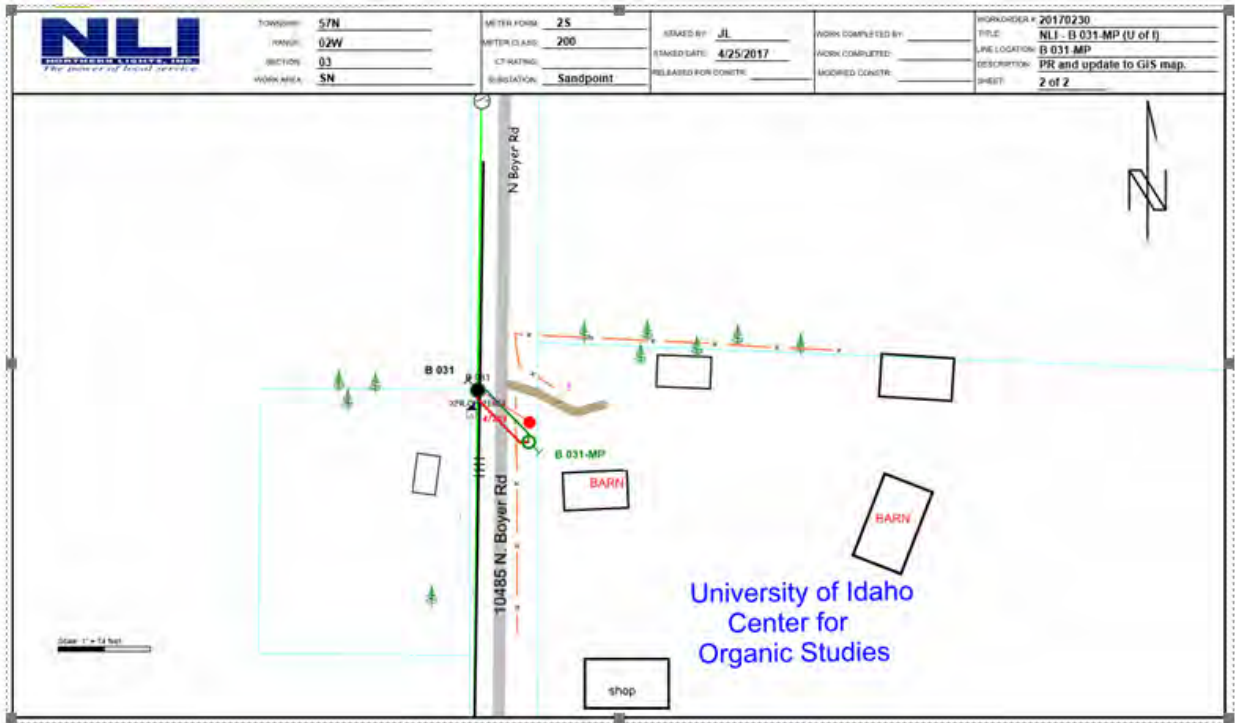
and to construct, operate and maintain an overhead or underground electric transmission and/or distribution lines or systems on or under the above described lands and/or in, upon or under all streets, roads or highways abutting said lands; to inspect and make such repairs, changes, alterations, improvements, removals from, substitutions and additions to its facilities as cooperative may from time to time deem advisable, including , by way of example and not by way of limitation, the right to increase or decrease the number of circuits, wires, cables, handholes, manholes, connection boxes, transformers and transformer enclosures; to cut, trim and control the growth by machinery or other means of trees and shrubbery located within **10 feet** of the center line of said line or system, or that may interfere with or threaten to endanger the operation and maintenance of said line or system (including any control of the growth of other vegetation in the right-of-way which may incidentally and necessarily result from the means of control employed); to keep the easement clear of all buildings, structures or other obstructions within a lateral distance of 20 feet from the center line of overhead line or 10 feet from center line of underground line; and the right to permit the installation of communication and other circuits on the poles of said electric transmission and distribution system.

The undersigned agree that all poles, wires and other facilities, including any main service entrance equipment, installed in, upon or under the above described lands by the Cooperative shall remain the property of the Cooperative, removable at the option of the Cooperative.

**NORTHERN LIGHTS, INC.
 RIGHT OF WAY EASEMENT
 BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO
 WO# 20170230 & 20170197
 Loc ID: 32476**

Exhibit A

That portion of Section 3, T57N, R2W, BM, Bonner County, Idaho, described as follows: Parcel Number RP03820000010A – University Park Lot 1 – as shown in attached drawing



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**CONSENT
DECEMBER 21, 2017**

SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

REFERENCE

August 2017

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 August 2017 and November 2017 by the Executive Director.

ATTACHMENTS

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

Page 3

BOARD ACTION

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

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Academic Programs
Approved by Executive Director
August 2017 and November 2017

Institution	Program Changes
BSU	New School of the Arts
BSU	Restructure of existing instructional units: <ul style="list-style-type: none"> • Dissolve Departments of Political Science, Criminal Justice, and Public Policy and Administration in the School of Public Service • School of Public Service will serve as the unit that encompasses all degree and certificate programs
ISU	New Paramedic Science Certificate
ISU	College of Technology reorganization <ul style="list-style-type: none"> • Consolidate General Education and Business and Services Departments into one to be called Business and Support Services Department • Move Law Enforcement from Business and Services to the Trade and Industrial Department • Create three program areas under Health Occupations department (Allied Health Programs, Nursing Programs, and Rehabilitation Programs).
CSI	Consolidation of Six Engineering degrees into one Associate of Engineering – six specialization areas (Agriculture, Chemical, Civil, Computer, Electrical, and Mechanical) will continue to exist as advising options
NIC	Consolidation of Business Administration and Business Teacher Education Associate degree programs into one Associate of Science in Business
NIC	AS in Engineering & Technology Teacher Education (partnership with the University of Idaho)

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	Change the name of existing Graduate Certificate in Secondary/K-12 Teaching to Teaching
BSU	CIP Code changes: <ul style="list-style-type: none"> • Change CIP code 13.0599 for Graduate Certificate in Technology Integration Specialist to 13.1309 • Change CIP code 13.0509 for Master of Educational Technology (MET) to 13.0501 • Change CIP code 13.0509 for Ed.D of Educational Technology to 13.0501 • Change CIP code 13.0509 for the Masters of Science of Educational Technology to 13.0501
BSU	New minors in Literature and Labor Studies
BSU	Change name of Native American Studies to Native American and Indigenous Studies
BSU	Change name of Bachelor of Arts in English emphasis to Writing, Rhetoric, Technical Communication
BSU	New interdisciplinary minor in Global Studies

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Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
ISU	Change the name of International Studies program to Global Studies

Career and Technical Education Programs
Approved by Executive Director

Institution	Program Changes
CSI	New Outdoor Recreation Leadership program offering BTC or ITC
ISU	Addition of Basic Technical Certificate to the Pharmacy Technology Program

**CONSENT
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IDAHO STATE UNIVERSITY

SUBJECT

Idaho State University – Special Education Director Endorsement Program Review

REFERENCE

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Special Education Director Endorsement has existed for over 40 years, as evidenced by a review of Idaho State University (ISU) graduate catalogs. However, this program was inadvertently omitted from the list of programs that ISU submitted to the State Department of Education to be reviewed at the last NCATE/State Review visit in September, 2015, and now needs to be re-instated. The Special Education Director Program was reviewed and approved during the 2008 NCATE and State Review Team visit. All of the rubric indicators for the standards related to the Idaho Standards for Special Education Director were marked at the “acceptable” level and the program was rated as “Approved” at the “Recommended Action on All Standards.” However, after extensive searching, neither the Office of the State Board of Education nor the Office of Academic Affairs at ISU could locate documentation demonstrating official approval for this program.

Upon learning that the Special Education Director Endorsement was not included in the 2015 NCATE/State Review, ISU immediately contacted representatives at the State Department of Education and the Office of the State Board of Education to notify them of the situation. It was determined that ISU needed to prepare and submit to the Professional Standards Commission (PSC) a New Program for Certification Request. This was completed and reviewed by the PSC at their November 17, 2017 meeting, at which time the PSC reviewed the proposal and recommended Conditional Approval with a full review of the program at the Fall 2018 Focused Visit.

Candidates requesting the Institutional Recommendation for certification as a Director of Special Education must have a Master’s degree; meet the Idaho Foundation Standards for School Administrators; and meet the competencies outlined in the Idaho Standards for Special Education Directors. Included in the materials are an updated matrix that reflects alignments of Idaho Foundation Standards for School Administrators – Special Education Director with ISU courses that address knowledge and performance requirements defined by these standards; a matrix that reflects that alignment with the Council for Exceptional Children Standards for Special Education Directors with Idaho Administrator Standards for Special Education Directors and ISU courses that addresses the

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knowledge and performance competencies defined by these standards; a list of courses offered by ISU that address the competencies defined by these standards; and a collection of ISU course catalog descriptions for the courses that address the competencies defined by these standards.

IMPACT

There is no financial impact as this program already exists, and no new financial resources are required.

There is the potential of adversely impacting students who are caught in the gap between recognizing the program had not been reviewed at ISU's 2015 NCATE/State Review and the requested approval by the State Board of Education for recognition of the Special Education Director Endorsement at ISU. In the prior year and a half, ISU's College of Education has provided a recommendation for eight students, and ISU believes there are approximately six to eight students who could immediately be impacted.

ATTACHMENTS

Attachment 1 – New Program for Certification Request	Page 5
Attachment 2 – Special Education Director Matrix	Page 9
Attachment 3 – Council for Exceptional Children: Advanced Specialty Set: Special Education Administration Set	Page 30
Attachment 4 – Special Education Director Course Work	Page 42
Attachment 5 – Special Education Director Course Descriptions	Page 43
Attachment 6 – Professional Standards Commission - Notification of Recommendation for Conditional Approval	Page 45

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 (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs meet the Board approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators that are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs

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conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

The Idaho State University's Special Education Director Program was missed in the full review conducted in fall 2015. Due to these special circumstances the Commission is recommending conditional approval to assure those students that are currently in the program will be eligible for certification when they complete and a Focused Visit in the fall of 2018.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation and to approve the Idaho State University Special Education Director endorsement program for conditional approval contingent on a Focused Visit in 2018.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 3 Learning Environments		
Standard 4 Content Knowledge	See alignment to Foundation Standards for the Preparation of School Administrators (attached).	
Standard 5 Application of Content		
Standard 6 Assessment		
Standard 7 Planning for Instruction		
Standard 8 Instructional Strategies		
Standard 9 Professional Learning and Ethical Practice		

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 10 Leadership and Collaboration		

Section II: New Program Course Requirements

This is technically not a brand new program, since it has existed for over 40 years at Idaho State University (ISU). However, for some reason, this program was not included on the list of programs ISU submitted to the SDE to be reviewed at the last NCATE/State Review visit in September 2015. We recently discovered this oversight and would like to get this program “re-instated.” A review of ISU graduate catalogs has revealed that this certification option has been around since the early 1970s. However, neither the OSBE nor the Office of Academic Affairs at ISU could locate any documentation that this program was every officially approved.

In this proposal, we have linked *knowledge* and *performance* standards to course (knowledge) objectives and learner (performance) outcomes to each of the Foundation Standards for the preparation of School Administrators, including Special Education Directors (see **Appendix A**). We had also linked knowledge and performance indicators to the Council for Exceptional Children Standards for Special Education Directors (please see **Appendix B**).

Since the SpEd Director program is not a "degree" program but a "certification" program, there is not a "set" curriculum for candidates seeking this endorsement to follow. Candidates are required to have a Master’s degree, but that requirement could be met through a variety of different means. Most applicants to this certification program come with a background in one of three areas: Special Education, School Administration, or School Psychology. An initial review of transcripts and other applicant provided documentation (catalog descriptions, syllabi, etc.) would provide a framework for the courses the applicant would be required to take to meet the competencies defined by the *Idaho Foundation Standards for School Administrators* and those competencies specific to the *Idaho Standards for Special Education Directors*.

A list of courses available at ISU is listed in **Appendix C** that serve to meet the competencies required for an Institutional Recommendation for certification.

The following conditions describe program requirements leading to an Institutional Recommendation for certification as a Director of Special Education:

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a). Must have a Master's degree (anyone applying to the program that does not already have a Master's degree in an appropriately-related field, will be required to complete the Master of Education in Education Administration program.

Once the Master's degree requirement is satisfied, applicants will be required to:

b). Meet the *Idaho Foundation Standards for School Administrators* (by completing the MEd in Education Administration OR providing evidence of having met the competencies outlined in these standards).

c). Meet the competencies outlined in the *Idaho Standards for Special Education Directors* (by completing coursework specific to these competencies OR providing evidence of having met these competencies through other coursework).

College Chair/Director/Dean (Institution): _____

Date: _____

Graduate Chair/Director/Dean or other official (Institution; as applicable): _____

Date: _____

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STANDARD	Foundation Standards for School Administrators: The Special Education Director ...	Coursework
<p>Domain 1: School Climate</p> <p>Standard 1: School Culture</p> <p>The Special Education Director establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements of tomorrow's careers and life endeavors</p>	<p>Knowledge Standard 1.1: ... understand the importance of eliciting feedback that measures the school and community perceptions.</p>	<p>Knowledge Standard 1.1: <i>EDLA 6608:</i> Leadership for schools (lessons #2,3,4, 5); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6642</i> – The community relations program (lessons #2,3); <i>EDLA 7724</i> – Role of school leaders in school improvement (lesson 2);</p>
	<p>Knowledge Standard 1.2: ... understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.</p>	<p>Knowledge Standard 1.2: <i>EDLA 6609</i> – School discipline (lesson #2); <i>EDLA 6612:</i> Idaho statutes (lesson #4), federal law (lesson #6); <i>SPED 5538</i> – Procedural safeguards & discipline (lesson #13);</p>
	<p>Knowledge Standard 1.3: ... understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.</p>	<p>Knowledge Standard 1.3: <i>EDLA 6609:</i> School safety planning (lesson #3), preparing a school-wide discipline strategy (lesson #4); <i>EDLA 6612</i> – Student rights (lesson #12); <i>SPED 5538</i> – History of the law and children w/ disabilities (lesson #3), procedural safeguards and discipline (lesson #13);</p>
	<p>Knowledge Standard 1.4: ... understands methods for responding to conflict.</p>	<p>Knowledge Standard 1.4: <i>EDLA 6608</i> – Conflict mgmt. (lesson #9); <i>EDLA 6609:</i> School discipline (lesson #2); <i>EDLA 6642</i> – Crisis communication (lessons #7);</p>
	<p>Performance Standard 1.1: ... demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.</p>	<p>Performance Standard 1.1: <i>EDLA 6609</i> – Climate survey, Evaluate state-required school safety plan; <i>EDLA 6642</i> – Community-relations plan; <i>EDLA 6657</i> – School culture activity;</p>

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		<i>EDLA 7724</i> – Analyzing data (lesson 5)
	Performance Standard 1.2: ... demonstrates ability to proactively engage staff in conflict resolution.	Performance Standard 1.2: <i>EDLA 6608</i> – Conflict mediation exercise ; <i>EDLA 6657</i> – School culture activity; <i>SPED 5538</i> – Case study'
	Performance Standard 1.3: ... demonstrates ability to establish rules and related consequences designed to keep students safe.	Performance Standard 1.3: <i>EDLA 6609</i> – School-wide discipline project; <i>EDLA 6657</i> – Student discipline report & reflection;
	Performance Standard 1.4: ... demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.	Performance Standard 1.4: <i>EDLA 6609</i> – Climate and culture survey analysis; <i>EDLA 6609</i> – Climate survey; <i>EDLA 6642</i> - PR Plan; <i>EDLA 6657</i> – Problem-solving project; <i>EDLA 7724</i> – Data analysis project;
	Performance Standard 1.5: ... demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.	Performance Standard 1.5: <i>EDLA 6609</i> – School-wide discipline project; <i>EDLA 6657</i> – Student discipline report & reflection; <i>SPED 5538</i> – Case study;
	Performance Standard 1.6: ... demonstrates ability to use data to monitor and improve school climate.	Performance Standard 1.6 <i>EDLA 6608</i> – Data analysis exercise; <i>EDLA 6609</i> – Climate & culture survey; <i>EDLA 6642</i> – Public-relations plan; <i>EDLA 6657</i> – Problem-solving project; <i>EDLA 7724</i> – Data analysis project
	Performance Standard 1.7: ... demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.	Performance Standard 1.7: <i>EDLA 6642</i> – Public-relations plan; <i>EDLA 6657</i> – Parent contact w/diverse learners; <i>SPED 5538</i> – Case study:
Domain 1: School Climate	Knowledge Standard 2.1: ... understands the importance of	Knowledge Standard 2.1:

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<p style="text-align: center;">Standard 2: Communication</p> <p>The Special Education Director is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges for all stakeholders.</p>	<p>making organizational decisions based upon the mission and vision of the school and district.</p>	<p><i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6608</i> – Decision-making models (lesson #11); <i>EDLA 6608</i> – leading org. change (lesson #12); <i>EDLA 6609</i> – Leverage leadership (lesson #5, 6); <i>EDLA 6642</i> – The public relations program (lessons #3); <i>SPED 6632</i>: Forum discussions, Interviews w/ SpEd Director, Principal, & Business Mgr., mini-research assignment;</p>
	<p>Knowledge Standard 2.2: ... understands effective communication strategies.</p>	<p>Knowledge Standard 2.2: <i>EDLA 6608</i> – communications (lesson #6); <i>EDLA 6615</i> – Promoting a collaborative culture (lesson #10); <i>EDLA 6642</i> – Communicating with internal & external publics (lessons #5.6); <i>SPED 5538</i> – People first language (lesson #1);</p>
	<p>Knowledge Standard 2.3: ... understands the importance of the school improvement plan and adjusting it based on data, including from district and school staff.</p>	<p>Knowledge Standard 2.3: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Leverage leadership (lesson #5, 6); <i>EDLA 6614</i> – Assessment literacy (lesson #7); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson 5); <i>EDLA 7724</i> – Using data for school improvement (lesson #2)</p>
	<p>Performance Standard 2.1: ... demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.</p>	<p>Performance Standard 2.1: <i>EDLA 6608</i> – Organizational vision statement, strategic planning; <i>EDLA 6657</i> – Faculty meeting exercise;</p>
	<p>Performance Standard 2.2: ... demonstrates the ability to develop and facilitate a clear, timely communications plan across the school's departments to support effective and efficient school operations.</p>	<p>Performance Standard 2.2: <i>EDLA 6608</i> – Organizational vision statement, strategic planning; <i>EDLA 6642</i> – Web-site analysis; <i>EDLA 6657</i> – Faculty meeting exercise;</p>

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	<p>Performance Standard 2.3: ... demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.</p>	<p>Performance Standard 2.3: <i>EDLA 6608</i> – Belief statements; <i>EDLA 6642</i> – Community Public relations plan; <i>EDLA 6657</i> – Faculty meeting exercise; <i>SPED 6632</i> - Reflection papers;</p>
	<p>Performance Standard 2.4: ... demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.</p>	<p>Performance Standard 2.4: <i>EDLA 6608</i> – Mission & vision exercise; <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Leadership meeting;</p>
<p>Domain 1: School Climate</p> <p style="text-align: center;">Standard 3: Advocacy</p> <p>The Special Education Director advocates for education, the district and school, teacher, parents, and students that engenders school support and involvement.</p>	<p>Knowledge Standards 3.1: ... understands the importance of inviting community input and using the input to inform decisions.</p>	<p>Knowledge Standards 3.1: <i>EDLA 6608</i> – Leadership (lessons #2,3,4,5); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6642</i> – Communicating with the external public (lesson #6);</p>
	<p>Knowledge Standard 3.2: ... understands cultural diversity and its importance in the school's learning community.</p>	<p>Knowledge Standard 3.2: <i>EDLA 6608</i> – School culture and climate (lesson #7); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6612</i>– Students with disabilities (lesson 13); <i>EDLA 6614</i> – 21st Century learning plan (lesson #11); <i>EDLA 6642</i> – School-community relations (lesson #2); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
	<p>Performance Standard 3.1: ... demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.</p>	<p>Performance Standard 3.1: <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Parent involvement & community cultural event; <i>EDLA 6657</i> – Parent-faculty exercise;</p>
	<p>Performance Standard 3.2: ... demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.</p>	<p>Performance Standard 3.2: <i>EDLA 6615</i> – Framework for Teaching (lessons #12,13) <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Diversity activity;</p>

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<p>Domain 2: Collaborative Leadership</p> <p>Standard 4: Shared Leadership</p> <p>The Special Education Director fosters shared leadership that takes advantage of individual expertise, strengths, talents, and cultivates professional goals.</p>	<p>Knowledge Standard 4.1: ... Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.</p>	<p>Knowledge Standard 4.1: <i>EDLA 6608</i> – leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Leverage leadership (lesson #8); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson 5); <i>SPED 6632</i>: Forum discussions, Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment;</p>
	<p>Knowledge Standard 4.2: ... Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.</p>	<p>Knowledge Standard 4.2: <i>EDLA 6608</i> – leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Leverage leadership (lesson #8); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson 5);</p>
	<p>Knowledge Standard 4.3: ... Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.</p>	<p>Knowledge Standard 4.3: <i>EDLA 6608</i> – leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Data-driven instruction (lesson 9); <i>EDLA 6614</i> – 21st Century learning plan (lesson #11); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson 5);</p>
	<p>Performance Standard 4.1: ... demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.</p>	<p>Performance Standard 4.1: <i>EDLA 6608</i> – Professional Learning Plan activity; <i>EDLA 6614</i> – Instructional improvement project; <i>EDLA 6657</i> – Internship portfolio reflection;</p>
	<p>Performance Standard 4.2: ... demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.</p>	<p>Performance Standard 4.2: <i>EDLA 6609</i> – Peer feedback conference; <i>EDLA 6614</i> – Instructional improvement plan; <i>EDLA 6657</i> – Leadership exercise;</p>
<p>Domain 2: Collaborative Leadership</p>	<p>Knowledge Standard 5.1: ... knows about curriculum, instruction, school activities, and environments</p>	<p>Knowledge Standard 5.1: <i>EDLA 6608</i> – Systems thinking (lesson #4);</p>

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<p style="text-align: center;">Standard 5: Priority Management</p> <p>The Special Education Director organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership responsibilities.</p>	<p>to increase program accessibility for students with special needs.</p>	<p><i>EDLA 6609</i> – Instructional planning (lesson #12); <i>EDLA 6612</i>– Students with disabilities (lesson #13); <i>EDLA 6614</i> – Curriculum planning (lesson #4); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – History of the law and children w/ disabilities (lesson #3); IDEA (lesson #4); ADA (lesson #6); FAPE (lesson #8);</p>
	<p>Knowledge Standard 5.2: ... understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.</p>	<p>Knowledge Standard 5.2: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6612</i>– Students with disabilities (lesson #13); <i>EDLA 6614</i> – Curriculum planning (lesson #4); <i>SPED 5538</i> – (lessons #3,4,5,6, 7,8,10);</p>
	<p>Knowledge Standard 5.3: ... understands how to manage workflow and access resources to meet the needs of staff, students, and parents.</p>	<p>Knowledge Standard 5.3: <i>EDLA 6609</i> – Leverage leadership (lesson #6, 7);</p>
	<p>Knowledge Standard 5.4: ... understands the use of technology in referral processes, Individual Education Plan (IEP) development, and records management.</p>	<p>Knowledge Standard 5.4: <i>EDLA 6612</i>– Students with disabilities (lesson #13); <i>EDLA 6614</i> - 21st Century learning plan (lesson #11); <i>SPED 5538</i> – IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
	<p>Performance Standard 5.1: ... advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.</p>	<p>Performance Standard 5.1: <i>EDLA 6609</i> – Time management project; <i>EDLA 6657</i> – Portfolio activity logs; <i>SPED 5538</i> – Case study; <i>SPED 5550</i> – UDL lesson plan;</p>
	<p>Performance Standard 5.2: ... implements the special education processes and procedures</p>	<p>Performance Standard 5.2: <i>EDLA 6657</i> – Portfolio activity logs and reflective summaries; <i>SPED 5538</i> – Case study;</p>

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	required by federal, state and school district policies.	<i>SPED 6639</i> – Internship portfolio, Reflection paper;
	Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs.	Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise;
<p>Domain 2: Collaborative Leadership</p> <p>Standard 6: Transparency</p> <p>The Special Education Director seeks input from stakeholders and takes all perspectives into consideration when making decisions.</p>	<p>Knowledge Standard 6.1: ... understands emerging issues and trends impacting families, school, and community.</p>	<p>Knowledge Standard 6.1: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Cultural levers (lessons #7, 8); <i>EDLA 6612</i>– Students with disabilities (lesson 13); <i>EDLA 6642</i> – Newspaper analysis (lesson 8); <i>EDLA 7724</i> – The role of school leaders in school improvement (lesson #2); <i>SPED 5538</i> – Law and children with Disabilities (lesson #3); <i>SPED 6632:</i> Forum discussions, Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment;</p>
	<p>Knowledge Standard 6.2: ... understands available resources in the community.</p>	<p>Knowledge Standard 6.2: <i>EDLA 6608</i> – Administrator responsibilities (lesson # 4); <i>EDLA 6609</i> – Cultural levers (lessons #7, 8); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson 6); <i>SPED 5538</i> – Procedural safeguards (lesson #13);</p>
	<p>Knowledge Standard 6.3: ... understands the value of transparency regarding decision making and the allocation of resources.</p>	<p>Knowledge Standard 6.3: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6608</i> – Decision making (lessons #11); <i>EDLA 6642</i> – Community relations policies, goals & strategies (lesson 2); <i>SPED 6632.</i>; Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
	<p>Knowledge Standard 6.4: ... understands the importance of seeking input from stakeholders and</p>	<p>Knowledge Standard 6.4:</p>

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	<p>takes all perspectives into consideration when making decisions.</p>	<p><i>EDLA 6608</i> – Systems thinking (lesson #4), Decision making (lessons #11); <i>EDLA 6642</i> – Community relations policies, goals & strategies (lesson 2); <i>SPED 6632</i>: Forum discussions, Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr.; <i>EDLA 7724</i> – Role of school leaders in school improvement (lesson #2)</p>
	<p>Performance Standard 6.1: ... provides rationale for decisions regarding the allocation of resources.</p>	<p>Performance Standard 6.1: <i>EDLA 6608</i> – Decision-making Exercise; <i>EDLA 7724</i> – Using research to address school improvement (lesson #2); <i>SPED 5538</i> – Case study;</p>
	<p>Performance Standard 6.2: ... develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.</p>	<p>Performance Standard 6.2: <i>EDLA 6608</i> – Culture & climate exercise; <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Leadership exercise; <i>EDLA 7724</i> – using a research team to analyze data (lesson #5); <i>SPED 5550</i>: SpEd teacher interview; <i>SPED 6632</i>: Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment;</p>
<p>Domain 2: Collaborative Leadership</p> <p>Standard 7: Leadership Renewal</p> <p>The Special Education Director strives to continuously improve leadership skills through professional development, self-reflection, and utilization of input from others.</p>	<p>Knowledge Standard 7.1: ... understands the roles of leadership.</p>	<p>Knowledge Standard 7.1: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4);, Leadership (lessons #2,3,5), Systems thinking (lesson #4); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 7724</i> – Role of school leader in school improvement (lesson #2);</p>
	<p>Knowledge Standard 7.2: ... understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.</p>	<p>Knowledge Standard 7.2: <i>EDLA 6608</i> – Motivation (lesson #8); <i>EDLA 6609</i> – leverage leadership (lesson #5);</p>

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		<i>EDLA 6615</i> – Using the framework – Domain 4 (lesson #3); <i>EDLA 6642</i> – Community relations policies, goals & strategies (lesson 2);
	Knowledge Standard 7.3: ... understands the political, social, cultural, and economic systems and processes that support and impact education.	Knowledge Standard 7.3: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6609</i> – Cultural levers (lesson #5,7); <i>EDLA 6642</i> – Administering the community relations plan (lesson 3); <i>SPED 5538</i> – Law and children w/ disabilities (lesson #3);
	Performance Standard 7.1: ... creates and implements an individual professional learning plan.	Performance Standard 7.1: <i>EDLA 6608</i> – Professional learning plan (PLP); <i>EDLA 6657</i> – PLP, Teacher evaluation summaries;
	Performance Standard 7.2: ... enhances leadership skills through collaboration with colleagues and professional development.	Performance Standard 7.2: <i>EDLA 6608</i> – Case study activity; <i>EDLA 6609</i> – BLT activity; <i>EDLA 6657</i> – Reflective summaries and activity logs; <i>SPED 6639</i> – Internship portfolio, Reflection paper;
	Performance Standard 7.3: ... uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.	Performance Standard 7.3: <i>EDLA 6608</i> – Reflective feedback activity; <i>EDLA 6657</i> – Reflection section of portfolio; <i>EDLA 7724</i> – Data-analysis project <i>SPED 6639</i> – Internship portfolio, Reflection paper;
	Performance Standard 7.4: ... communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.	Performance Standard 7.4: <i>EDLA 6608</i> – Professional Learning Plan; <i>EDLA 6657</i> – Reflection sections of portfolio; <i>SPED 6639</i> – Internship portfolio, Reflection paper;
	Performance Standard 7.5: Uses self-reflection and data that are aligned to school and district vision	Performance Standard 7.5: <i>EDLA 6608</i> – PLP;

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	and/or needs to drive improvement in leadership skills, school culture, and student learning.	<i>EDLA 6657</i> – Reflection sections of portfolio; <i>EDLA 7724</i> – Data-analysis project; <i>SPED 6639</i> – Internship portfolio, Reflection paper;
<p>Domain 2: Collaborative Leadership</p> <p>Standard 8: Accountability</p> <p>The Special Education Director establishes high standards for professional, legal, ethical, and fiscal accountability for self and others.</p>	Knowledge Standard 8.1: ... understands operational policies and procedures.	Knowledge Standard 8.1: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6642</i> – Understanding community relations (lesson 1);
	Knowledge Standard 8.2: ... understands human resources management.	Knowledge Standard 8.2: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6609</i> – leverage leadership (lesson #5); <i>EDLA 6642</i> – Administering the community relations plan (lesson 3);
	Knowledge Standard 8.3: ... understands sound fiscal operations principles and issues.	Knowledge Standard 8.3: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6609</i> – leverage leadership (lesson #7);
	Knowledge Standard 8.4: ... understands facilities maintenance and principles regarding use of space and educational suitability.	Knowledge Standard 8.4: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6609</i> – leverage leadership (lesson #7); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3); <i>SPED 5538</i> – IDEA (lesson #4), FAPE (lesson #8);
	Knowledge Standard 8.5: ... understands legal issues impacting personnel, management, and operations.	Knowledge Standard 8.5: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3); <i>SPED 5538</i> – The law & children with disabilities (lesson #3);
	Knowledge Standard 8.6: ... understands ethical frameworks and perspectives.	Knowledge Standard 8.6: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6612</i> – Education ethics (lesson #7);

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		<i>EDLA 6642</i> – Administering the community-relations plan (lesson 3);
	Knowledge Standard 8.7: ... understands the Idaho Professional Educator Code of Ethics and the Idaho Administrators Code of Conduct.	Knowledge Standard 8.7: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6612</i> – Educator ethics (lesson #7); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3);
	Knowledge Standard 8.8: ... Understands policies and laws related to school and district.	Knowledge Standard 8.8: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6609</i> – leverage leadership (lesson #8); <i>EDLA 6612</i> – Law & governance (lesson #8); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3);
	Performance Standard 8.1: ... demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.	Performance Standard 8.1: <i>EDLA 6608</i> – Values paper; <i>EDLA 6609</i> – Case study activity; <i>EDLA 6612</i> – Case study activity; <i>EDLA 6657</i> – Budgeting activity; <i>SPED 6639</i> – Internship portfolio;
	Performance Standard 8.2: ... demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.	Performance Standard 8.2: <i>EDLA 6609</i> – Case study; <i>EDLA 6612</i> – Case study; <i>EDLA 6657</i> – Budgeting activity; <i>SPED 6639</i> – Internship portfolio;
<p>Domain 3: Instructional Leadership</p> <p>Standard 9: Innovation</p> <p>The Special Education Director seeks and implements innovative and effective solutions that comply with general and special education law.</p>	Knowledge Standard 9.1: ... understands that each student can learn and that varied and data-informed learning goals are an important part of the process.	Knowledge Standard 9.1: <i>EDLA 6609</i> – leverage leadership (lesson #5); managing teams (lesson #8), data-driven instruction (lesson #9); <i>EDLA 6614</i> – Assessment literacy (lesson #7), Using data (lesson #10); <i>EDLA 7724</i> – Using research to guide school improvement (lesson #2);
	Knowledge Standard 9.2: ... understands the principles of	Knowledge Standard 9.2:

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	effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.	<i>EDLA 6608</i> – Motivation (lesson #8); <i>EDLA 6614</i> – Backward design process (lesson #5), Supervising the curriculum (lesson #6); <i>EDLA 6615</i> – Instructional practices lesson #4,5,6,7); <i>SPED 5538</i> – FAPE (lesson #8);
	Knowledge Standard 9.3: ... understand student growth and development.	Knowledge Standard 9.3: <i>EDLA 6609</i> – special populations (lesson 14);
	Knowledge Standard 9.4: ... understands adult learning and professional development.	Knowledge Standard 9.4: <i>EDLA 6642</i> – Communicating with external stakeholders (lesson 6);
	Knowledge Standard 9.5: ... understands the change process for systems, organizations, and individuals.	Knowledge Standard 9.5: <i>EDLA 6608</i> – Systems thinking (lesson #4), Leading change (lesson #12); <i>EDLA 6642</i> – Administering the community relations plan (lesson 3);
	Knowledge Standard 9.6: ... understands the essential role of technology in education.	Knowledge Standard 9.6: <i>SPED 6639</i> – Internship portfolio;
	Performance Standard 9.1: ... provides opportunities for staff to utilize research-based strategies to refine curriculum implementation and encourage purposeful innovation.	Performance 9.1: <i>EDLA 6614</i> – Curriculum styles inventory; <i>EDLA 6657</i> – Teacher evaluation activities; <i>EDLA 7724</i> – Research project; <i>SPED 6639</i> – Internship portfolio;
	Performance Standard 9.2: ... engages instructional staff in collaborative analysis to plan for continuous academic improvement.	Performance Standard 9.2: <i>EDLA 6608</i> – Professional learning communities activity; <i>EDLA 6614</i> – Data carousel; <i>EDLA 6657</i> – Teacher evaluation activities; <i>SPED 6639</i> – Internship portfolio;
	Performance Standard 9.3: ... ensures innovation adheres to all local, state, and federal laws and policies and regulations.	Performance Standard 9.3: <i>EDLA 6612</i> – Case study; Teacher evaluation activities; <i>SPED 5538</i> – Case study;

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<p style="text-align: center;">Domain 3: Instructional Leadership</p> <p style="text-align: center;">Standard 10: Instructional Vision</p> <p>The Special Education Director insures that instruction is guided by a shared, research-based instructional vision that articulates what student do to effectively learn.</p>	<p>Knowledge Standard 10.1: ... understands the concept and best practices of least restrictive environment.</p>	<p>Knowledge Standard 10.1: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Special populations (lesson #14); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>SPED 5538</i> – Least-restrictive environment (lesson 11); <i>SPED 5550</i> – SpEd teacher interview</p>
	<p>Knowledge Standard 10.2: ... understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.</p>	<p>Knowledge Standard 10.2: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Special populations (lesson 14); <i>EDLA 6614</i> – Backward design process (lesson #5); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – Procedural safeguards (lesson #13);</p>
	<p>Knowledge Standard 10.3 ... understands the importance of collaboration to provide general education targeted interventions.</p>	<p>Knowledge Standard 10.3 <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Instructional levers (lessons #9, 10); <i>EDLA 6614</i> – Formative assessment (lessons #8, 9); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5538</i> – Creating IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
	<p>Performance Standard 10.1: ... collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.</p>	<p>Performance Standard 10.1: <i>EDLA 6609</i> – Scheduling activity; <i>EDLA 6657</i> – SpEd referral meeting; <i>SPED 6639</i> – Internship portfolio;</p>
	<p>Performance Standard 10.2: ... engages in district planning processes that cultivate a shared</p>	<p>Performance Standard 10.2: <i>EDLA 6608</i> – Values exercise; <i>EDLA 6615</i> – Framework for Teaching feedback;</p>

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	<p>vision for meeting the needs of all learners.</p>	<p><i>EDLA 6657</i> – SpEd referral meeting; <i>EDLA 7724</i> – Data analysis project; <i>SPED 5538</i> – Case study; <i>SPED 5550</i> – UDL project; <i>SPED 6639</i> – Internship portfolio;</p>
	<p>Performance Standard 10.3: ... promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.</p>	<p>Performance Standard 10.3: <i>EDLA 6614</i> – Curriculum alignment activity; <i>EDLA 6657</i> – Curriculum leadership activity; <i>SPED 6639</i> – Internship portfolio;</p>
<p style="text-align: center;">Domain 3: Instructional Leadership</p> <p style="text-align: center;">Standard 11: High Expectations</p> <p>The Special Education Director sets high expectations for all students academically, behaviorally, and in all aspects of student well-being.</p>	<p>Knowledge Standard 11.1: ... understands the difference between, and the appropriate use of formative and summative assessments.</p>	<p>Knowledge Standard 11.1: <i>EDLA 6609</i> – Instructional levers (lessons #9, 10); <i>EDLA 6614</i> – Formative assessment (lessons #8,9); <i>EDLA 6615</i> – Using the framework (lessons 2,3,4 #), Reflective inquiry (lessons 9,10,11); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5);</p>
	<p>Knowledge Standard 11.2: ... understands the process for developing common formative benchmark assessments or rubrics.</p>	<p>Knowledge Standard 11.2: <i>EDLA 6609</i> – Instructional levers (lessons #9, 10); <i>EDLA 6614</i> – Formative assessment (lessons #8,9); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5);</p>
	<p>Knowledge Standard 11.3: ... understands how to use data to guide student instruction and tiered intervention.</p>	<p>Knowledge Standard 11.3: <i>EDLA 6609</i> – Data-driven instruction (lessons #9); Special populations (lesson #14); <i>EDLA 6614</i> – Using data (lessons #10); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5);</p>
	<p>Knowledge Standard 11.4: ... understands how to identify at-risk students.</p>	<p>Knowledge Standard 11.4: <i>EDLA 6609</i> - Special populations (lesson 14); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13);</p>

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		<p><i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – Identification, evaluation, and assessments (lesson #9);</p>
	<p>Knowledge Standard 11.5: ... understands the laws and regulations associated with special student populations.</p>	<p>Knowledge Standard 11.5: <i>EDLA 6609</i> - Special populations (lesson 14); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – The law and children w/ disabilities (lesson #3);</p>
	<p>Knowledge Standard 11.6: ... understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.</p>	<p>Knowledge Standard 11.6: <i>EDLA 6608</i> – Systems thinking (lesson #4), leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Leverage leadership (lesson #6); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5550</i> – Implementing universal design for learning (UDL); SpEd teacher interview;</p>
	<p>Knowledge Standard 11.7: ... understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.</p>	<p>Knowledge Standard 11.7 <i>EDLA 6608</i> – Systems thinking (lesson #4), leadership (lessons #2,3,5); <i>EDLA 6609</i> – Data-driven instruction (lesson #9); <i>EDLA 6614</i> – Using data (lessons #10); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5538</i> – Creating IEPs (lesson #10)</p>
	<p>Knowledge Standard 11.8: ... understands various intervention strategies to be implemented to close achievement gaps.</p>	<p>Knowledge Standard 11.8: <i>EDLA 6609</i> – Instructional levers (lesson #9); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6) <i>EDLA 6615</i> – Instructional interventions (lessons 4,5,6,7));</p>

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		<p><i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5538</i> – Creating IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
	<p>Knowledge Standard 11.9: ... understands multiple methods for monitoring and documenting instructional practices including behavioral supports.</p>	<p>Knowledge Standard 11.9: ... understands multiple methods for monitoring and documenting instructional practices including behavioral supports.</p>
	<p>Knowledge Standard 11.10: ... understands the importance of implementing a comprehensive approach to learning that integrates researched-based practices to address the whole child.</p>	<p>Knowledge Standard 11.10: <i>EDLA 6609</i> – Instructional levers (lesson #9); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
	<p>Knowledge Standard 11.11: ... understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.</p>	<p>Knowledge Standard 11.11: <i>EDLA 6609</i> – Instructional levers (lesson #9); <i>EDLA 6612</i> –Federal law (lessons 5,6, 7, 9), Students w/ disabilities (lesson #13); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6); <i>SPED 5538</i> – IDEA (lesson #4), 504 (lesson #5), ADA (lesson #6), ESEA (lesson #7), FAPE (lesson #8), IEPs (lesson 10,11); Least-restrictive environment (lesson #12);</p>
	<p>Performance Standard 11.1: ... uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.</p>	<p>Performance Standard 11.1: <i>EDLA 6608</i> – Professional vision statement; <i>EDLA 6609</i> – Group ICIL RIOT project; <i>EDLA 6615</i> – Peer evaluation & feedback reports; <i>EDLA 6657</i> – SpEd referral meeting; <i>EDLA 7724</i> – Data-analysis project; <i>SPED 5538</i> – Creating IEPs (lessons #10,11); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>

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	<p>Performance Standard 11.2: ... has used observation and evaluation methods to supervise instructional personnel.</p>	<p>Performance Standard 11.2: <i>EDLA 6609</i> – Instructional feedback activity; <i>EDLA 6615</i> – Peer evaluation & feedback reports; <i>EDLA 6657</i> – Teacher evaluations;</p>
	<p>Performance Standard 11.3: ... conducts student response teams that integrate research-based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.</p>	<p>Performance Standard 11.3: <i>EDLA 6609</i> – ICIL RIOT; <i>EDLA 6615</i> – Peer evaluation feedback reports – round 2; <i>EDLA 6657</i> – Pre-referral meeting; <i>SPED 5538</i> - Procedural safeguards (lesson 13); <i>SPED 5550</i> - UDL unit plan <i>SPED 6639</i> – Internship portfolio;</p>
<p>Domain 3: Instructional Leadership</p> <p>Standard 12: Continuous Improvement</p> <p>The Special Education Director has proof of proficiency in assessing teacher performance based upon the Charlotte Danielson <i>Framework for Teaching</i> (2nd ed.). Aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by instructional vision.</p>	<p>Knowledge Standard 12.1: ... knows instructional and behavioral strategies for meeting the needs of special populations.</p>	<p>Knowledge Standard 12.1: <i>EDLA 6609</i> – Special populations – (lesson #14); <i>EDLA 6614</i> – Curriculum theories (lesson #3), Supervising the curriculum (lesson #6); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – Creating IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
	<p>Knowledge Standard 12.2: ... knows how to plan, write, implement, and access Individual Education Programs.</p>	<p>Knowledge Standard 12.2: <i>SPED 5538</i> – Creating IEPs (lessons #10, 11); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
	<p>Knowledge Standard 12.3: ... understands the role of assistive and adaptive technology and related services in instruction.</p>	<p>Knowledge Standard 12.3: <i>EDLA 6609</i> – Instructional levers (lesson #9), Special populations (lesson #14); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6); <i>SPED 5538</i> – Identification, evaluations, Assessments, (lesson #9)</p>
	<p>Knowledge Standard 12.4: ... understands community-based</p>	<p>Knowledge Standard 12.4:</p>

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	<p>instruction and experiences for students.</p>	<p><i>EDLA 6609</i> – Instructional levers (lesson #9); Special populations (lesson #14); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6);</p>
	<p>Knowledge Standard 12.5: ... understands how to use data to determine instructional needs and to develop professional training to meet those needs.</p>	<p>Knowledge Standard 12.5: <i>EDLA 6609</i> – Data-driven instruction (lesson #9); <i>EDLA 6614</i> – Using data (lesson #10); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 7724</i> – Using research to guide school improvement (lesson #2);</p>
	<p>Performance Standard 12.1: ... serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.</p>	<p>Performance Standard 12.1: <i>EDLA 6608</i> – PLP activity; <i>EDLA 6615</i> – Peer feedback reports; <i>EDLA 6657</i> – Leadership activity; <i>SPED 6639</i> – Internship portfolio;</p>
	<p>Performance Standards 12.2: ... ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.</p>	<p>Performance Standards 12.2: <i>EDLA 6609</i> – Professional development planning; <i>EDLA 6614</i> – Formative assessment modules; <i>EDLA 6615</i> – Peer evaluations; <i>6657</i> – Classroom observations & evaluations, SpEd referral meeting; <i>EDLA 7724</i> – Data-analysis project; <i>SPED 5538</i> – Creating IEPs (lessons #10,11); <i>SPED 6639</i> – Internship portfolio;</p>
	<p>Performance Standard 12.3: ... ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.</p>	<p>Performance Standard 12.3: <i>EDLA 6608</i> – Professional learning plan; <i>EDLA 6657</i> – SpEd referral meeting; <i>SPED 5538</i> – Creating IEPs (lessons #10,11), Case Study; <i>SPED 6639</i> – Internship portfolio;</p>

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<p>Domain 3: Instructional Leadership</p> <p>Standard 13: Evaluation</p> <p>The Special Education Director use teacher /principal evaluation and other formative feedback mechanisms to continuously improve teacher/principal effectiveness.</p>	<p>Knowledge Standard 13.1: ... understands laws and policies governing staff evaluation.</p>	<p>Knowledge Standard 13.1: <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>SPED 6632:</i> Forum discussions, Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
	<p>Knowledge Standard 13.2: ... understands the Idaho adopted framework for teaching.</p>	<p>Knowledge Standard 13.2: <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lessons #2,3,4,11,12,13,14);</p>
	<p>Knowledge Standard 13.3: ... understands differentiated tools for evaluation of all staff.</p>	<p>Knowledge Standard 13.3: <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lesson #2,3,4,11,12,13,14);</p>
	<p>Knowledge Standard 13.4: ... understands effective instructional supervision, evaluation, and due process.</p>	<p>Knowledge Standard 13.4: <i>EDLA 6612</i> – Idaho school statutes (lesson #4), State and Federal law (lesson #9); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lesson #4), Evaluation procedures (lesson #13); <i>SPED 6632:</i> Forum discussions, Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
	<p>Performance Standard 13.1: ... assesses all staff performance with accuracy and consistency.</p>	<p>Performance Standard 13.1: <i>EDLA 6615</i> – Framework for Teaching feedback; <i>EDLA 6657</i> – Classroom observations & evaluations;</p>
	<p>Performance Standard 13.2: ... creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.</p>	<p>Performance Standard 13.2: <i>EDLA 6609</i> – Feedback assignment; <i>EDLA 6615</i> – Teacher evaluation; <i>EDLA 6651</i> – Capstone case study; <i>EDLA 6657</i> – Classroom observations & evaluations;</p>

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<p style="text-align: center;">Domain 3: Instructional Leadership</p> <p style="text-align: center;">Standard 14: Recruitment & Retention</p> <p>The Special Education Director recruits and maintains a high-quality staff.</p>	<p>Knowledge Standard 14.1: ... understands laws regarding highly-qualified requirements for teachers.</p>	<p>Knowledge Standard 14.1: <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>SPED 6632:</i> Forum discussions, Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
	<p>Knowledge Standard 14.2: ... understands laws and policies governing hiring and retaining personnel.</p>	<p>Knowledge Standard 14.2: <i>EDLA 6609</i> – Mock interviews (lesson #12); <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>SPED 6632:</i> Forum discussions, Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
	<p>Knowledge Standard 14.3: ... understands multiple interview strategies and techniques for hiring teachers.</p>	<p>Knowledge Standard 14.3: <i>EDLA 6609</i> – Mock interviews (lesson #12); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 6632:</i>, Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
	<p>Knowledge Standard 14.4: ... understands the process and research-based practices of mentoring.</p>	<p>Knowledge Standard 14.4: <i>EDLA 6609</i> – Managing school teams (lesson #8); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 7724</i> – Using research to guide school improvement (lesson #2); <i>SPED 6632:</i> Reflection paper, Mini-research assignment;</p>
	<p>Performance Standard 14.1: ... demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.</p>	<p>Performance Standard 14.1: <i>EDLA 6609</i> – vacancy project; <i>EDLA 6612</i> – Hiring plan; <i>EDLA 6657</i> – Recruitment & retention activity;</p>
	<p>Performance Standard 14.2: ... creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.</p>	<p>Performance Standard 14.2: <i>EDLA 6608</i> – PLP; <i>EDLA 6642</i> – Group project; <i>SPED 6632:</i> Reflection paper; <i>EDLA 6657</i> – Leadership exercise;</p>
	<p>Performance Standard 14.3: ... creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.</p>	<p>Performance Standard 14.3: <i>EDLA 6609</i> – Professional capital activity; <i>EDLA 6614</i> – Curriculum interview;</p>

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		<p><i>EDLA 6615</i> – Peer mentor project; <i>EDLA 6657</i> – Teacher observation and follow-up activity; <i>SPED 6632</i>: Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment; <i>SPED 6639</i> – Internship portfolio;</p>
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**Council for Exceptional Children: Advanced Specialty Set: Special Education
Administration Set**

<https://www.cec.sped.org/~media/Files/Standards/CEC%20Initial%20and%20Advance%20Specialty%20Sets/Advanced%20Specialty%20Set%20%20Special%20Education%20Administration%20Specialist.pdf>

Advance Preparation Standard 1: Assessment		
Knowledge		
<p>SEA.1.K1: Models, theories and practices used to evaluate educational program and personnel serving individuals with exceptionalities and their families</p>	<p>Idaho Standard 13 – Evaluation</p> <p>Knowledge Standard 13.1: ... understands laws and policies governing staff evaluation.</p> <p>Knowledge Standard 13.2: ... understands the Idaho adopted framework for teaching.</p> <p>Knowledge Standard 13.3: ... understands differentiated tools for evaluation of all staff.</p> <p>Knowledge Standard 13.4: ... understands effective instructional supervision, evaluation, and due process.</p>	<p>Knowledge Standard 13.1: <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>SPED 6632</i>: Forum discussions, Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr.;</p> <p>Knowledge Standard 13.2: <i>EDLA 6612</i> – Idaho school statutes (lesson #4); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lessons #2,3,4,11, 12,13,14);</p> <p>Knowledge Standard 13.3: <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lesson #2,3,4,11,12, 13,14);</p> <p>Knowledge Standard 13.4: <i>EDLA 6612</i> – Idaho school statutes (lesson #4), State and Federal law (lesson #9); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 6615</i> – Using the framework (lesson #4), Evaluation procedures (lesson #13); <i>SPED 6632</i>: Forum discussions, Interview w/ SpEd Director, Principal, & Business Mgr.;</p>
Skills		
<p>SEA.1.S1: Advocate for and implement procedures for the participation of individuals with exceptionalities in accountability systems</p>	<p>Idaho Standard 3: Advocacy</p> <p>Performance Standard 3.2: ... demonstrates the ability to</p>	<p>Performance Standard 3.2: <i>EDLA 6615</i> – Framework for Teaching (lessons #12,13)</p>

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	promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.	<i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Diversity activity;
SEA.1.S2: Develop and implement ongoing evaluation of education programs and personnel	<p style="text-align: center;">Idaho Standard 13: Evaluation</p> <p>Performance Standard 13.2: ... creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.</p>	<p>Performance Standard 13.2: <i>EDLA 6609</i> – Feedback assignment; <i>EDLA 6615</i> – Teacher evaluation; <i>EDLA 6651</i> – Capstone case study; <i>EDLA 6657</i> – Classroom observations & evaluations;</p>
SEA.1.S3: Design and implement evaluation procedures that improve instructional content and practices	<p style="text-align: center;">Idaho Standard 12 – Continuous Improvement of Instruction</p> <p>Performance Standards 12.2: ... ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.</p>	<p>Performance Standards 12.2: <i>EDLA 6609</i> – Professional development planning; <i>EDLA 6614</i> – Formative assessment modules; <i>EDLA 6615</i> – Peer evaluations; <i>6657</i> – Classroom observations & evaluations, SpEd referral meeting; <i>EDLA 7724</i> – Data-analysis project; <i>SPED 5538</i> – Creating IEPs (lessons #10,11); <i>SPED 6639</i> – Internship portfolio;</p>
Advance Preparation Standard 2: Curricular Content Knowledge		
Knowledge		
SEA.1.K2: Instruction and services needed to support access to the general education curriculum for individuals with exceptionalities	<p style="text-align: center;">Idaho Standard 10 - Instructional Vision</p> <p>Knowledge Standard 10.1: ... understands the concept and best practices of least restrictive environment.</p>	<p>Knowledge Standard 10.1: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Special populations (lesson #14); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>SPED 5538</i> – Least-restrictive environment (lesson 11);</p>
Skills		

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<p>SEA.2.S1: Develop and implement an administrative plan that supports the use of instructional and assistive technologies</p>	<p>Idaho Standard 5: Priority Management</p> <p>Performance Standard 5.1: ... advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.</p> <p>Performance Standard 5.3: The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.</p>	<p>Performance Standard 5.1: <i>EDLA 6609</i> – Time management project; <i>EDLA 6657</i> – Portfolio activity logs; <i>SPED 5538</i> – Case study; <i>SPED 5550</i> – UDL lesson plan;</p> <p>Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise;</p>
<p>SEA.2.S2: Provide ongoing supervision of personnel working with individuals with exceptionalities and their families</p>	<p>Idaho Standard 12: Continuous Improvement</p> <p>Performance Standard 9.2: ... engages instructional staff in collaborative analysis to plan for continuous academic improvement.</p>	<p>Performance Standard 9.2: <i>EDLA 6608</i> – Professional learning communities activity; <i>EDLA 6614</i> – Data carousel; <i>EDLA 6657</i> – Teacher evaluation activities; <i>SPED 6639</i> – Internship portfolio;</p>

Advance Preparation Standard 3: Programs, Services, and Outcomes

Knowledge

<p>SEA.3.K1: Programs and services within the general education curriculum to achieve positive school outcomes for individuals with exceptionalities</p>	<p>Knowledge Standard 5.1: ... knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.</p>	<p>Knowledge Standard 5.1: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Instructional planning (lesson #12); <i>EDLA 6612</i> – Students with disabilities (lesson #13); <i>EDLA 6614</i> – Curriculum planning (lesson #4); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – History of the law and children w/ disabilities (lesson #3); IDEA (lesson #4); ADA (lesson #6); FAPE (lesson #8);</p>
<p>SEA.3.K2: Programs and strategies that promote positive school engagement</p>	<p>Idaho Standard 11: High Expectations</p>	<p>Knowledge Standard 11.6:</p>

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<p>for individuals with exceptionalities</p>	<p>Knowledge Standard 11.6: ... understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.</p> <p>Knowledge Standard 11.8: ... understands various intervention strategies to be implemented to close achievement gaps.</p> <p>Knowledge Standard 11.9: ... understands multiple methods for monitoring and documenting instructional practices including behavioral supports.</p> <p>Knowledge Standard 11.10: ... understands the importance of implementing a comprehensive approach to learning that integrates researched-based practices to address the whole child.</p>	<p><i>EDLA 6608</i> – Systems thinking (lesson #4), leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Leverage leadership (lesson #6); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p> <p>Knowledge Standard 11.8: <i>EDLA 6609</i> – Instructional levers (lesson #9); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6) <i>EDLA 6615</i> – Instructional interventions (lessons 4,5,6,7)); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson #5); <i>SPED 5538</i> – Creating IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p> <p>Knowledge Standard 11.9: ... understands multiple methods for monitoring and documenting instructional practices including behavioral supports.</p> <p>Knowledge Standard 11.10: <i>EDLA 6609</i> – Instructional levers (lesson #9); <i>EDLA 6614</i> – Supervising the curriculum (lesson #6); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
Skills		
<p>SEA3.S1: Develop and implement a flexible continuum of services based on effective practices for individuals with exceptionalities and their families</p>	<p style="text-align: center;">Idaho Standard 11: High Expectations</p> <p>Performance Standard 11.3: ... conducts student response teams that integrate research-based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and</p>	<p>Performance Standard 11.3: <i>EDLA 6609</i> – ICIL RIOT; <i>EDLA 6615</i> – Peer evaluation feedback reports – round 2; <i>EDLA 6657</i> – Pre-referral meeting; <i>SPED 5538</i> - Procedural safeguards (lesson 13); <i>SPED 5550</i> - UDL unit plan</p>

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	talented specialists, speech and language pathologists, and other experts who can help address student needs.	<i>SPED 6639</i> – Internship portfolio;
SEA.3.S2: Develop and implement programs and services that contribute to the prevention of unnecessary referrals	<p style="text-align: center;">Idaho Standard 11: High Expectations</p> <p>Performance Standard 11.3: ... conducts student response teams that integrate research-based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.</p>	<p>Performance Standard 11.3: <i>EDLA 6609</i> – ICIL RIOT; <i>EDLA 6615</i> – Peer evaluation feedback reports – round 2; <i>EDLA 6657</i> – Pre-referral meeting; <i>SPED 5538</i> - Procedural safeguards (lesson 13); <i>SPED 5550</i> - UDL unit plan <i>SPED 6639</i> – Internship portfolio;</p>
SEA.3.S3: Develop data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptionalities and their families	<p style="text-align: center;">Idaho Standard 11: High Expectations</p> <p>Performance Standard 11.1: ... uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.</p>	<p>Performance Standard 11.1: <i>EDLA 6608</i> – Professional vision statement; <i>EDLA 6609</i> – Group ICIL RIOT project; <i>EDLA 6615</i> – Peer evaluation & feedback reports; <i>EDLA 6657</i> – SpEd referral meeting; <i>EDLA 7724</i> – Data-analysis project; <i>SPED 5538</i> – Creating IEPs (lessons #10,11); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
Advance Preparation Standard 4: Research and Inquiry		
Knowledge		
SEA.4.K1: Research in administrative practices that support individuals with exceptionalities and their families	<p style="text-align: center;">Idaho Standard 10: Instructional Vision</p> <p>Knowledge Standard 10.1: ... understands the concept and best practices of least restrictive environment.</p>	<p>Knowledge Standard 10.1: <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Special populations (lesson #14); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>SPED 5538</i> – Least-restrictive environment (lesson 11);</p>

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Skills		
SEA.4.S1: Engage in data-based decision making for the administration of educational programs and services that support exceptional individuals with exceptionalities and their families	<p style="text-align: center;">Idaho Standard 10: Instructional Vision</p> <p>Performance Standard 10.1: ... collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.</p>	<p>Performance Standard 10.1: <i>EDLA 6609</i> – Scheduling activity; <i>EDLA 6657</i> – SpEd referral meeting; <i>SPED 6639</i> – Internship portfolio;</p>
SEA.4.S2: Join and participate in professional administrative organizations to guide administrative practices when working with individuals with exceptionalities and their families	<p style="text-align: center;">Idaho Standard 7: Leadership Renewal</p> <p>Performance Standard 7.2: ... enhances leadership skills through collaboration with colleagues and professional development.</p> <p>Performance Standard 7.3: ... uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.</p>	<p>Performance Standard 7.2: <i>EDLA 6608</i> – Case study activity; <i>EDLA 6609</i> – BLT activity; <i>EDLA 6657</i> – Reflective summaries and activity logs; <i>SPED 6639</i> – Internship portfolio, Reflection paper;</p> <p>Performance Standard 7.3: <i>EDLA 6608</i> – Reflective feedback activity; <i>EDLA 6657</i> – Reflection section of portfolio; <i>EDLA 7724</i> – Data-analysis project <i>SPED 6639</i> – Internship portfolio, Reflection paper;</p>
Advance Preparation Standard 5: Leadership and Policy		
Knowledge		
SEA.5.K1: Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with exceptionalities and their families	<p style="text-align: center;">Idaho Standard 8: Accountability</p> <p>Knowledge Standard 8.3: ... understands sound fiscal operations principles and issues.</p>	<p>Knowledge Standard 8.3: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6609</i> – leverage leadership (lesson #7);</p>
Skills		
SEA.5.S1: Interpret and apply current laws, regulations, and policies to the administration of services to individuals with	<p style="text-align: center;">Idaho Standard 5: Priority Management</p> <p>Performance Standard 5.2: ... implements the special</p>	<p>Performance Standard 5.2: <i>EDLA 6657</i> – Portfolio activity logs and reflective summaries; <i>SPED 5538</i> – Case study; <i>SPED 6639</i> – Internship portfolio, Reflection paper;</p>

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<p>exceptionalities and their families</p>	<p>education processes and procedures</p> <p>Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs.</p>	<p>Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise</p>
<p>SEA.5.S2: Apply leadership, organization, and systems change theory to the provision of services for individuals with exceptionalities and their families</p>	<p>Idaho Standard 2: Communication</p> <p>Performance Standard 2.3: ... demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.</p> <p>Idaho Standard 9: Innovation</p> <p>Performance Standard 9.2: ... engages instructional staff in collaborative analysis to plan for continuous academic improvement</p>	<p>Performance Standard 2.3: <i>EDLA 6608</i> – Belief statements; <i>EDLA 6642</i> – Community Public relations plan; <i>EDLA 6657</i> – Faculty meeting exercise; <i>SPED 6632</i> - Reflection papers;</p> <p>Performance Standard 9.2: <i>EDLA 6608</i> – Professional learning communities activity; <i>EDLA 6614</i> – Data carousel; <i>EDLA 6657</i> – Teacher evaluation activities; <i>SPED 6639</i> – Internship portfolio;</p>
<p>SEA.5.S3: Develop a budget in accordance with local, state, and national laws in education, social, and health agencies for the provision of services for individuals with exceptionalities and their families</p>	<p>Idaho Standard 5: Priority Management</p> <p>Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs.</p>	<p>Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise;</p>
<p>SEA.5.S4: Engage in recruitment, hiring, and retention practices that comply with local, state, and national laws as they apply to personnel serving individuals with exceptionalities and their families</p>	<p>Idaho Standard 14: Recruitment and Retention</p> <p>Performance Standard 14.2: ... creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.</p> <p>Performance Standard 14.3: ... creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.</p>	<p>Performance Standard 14.2: <i>EDLA 6608</i> – PLP; <i>EDLA 6642</i> – Group project; <i>SPED 6632:</i> Reflection paper; <i>EDLA 6657</i> – Leadership exercise;</p> <p>Performance Standard 14.3: <i>EDLA 6609</i> – Professional capital activity; <i>EDLA 6614</i> – Curriculum interview; <i>EDLA 6615</i> – Peer mentor project;</p>

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		<p><i>EDLA 6657</i> – Teacher observation and follow-up activity; <i>SPED 6632</i>: Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment; <i>SPED 6639</i> – Internship portfolio;</p>
SEA.5.S5: Communicate a personal inclusive vision and mission for meeting the needs of individuals with exceptionalities and their families	<p style="text-align: center;">Idaho Standard 2: Communication</p> <p>Performance Standard 1.5: ... demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.</p> <p>Performance Standard 1.7: ... demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.</p>	<p>Performance Standard 1.5: <i>EDLA 6609</i> – School-wide discipline project; <i>EDLA 6657</i> – Student discipline report & reflection; <i>SPED 5538</i> – Case study;</p> <p>Performance Standard 1.7: <i>EDLA 6642</i> – Public-relations plan; <i>EDLA 6657</i> – Parent contact w/diverse learners; <i>SPED 5538</i> – Case study;</p>
Advance Preparation Standard 6: Professional and Ethical Practice		
Knowledge		
SEA.6.K1: Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptionalities and their families	<p style="text-align: center;">Idaho Standard 8: Accountability</p> <p>Knowledge Standard 8.1: ... understands operational policies and procedures.</p> <p>Knowledge Standard 8.5: ... understands legal issues impacting personnel, management, and operations.</p>	<p>Knowledge Standard 8.1: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6642</i> – Understanding community relations (lesson 1);</p> <p>Knowledge Standard 8.5: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3); <i>SPED 5538</i> – The law & children with disabilities (lesson #3);</p>
SEA.6.K2: Adult learning theories and models as they	Idaho Standard 14: Recruitment and Retention	Knowledge Standard 14.4:

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<p>apply to professional development programs</p>	<p>Knowledge Standard 14.4: ... understands the process and research-based practices of mentoring.</p>	<p><i>EDLA 6609</i> – Managing school teams (lesson #8); <i>EDLA 6614</i> – Framework for Teaching (lessons #12,13); <i>EDLA 7724</i> – Using research to guide school improvement (lesson #2); <i>SPED 6632</i>: Reflection paper, Mini-research assignment;</p>
<p>SEA.6.K3: Professional development theories and practices that improve instruction and instructional content for individuals with exceptionalities</p>	<p>Idaho Standard 12: Continuous Improvement</p> <p>Knowledge Standard 12.1: ... knows instructional and behavioral strategies for meeting the needs of special populations.</p>	<p>Knowledge Standard 12.1: <i>EDLA 6609</i> – Special populations – (lesson #14); <i>EDLA 6614</i> – Curriculum theories (lesson #3), Supervising the curriculum (lesson #6); <i>EDLA 6615</i> – Using the framework (lesson #4); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – Creating IEPs (lesson #10); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
<p>SEA.6.K4: Effect of diversity on educational programming for individuals with exceptionalities</p>	<p>Idaho Standard 3: Advocacy</p> <p>Knowledge Standard 3.2: ... understands cultural diversity and its importance in the school’s learning community.</p>	<p>Knowledge Standard 3.2: <i>EDLA 6608</i> – School culture and climate (lesson #7); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6612</i>– Students with disabilities (lesson 13); <i>EDLA 6614</i> – 21st Century learning plan (lesson #11); <i>EDLA 6642</i> – School-community relations (lesson #2); <i>SPED 5550</i> – Implementing universal design for learning (UDL);</p>
<p>SEA.6.K5: Principles of representative governance that support the system of special education administration</p>	<p>Idaho Standard 3: Advocacy</p> <p>Knowledge Standards 3.1: ... understands the importance of inviting community input and using the input to inform decisions.</p>	<p>Knowledge Standards 3.1: <i>EDLA 6608</i> – Leadership (lessons #2,3,4,5); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6642</i> – Communicating with the external public (lesson #6);</p>
Skills		

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<p>SEA.6.S1: Communicate and demonstrate a high standard of ethical administrative practice when working with staff serving individuals with exceptionalities and their families</p>	<p style="text-align: center;">Idaho Standard 8: Accountability</p> <p>Knowledge Standard 8.6: ... understands ethical frameworks and perspectives.</p>	<p>Knowledge Standard 8.6: <i>EDLA 6608</i> – Administrator responsibilities (lesson #4); <i>EDLA 6612</i> – Education ethics (lesson #7); <i>EDLA 6642</i> – Administering the community-relations plan (lesson 3);</p>
<p>SEA.6.S2: Develop and implement professional development activities and programs that improve instructional practices and lead to improved outcomes for individuals with exceptionalities and their families</p>	<p style="text-align: center;">Idaho Standard 14: Recruitment and Retention</p> <p>Performance Standard 14.3: ... creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.</p>	<p>Performance Standard 14.3: <i>EDLA 6609</i> – Professional capital activity; <i>EDLA 6614</i> – Curriculum interview; <i>EDLA 6615</i> – Peer mentor project; <i>EDLA 6657</i> – Teacher observation and follow-up activity; <i>SPED 6632</i>: Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment; <i>SPED 6639</i> – Internship portfolio;</p>

Advance Preparation Standard 7: Collaboration

Knowledge

<p>SEA.7.K1: Collaborative theories and practices that support the administration of programs and services for individuals with exceptionalities and their families</p>	<p style="text-align: center;">Idaho Standard 4: Shared Leadership</p> <p>Knowledge Standard 4.2: ... Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.</p>	<p>Knowledge Standard 4.2: <i>EDLA 6608</i> – leadership (lessons #2,3,4,5); <i>EDLA 6609</i> – Leverage leadership (lesson #8); <i>EDLA 6642</i> – Communicating with internal stakeholders (lesson 5);</p>
<p>SEA.7.K2: Administrative theories and models that facilitate communication among all stakeholders</p>	<p style="text-align: center;">Idaho Standard 2: Communication</p> <p>Knowledge Standard 2.2: ... understands effective communication strategies.</p>	<p>Knowledge Standard 2.2: <i>EDLA 6608</i> – communications (lesson #6); <i>EDLA 6615</i> – Promoting a collaborative culture (lesson #10); <i>EDLA 6642</i> – Communicating with internal & external publics (lessons #5.6); <i>SPED 5538</i> – People first language (lesson #1);</p>

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<p>SEA.7.K3: Importance and relevance of advocacy at the local, state, and national level for individuals with exceptionalities and their families</p>	<p style="text-align: center;">Idaho Standard 3: Advocacy</p> <p>Knowledge Standards 3.1: ... understands the importance of inviting community input and using the input to inform decisions.</p>	<p>Knowledge Standards 3.1: <i>EDLA 6608</i> – Leadership (lessons #2,3,4,5); <i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6642</i> – Communicating with the external public (lesson #6);</p>
Skills		
<p>SEA.7.S1: Utilizes collaborative approached for involving all stakeholders in educational planning, implementation, and evaluation</p>	<p style="text-align: center;">Idaho Standard 3: Communication</p> <p>Performance Standard 2.3: ... demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.</p>	<p>Performance Standard 2.3: <i>EDLA 6608</i> – Belief statements; <i>EDLA 6642</i> – Community Public relations plan; <i>EDLA 6657</i> – Faculty meeting exercise; <i>SPED 6632</i> - Reflection papers;</p>
<p>SEA.7.S2: Strengthen the role of parent and advocacy organizations as they support individuals with exceptionalities and their families</p>	<p style="text-align: center;">Idaho Standard 6: Transparency</p> <p>Performance Standard 6.2: ... develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.</p>	<p>Performance Standard 6.2: <i>EDLA 6608</i> – Culture & climate exercise; <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Leadership exercise; <i>EDLA 7724</i> – using a research team to analyze data (lesson #5); <i>SPED 6632</i>: Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment;</p>
<p>SEA.7.S3: Develop and implement intra-and interagency agreements that create programs with shared responsibility for individuals with individuals with exceptionalities and their families</p>	<p style="text-align: center;">Idaho Standard 5: Priority Management</p> <p>Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs.</p>	<p>Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise;</p>
<p>SEA.7.S4: Develop seamless transitions of individuals with exceptionalities across the educational continuum and other programs from birth through adulthood</p>	<p style="text-align: center;">Idaho Standard 9: Innovation</p> <p>Performance Standard 9.3: ... ensures innovation adheres to all local, state, and federal laws and policies and regulations.</p> <p style="text-align: center;">Idaho Standard 10: Instructional Vision</p>	<p>Performance Standard 9.3: <i>EDLA 6612</i> – Case study; Teacher evaluation activities; <i>SPED 5538</i> – Case study;</p> <p>Knowledge Standard 10.2:</p>

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	<p>Knowledge Standard 10.2: ... understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.</p>	<p><i>EDLA 6608</i> – Systems thinking (lesson #4); <i>EDLA 6609</i> – Special populations (lesson 14); <i>EDLA 6614</i> – Backward design process (lesson #5); <i>EDLA 6612</i> – Students w/ disabilities (lesson #13); <i>EDLA 6642</i> – Communicating with external stakeholders (lesson #6); <i>SPED 5538</i> – Procedural safeguards (lesson #13);</p>
<p>SEA.7.S5: Implement collaborative administrative procedures and strategies to facilitate communication among all stakeholders</p>	<p>Idaho Standard 2: Communication</p> <p>Performance Standard 2.3: ... demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.</p>	<p>Performance Standard 2.3: <i>EDLA 6608</i> – Belief statements; <i>EDLA 6642</i> – Community Public relations plan; <i>EDLA 6657</i> – Faculty meeting exercise; <i>SPED 6632</i> - Reflection papers;</p>
<p>SEA.7.S6: Engage in leadership practices that support shared decision making</p>	<p>Idaho Standard 1: School Culture</p> <p>Performance Standard 1.7: ... demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.</p>	<p>Performance Standard 1.7: <i>EDLA 6642</i> – Public-relations plan; <i>EDLA 6657</i> – Parent contact w/diverse learners; <i>SPED 5538</i> – Case study;</p>
<p>SEA.7.S7: Demonstrate the skills necessary to provide ongoing communication, education, and support for families of individuals with exceptionalities</p>	<p>Idaho Standard 5: Priority Management</p> <p>Performance Standard 5.3: ... advocates for, seeks, and directs resources to meet staff, student and parent needs</p>	<p>Performance Standard 5.3: <i>EDLA 6609</i> – Budgeting exercise; <i>EDLA 6657</i> – Faculty meeting activity, Activity log exercise;</p>
<p>SEA.7.S8: Consult and collaborate in administrative and instructional decisions at the school and district levels</p>	<p>Idaho Standard 2: Communication</p> <p>Performance Standard 2.4: ... demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.</p>	<p>Performance Standard 2.4: <i>EDLA 6608</i> – Mission & vision exercise; <i>EDLA 6642</i> – PR plan; <i>EDLA 6657</i> – Leadership meeting;</p>

IDAHO STATE UNIVERSITY

Master of Education in Educational Administration

The Master of Education in Educational Administration is designed to strengthen the candidate's knowledge, skills, and dispositions in *Idaho Foundation Standards for the Preparation of School Administrators* and *Idaho State University Department of Educational Leadership Standards for Educational Leaders* as they relate to K-12 school administration.

Required course for a Master of Education (MEd) from ISU

Core Professional Studies Courses (9 credits)

EDUC 6601	Research and Writing	3 credits
EDUC 6602	Theories of Learning	3 credits
EDUC 6610	Applied Educational Statistics	3 credits

Coursework specific to addressing the competencies outlined in the *Idaho Foundation Standards for the Preparation of School Administrators*

EDLA 6608	Organizational Leadership and Education Administration	3 credits
EDLA 6609	Principalship	3 credits
EDLA 6612	School Law, Governance, and Ethics	3 credits
EDLA 6614	Curriculum, Instruction, and Assessment	3 credits
EDLA 6615	Supervision and Instructional Leadership	3 credits
EDLA 6642	School Culture and Community Relations	3 credits

Internship (3 credits)

EDLA 6657	Internship	3 credits
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Case Study (1 credit) (must be completed by anyone seeking a MEd in Ed. Admin.)

EDLA 6651	Case Analysis in Education	1 credit
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Coursework specific to the *Idaho Standards for Special Education Directors*

EDLA 7724:	Data-informed Instructional Leadership	3 credits
SPED 5538:	Policies and Procedures in Special Education	3 credits
SPED 5550:	Creating Inclusive Classrooms	3 credits
SPED 6632:	Administration of Special Education	3 credits
SPED 6639:	Internship in Special Education	3-12 credits

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ISU Course Descriptions

Courses available to satisfy the competencies defined by the
Idaho Foundation Standards for School Administrators: Special Education Director

EDLA 6608 Organizational Leadership and Education Administration: 3 semester hours.

Overview of leadership theories, principles of organizational development, and personal leadership development, and systems theory with applications to education leadership.

EDLA 6609 Principalship: 3 semester hours.

Exploration of the role of school principal as leader and manager. Topics include data and records management, personnel management, school finance, technology, special services, school safety, and other building-level topics.

EDLA 6612 School Law, Governance, and Ethics: 3 semester hours.

Study of legal principles guiding education organizations; overview of case law, federal and state statutes; governance policies, and ethics that provide the foundation for application of the law in education organizations.

EDLA 6614 Curriculum Instruction and Assessment: 3 semester hours.

Study of curriculum principles and practices of high achieving schools; overview of alignment of a standards-based curriculum with effective instructional practices and assessment.

EDLA 6615 Supervision and Instructional Leadership: 3 semester hours.

Examines the role of the principal as instructional leader in the supervision and evaluation of instruction, learning, and student achievement.

EDLA 6642 School Culture and Community Relations: 3 semester hours.

Overview of school culture and climate in relationship to school communications and public relations. Explores diversity and equity issues related to students, staff, and community.

EDLA 6651 Case Analysis in Education: 1 semester hour.

An educational leadership scenario is presented to the student as a capstone experience for the Master's degree or principal certification program in Education Administration. A written report and oral explication is required. May be repeated one time. Graded S/U. PREREQ: Permission of instructor.

EDLA 6657 Internship: 1-3 semester hours.

A partnership between the University and P-12 schools providing students experience in school leadership and administration. Student completes 260 hours of internship experience in school leadership including a minimum of 60 hours of on-site work at each level (elementary, middle, and high school) with accompanying portfolio. Students must enroll for 3 credits in their first

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semester, and at least 1 credit/semester of continuous enrollment. PREREQ: Two of [EDLA 6608](#), [EDLA 6612](#), and/or [EDLA 6615](#), and permission of instructor. Graded S/U.

EDLA 7724 Data Informed Instructional Leadership: 3 semester hours.

The study of the use of data to support district-wide planning, implementation, and monitoring of curriculum, assessment, and instruction.

****EDUC 6601 Research and Writing: 3 semester hours.***

Examination of methods for designing/conducting research in education and related fields and of procedures for formal report writing using APA style and format.

****EDUC 6602 Theories of Learning: 3 semester hours.***

Advanced study of the psychology of human learning and instruction. Emphasis will be given to the application of contemporary theories of learning to instructional practice and the design of effective learning environments.

****EDUC 6610 Applied Educational Statistics: 3 semester hours.***

Application of parametric and nonparametric statistical procedures for summarizing and analyzing qualitative and quantitative measurement data in conducting research and for report writing in education and related fields. Covers descriptive statistics to single-factor experiments.

**Required for a Master degree in Education at ISU*

SPED 5538 Policies and Procedures in Special Education: 3 semester hours.

Consideration of legal background, current court ruling, professional responsibilities, and models for consultation and collaboration in a variety of educational settings. Includes the IEP process.

SPED 5550 Creating Inclusive Classrooms: 3 semester hours.

Curricula and methods for educating students with disabilities in general education classrooms. Emphasizes inclusive lesson design, curricular adaptations, and collaborative teaching.

SPED 6632 Administration of Special Education: 2 semester hours.

Supervision of special education, including the organization, financing, equipping, housing, and staffing of educational facilities for exceptional children. Also includes legal provisions relevant to special education.

SPED 6639 Internship in Special Education: 3-12 semester hours.

A combination of fifty hours of experience and supervision equals one hour of academic credit.

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MEMORANDUM

TO: Tracie Bent, Chief Planning and Policy Officer, Office of the State Board of Education

CC: Mark Niell, Assistant Dean, Educator Preparation, Idaho State University
Annette Schwab, Professional Standards Commission Program Specialist

FROM: Lisa Colón Durham, Director of Certification and Professional Standards

DATE: December 4, 2017

SUBJECT: Idaho State University – Special Education Director Program Proposal

The Professional Standards Commission reviewed Idaho State University's New Program Proposal for Special Education Director at their November 2017 meeting. On November 17, 2017, the Professional Standards Commission moved to recommend to the State Board of Education, conditional approval of Idaho State University's Special Education Director Program for certification with a full review of the Special Education Director program at the fall 2018 Focused Visit. The recommendation of the full review in fall 2018 is due to Idaho State University disclosing that the program has been ongoing; however, it was not part of the most recent full review conducted in fall 2015.

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UNIVERSITY OF IDAHO

SUBJECT

University of Idaho – Facilities Naming – Rock Creek Ranch

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.K1.b
Naming/Memorializing Building and Facilities

BACKGROUND/DISCUSSION

Rock Creek Ranch is nearly 10,400 acres of privately-owned land adjacent to an additional 11,000 acres of publically-owned land in the Wood River Valley in southeast Idaho. The Rinker family bought the ranch in the 1980s and continued the long-time practice of grazing the land. In 2013 the family began looking for ways to preserve the land. The Natural Resource Conservation Service purchased the development rights in 2014 and shortly thereafter the ranch was purchased by the Wood River Land Trust (with financial assistance from The Nature Conservancy) at a below-market sales price. Shortly after, the University of Idaho was invited as a partner to expand the research and outreach opportunities of this property. Attachment 1 contains a copy of the University's web site describing the Rock Creek Ranch collaboration.

In 2016, the Trust, the Conservancy and the University formalized their relationship through a Memorandum of Understanding (MOU), which outlines how they will collaborate on choosing research along with other management decisions. Additionally, an advisory committee of key stakeholders has been engaged to provide research and management suggestions. Attachment 2 contains a copy of the MOU.

The MOU contains the agreement of Trust and the Conservancy to grant the University an option to buy the Rock Creek Ranch property. The Trust, the Conservancy and the University are currently fund raising to secure sufficient funds to retire the debt to the Conservancy and other debt of the Trust which will encompass the purchase price of the property under the University's option. Upon completion of the fund raising efforts, it is the intention of the University to seek approval from the Board for acquisition of fee title to the Rock Creek Ranch Property. Until such time, or in the event the University does not seek to acquire fee title to the property, the MOU will serve as the operational document for the parties' collaboration in research, outreach and conservation.

In support of this fund-raising, the Rinker family has donated to the University of Idaho Foundation a parcel of property located in Blaine County. The Foundation is instructed, as a term of the donation, to sell the donated parcel and supply the net proceeds of the sale for use in the debt retirement and acquisition of the Rock Creek Ranch.

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Based on the donation of the parcel in Blaine County, as well as the Rinker family's vision and extraordinary generosity in the establishment of the Rock Creek Ranch as a preserve for research, outreach and conservation, the University seeks authority from the Board to include the Rinker family name in the University's interest in the Rock Creek Ranch, including in the name of the facility itself should the University acquire title pursuant to Board approval.

IMPACT

There is no financial impact from the requested naming.

ATTACHMENTS

Attachment 1 – Description of Rock Creek Collaboration	Page 3
Attachment 2 – MOU	Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.K.1.b, outlines the requirements by which a building, facility, or administrative unit may be named for other than a former employee of the system of higher education. These include consideration of the nature of the individuals gift and its significance to the institution; the eminence of the individual whose name is proposed; and the individuals relationship to the institution. Based on the information provided by the University of Idaho the request is in compliance with Board policy. This is the first time in recent history an institution has requested permission to name a facility prior to the acquisition or construction of the facility.

BOARD ACTION

I move to approve the request by the University of Idaho to include the Rinker family name in the University's interest in the Rock Creek Ranch, including in the name of the facility itself should the University acquire title pursuant to Board approval.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

🏠 > COLLEGE OF NATURAL RESOURCES > RANGELAND CENTER > CURRENT PROJECTS >
ROCK CREEK RANCH

Rock Creek Ranch



Unique Collaboration to Focus on Science, Outreach and Management of Rock Creek Ranch

A new collaboration is building good science and best practices for Idaho's rangeland owners and managers in south central Idaho.

The 10,400-acre Rock Creek Ranch, near Hailey, is owned by [The Nature Conservancy](#) and the [Wood River Land Trust](#), and is managed to conserve the area's grasslands and to prevent future development. The University of Idaho joined the two landowners as the research and outreach arm of the three-pronged collaboration.

The first project is the Rock Creek Restoration and Reconnection Project, intended to improve water quality, stream function and provide fish passage between Rock Creek and the lower Big Wood River. A second phase of the project, addressing the needs of the northern part of the ranch, is slated for 2017.

A \$1.1 million project is planned to improve riparian areas, wet meadows, and fish and wildlife habitat. It would also address recreational elements and public access.

One-hundred-fifty cows from UI's Nancy M. Cummings Research, Extension and Education Center at Salmon are grazing the property as grazing management is a key component of the future of the property. The UI Rangeland Center will lead research at Rock Creek that focuses on the intersection of wildlife, recreation and sustainable ranching.

Rock Creek Documents

[FAQ](#) > PDF

[MOU](#) > PDF

[Rock Creek Info Sheet](#) > PDF



UI research will encompass the many aspects of the watershed - including wildlife habitat, water quality, grazing and more. The ranch has sage grouse, pygmy rabbits, elk and other wildlife species.

As restoration and research projects evolve in the coming years, it will be the site of tours, outreach and education for landowners, ranchers, students, legislators and more.

For more information, please contact:

John Foltz
Special Assistant to the President for Agricultural Initiatives
jfoltz@uidaho.edu

Karen Launchbaugh
Director - Rangeland Center
krlaunchb@uidaho.edu

John Hall
Superintendent - Nancy M. Cummings Research, Extension and Education
Center
jbhall@uidaho.edu

Current Research Projects at Rock Creek Ranch

Impact of Feed Efficiency Ranking on Range Grazing Characteristics in Primi-parous Cows

Comparison of Traditional and Intensive Management Systems for Beef Cattle

Genetic and Genomic Indicators of Range Adaptability

Effects of Stream and Wet Meadow Restoration on Greater Sage-Grouse General Use and Relative Abundance

MEMORANDUM OF UNDERSTANDING
BETWEEN
UNIVERSITY OF IDAHO
WOOD RIVER LAND TRUST
AND
THE NATURE CONSERVANCY

CONCERNING THE ROCK CREEK RANCH COLLABORATION

This Memorandum of Understanding (the "MOU") is made by and between the Regents of the University of Idaho a public corporation, educational institution, and a body politic and corporate organized and existing under the Constitution and laws of the state of Idaho (the "UI"), the Wood River Land Trust, an Idaho non-profit corporation (the "Land Trust") and The Nature Conservancy, a District of Columbia non-profit corporation (the "Conservancy"). UI, Land Trust and Conservancy are separately and jointly referred to as "Party" or "Parties," respectively.

I. RECITALS

WHEREAS, THE UNIVERSITY OF IDAHO, as the state's land-grant research university, is committed to enhancing the scientific, economic, social, legal, and cultural assets of our state, and to developing solutions for complex problems facing society; delivers on this commitment through focused excellence in teaching, research, outreach, and engagement in a collaborative environment at its residential main campus, regional centers, extension offices, and research facilities throughout the state; and, through its outreach activities, serves the state while strengthening its teaching, scholarly and creative capacities;

WHEREAS, THE WOOD RIVER LAND TRUST is a 501(c)(3) tax-exempt nonprofit organization, with a mission to protect and restore land, water, and wildlife habitat in the Wood River Valley and its surrounding areas. The Land Trust works cooperatively with private landowners and local communities to ensure these areas are protected now and for future generations;

WHEREAS, THE NATURE CONSERVANCY is a 501(c)(3) tax-exempt nonprofit organization established to conserve the lands and waters on which all life depends;

WHEREAS, The Land Trust and Conservancy used their collective efforts to acquire from Rock Creek Ranch, LLC, and the Rinker Trust in a generous bargain sale the 10,394 acre Rock Creek Ranch (see map - Exhibit A), and all appurtenances, including, but not limited to, water, water rights (described in Exhibit B), minerals and mineral rights in Blaine County, Idaho (the "Property" or the "Ranch");

WHEREAS, the Land Trust owns the Property in fee simple, subject, among other things, to a note in favor of the Conservancy, secured by a real estate mortgage;

WHEREAS, the Land Trust and the Conservancy have entered into a side-agreement, which provides, among other things, that until the Land Trust sells the Property, it shall ". . . mutually agree in writing to

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all agreements related to management and disposition of the Property, including, but not limited to, management cost-sharing arrangements, conservation easements, and agreements with IDFG, Natural Resources Conservation Service, other non-profit organizations, or conservation buyers;”

WHEREAS, through the vision and extraordinary generosity of the Rinker family, the Land Trust and the Conservancy can ensure that Rock Creek Ranch will be protected in perpetuity, providing multiple benefits for the public and for the abundant fish and wildlife on the Property;

WHEREAS, THE NATURAL RESOURCE CONSERVATION SERVICE (the “NRCS”) acquired two Grassland Reserve Program conservation easements (“GRP Easements”) on the majority of the ranch from the Rinker family, the purpose of which is to protect the grazing uses and related conservation values on the Property by conserving, restoring and enhancing grassland, shrubland, forbs, wildlife habitat and biodiversity;

WHEREAS, the GRP Easements perpetually restrict certain uses of the property and require a grazing management plan be developed by the NRCS, Land Trust, Conservancy and the grazing lessee using the Property;

WHEREAS, the Ranch historically has been used for livestock grazing and haying operations and currently remains substantially undeveloped and dominated by native flora and fauna;

WHEREAS, the Ranch has significant upland and big game habitat, established wildlife migration corridors and numerous wildlife species, including sage grouse;

WHEREAS, the Ranch has approximately 89 miles of streams and corresponding riparian corridors, providing valuable fish and wildlife habitats associated with these aquatic resource areas;

WHEREAS, for many years the public has been allowed controlled access to the private areas of the Ranch through the IDFG’s Access Yes program;

WHEREAS, the Parties believe the Rock Creek Ranch, in combination with its associated water rights and public lands grazing leases (described in Exhibit B) managed by the Ranch can provide the citizens of Blaine County and Idaho numerous benefits, including fish and wildlife habitat conservation, research and education into management of healthy rangelands, continuation of a working ranch and public recreational use (the “Project”);

WHEREAS, the Parties have agreed to pursue a common vision for the Property over the next three to five years (“pilot period”) with the intent that during this pilot period a framework can be established that addresses the long-term needs of the Property and the Parties, and that resolves the future ownership of the Property;

WHEREAS, if the pilot period proves successful, the Parties’ are committed to continue collaborating through the renewal of the MOU or another agreement that similarly provides a framework for ongoing collaboration, regardless of the eventual ownership of the Property; and

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WHEREAS, the Parties understand that if they fail to achieve a sustainable framework during the pilot period, they may terminate this MOU as provided below;

NOW, THEREFORE, for and in consideration of the mutual promises contained in this MOU, the Parties agree as follows:

II. PURPOSES

This MOU describes the cooperative principles and procedures that the UI, Land Trust and Conservancy will use to manage and enhance the Ranch to achieve their broad goal: *Establish a sustainable rangeland research and education facility in the heart of Idaho where ranching, recreation, and conservation intersect. The facility would be home to a collaboration for important and up-to-date research on 21st century ranching and conservation practices. While providing for public access and recreation, the facility also will serve as a podium for education on conserving fish and wildlife habitat and enhancing livestock production on Idaho rangelands.*

III. AREAS OF COLLABORATION - UI, Land Trust and Conservancy

The Parties are fully committed to collaborating in good faith to achieve the following outcomes:

- 1) Advisory Committee. A group of existing and potential members will be invited to participate on an Advisory Committee, which will advise and assist as appropriate the Parties in the development and implementation of management plans for the Ranch. Each member will bring expertise and/or resources in one or more of the key Project elements, such as research, management and/or education applications to rangeland and riparian habitats, fish and wildlife, water, grazing and livestock, public lands, public access, recreation, rural economics, weed control, fire and monitoring.

The Advisory Committee will function under a charter ("**Charter**") developed promptly after signing of this MOU, so that input from the Advisory Committee will be timely in development of the first management plan. The Advisory Committee will be led by the Parties and will include six or more partners. The Charter will stipulate, among other things, how the Advisory Committee will operate, its role, how often and when it will meet, expected participation, and appointment of successor members.

- 2) Management Plans. The Parties will develop both near term (1-Year) and longer term (3-5 Year) plans for the management of the Ranch (the "**Plans**"). The Plans will address, at a minimum, the topics outlined below and shall comply with the GRP Easements. The Plans will be developed by consensus of the Parties with input from the Advisory Committee. The Plans will identify **Outcomes, Timelines, Budgets and Leadership** for each topic covered. All funding commitments and all other financial commitments to provide materials or perform services must be expressly set forth in writing in the budget and the committing Party's agreement to any such commitment must be evidenced by the Party's signature to the written budget. See Section IX below. Financial commitments by UI may require approval of the Board of Regents of the University of Idaho or by its executive director.

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- a) Livestock Operations and Infrastructure. Consistent with the Purposes of this MOU, other elements of the Plans and the NRCS GRP easements, a livestock operations section of the Plans, including necessary infrastructure needs, will be developed in collaboration with the NRCS range staff. The livestock operations section of the Plans will address both the fee lands of the Ranch and the public land leases held by the Ranch, as well as, native range, seeded pastures and irrigated pastures.
 - b) Fish and Wildlife Habitat. The Plans will address maintenance, enhancement and restoration of fish and wildlife habitat, including, at a minimum, action to address water quantity and quality, weeds and fire.
 - c) Research and Education Programs. Topics of interest include:
 - i) Wet meadow habitat - current condition and needed improvements
 - ii) Grazing impacts of livestock on wildlife - especially impacts on sage-grouse.
 - iii) Riparian condition and improvements
 - iv) Management of invasive plants
 - v) Conservation of fish and amphibians
 - vi) Social and economic impacts of ranching and healthy rangelands on local communities
 - d) Outreach. A priority for the Parties is to share the knowledge and experiences gained through the research done on the Ranch with diverse audiences, including land managers, educators, researchers, policy makers, community leaders and students. The Parties will develop a suite of outreach strategies including, but not limited to, publications, workshops, field tours, technical exchanges, and presentations.
 - e) Access for Public Recreation. The Parties acknowledge the importance to local communities of providing a wide range of recreational opportunities on the Ranch including, but not limited to, bird watching, dog walking, hiking, mountain biking, hang gliding, motorized uses and hunting. The Plans will include a balanced approach to recreational uses, consistent with the GRP Easements, reducing wildlife disturbance during crucial life history periods, reducing habitat damage, and minimizing conflicts with other uses of the Ranch. The Plans will address, at a minimum, kinds of use, use periods, access signage, access routes (including roads and trails), access management structures, level of integration with surrounding public land recreation and communications to recreational users.
 - f) Monitoring. Essential to accomplishing the goals of this MOU is establishment of a sustainable monitoring program that supports all aspects of the Plans' outcomes. This includes collecting baseline data and ongoing monitoring associated with management and research activities. The Parties will develop a repository for all monitoring information that is available to the Parties and, as appropriate, to the Advisory Committee and other audiences.
- 3) Income Produced On The Property And Project Accounting. The Parties intend that:
- a) Any lease, rental or similar income generated by activities on the Property will be used for the benefit and management of the Property consistent with outcomes described in the Plans.
 - b) All payments and expenses for specific income generating activities will be described in separate grazing or other agreements.

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- c) Each Party will maintain its own accounting for activities it specifically undertakes as part of the Project, while committing to share financial information, as appropriate, to support joint grant requests/awards, developing Project budgets as part of Plans and for similar purposes.
- 4) Marketing and Communications. The Parties agree to:
 - a) Coordinate all public communications about the Ranch and the Project
 - b) Coordinate communications with Advisory Committee, key Agencies, Elected Officials and funders
 - c) Provide a single point of contact within each Party for marketing and communications
 - d) Develop a communications plan providing for consistent and timely communications without requiring joint approvals each time that actions consistent with the communications plan are taken
 - e) Include logos and acknowledgement of all the Parties in signs, brochures and public communications about the Ranch, the Project or implementation of the Plans, unless otherwise mutually agreed by the Parties.
- 5) Fundraising. The Parties recognize that without adequate funds they will be unable to achieve the purposes of this MOU. The Parties are fully committed to collaborate to:
 - a) Secure private and public funds to support goals of the Project
 - b) Collaborate in developing a fundraising plan to meet the Plans budget, including a “case statement” for the Project
 - c) Collaborate in hosting events at the Ranch to raise funds for the Project
 - d) Coordinate on donor development and funding requests to reduce redundancy and potential conflict with donors who support the UI, Land Trust or Conservancy outside of the Project
 - e) Manage funds consistent with the Plans
 - f) Honor donor intent in use of the funds. Should this MOU be terminated, the receiving party will hold and continue to use the funds for the purpose for which they were donated, unless such purpose no longer exists, in which case the funds will be used consistent with the donor agreement and the receiving party’s policies.
- 6) Annual Review. The Parties will conduct an annual review at the end of each calendar year to evaluate progress towards implementing the Plans and this MOU. A brief annual report summarizing accomplishments from the prior year will be developed by January 31st of the subsequent year. The report will help with communications to partners, stakeholders and donors.

IV. RESPONSIBILITIES OF LAND TRUST AND CONSERVANCY

As co-owners of the Property, as holders of the public land grazing leases and as Parties to this MOU the Land Trust and Conservancy will:

- 1) Taxes, Fees and Assessment.
 - a) Pay all taxes, levies, assessments, grazing permit fees and other similar expenses associated with owning the Property.
 - b) Take all necessary actions to protect and preserve the water rights and public lands grazing permits for their intended uses under the Plans and protect them from loss by forfeiture or

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abandonment due to non-use.

- 2) Option to Buy. If requested by UI, The Land Trust and the Conservancy will grant the UI an option to buy the Property under terms and conditions set forth in a separate agreement mutually agreed to by the Parties.
- 3) Access and Use. Subject to the terms of this MOU, the UI is granted free of charge access to and use of the Property for any and all activities related to the Project and implementation of the Plans, however, consent will be obtained from the Land Trust and Conservancy before using the Property for purposes not related to the Project and implementation of the Plans.
- 4) Staff and Volunteers. In addition to commitments made in **Section III**, the Land Trust and Conservancy will:
 - a) Each provide a primary lead for the implementation of this MOU
 - b) Provide in-kind technical support
 - c) Organize volunteers as may be appropriate in implementing the Plans
 - d) Facilitate Advisory Committee meetings
 - e) Coordinate patrols of the Property to help manage recreational users

V. RESPONSIBILITIES OF UNIVERSITY OF IDAHO

As a Party to and consistent with other terms of this MOU the UI will make reasonable efforts, subject to available funding, to accomplish the following:

- 1) Research. Support faculty and students from multiple disciplines and departments at the UI who have interest in developing, implementing and publishing research projects associated with the Ranch that are consistent with the purposes of this MOU.
- 2) Education. Support development of learning opportunities at the Ranch that further UI students' education in agriculture and natural resource management.
- 3) Outreach. Encourage faculty and students to communicate their work associated with the Ranch to diverse audiences using a variety of outreach strategies, including publications, workshops, presentations and field tours.
- 4) Staff and Students.
 - a) Provide a primary lead for the implementation of this MOU
 - b) Provide in-kind technical support
 - c) Assist with the general management activities at the Ranch, including installation and repair of infrastructure, weed control, and fire management,
 - d) Assist with coordination of patrols of the Property to help manage recreational users

VI. EFFECTIVE DATE AND AMENDMENTS

This MOU shall take effect upon signing by all Parties and shall remain in effect for a period of five years from that date unless earlier terminated. None of the Parties may assign or transfer all or any

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portion of this MOU without the prior written consent of the other Parties.

The MOU may be renewed at the end of the five-year period by mutual written agreement of the Parties.

The provisions of this MOU may only be amended or waived by mutual written agreement of the Parties.

Any Party may terminate this MOU at any time and for any reason by giving ninety days prior written notice to the other Parties.

Upon termination, any improvements made to Ranch during the term of this MOU, such as fences, irrigation works, livestock water developments, habitat enhancements, permanent structures, road or trail improvements and similar improvements will remain with and become part of the Property.

VII. NO PARTNERSHIP, JOINT VENTURE OR AGENCY

No partnership, joint venture or agency is established by this MOU. No Party is authorized or empowered to act as an agent, employee or representative of another Party, nor transact business or incur obligations in the name of another Party or for the account of another Party. No Party shall be bound by any acts, representations, or conduct of another Party.

VIII. USE OF INTELLECTUAL PROPERTY

The Parties agree that any intellectual property, which is jointly authored or invented through activities covered under this MOU, may be used by any Party for non-profit, non-commercial purposes without obtaining consent from the other Parties and without any obligation to account to the other Parties. All other intellectual property used in the implementation of the MOU will remain the property of the Party that provided it.

IX. FINANCIAL COMMITMENTS

The Parties acknowledge and agree that this MOU does not create any financial or funding commitments on any of the Parties beyond those agreed to above or upon joint execution of a subsequent agreement that specifically delineates the terms and nature of such obligations and that references this MOU. Such subsequent agreements will be subject to funding being specifically available for the purposes outlined therein.

X. USE OF ORGANIZATION LOGO AND NAME

Except as provided in III.4.e, above, the Parties may not use the others' name and/or logo in any way without prior written consent from the other Parties.

XI. CONFIDENTIALITY

1) During the course of the MOU, the Parties may have access to materials, data, strategies, other

information relating to the other Parties and their programs, or systems, which are intended for internal use only. Any such information, that is designated as CONFIDENTIAL shall not be used, published, or divulged by the other Parties to any person, firm, or corporation or in any advertising or promotion, in any manner or connection whatsoever without first having obtained the written permission of the other Parties, provided however, the Parties acknowledge that UI is subject to the public records laws of the state of Idaho and the requirements of such laws supersede this section.

- 2) Confidential Information. “Confidential information” (“CI”) shall mean any information: that belongs to and is disclosed by one PARTY (“DISCLOSER”) to another PARTY (“RECIPIENT”); that the PARTY disclosing the information, is of a scientific, technical, or specialized nature, has value to the DISCLOSER; that is not in the public domain; and that has generally been considered and treated by the DISCLOSER as confidential prior to the time of disclosure. CI includes, but is not limited to, technical data, financial data, plans, programs, plants, processes, products, costs, equipment, operations, customers and other information or experience pertaining to the previously mentioned subject matter.
- a) CI shall not include information that: (a) is shown to have been known or is subsequently developed by RECIPIENT independent of any disclosure by DISCLOSER; or (b) is or becomes available to the public through no breach of this MOU; or (c) is lawfully obtained from a third party without restriction and without breach of this or any other agreement; or (d) is required by court order, law, or other governmental regulation or authority to be disclosed, provided DISCLOSER receives reasonable notice to allow it to request a protective order and RECIPIENT reasonably cooperates with DISCLOSER’s efforts to receive a protective order (this section shall not be construed to require RECIPIENT to pursue any claim, defense, cause of action, or legal process or proceeding on behalf of DISCLOSER); or (e) is ascertained by any Party to create a risk to trial subject or to public health and safety.
 - b) To be protected under this MOU, CI disclosed in written or other tangible form must be labeled “Confidential”. Oral or visual disclosures for which protection is sought must be identified at the time of disclosure as being disclosed in confidence, and a written instrument confirming that the information disclosed orally and/or visually should be held in confidence must be delivered to RECIPIENT within five (5) working days of such oral and/or visual disclosure. E-mail is one form of “written instrument” for the purpose stated in this section.

XII. LIABILITY

While the Land Trust is fee owner of the Property it will bear full risk of any loss or damage to persons or property pertaining to the Property. The Land Trust agrees to indemnify and hold the UI and Conservancy harmless for any and all manner of actions, claims, demands, suits and damages, actual or threatened resulting from acts or omissions of the Land Trust.

The Conservancy will bear full risk of any loss or damage to persons or property relating to its access to and use of the Property. The Conservancy agrees to indemnify and hold the Land Trust harmless for any and all manner of actions, claims, demands, suits and damages, actual or threatened, in connection with Conservancy activities on or use of the Property by the Conservancy, their employees, contractors, guests, invitees, licensees or agents.

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The UI will bear full risk of any loss or damage to persons or property relating to its access to and use of the Property. Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, University shall indemnify and hold the Land Trust, its agents and assigns, harmless from and/or against any and all claims, damages, and liabilities (including reasonable attorney's fees) that may be suffered or incurred and that arise as a direct result of and which are caused by the University's possession, operations, or performance under this indemnification agreement. The University's liability coverage is provided through a self-funded liability program administered by the Idaho Bureau of Risk Management. Limits of liability, and this indemnification, are \$500,000 Combined Single Limits, which amount is the University's limit of liability under the Idaho Tort Claims Act and this Agreement.

XIII. NOTICES

Any notice required by this MOU will be in writing and hand delivered, sent by overnight courier, such as FedEx, or by certified mail, return receipt requested to the Parties at the addresses contained in the MOU or changed by notice to the other Parties.

University of Idaho

John Foltz

Special Assistant to the President for Agricultural Initiatives

President's Office | The University of Idaho

875 Perimeter Drive MS 2203 Moscow, ID 83844-2203

Wood River Land Trust

Scott Boettger, Executive Director

119 East Bullion Street

Hailey, Idaho 83333

The Nature Conservancy

Toni Hardesty, State Director

Idaho Field Office

116 North 1st, Hailey, ID 83333

XV. MEDIATION OF DISPUTES

Except for any claim for which a Party deems a temporary restraining order necessary, all claims, disputes, or alleged breaches of this MOU shall first be subject to mediation, prior to any Party filing an action in a court of law. Any Party shall have the right to begin the process by giving the other Parties a written notice requesting mediation and describing the issues involved. The Parties agree to appoint and equally share the cost of a mutually acceptable mediator within sixty (60) days after notice. The mediation shall occur within thirty (30) days after the selection of the mediator, unless the Parties agree otherwise. Nothing in this paragraph will prevent any Party's right to a trial or trial by jury in a court of law. In the event of mediation, each Party shall bear that Party's own attorney fees. In the event of litigation to enforce this MOU, the prevailing Party shall be awarded its attorney fees and costs.


XVI. MISCELLANEOUS

**CONSENT
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This MOU incorporates any attached exhibits into the terms and conditions of the MOU. It is the intention of the Parties that if any part of this MOU is invalid, for any reason, that invalidity will not void the rest of the MOU. This Agreement is intended to benefit only the Parties hereto and no other individual or entity; any benefit derived from this agreement by any non-Party individual or entity is incidental hereto and does not give rise to any rights under this Agreement. Idaho law governs this MOU. Ambiguities, if any, will not be construed against any Party as a result of preparation of this MOU. The individuals whose signatures appear below represent and warrant that the respective entity each represents and is authorized to enter into, execute and deliver this MOU on behalf of the entity each represents and that this MOU is binding upon that entity in accordance with its terms and conditions. Paragraph headings shall not be used in the interpretation or construction of this MOU. This MOU may be signed in more than one counterpart that when compiled shall be considered one original.

IN WITNESS WHEREOF, the Parties have signed this Memorandum of Understanding below.

University of Idaho



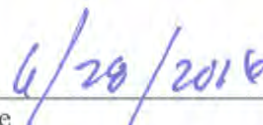
Chuck Staben
President



Date

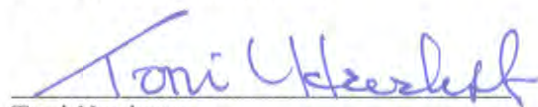
Wood River Land Trust


Scott Boettger
Executive Director




Date

The Nature Conservancy



Toni Hardesty
State Director



Date

EXHIBIT A

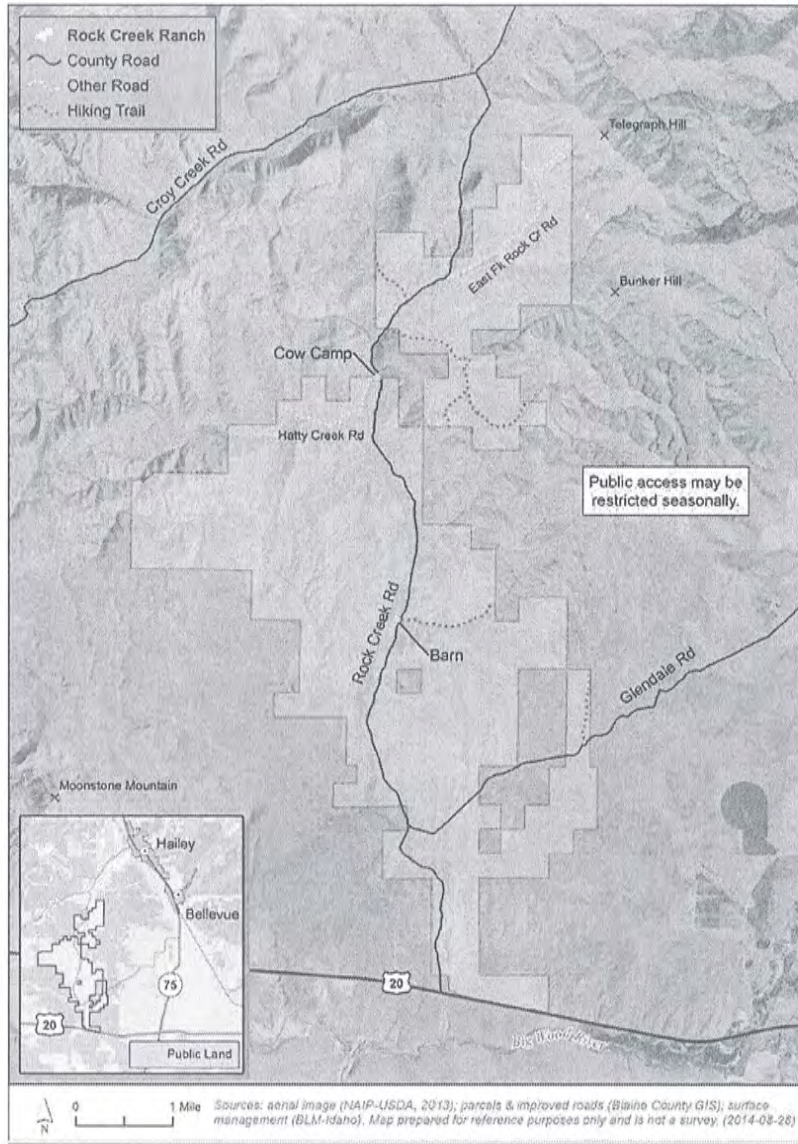


EXHIBIT B

WATER RIGHTS & GRAZING PERMITS/LEASES

Water Right No.

37-1151D,
37-1152,
37-22398,
37-22464,
37-627,
37-1151B,
37-22501,
37-1212,
37-22502,
37-22264,
37-1150,
37-22465,
37-4192,
37-11311,
37-11303,
37-11305,
37-11306,
37-11308,
37-11309,
37-11310,
37-11312,
37-12157

Totaling 30.98 cfs

Grazing Permits for the following US Department of Interior Grazing allotments:

ID 80214 Kent Canyon
ID 80215 Poison Creek
ID 80239 Scattered Tracts
ID 80237 Little Rock Creek

Idaho Department of Lands Grazing lease:

No. G700036

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SUBJECT

Indian Education Committee Appointments

REFERENCE

April 14, 2016	The Board approved the appointment of Tomas Puga and reappointments of Selena Grace, Bob Sobotta, and Chris Meyer.
October 20, 2016	The Board approved the appointment of Sharee Anderson, Donna Bollinger, Jessica James-Grant, and Hank McArthur.
June 15, 2017	The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.
August 10, 2017	The Board approved the appointment of Jason Ostrowski.
October 19, 2017	The Board approved the appointment of Marcus Coby, Tina Strong, and Graydon Stanley.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Idaho Indian Education Committee serves as an advisory committee to the State Board of Education (Board) and the State Department of Education (Department) on educational issues and how they impact Idaho's American Indian student population. The committee also serves as a link between Idaho's American Indian tribes.

Pursuant to Board Policy I.P. the Idaho Indian Education Committee consists of 19 members appointed by the Board. Each member serves a term of five years. Appointments to vacant positions during a previous incumbent's term are filled for the remainder of the open term. The membership consists of:

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

The Kootenai Tribe has forwarded Mr. Gary Aitken's, name for consideration as their tribal chair representative on the Indian Education Committee.

IMPACT

This appointment will fill one of the six vacant seats on the committee.

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ATTACHMENTS

Attachment 1 – Current Committee Membership

Page 3

Attachment 2 – Kootenai Tribal Resolution

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Ms. Jennifer Porter's term expired on June 30, 2017. The Kootenai Tribe identified Mr. Gary Aitken to replace Ms. Porter and serve as the tribal chair representative. If approved, Mr. Aitken would serve a new five-year term effective immediately and conclude on June 30, 2022.

BOARD ACTION

I move to appoint Mr. Gary Aitken, as the Kootenai Tribe tribal chair representative, effective immediately and expiring June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**State Board of Education
Indian Education Committee**

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene Tribe and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021

Shawna Daniels is the STEP Program Manager for the Coeur d'Alene tribe and serves as the K-12 Representative for the Tribe. Term: July 1, 2016 – June 30, 2021

Vacant - chairperson's designee for the Kootenai Tribe.

Vacant - K-12 representative for the Kootenai Tribe.

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

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

Marcus Coby - Tribal Chairperson's designee for the Shoshone-Bannock Tribes.

Jessica James-Grant is the K-12 tribal education representative for the Shoshone-Bannock Tribes. Term: immediately – June 30, 2021

Pete Putra is a member of the Shoshone-Paiute Tribes and serves as the Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2013 – June 30, 2018

Vacant - K-12 representative for the Shoshone-Paiute Tribes.

Tina Strong - Bureau of Indian Education school representative. Term: July 1, 2016 – June 30, 2021

Hank McArthur is the Bureau of Indian Education school representative. Term: immediately – June 30, 2018

Dr. Linda Clark is the President of the State Board of Education and Ex-Officio member of the Indian Education Committee.

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

Selena Grace is the Interim Vice Provost for Academic Strategy & Institutional Effectiveness at Idaho State University (ISU). Term: July 1, 2016 – June 30, 2021.

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Dr. Yolanda Bisbee is the Chief Diversity Officer and Executive Director of Tribal Relations at the University of Idaho (UI). Term: July 1, 2017 – June 30, 2022.

Bob Sobotta, Jr. is the Director of Native American/Minority Student Services at Lewis-Clark State College (LCSC). Term: July 1, 2016 – June 30, 2021

Jason Ostrowski is the Dean of Students at the College of Southern Idaho (CSI). Term: Immediately – June 30, 2018

Tomas Puga is the Coordinator, Advising and New Student Services at the College of Western Idaho (CWI). Term: July 1, 2016 - June 30, 2019

Sharee Anderson is the Vice President of Instruction and Student Affairs at Eastern Idaho Technical College (College of Eastern Idaho). Term: July 1, 2017 – June 30, 2022

Graydon Stanley is the Vice President for Student Services North Idaho College (NIC). Term: July 1, 2017 – June 30, 2022.




Kootenai Tribe of Idaho

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100 Circle Drive
Bonners Ferry, ID 83805
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The Kootenai Tribe of Idaho delegates Gary Aitken, Jr. as the representative to the Idaho Indian Education Board.

CERTIFICATION

The action was duly adopted at a meeting of the Kootenai Tribal Council held in Ktunaxa Territory at the Kootenai Tribal Complex, Kootenai Indian Reservation on the 3rd day of October, 2017; with the required quorum present by a vote of 6 FOR and 0 AGAINST.



Velma Bahe, Council Secretary
Kootenai Tribe of Idaho

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CONSENT
DECEMBER 21, 2017

SUBJECT

Institution President Approved Alcohol Permits

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 October 19, 2017 Board meeting. Since that meeting, Board staff has received forty-six (46) permits from Boise State University, eighteen (18) permits from Idaho State University, twenty-five (25) permits from the University of Idaho and twelve (12) permits from Lewis-Clark State College.

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

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

Page 3

BOARD ACTION

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

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DECEMBER 21, 2017**

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**CONSENT
DECEMBER 21, 2017**

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY August 2017 – February 2018				
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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Boise Angele Worx and Deal Forum	COBE	X		9/29/17
T-Mobile In Crown Awards	Stueckle Sky Center		X	10/13/17
Harry Potter in Concert	Morrison Center	X		10/14/17
Good Samaritan Home Fall Event	Stueckle Sky Center		X	10/14/17
Live Medium	Morrison Center		X	10/16/17
PETSO Client Appreciation	Stueckle Sky Center		X	10/18/17
Emily Ruskovich Pre- Reception to Reading	Stueckle Sky Center	X		10/18/17
ISCO Fall Meeting	Student Union Building		X	10/20/17
Boise Philharmonic #2	Morrison Center	X		10/21/17
Internal Fraud Business Networking	Alumni and Friends Center	X		10/24/17
Respiratory Care Alumni Recognition	Stueckle Sky Center	X		10/27/17
Imparables El Show	Morrison Center		X	10/27/17
Customer Technical Symposium	Stueckle Sky Center		X	11/01/17
Engineering Building Naming	Engineering Building	X		11/02/17
Celebration of Life – Dorothy Simpson	Stueckle Sky Center		X	11/03/17
Distinguished Alumni Gala	Student Union Building	X		11/03/17
Light of Philanthropy Award Ceremony	Stueckle Sky Center		X	11/03/17
LED: Waters into Wilderness	Morrison Center		X	11/03/17
IT Symposium	Student Union Building		X	11/07/17
Public Lands Conference	Student Union Building	X		11/09/17
Radiologic Sciences Alumni Educational Reunion	Alumni and Friends Center	X		11/10/17
EMBA Alumni Reception	COBE	X		11/10/17
Tardiff Wedding	Stueckle Sky Center		X	11/11/17

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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Boise Philharmonic Series	Morrison Center		X	11/11/17
Boy Scout Auction Dinner	Student Union Building		X	11/11/17
Venture College Open House	Venture College	X		11/14/17
Venture Capital Event	COBE	X		11/16/17
EMBA Information Sessions	COBE		X	11/16/17
Cabine Pre Show Dinner and Reza Azian	Morrison Center		X	11/17/17
Take the Mask Off Epilepsy Masquerade Gala	Stueckle Sky Center		X	11/17/17
Lippert Components Recognition Banquet	Stueckle Sky Center		X	11/17/17
Brassard Wedding	Stueckle Sky Center		X	11/25/17
Mountain West Championship Reception	Stueckle Sky Center		X	12/01/17
Broadway in Boise – Elf	Morrison Center		X	12/01/17
The Price is Right Live!	Morrison Center		X	12/03/17
Click Bank End of Year Celebration	Stueckle Sky Center		X	12/04/17
BVEP Annual Member Recognition	Stueckle Sky Center		X	12/05/17
Chaffee Induction	Alumni and Friends Center	X		12/05/17
Block 22 Holiday Party	Stueckle Sky Center		X	12/06/17
Hopkins Financial Holiday Gala	Stueckle Sky Center		X	12/06/17
Natural Hazard, Risk, and Resiliency Consortium Meet and Greet	Alumni and Friends Center	X		12/07/17
Coleman Homes Holiday Party	Stueckle Sky Center		X	12/08/17
Albertson's Christmas Party	Stueckle Sky Center		X	12/11/17
Winter Celebration	Student Union Building	X		12/12/17
McMillen Jacobs Holiday Party	Stueckle Sky Center	X		12/16/17
Brad Paisley Concert	Taco Bell Arena		X	02/02/18

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APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY September 2017 – December 2017				
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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Alumni Homecoming Kickoff Event	Cadet Field	X		09/28/17
2017 President's Dinner, Reception	PSUB Theater Lobby	X		09/29/17
2017 President's Dinner	PSUB Ballroom	X		09/29/17
Spirits & Skeletons Fundraiser	Idaho Museum of Natural History		X	10/13/17
ISCS Reception	Stephens Performing Arts Center		X	10/13/17
President's Tailgate	"The Lair" shed (east of Holt Arena)	X		10/21/17
Business Awards	Stephens Performing Arts		X	10/25/17
Fundraiser Movie for CW HOG	Frazier Hall		X	11/04/17
10 th Annual Crab Feed	Pond Student Union Ballroom	X		11/07/17
Pocatello School District Gala Event	PAC – Promenade & Rotunda		X	11/28/17
Pocatello School District Employee Appreciation Event	PAC – Rotunda		X	11/29/17
COE Holiday Party	Magnuson Alumni House	X		12/01/17
Festival of Trees Ladies Holiday Tea	PAC – Rotunda		X	12/02/17
ISUCU Appreciation Dinner	PAC - Rotunda		X	12/02/17
President's Holiday Open House	PSUB Ballroom	X		12/05/17
NFR Viewing Party	Little and Wood River Rooms	X		12/08/17
College of Arts & Letters Holiday Party	Salmon River Suites	X		12/14/17
Pocatello Rotary Club Christmas Party Dinner	PAC Rotunda		X	12/14/17

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APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO September 2017 – October 2017				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Keegan Felton Memorial Reception	Litehouse Center	X		09/29/17
President's Meeting with Staff Council	Commons	X		10/04/17
Idaho Grain Producers	University of Idaho Livestock Pavilion	X		10/05/17
Joy Passante Book Release	Prichard Art Gallery	X		10/05/17
Campaign Planning	Administration Building 105	X		10/06/17
Track Homecoming Alumni Event	Track, East End of Field	X		10/07/17
Bellwood Lecture Series	Bruce Pitman Center	X		10/11/17
Navy and Marine Corps Ball	Bruce Pitman Center	X		10/14/17
CLASS Research and Creative Activity Mixers	Integrated Research & Innovation Center	X		10/16/17
Coeur d'Alene Computer Science Ribbon Cutting Celebration	Computer Science Department Facility	X		10/24/17
CAA Advisory Council Reception	UI Prichard Art Gallery	X		10/26/17
College of Science Celebration of Alumni Excellence	Commons	X		10/26/17
CoEngr Academy of Engineers Awards Ceremony	Bruce Pitman Center	X		10/26/17
LAC Reception	Menard Law Building	X		10/26/17
CLASS Research and Creative Activity Mixer	IRIC Atrium Integrated Research & Innovation Center	X		11/09/17
Veterans Appreciation Dinner	Bruce Pitman Center	X		11/11/17
Faculty and Staff Holiday Reception	Bruce Pitman Center	X		11/29/17
UI Theatre/Alumni Relations Play Reception	Office of Alumni Relations	X		12/02/17

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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
SAS Talks	IRIC	X		12/07/17
Alumni Awards for Excellence	Bruce Pitman Center	X		12/08/17
Holiday Concert Alumni Reception	Jim Lyle Alumni Lounge	X		12/08/17
Advancement Holiday Reception	Hays Hall – Jim Lyle Alumni Lounge	X		12/11/17
GSSP Celebration	Bruce Pitman Center	X		12/13/17
College of Science Holiday Party	Bruce Pitman Center	X		12/15/17
UI Boise Holiday Reception	Legacy Pointe	X		12/19/17

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APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE September 2017 – October 2017				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Exhibit Opening: CAH Opening "the Beauty of Nothing" Sostrom	Center for Arts & History	X		02/06/16
27 th Annual Conference Grape & Grain Fundraiser	Center for Arts & History	X		04/21/17
Reception for Idaho Commission on the Arts	Center for Arts & History	X		05/18/17
NAIA World Series Invitation Banquet and Social	Activity Center	X		05/25/17
Reception for Idaho Commission on Arts	Center for Arts & History	X		06/02/17
Foundation Planned Giving Mixer	Center for Arts & History	X		06/08/17
Rivers & Vines Opening Reception	Center for Arts & History	X		08/03/17
Reclaimed Revolution and Pine Needle Basket Exhibit Openings	Center for Arts & History	X		09/22/17
State Board of Education Dinner	Center for Arts & History	X		10/18/17
Steampunk Ball	Center for Arts & History	X		10/21/17
Business After Hours – Chamber of Commerce	Williams Conference Center	X		12/06/17
Winter Revels Holiday Party	Williams Conference Center	X		12/06/17

**CONSENT
DECEMBER 21, 2017**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission – Lewis-Clark State College – State Team Focused Visit Report

REFERENCE

August 2014 Board accepted the State Team Report and granted conditional approval of the Special Education, Biology, Chemistry, Earth and Space Science, And English as a new Language programs at Lewis-Clark State College.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with conducting a full unit review of all State Board-approved teacher preparation programs in Idaho on a seven-year cycle. Any programs that are Conditionally Approved require a subsequent Focused Visit within three (3) years of the full unit review.

The PSC convened a State Review Team containing content experts and conducted the focused visit of Lewis-Clark State College April 23 - 25, 2017. The PSC reviewed the final report submitted by the State Review Team and voted to recommend that the State Board of Education approve the State Team Focused Visit Report as written.

IMPACT

The recommendations in this report will enable Lewis-Clark State College 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 – LCSC Focused Visit State Team Report 2017

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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 (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board approved standards for Initial

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Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

BOARD ACTION

I move to approve the recommendation of the Professional Standards Commission to accept the State Team Focused Visit Report for Lewis-Clark State College as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

**STATE TEAM REPORT
Focused Visit
Lewis-Clark State College
April 23-25, 2017**

ON-SITE STATE TEAM:

Amy Cox - Chair

Patricia Barnes

Micah Lauer

Christina Linder

Dana Johnson

Trenna McCashland

Professional Standards Commission

Idaho State Board of Education

STATE OBSERVERS:

Lisa Colón Durham

Annette Schwab

**CONSENT
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College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

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INTRODUCTION

Lewis-Clark State College (LCSC) has a century-long history of preparing professional educators. Established by an act of the Idaho State Legislature in 1893, the college was originally designated the Lewiston State Normal School, reflecting its early mission as a teacher training facility. In 1943, the legislature granted the college its current status as a four-year undergraduate institution. Its present name, Lewis-Clark State College, was authorized by the Legislature and governing board in 1971, making the college the last public “Normal” school in the United States.

The purpose of the on-site focused visit was to determine if sufficient evidence was presented indicating that candidates at the Lewis-Clark State College meet state standards for initial certification for programs that were conditionally approved at the previous full program review, as well as piloting the state specific requirements review. A six-member state program approval team, accompanied by two state observers, conducted the focused visit review. The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board–approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards are being met. State Specific Requirements were piloted, feedback was provided to Lewis-Clark State College and the Professional Standards Commission, but is not included in the State Team Report.

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

It needs to be noted that it was evident in every aspect of the college that a culture of family is created and fostered deeply among every person at Lewis-Clark State College. Every professor and On Site Teacher Educator that was interviewed took great pride in knowing something personal about every one of his or her candidates, and showed genuine care for everyone. Likewise, it was evident when speaking to candidates that they also feel a deep connection to the entire faculty.

To assist the reader, the report includes language recommended by the Counsel for the Accreditation of Educator Preparation (CAEP), a national accrediting agency. Specifically, to assist the reader, the terms below are used throughout the report as defined below:

Candidate – a student enrolled at the LCSC.

Student – an individual enrolled in an Idaho PreK-12 public school

Unit – the institution’s teacher preparation program

CAEP - Counsel for the Accreditation of Educator Preparation

OSTE – On Site Teacher Educator

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Program Approval Recommendations

Program	Approved	Conditionally Approved	Not Approved	Notes (See program rubric section for more specifics regarding recommendations.)
English as a New Language		X		Due to a lack of candidates and completers, it is conditionally approved.
Online Teacher Educator		X		Due to this program being a new program, it is conditionally approved.
Science Foundation				Foundation standards are reviewed, but not subject to approval
Biology	X			
Chemistry	X			
Earth and Space Science	X			
Special Education Generalist	X			

**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.*

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7. (ENL only) *The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.*

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 The program provides evidence that teacher candidates demonstrate adequate knowledge of understanding subject matter.

Sources of Evidence

- ED 435 Diversity Issues in Education Syllabus
- ED 433 Linguistics, Society, and Language Education Syllabus
- ED 439 Authentic Assessment of English Language Learners Syllabus
- ED 437 Advanced English as a Second Language Methods Syllabus
- Faculty Interview

Performance

1. (Bilingual only) *The teacher articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.*
2. (ENL only) *The teacher articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.*
3. *The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.*
4. *The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.*
5. *The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful		X	

1.2 Syllabi, lesson plans, and exams provide evidence teacher candidates demonstrate an adequate ability to make subject matter meaningful for students.

Sources of Evidence

- Ed 433 Linguistics, Society and language Education Syllabus
- ED 434 Field Experience Lesson Plan

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- ED 437 Advanced English as a Second Language Methods Exam 2
- ED 436 Final Exam

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

1. The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.
2. The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

Element	Unacceptable	Acceptable	Target
2.1 Knowledge Understanding how students learn and develop		X	

2.1 Syllabi, exams, and a field experience provide evidence teacher candidates demonstrate adequate knowledge of how students learn and develop.

Sources of Evidence

- ED 435 Diversity Issues in Education Syllabus
- ED 436 Final Exam
- ED 433 Linguistics, Society and Language Education Syllabus
- ED 434 ESL Field Experience

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 Journal assignments, field experience instructions, newsletters, lesson plans, and instructional unit assignments in the ENL program provide evidence teacher candidates demonstrate an in-depth ability to provide opportunities for development.

Sources of Evidence

- ED 434 Journal Reporting
- ED 433 Language Demonstration
- ED 433 Field Experience and Instruction
- RE 301 Newsletter Language Development
- ED 433 Modified Lesson Plan
- ED 433 Instructional Unit

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.*

Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		X	

3.1 The program provides evidence that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

Sources of Evidence

- ED 435 Diversity Issues in Education Syllabus
- SPAN 437/ED 437 Advanced Teaching Methodologies: ENL/TESOL/Spanish Syllabus
- RE 301 Psycholinguistics and Reading Syllabus
- ED 436 Issues in Teaching ESL Syllabus
- EDD 433 Linguistics, Society, and Language Education Syllabus

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Performance

1. *The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.*
2. *The teacher utilizes strategies that advance accuracy in students' language production and socio-culturally appropriate usage with an understanding of how these are influenced by the first language.*
3. *The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and second language development.*
4. *The teacher provides appropriate accommodations that allow students to access academic content.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	X		

3.2 The program provides little or no evidence teacher candidates demonstrate an adequate ability to accommodate individual learning needs.

Sources of Evidence

- ED 434 Lesson Plans
- ED 435 Language Reflection
- ED 435 Language Reflection Three
- SPAN/ED 437 Mini-lesson Assignment Summary

Standard 4: Multiple Instructional Strategies- *The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.*

Knowledge

1. *The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.*
2. *The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding and Using a Variety of Instructional Strategies		X	

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4.1 The program provides evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies.

Sources of Evidence

- ED 436 Issues in Teaching ESL Syllabus
- ED 437.01 Advanced English as a Second Language Methods Syllabus
- ED 439 Authentic Assessment of English Language Learners Syllabus
- ED 433 Linguistics, Society, and Language Education Syllabus
- Faculty Interview

Performance

1. *The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.*
2. *The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.*

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies		X	

4.2 Lesson plans, classroom assignments, and journal assignments provide adequate evidence teacher candidates use a variety of instructional strategies.

Sources of Evidence

- ED 434 Lesson Plans
- ED 436 Becoming an Effective Teacher in a Diverse Society
- ED 436 Journal Assignments

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher understands the influence of culture on student motivation and classroom management.*

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

5.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of classroom motivation and management skills.

Sources of Evidence

- ED 433.01 Linguistics, Society, and Language Education Syllabus
- RE 301.60/P60 Psycholinguistics and Reading Syllabus
- ED 439.60 Assessment & specialized Instruction Syllabus
- Faculty Interview

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 Resources folders, comprehension questions, mini lesson assignments, exams, and journal assignments provide evidence teacher candidates demonstrate an in-depth ability to create a learning environment which encourages positive social interaction, active engagement in learning, and self-motivation.

Sources of Evidence

- ED 433 ESOL Resource Folder
- ED 439 Comprehension Questions
- ED/SPAN 437 Mini Lesson Assignment
- ED/SPAN 437 Exam 2
- ED 436 Journal Assignments
- ED 435 Culturally Responsive Teaching

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

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Knowledge

1. *The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.*
2. *The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.*
3. *The teacher understands the extent of time and effort required for language acquisition.*

Element	Unacceptable	Acceptable	Target
6.1 Knowledge Understanding of a Variety of Communication Techniques		X	

6.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of a variety of communication techniques.

Sources of Evidence

- ED 436 Issues in Teaching ESL Syllabus
- ED 433 Linguistics, Society, and Language Education Syllabus
- RE 301 Psycholinguistics and Reading Syllabus
- Faculty Interview

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 The program provides little or no evidence teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

Sources of Evidence

- ED 436 Journal Assignments

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- ED 436 Emergent Literacy
- Newsletters

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 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.

Sources of Evidence

- ED 434 ESL Field Experience
- ED 435.01 Diversity Issues in Education Syllabus
- RE 301 Psycholinguistics and Reading Syllabus

Performance

1. *The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.*

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

7.2 Lesson plans, fieldwork portfolio, and lesson plans provide adequate evidence candidates demonstrate an adequate ability to plan in connection with students’ needs and community contexts.

Sources of Evidence

- ED 434 Lesson Plans
- ED 434 ESL/ENL Fieldwork Portfolio
- ED 433 Modified Lesson Plan

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 The program provides evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

Sources of Evidence

- ED 434 ESL Field Experience
- ED 436 Issues in Teaching ESL
- ED 439 Authentic Assessment of English Language Learners

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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 Lesson plans, matrices, and assessments provide evidence teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

Sources of Evidence

- ED 434 Lesson Plans
- ED 436 Classroom Practices ELL Instruction
- ED 436 SOLOM Matrix
- ED 439 Selecting and Administering Assessments

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	

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9.1 The program provides evidence that teacher candidates demonstrate an adequate knowledge of professional commitment and responsibility as reflective practitioners.

Sources of Evidence

- ED 436 Syllabus
- RE 301.60 Syllabus
- ED 433.01 Syllabus

Performance

1. *The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.*

Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

9.2 The program provides little or no evidence teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching. This program is new at LCSC and has five candidates with only one having taken the PRAXIS II.

Sources of Evidence

- ED 436 Assignment Directions
- ED 434 Observation Tasks and Reflection

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	

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10.1 The program provides evidence that teacher candidates demonstrate an adequate knowledge of how to interact in a professional, effective manner.

Sources of Evidence

- ED 435 Syllabus
- ED 436 Syllabus
- ED 434 ESL Field Experience

Performance

1. *The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.*
2. *The teacher collaborates with colleagues to promote opportunities for language learners.*
3. *The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.*

Element	Unacceptable	Acceptable	Target
10.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

10.2 Due to lack of completers, the program provides little or no evidence teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Sources of Evidence

- Teacher Newsletter
- Winter Newsletter
- Research Paper Assignment Instructions

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	10	0	10	0
Performance	10	4	5	1

Recommended Action on English as a New Language:

- Approved
 Conditionally Approved
 Lack of Completers
 Not Approved

One student has completed the PRAXIS II exam, but scores were not available. Five candidates are enrolled with no completers so far.

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).*

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Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	

1.1 The program provides evidence that teacher candidates demonstrate adequate knowledge of understanding subject matter.

Sources of Evidence

- ED 224-01 Syllabus
- ED 411-01 Syllabus
- Faculty Interview

Performance

1. *The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.*
2. *The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).*
3. *The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).*
4. *The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).*
5. *The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.*
6. *The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Subject Matter Meaningful	X		

1.2 Due to lack of candidates and completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Standard #2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

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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)}.*

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development	X		

2.2 Due to lack of candidates and completers, the program provides little or no 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 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 The program provides evidence that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

Sources of Evidence (AT LEAST THREE)

- ED 411-01 Syllabus
- ED 414-Internship Syllabus
- ED 413-01 Syllabus
- Faculty Interview

Performance

1. *The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.*
2. *The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).*
3. *The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs	X		

3.2 Due to lack of candidates and completers, the program provides little or no 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 The program provides evidence that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies.

Sources of Evidence

- ED 423 Syllabus
- ED 424 Syllabus
- ED 413 Syllabus
- Faculty Interview

Performance

1. *The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).*
2. *The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)*
3. *The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).*

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies	X		

4.2 Due to lack of candidates or completers, the program provides little or no 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).*

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Element	Unacceptable	Acceptable	Target
5.2 Performance Creating a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self-Motivation.	X		

5.2 Due to lack of candidates or completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard #6: Communication Skills, 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 learning and communication skills in 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 Using a Variety of Communication Techniques		X	

6.1 The program provides evidence that teacher candidates demonstrate an adequate understanding of how to use a variety of communication techniques.

Sources of Evidence

- ED 415 Syllabus
- ED 414 Syllabus
- ED 413 Syllabus
- Faculty Interviews

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

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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 Due to lack of candidates and completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

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

Performance

1. *The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.*
2. *The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.*
3. *The online teacher designs and develops subject-specific online content.*
4. *The online teacher uses multiple forms of media to design course content.*
5. *The online teacher designs course content to facilitate interaction and discussion.*
6. *The online teacher designs course content that complies with intellectual property rights and fair use standards.*

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

7.2 Due to lack of candidates and completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to plan in connection with students' needs and community contexts.

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Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

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 Due to lack of candidates and completers, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

Standard #9: Professional Commitment and Responsibility - The online teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of online teaching.

Knowledge

1. *The online teacher understands the need for professional activity and collaboration beyond school (e.g. professional learning communities).*
2. *The online teacher knows how educational standards and curriculum align with 21st century skills.*

Element	Unacceptable	Acceptable	Target
9.1 Knowledge Continuously Engages in Purposeful Mastery of the Art and Science of Teaching		X	

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9.1 The program provides evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Sources of Evidence

- ED 423 Syllabus
- ED 424 Syllabus
- Faculty Interview

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 Continuously Engages in Purposeful Mastery of the Art and Science of Teaching	X		

9.2 Due to lack of candidates and completers, the program provides little or no evidence that teacher candidates demonstrate an ability to continuously engage in the purposeful mastery of the art and science of teaching.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	5		5	
Performance	9	9		

Recommended Action on Online Teacher Program Standards:

- Approved
 Conditionally Approved
 Lack of Completers
 New Program
 Not Approved

**Rubrics for the Idaho Foundation and Enhancement
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 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.

Idaho 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 in 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 Syllabi and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.

Sources of Evidence

- Syllabi: BIOL 182, GEOL 100, GEOL 202, PHYS 205, PHYS 111, PHYS 112, PHYS 211, PHYS 212, NS 150, ED 449, ED 460/461, CHEM 111, CHEM 112, CS 108, CS 111, BIOL 308
- Interviews with college faculty
- Interviews with on-site teacher educators, current candidates, completers

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 work samples in sciences and teaching methods and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources

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that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Sources of Evidence

- ED 449 unit plans, ED 460 portfolios
- BIOL 380 research projects, CHEM 111 inquiry labs
- Interviews with college faculty, on-site teacher educators, current candidates, completers

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 Syllabi, candidate work samples, and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate understanding of the conceptions students are likely to bring to class that can interfere with learning the science.

Sources of Evidence

- ED 460/461 syllabi, ED 449 syllabi
- Interviews with college faculty and on-site teacher educators
- Interviews with candidates

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 work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science.

Sources of Evidence

- ED 449 lesson plans and unit plans
- ED 460 portfolios
- Interviews with college faculty, on-site teacher educators, and current candidates

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

Standard 4: Multiple Instructional Strategies *The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.*

Knowledge

1. *The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.*
2. *The teacher understands how to implement scientific inquiry.*
3. *The teacher understands how to engage students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.*
4. *The teacher understands how to use research based best practices to engage students in learning science.*

Element	Unacceptable	Acceptable	Target
4.1 Knowledge Understanding Multiple Learning Strategies		X	

4.1 Course syllabi and stakeholder interviews 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.

Sources of Evidence

- Syllabi: BIOL 182, BIOL 380, CHEM 111, CHEM 112, GEOL 100, GEOL 202, PHYS 111, PHYS 112, PHYS 212, CS 108, CS 111
- Syllabi: ED 460/461, ED 449, BIOL 181
- Interviews with college faculty, on-site teacher educators, and current candidates

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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 work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills.

Sources of Evidence

- ED 449 projects, ED 460 portfolios, ED 449 lesson plans
- BIOL 181 experiment, CHEM 111 inquiry lab, CS 108 projects
- Interviews with college faculty, on-site teacher educators, and current candidates

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. (Same as core)

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.*

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Element	Unacceptable	Acceptable	Target
6.1 Knowledge Communication Skills		X	

6.1 Course syllabi and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Sources of Evidence

- Syllabi: CS 108, CS 111,
- Syllabi: ED 449, ED 460/461
- Interviews with college faculty, on-site teacher educators, and current candidates

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 work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations).

Sources of Evidence

- ED 449 lesson plans, ED 449 demonstrations, ED 460 portfolios
- PHYS 111/211 lab reports, PHYS 205 lab report, BIOL 380 presentations
- Interviews with college faculty, on-site teacher educators, and current candidates

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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. (Same as core)

Standard 8: Assessment of Student Learning - Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness. (Same as core)

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 Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1 Course syllabi and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

Sources of Evidence

- Syllabi: ED 460/461
- Syllabi: ED 449
- Interviews with college faculty, on-site teacher educators, and current candidates

Performance

1. The teacher incorporates current research related to student learning of science into science curriculum and instruction.
2. The teacher incorporates current scientific research findings into science curriculum and instruction.

Element	Unacceptable	Acceptable	Target
9.2 Performance Developing in the Art and Science of Teaching		X	

9.2 Candidate work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction.

Sources of Evidence

- ED 449 papers, ED 449 lesson plans
- ED 452 reflective journals
- Interviews with college faculty, on-site teacher educators, and current candidates

Standard 10: Partnerships- *The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (Same as core)*

Principle 11: Safe Learning Environment – *The science teacher provides for a safe learning environment.*

Knowledge

1. *The teacher knows how to select materials that match instructional goals as well as how to maintain a safe environment.*
2. *The teacher is aware of available resources and standard protocol for proper disposal of waste materials.*
3. *The teacher knows how to properly care for, inventory, and maintain materials and equipment.*
4. *The teacher is aware of legal responsibilities associated with safety.*
5. *The teacher knows the safety requirements necessary to conduct laboratory and field activities and demonstrations.*
6. *The teacher knows how to procure and use Material Safety Data Sheets (MSDS).*

Element	Unacceptable	Acceptable	Target
11.1 Knowledge Creating a Safe Learning Environment		X	

11.1 Course syllabi and stakeholder interviews 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).

Sources of Evidence

- Syllabi: PHYS 111, 112, PHYS 205, PHYS 211, PHYS 212, CHEM 111, CHEM 112, BIOL 182

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- Syllabi: ED 449, 460/461
- Interviews with college faculty, on-site teacher educators, and current candidates

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	

11.2 Candidate work samples and stakeholder interviews 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.

Sources of Evidence

- ED 449 safety certificates, ED 449 demonstrations
- CHEM 111 lab reports
- Interviews with college faculty, on-site teacher educators, and current candidates

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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 and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

Sources of Evidence

- Syllabi: BIOL 181, BIOL 182, CHEM 111, CHEM 112, GEOL 100, GEOL 202, PHYS 111, PHYS 112, PHYS 205, PHYS 211, PHYS 212
- Syllabi: ED 449, ED 460/461
- Interviews with college faculty, on-site teacher educators, and current candidates

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 work samples and stakeholder interviews provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

Sources of Evidence

- ED 449 lesson plans, ED 449 demonstrations
- ED 460/461 portfolios
- Interviews with college faculty, on-site teacher educators, and current candidates

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Program highlights: In interviews and conversations with college faculty, current candidates, and completers, it is evident that a real strength of secondary science at LCSC is the role of community. Faculty members work with each other and make these collaborative practices transparent to their students, including science teaching candidates. The faculty at LCSC knows their students. Faculty in the natural sciences know who the secondary science candidates are in their classes and make sure that the candidates have opportunities (as applicable) to further develop their craft as teachers. Students in the natural sciences, including secondary teaching candidates, also have opportunities not always found at larger institutions to be lab assistants, TAs, and to work on research initiatives. Additionally, there are community outreach opportunities. For example, each year hundreds of elementary students come to LCSC's campus for a day of science learning and students in the natural sciences help develop learning activities. The professors in natural sciences are truly teachers and model a variety of inquiry-based teaching practices that benefit the secondary science candidates enrolled in their classes.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	7		7	
Performance	7		7	

Idaho Enhancement Standards for Biology Teachers

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 and stakeholder interviews provide evidence that teacher candidates demonstrate adequate of understanding of biology content and the nature of biological knowledge.

Sources of Evidence

- Syllabi: BIOL 181, BIOL 182, BIOL 213, BIOL 450
- Syllabi: ED 449, ED 460/461
- Interviews with college faculty, on-site teacher educators, and current candidates

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.*

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3. *The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.*
4. *The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.*
5. *The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.*
6. *The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.*
7. *The teacher helps students understand the ways living organisms are adapted to their environments.*
8. *The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.*
9. *The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.*
10. *The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.*
11. *The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, 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 work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of biology, tools of inquiry, structure of biological knowledge, and the processes of biology meaningful to students through the use of materials and resources that support instructional goals; and the use of learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction.

Sources of Evidence

- ED 449 lesson plans, ED 449 unit plans
- ED 460 science content portfolios
- Interviews with college faculty, on-site teacher educators, and current candidates

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. (Same as core standard)

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

Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (Same as core standard)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (Same as core standard)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (Same as core standard)

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. (Same as core standard)

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. (Same as core standard)

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 core standard)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (Same as core standard)

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	1		1	
Performance	1		1	

Recommended Action on Biology:

- Approved
 Conditionally Approved
 Insufficient Evidence
 Lack of Completers
 New Program
 Not Approved

Idaho Enhancement Standards for Chemistry 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 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 and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate understanding of chemistry content and the nature of chemical knowledge.

Sources of Evidence

- Syllabi: CHEM 111, CHEM 112, CHEM 305, CHEM 306, CHEM 325, CHEM 454, CHEM 371, CHEM 372, CHEM 374, CHEM 481, CHEM 373
- Syllabi: ED 449
- Interview with college faculty and recent completer

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.*

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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.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Chemistry Meaningful		X	

1.2 Candidate work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction.

Sources of Evidence

- ED 456 model lesson plan sample
- CHEM 373 laboratory technique portfolio
- Interview with college faculty

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. (Same as core standard)

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. (Same as core standard)

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Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (Same as core standard)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (Same as core standard)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (Same as core standard)

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. (Same as core standard)

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. (Same as core standard)

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 core standard)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (Same as core standard)

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	1		1	
Performance	1		1	

Recommended Action on Chemistry:

- Approved
 Conditionally Approved
 Insufficient Evidence
 Lack of Completers
 New Program
 Not Approved

Idaho Enhancement Standards for Earth and Space 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 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 and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate understanding of earth and space science content and the nature of earth and space science knowledge.

Sources of Evidence

- Syllabi: GEOL 100, GEOL 120, GEOL 202, GEOL 313, GEOL 314
- Syllabi: PHYS 205
- Interview with college faculty

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Performance

1. *The teacher helps students understand the flow of energy and matter through earth and space systems.*
2. *The teacher helps students understand seasonal changes in terms of the relative position and movement of the earth and sun.*
3. *The teacher helps students understand the causes of weather and climate in relation to physical laws of nature.*
4. *The teacher helps students understand the types of rocks and how they change from one type of rock to another as they move through the rock cycle.*
5. *The teacher helps students understand the theory of plate tectonics, including continental drift, volcanism, mountain building, ocean trenches, and earthquakes.*
6. *The teacher helps students understand how scientists use indirect methods, including knowledge of physical principles, to learn about astronomical objects.*
7. *The teacher helps students understand how accepted scientific theories about prehistoric life are developed.*
8. *The teacher assists students as they critically evaluate the quality of the data on which scientific theories are based.*
9. *The teacher helps students understand the movement of air, water, and solid matter in response to the flow of energy through systems.*

Element	Unacceptable	Acceptable	Target
1.2 Performance Making Earth and Space Science Meaningful		X	

1.2 Candidate work samples and stakeholder interviews provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of earth and space science meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities that are consistent with curriculum goals and reflect principles of effective instruction

Sources of Evidence

- ED 449 unit plans
- ED 449 lesson plan assignment
- Interview with college faculty

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. (Same as core standard)

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. (Same as core standard)

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Standard 4: Multiple Instructional Strategies - Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning. (Same as core standard)

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation. (Same as core standard)

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom. (Same as core standard)

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. (Same as core standard)

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. (Same as core standard)

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 core standard)

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. (Same as core standard)

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	1		1	
Performance	1		1	

Recommended Action on Earth and Space Science:

- Approved
 Conditionally Approved
 Insufficient Evidence
 Lack of Completers
 New Program
 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 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 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 Understanding Subject Matter		X	

1.1 The program provides evidence in the form of multiple syllabi, praxis scores, and interviews with both candidates and faculty that teacher candidates demonstrate adequate knowledge of understanding subject matter.

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Sources of Evidence

- SE 322 Syllabus
- 2014-16 Sped Completers Praxis II scores
- Candidate Interviews

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 The program provides evidence in the forms of class projects, lesson plan samples, and multiple internship portfolio and evaluations that teacher candidates demonstrate an adequate ability to make subject matter meaningful.

Sources of Evidence

- SE 431 Adaptive project 2015-16 Sample 5
- RE 319/RE/SE 320 2015-16 Lesson plan sample 6
- SE 484 SPED Internship Portfolio & Evaluations 2015-16 Sample 1

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 Human Development and Learning		X	

2.1 The program provides evidence utilizing multiple syllabi in individualized assessments and practical application, along with candidate and faculty interviews that teacher candidates demonstrate an adequate understanding of how students learn and develop.

Sources of Evidence

- SE 332 01 Syllabus Individualized assessment
- SE 484 Syllabus
- SE 334 Practical Applications

Performance

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

Element	Unacceptable	Acceptable	Target
2.2 Performance Provide Opportunities for Development		X	

2.2 The program provides evidence in the form of multiple work samples from candidates and candidate interviews that teacher candidates demonstrate an adequate ability to provide opportunities for development.

Sources of Evidence

- SE 333 PLOP (Candidate sample)
- SE 431 Student Motivation (Candidate sample)
- SE 428 Modifications Project (Candidate sample)

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 strategies for accommodating and adapting curriculum and instruction for students with disabilities.*
2. *The teacher knows the educational implications of exceptional conditions (e.g., sensory, cognitive, communication, physical, behavioral, emotional, and health impairments).*
3. *The teacher knows how to access information regarding specific student needs and disability-related issues (e.g., medical, support, and service delivery).*

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Element	Unacceptable	Acceptable	Target
3.1 Knowledge Understanding How Students Differ in Their Approaches to Learning		X	

3.1 The program provides evidence through syllabi, portfolios, and faculty interviews that teacher candidates demonstrate adequate knowledge of how students differ in their approaches to learning.

Sources of Evidence

- SE 431 Adaptive Teaching II Syllabus
- SE 484: Special Education Internship Portfolio and Evaluations
- SE 477: Consulting with Parents and Professional Syllabus
- Faculty Interviews

3.2 Performance

1. *The teacher individualizes instruction to support student learning and behavior in various settings.*
2. *The teacher accesses and uses information about characteristics and appropriate supports and services for students with high and low incidence disabilities and syndromes.*
3. *The teacher locates, uses, and shares information on special health care needs and on the effects of various medications on the educational, cognitive, physical, social, and emotional behavior of students with disabilities.*

Element	Unacceptable	Acceptable	Target
3.2 Performance Accommodating Individual Learning Needs		X	

3.2 The program provides evidence in the form of work samples, examinations, and multiple project samples that teacher candidates demonstrate an adequate ability to accommodate individual learning needs.

Sources of Evidence

- SE 333: Midterm IEP and Transition IEP Final (Completer Sample)
- SE 431: Student Motivation Project (Completer Sample)
- SE 428: RTI Project (Completer Sample)

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

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 and Using a Variety of Instructional Strategies		X	

4.1 The program provides evidence in the form of syllabi, work samples, completer evaluations, class projects, and rubrics that teacher candidates demonstrate adequate knowledge of using a variety of instructional strategies.

Sources of Evidence

- SE 333: Individualized Instruction syllabus
- SE 332: Career, Vocational, and Transition Assessment (Assignment Instructions and Completers Learning Module list)
- SE 484: Special Education Internship Portfolio and Evaluations (Completers evaluation)
- SE 332: Behavioral Assessment (Competency 04 - Behavioral Assessment Instructions)
- SE 428: Modifications Project (project instructions and rubric)

Performance

1. *The teacher demonstrates the ability to teach students with disabilities in a variety of educational settings.*
2. *The teacher designs, implements, and evaluates instructional programs that enhance a student's participation in the family, the school, and community activities.*
3. *The teacher advocates for and models the use of appropriate social skills.*
4. *The teacher provides social skills instruction that enhances student success.*
5. *The teacher creates an accessible learning environment through the use of assistive technology.*

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

Element	Unacceptable	Acceptable	Target
4.2 Performance Understanding and Using a Variety of Instructional Strategies		X	

4.2 The program provides evidence through many forms of work samples, reflective journal entries, and candidate interviews that teacher candidates demonstrate adequate ability to use a variety of instructional strategies.

Sources of Evidence

- SE 428: Modifications Project (Completer Samples)
- SE 431: Student Motivation Project (Completer Samples)
- SE 335: Reflection Journals and Evaluations (Reflection Journal)
- Candidate interviews

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. *The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.*
2. *The teacher understands applied behavioral analysis and ethical considerations inherent in behavior management (e.g., positive behavioral supports, functional behavioral assessment, behavior plans).*
3. *The teacher understands characteristics of behaviors concerning individuals with disabilities (e.g., self-stimulation, aggression, non-compliance, self-injurious behavior).*
4. *The teacher understands the theories and application of conflict resolution and crisis prevention/ intervention.*
5. *The teacher understands that students with disabilities may require specifically designed strategies for motivation and instruction in socially appropriate behaviors and self-control.*

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

5.1 The program provides evidence with syllabi, rubrics, and faculty and candidate interviews that teacher candidates demonstrate an adequate understanding of classroom motivation and management skills.

Sources of Evidence

- SE 333: Individualized Instruction (Syllabus)
- SE 334: Practical Applications (Assignment Description and Rubric)
- SE 333: Midterm IEP and Transition IEP Final (Rubric with feedback)
- Faculty and Candidate Interviews

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 a Learning Environment that Encourages Positive Social Interaction, Active Engagement in Learning, and Self- Motivation.		X	

5.2 The program provides evidence in the form of candidate work samples, an off-site visit, and completer interviews that teacher candidates demonstrate an adequate ability to create a learning

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environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Sources of Evidence

- SE 333: Midterm IEP and Transition IEP Final (Candidate Sample)
- SE 333: Assistive Technology in the Home (Candidate Sample)
- Site visit and interview with Completer Interviews

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills in the classroom.

Knowledge

1. *The teacher understands the 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 Using a Variety of Communication Techniques		X	

6.1 The program provides evidence in the form of completer interviews, candidate work samples, and syllabi that teacher candidates demonstrate an adequate understanding of how to use a variety of communication techniques

Sources of Evidence

- SE 322: Inclusion Strategies K-12 (Syllabus)
- Completer Interviews
- SE 322: Guest Speaker Materials and Reflections (Power Point from guest Speaker on UDL)
- SE 477: Consulting with Parents and Professional (Syllabus)

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.*

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Element	Unacceptable	Acceptable	Target
6.2 Performance Using a Variety of Communication Techniques		X	

6.2 The program provides evidence in course work and candidate and completer interviews that teacher candidates demonstrate an adequate ability to use a variety of communication techniques.

Sources of Evidence

- SE 322: Guest Speaker Materials and Reflections (Candidate Reflections)
- SE 428: Modifications Project (Communication Accommodation section) Reflections on Practice
- SE 334: Practical Applications (Candidate Samples)
- Completer and Candidate Interviews

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 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 Students' Needs and Community Contexts		X	

7.1 The program provides evidence of course work syllabi and candidate and faculty interviews that teacher candidates demonstrate an adequate understanding of how to plan in connection with students' needs and community contexts.

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Sources of Evidence

- RE 319/RE/SE 320: Intermediate Reading Comprehension Lesson Cycles (Assignment Description and Rubric)
- RE/SE 319/320: Understanding the Literacy Processes (Syllabus)
- SE 332: Career Vocational and Transition Assessment (Learning Module List and Assignment Instructions)
- Faculty Interviews
- Candidate Interviews

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 The program provides evidence through site observations, candidate work samples, completer interviews, and SPARC presentation that teacher candidates demonstrate an adequate ability to plan in connection with students’ needs and community contexts.

Sources of Evidence

- SE 477: Consultation, Coaching, and Mentoring & Community and Interagency Contexts (Candidate Samples)
- Candidate Site Interview
- Completer Interviews
- SPARC Student presentations

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

Knowledge

1. *The teacher understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.*
2. *The teacher knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.*
3. *The teacher understands how to assist colleagues in designing adapted assessments.*
4. *The teacher understands the relationship between assessment and its use for decisions regarding special education service and support delivery.*
5. *The teacher knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.*
6. *The teacher knows the appropriate accommodations and adaptations for state and district assessments.*

Element	Unacceptable	Acceptable	Target
8.1 Knowledge Assessment of Student Learning		X	

8.1 The program provides evidence through completer and candidate interviews, syllabi, testing scores, and course work samples that teacher candidates demonstrate an adequate understanding of assessment of student learning.

Sources of Evidence

- SE 335: Special Education Field Experience (Syllabus)
- SE 484: Special Education Internship (Rubric)
- SE 484: Special Education Internship Portfolio and Evaluation (Candidate — Special Education Portfolio scores)
- Completer and Candidate interviews

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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 The program provides evidence through off-site interviews, observations, completer interviews, and candidate work samples that teacher candidates demonstrate an adequate ability to use and interpret program and student assessment strategies.

Sources of Evidence

- Site Interview with Candidate
- Completer Interviews
- SE 428: RTI Project (pre and post test and intervention) Candidate Samples

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

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Element	Unacceptable	Acceptable	Target
9.2 Performance Continuously Engages in Purposeful Mastery of the Art and Science of Teaching			X

9.2 The program provides evidence through OSTE interviews, candidate work samples, candidate and completer interviews, and CEC membership and presentations at the recent local conference demonstrate that the program provides evidence that teacher candidates demonstrate an in-depth ability to continuously engage in the purposeful mastery of the art and science of teaching.

Sources of Evidence

- Interviews with on-site teacher educators
- Site interview with Special Educator
- SE 334: CEC Code of Ethics Assignment (candidate samples)
- Tools for Life Conference Attendance and Participation (Candidate Reflection)
- CEC Student Club State and National Conference Attendance and Participation-Completer Presentation

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.*

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7. *The teacher knows how to train or access training for paraprofessionals.*
8. *The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.*

Element	Unacceptable	Acceptable	Target
10.1 Knowledge Partnerships		X	

10.1 The program provides evidence through candidate letter to instructor, syllabi, candidate work samples and field experience evaluations that teacher candidates demonstrate an adequate understanding of effective partnerships.

Sources of Evidence

- Special Education Teacher Letter from Candidate about on Site SPARC program
- SE 484: Special Education Internship (Syllabus)
- SE 477: Resource Exploration Paper (Assignment Instructions and Rubric)
- SE 335: Field Experience Evaluations

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.*

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Element	Unacceptable	Acceptable	Target
10.2 Performance Partnerships			X

10.2 Performance standard met the target rating and demonstrated that the program provides evidence that teacher candidates demonstrate an in-depth ability to interact in a professional and effective manner to support student learning and well-being. The observer saw two teacher candidates delivering instruction on site using many effective behavioral techniques including redirecting, honoring correct behavior and providing choices. One candidate sought his student’s opinion about participation in his own IEP process. It was also observed that SPARC students responding to teacher verbal and nonverbal cueing in the student presentation. When a student grew nervous, she touched her nose and the teacher recognized her cue and moved on seamlessly with the rest of the presentation. Many accounts of candidate communication with parents and other evaluation team members to help them address a behavioral need were also provided for review. On site, teacher educators interviewed discussed ongoing relationships with faculty, candidates and completers which they use to network and problem solve to benefit students.

Sources of Evidence

- Site Candidate and Teacher Interviews
- SPARC Student Presentations
- SE 484: Dispositions (Area scores for candidates)
- CEC Student Club State and National Conference Attendance and Participation-Completer Presentation

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	9		9	
Performance	10	0	8	2

Areas for Improvement:

Recommended Action on Special Education Program:

- Approved
 Conditionally Approved
 - Lack of Completers
 - New Program Not Approved

Rubric for State Specific Requirements (SSRs)

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers 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.

SSR 1: Knowledge and Performance Foundation for the application of Instructional Shifts for Language Arts

1. *Building Knowledge through Content–rich Nonfiction*
 - *Candidates prepare students to build knowledge and academic language through a balance of content rich, complex nonfiction and literary texts.*
 - *Candidates understand how to evenly balance informational and literary reading in all content areas to ensure that students can independently build knowledge in all disciplines through reading and writing.*
2. *Reading, writing and speaking grounded in evidence from text, both literary and informational*
 - *Candidates facilitate student Reading/Writing/Speaking that is grounded in evidence from the text, across the curriculum.*
 - *Candidates create lessons for students that require use of evidence from texts to present careful analyses, well-defended claims, and clear information.*
3. *Regular practice with complex text and its academic language*
 - *Candidates understand how to build a staircase of complexity in texts students must read to be ready for the demand of college and careers.*
 - *Candidates provide opportunities for students to use digital resources strategically, and to conduct research and create and present material in oral and written form.*
 - *Candidates foster an environment in which students collaborate effectively for a variety of purposes while also building independent literacy skills.*

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Element	Unacceptable	Acceptable	Target
SSR 1.1 Knowledge Instructional Shifts for Language Arts		X	

SSR 1.1 The program provides evidence that teacher candidates demonstrate adequate knowledge of instructional shifts for language arts. Interviews with OSTEs, syllabi, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of instructional shifts for language arts.

Sources of Evidence

- Syllabi did not explicitly call out the Idaho Core State Standards for ELA (CSS-ELA) or reference the shifts, but assignments implied instruction in this area. Posters on the ELA shifts were shared, though the same language does not seem to appear anywhere in course outlines or stated goals on key assignments.
- Discussions with OSTEs supported that candidates have knowledge of CCS-ELA, though it was reported that elementary education candidates seemed to be stronger than secondary candidates in this area.
- Student work in a number of elementary literacy courses, especially 319/320 indicated students were learning about and attending to ELA shifts. Final project in RE422 indicated secondary students had basic knowledge and awareness of ELA shifts.

Element	Unacceptable	Acceptable	Target
SSR 1.2 Performance (Application) Instructional Shifts for Language Arts		X	

SSR 1.2 Performance: Analyzing teacher lesson plans, literacy assignments, interviewing EPP faculty, OSTEs and candidates provide evidence that teacher candidates demonstrate an adequate ability to apply instructional shifts for language arts.

Sources of Evidence

- Evidence from candidate work in RE 319 lesson plans and RE 422 assignments indicate understanding and application of CSS-ELA. Clear evidence that candidates have a grasp of text complexity, and are requiring students to cite evidence from text. Could be more explicit in requiring a focus on content rich non-fiction in lesson planning and text sets.
- Secondary candidates certifying in science appear to have an extremely strong grasp of CSS-ELA, and candidate lesson plans specifically reference these standards in lesson planning.

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- Candidates in a variety of content areas were able to clearly articulate implementation of CSS-ELA and give examples of application.

Areas for Consideration:

- Final project in RE 422 could be far more intentional in requiring these three “shifts” to be included in candidate work. Though possibly due to the overt integration into the Next Generation Science Standards, secondary science candidates’ lesson plans are exemplary in integrating CCSS ELA standards.
- Consider explicit inclusion of common core Instructional Shifts for ELA in syllabi and key assignments to demonstrate candidates have adequate interaction with the common core shifts. Though it became clear that CSS-ELA was strong in elementary education, it was not initially apparent in course materials.

Recommended Action on SSR 1:

 X Approved

SSR 2: Knowledge and Performance Foundation for the application of Idaho Comprehensive Literacy Standards

1. *Phonics*
2. *Phonological Awareness*
3. *Fluency*
4. *Vocabulary*
5. *Comprehension*
6. *Writing*
7. *Assessment Strategies*
8. *Intervention Strategies*

Element	Unacceptable	Acceptable	Target
SSR 2.1 Knowledge (Inputs) Idaho Comprehensive Literacy Standards		X	

SSR 2.1 Interviews with OSTEs, ICLA test scores, and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of Idaho Comprehensive Literacy Standards.

Sources of Evidence

- ICLA pass rates and average score
- Discussion with OSTEs
- Syllabi from RE courses

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Element	Unacceptable	Acceptable	Target
SSR 2.2 Performance (Application) Idaho Comprehensive Literacy Standards		X	

SSR 2.2 Observing elementary teacher candidate, analyzing teacher lesson plans and literacy assignments, and discussion with candidates provide evidence that teacher candidates demonstrate an adequate ability to apply Idaho Comprehensive Literacy Standards.

Sources of Evidence

- Candidate work from PAT assignment in RE 303 and Tutoring assignment from RE 324 provide especially strong evidence of application and understanding. Hours of practicum experience focused on literacy is well beyond what would be expected from a preparation program.
- Observing a candidate teaching a lesson focused on fluency, vocabulary, and comprehension provided evidence of candidate confidence in content and assessment of student learning.
- Discussions with candidates reinforced there are multiple opportunities to learn and apply tenets of the Idaho Comprehensive Literacy requirements.

Recommended Action on SSR 2:

 X Approved

SSR 3: Knowledge and performance foundation for the application of Instructional Shifts for Mathematics

1. *Focus strongly on the math Standards for Practice.*
 - *Candidates understand how to significantly narrow and deepen the focus on the major work of each grade so that students can gain strong foundations: solid conceptual understanding, a high degree of procedural skill and fluency, and the ability to apply the math they know to solve problems inside and outside the math classroom.*
2. *Coherence- Thinking across grades and linking to major topics within grades*
 - *Candidates understand the progression of standards from grade to grade and can carefully connect learning across the grades.*
3. *Rigor- In major topics pursue conceptual understanding, procedural skill and fluency, and application with equal intensity.*
 - *Candidates understand how to support conceptual understanding and promote student’s ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.*

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Element	Unacceptable	Acceptable	Target
SSR 3.1 Knowledge (Inputs) Instructional Shifts for Mathematics		X	

SSR 3.1 Knowledge: Interviews with teacher candidates and faculty and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of instructional shifts for mathematics.

Sources of Evidence

- Course Syllabi: ED 449 and ED 328
- Course assignments: Unit plan, lesson rubric, course rational, and progression of standards found in ED 449 are exemplary.
- Interviews with candidates and faculty indicate a clear understanding of mathematical shifts

Element	Unacceptable	Acceptable	Target
SSR 3.2 Performance (Application) Instructional Shifts for Mathematics		X	

3.2 Performance: Analyzing candidate lesson plans, and interviewing faculty and teacher candidates provide evidence that teacher candidates demonstrate an adequate ability to apply instructional shifts for mathematics.

Sources of Evidence

- Lesson plans
- Interviews of faculty
- Interviews of teacher candidates

Areas for Consideration:

- Consider explicit inclusion of common core Instructional Shifts for Mathematics in ELED methods is needed to demonstrate candidates have adequate interaction with the common core shifts.
- Alignment of ED 328 to ED 449 could enhance understanding of math shifts for both content majors and elementary education candidates; especially in understanding the progression of standards from grade to grade, and to connect learning across the grades.

Recommended Action on SSR 3:

 X Approved

SSR 4: Knowledge and Performance Foundation for the application of Instructional Technology and Data Literacy

1. *Fluency using Student Data Systems Evidence that candidates are able to access and analyze data to make data-driven curricular decisions*
 - *Candidates understand how to support conceptual understanding and promote student's ability to access and apply complex concepts and procedures from a number of perspectives across core content areas.*
2. *Appropriate Integration of Educational Technology*
 - *Candidates meet pre-service technology requirement in the [Idaho Standards for Initial Certification of Professional School Personnel](#).*

Element	Unacceptable	Acceptable	Target
SSR 4.1 Knowledge (Inputs) Instructional Technology and Data Literacy		X	

SSR 4.1 Interviews with candidates and faculty and perusing student work samples provide evidence that teacher candidates demonstrate adequate knowledge of instructional technology and data literacy.

Sources of Evidence

- Course Syllabus: ED 318, ED 453
- Student work samples: technology integration portfolio, exam score analysis
- Interview with candidates and faculty

Element	Unacceptable	Acceptable	Target
SSR 4.2 Performance (Application) Instructional Technology and Data Literacy		X	

SSR 4.2 Analyzing candidate lesson plans, reviewing course syllabus and interviewing faculty and teacher candidates provide evidence that teacher candidates demonstrate an adequate ability to apply instructional technology and data literacy.

Sources of Evidence

- Courses: ED 318, ED 453
- Interviews with candidates and faculty
- Lesson plans

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Areas for consideration:

- Although it is evident that candidates have strong knowledge and are well versed regarding instructional technology, stronger evidence on impact on the K-12 student would be valuable; including technology use as an intentional part of lesson planning. Including reflection and analysis on the value and benefit to student and student learning through the chosen mode of delivery could strengthen evidence of candidate ability to implement knowledge into the K-12 classroom.
- The Assessment course appears to establish in candidates the knowledge to ensure assessments are reliable and valid and aligned to lesson objectives. Strengthening evidence of candidates' use of these assessments to analyze data to enhance student learning and change instruction could provide stronger proof of candidate application to the K-12 classroom.

Recommended Action on SSR 4:

 X Approved

SSR 5: Units demonstration of robust Clinical Practice and use of Performance Assessments

1. Robust Clinical Practice and Internships

- *The educator preparation program implements the Idaho Standards for Model Preservice Clinical Teaching Experience as written and approved by ICEP.*

2. Accurate and Informative Performance Assessments

- *Candidates receive accurate performance evaluations which include formative and summative assessments. A proficient score on a summative evaluation using the Danielson Framework is required in order to recommend a candidate for certification.*

Element	Unacceptable	Acceptable	Target
SSR 5 Clinical Practice and use of Performance Assessments			X

SSR 5 Interviews with OSTEs, building administrators, observing teacher candidate interviews with teacher candidates, analyzing performance assessments, interviewing faculty, and reviewing candidate performance evaluations provide evidence that the preparation program demonstrates an in-depth robust clinical practice and use of performance assessments.

Sources of Evidence

- Program handbook
- Interview with OSTEs, building administrators, teacher candidates & faculty
- Teachscape certificates, IPLP, and CSA

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COMMENDATIONS:

- Faculty should be commended for their commitment to certification and training in the Danielson Framework along with their commitment to follow candidates from the start of the program to the end and beyond as mentors and coaches during internships, in the classroom and out of the classroom.
- Building administrators, OSTEs and teacher candidates feel supported by LCSC through the internship process based on a strong partnership model where experienced, qualified teachers are individually selected as mentors.
- EPP provides multiple opportunities for practicums and interactions with a variety of students. By the beginning of a candidate’s third year, most have had at least 7 practicum opportunities at a minimum of 20 hours each.
- Minor suggestion: Teacher candidates are provided opportunity to provide feedback regarding contributions from OSTE, however, it may be helpful for OSTEs and building administrators to receive this feedback as part of strengthening the partnership.

Recommended Action on SSR 5:

 X Approved

SSR 6: Candidates meet Idaho state certification requirements per IDAPA Rule

1. *Random selection of candidates’ institutional recommendations provides verification of Idaho state certification requirements per IDAPA Rule.*
 - *Random selection of institutional recommendations for initial certification, including alternative authorizations*
 - *The institution must have a State Board approved program in order to issue the candidate an institutional recommendation for initial certification.*
 - *Random selection of institutional recommendations for adding endorsements, including alternative authorizations*
 - *If a candidate is currently certified in Idaho and wishes to add an endorsement in a new content area, the institution is able to work with the candidate to develop a plan to include: content, pedagogy, and performance.*
 - *The institution may issue the candidate an institutional recommendation once the content, pedagogy, and performance have been demonstrated by the candidate regardless of whether the institution has a State Board approved program in the new content area. This applies to adding endorsements only.*

Element	Unacceptable	Acceptable	Target
<i>SSR 6 Candidates meet IDAPA Rule Certification Requirements – Content, Pedagogy, and Performance</i>		X	

**CONSENT
DECEMBER 21, 2017**

College/University: Lewis and Clark State College Review Dates: April 23-25, 2017

SSR 6 Analyzing a random selection of candidate institutional recommendations, including recommendations for alternative authorizations, transcripts, student teaching placements, and Praxis II scores provide evidence that candidates meet IDAPA Rule certification requirements. Reviewers noted that in instances where multiple endorsements were being recommended the institution offered a methods course in each individual content area.

Areas for Improvement:

While all institutional recommendations reviewed indicated the grade level where the candidate's student teaching was completed, most did not show the content area in which student teaching occurred. This is particularly useful information when the candidate is being recommended for more than one area of endorsement so it can be ensured that all candidates meet the requirements specified in IDAPA 08.02.02.018 relating to performance area assessments.

Recommended Action on SSR 6:

 X Approved

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