

**CONSENT
FEBRUARY 15, 2018**

TAB	DESCRIPTION	ACTION
1	AUDIT – AUDIT COMMITTEE MEMBER APPOINTMENT	Motion to Approve
2	IRSA – WWAMI ADMISSIONS COMMITTEE APPOINTMENT	Motion to Approve
3	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS	Information item
4	SDE –EMERGENCY PROSIONAL CERTIFICATES	Motion to Approve
5	SDE – BOISE STATE UNIVERISTY, PROPOSED SEPCIAL EDUATION DIRECTOR ENDORSEMENT PROGRAM	Motion to Approve

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SUBJECT

Appointment of Johanna Hale to Audit Committee

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures V.H.
Board Bylaws I.F.4.b.

ALIGNMENT WITH STRATEGIC PLAN

Audit Committee membership is a non-strategic, Board governance agenda item.

BACKGROUND/DISCUSSION

Board Bylaws provide that the Audit Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent, non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. Members may be reappointed. Johanna Hale, Director of Internal Audit at J.R. Simplot Co., has been nominated to replace Brent Moylan, who recently resigned from the Committee. Ms. Hale's curriculum vitae is provided at Attachment 1.

IMPACT

Ms. Hale is well-qualified to serve as a non-Board member of the Audit Committee, and should be an excellent addition to the team. The Audit Committee reviewed the candidate's credentials, met with the candidate, and confirmed that she will meet the requirements established for Committee members within Board bylaws, including:

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

The Audit Committee members voted unanimously to recommend Ms. Hale's appointment to the Committee.

ATTACHMENTS

Attachment 1 – Johanna Hale Bio

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STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends the appointment of Ms. Hale as a non-Board member of the Audit Committee.

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BOARD ACTION

I move to appoint Johanna Hale as a non-Board member of the Audit Committee for a three (3) year term commencing February 15, 2018.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROFILE: 16 years' experience progressing from staff auditor to chief audit executive. Audit expertise within manufacturing, agribusiness, wholesale distribution and retail environments. Known for excellence in partnering with stakeholders to clarify requirements, drive consensus, and set expectations; entrusted with confidential business matters and sensitive proprietary information.

PROFESSIONAL EXPERIENCE

J.R. SIMPLOT COMPANY, Boise, Idaho (10/2006 - Present)

DIRECTOR, INTERNAL AUDIT

Responsible for global internal audit function of a \$6B+ privately-held organization. Define and execute company audit plan. Report to the Audit Committee and executive management on all key areas of responsibility to assist in compliance, risk, and governance responsibilities.

- Assess compliance, financial and operational risks to effectively design and execute an audit plan, determine root causes of exceptions, and recommend improvements to controls.
- Communicate, succinctly and timely, to executive management and Audit Committee on audit results and status of corresponding management actions.
- Successfully integrate separately-managed domestic and international staff into a single global team.
- Establish an information technology audit function to address the growing need for visibility into business critical operations.
- Implement a business partnering approach, aligning auditors with lines of business to educate and better engage stakeholders.
- Develop partnerships with other assurance functions to leverage knowledge sharing and visibility to operations.
- Provide expertise in global leadership and counsel to emerging functions.
- Provide services beyond traditional audit (self-assessment, facilitation, consulting, and education).
- Devise and implement a continuous auditing process, incorporating high level analysis and management interaction, to increase awareness, flexibility and effectiveness of audit staff in lieu of increasing headcount.
- Develop and maintain an audit methodology as the framework for all the work completed.
- Implement a data analytics program to actively monitor company activity, including identifying policy non-compliance and fraud.
- Establish a company-wide internal audit rotational staffing program to supplement functional resources and support company's efforts toward becoming a high performance organization.
- Implement a whistleblower hotline to support the company's code of ethics policy.
- Assist in controlling external audit fees through providing external audit assistance domestically and internationally.
- Provide training to internal audit staff and general employee population on key topics, including fraud awareness and internal controls.
- Conduct formal semi-annual and informal ad hoc performance evaluations with staff to advance performance and accountability.
- Proven track record of placing audit staff in roles within the organization.

OFFICE MAX, INC., Itasca, IL (formerly Boise Cascade Corporation, Boise, Idaho) (6/2001 – 9/2006)

AUDIT MANAGER

Provided oversight of corporate audits for a \$9B+, publicly-traded Fortune 500 Company. Worked closely with senior management to conduct risk assessment and perform annual audit planning. Responsible for training and developing new staff during a period of rapid increase in headcount.

- Communicated effectively in both verbal and written settings; able to effectively present formally and informally.
- Planned and managed multiple financial, compliance, and operational audits for corporate functions and divisions of the company to analyze risk, ensure compliance, and aid in process improvement.
- Developed and maintained strategic relationships between internal audit function and the organization.
- Worked in cross-functional teams to accomplish team and organizational goals and to identify and resolve problems.

- Facilitated and monitored consolidation and transition of corporate functions to new headquarters.
- Established and executed Sarbanes-Oxley (SOX) standards and compliance process for a division of the company.
- Managed corporate functions' compliance with SOX, Section 404, including training of business and audit staff, monitoring of changes and issues, and testing of controls.
- Coordinated SOX and audit efforts with external auditor, including scope agreement and reliance on internal work.
- Established quarterly risk assessment and monitoring for corporate function for compliance with SOX, Section 302, as well as conducted risk monitoring for multiple divisions of the company.
- Created and led department training team, responsible for defining curriculum for monthly and semi-annual training sessions.
- Coached and developed staff on audit methodology, processes, communication skills, business knowledge, report writing and professional development.

INTERNAL AUDIT ANALYST

Contributed to an audit team that protected assets of an \$8B+, publicly-traded Fortune 500 Company. Worked closely with management and performed audits within manufacturing, wholesale distribution, and corporate functions.

- Assisted in update of department's audit methodology and structured work papers to reflect changes in industry, profession, and regulations. Provided training to department on implementation of changes.
- Conducted compliance, financial and operational audits throughout the company's divisions and corporate functions.
- Communicated project status and results in both verbal and written settings to management and audit clients.
- Participated in development and implementation compliance program for SOX, Sections 302 and 404.

EDUCATION, CERTIFICATION AND RECOGNITION

BS, FINANCE (5/2001)

University of Idaho, Moscow, ID

Financial Management Association Honor Society

AS, BUSINESS ADMINISTRATION (7/1999)

North Idaho College, Coeur d' Alene, ID

Phi Theta Kappa Honor Society

CERTIFIED INTERNAL AUDITOR (5/2006)

IDAHO BUSINESS REVIEW'S "ACCOMPLISHED UNDER 40" AWARD (6/2011)

WOMEN'S AND CHILDREN'S ALLIANCE "TRIBUTE TO WOMEN IN INDUSTRY (TWIN)" AWARD (4/2015)

PROFESSIONAL AND COMMUNITY ACTIVITIES

SOCIETY OF CORPORATE COMPLIANCE AND ETHICS, Member

INSTITUTE OF INTERNAL AUDITORS, Member

ST. JOSEPH'S CATHOLIC SCHOOL, Boise, ID (2014 – Current), Volunteer

FRIENDS OF ZOO BOISE, Boise, ID (2010 – Current) Board Member, 2nd Vice President

GIRAFFE LAUGH EARLY LEARNING CENTERS, Boise, ID (2010 – Current), Volunteer

J.R. SIMPLOT UNITED WAY CAMPAIGN COMMITTEE, Boise, ID, (2010) Campaign Co-Chair

LIONS CLUB INTERNATIONAL, Boise, ID (2002 – Current) Past President, Boise Host Lions Chapter

THE LOG CABIN, LITERACY CENTER FOR IDAHO, Boise, ID, (2008 – 2009) Board Member

THE GLASS SLIPPER PROJECT, Chicago, IL (2005 – 2006) Volunteer

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**IDAHO WWAMI MEDICAL EDUCATION PROGRAM/UNIVERSITY OF WASHINGTON
SCHOOL OF MEDICINE**

SUBJECT

WWAMI Admissions Committee Appointment

REFERENCE

February 16, 2012	Office of State Board of Education confirmed proposed WWAMI Admissions Committee members, Dr. Rodde Cox and Dr. Kelly Anderson to serve a three-year term, renewable once for an additional three-years.
May 20-21, 2015	Office of State Board of Education confirmed proposed WWAMI Admissions Committee member, Dr. Lance Hansen to serve a three-year term, renewable once for an additional three-years.
April 19, 2017	Office of State Board of Education confirmed proposed WWAMI Admissions Committee members, Dr. Robert McFarland and Dr. Jennifer Gray to serve a three-year term, renewable once for an additional three-years.

ALIGNMENT WITH STRATEGIC PLAN

Idaho K-20 Public Education Strategic Plan Goal 2, Innovation and Economic Development, Objective D, Education to Workforce Alignment

BACKGROUND/DISCUSSION

WWAMI Contract dated October 14, 1975, which reads, "The University of Washington's Admissions Committee which reviews Idaho candidates shall include at least one member from Idaho who is mutually acceptable to the Idaho Board and to the University of Washington. The University of Washington will have final authority for acceptance or rejection of Idaho program candidates."

The Idaho WWAMI Admissions Committee consists of four physicians from Idaho who interview Idaho students interested in attending the University of Washington School of Medicine. The members of the Idaho WWAMI Admissions Committee serve three-year terms which are renewable once for an additional three years. The terms of the members are staggered so there are always senior members on the committee. Idaho physicians currently serving on the committee are: Dr. Rodde Cox of Boise, Dr. Lance Hansen of Montpelier, Dr. Robert McFarland of Coeur d'Alene, and Dr. Jennifer Gray of McCall. See committee member terms and rotation schedule in Attachment 2.

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Dr. Rodde Cox of Boise will be replaced by Dr. Cynthia Robison Hayes of Boise.

The Idaho Admissions Oversight Nominating Committee consisting of the first-year Idaho WWAMI Director, the Idaho WWAMI Assistant Dean, Idaho State Board of Education Chief Academic Officer, the Idaho Admissions Committee Chair, and a member of the Idaho Medical Association Committee on Medical Education Affairs, reviewed the curriculum vitae (CV) of Dr. Hayes, taking into consideration, among other things, the desire for a geographically diverse committee membership, and a goal of not having more than one sub-specialist on the committee and unanimously support the appointment as a new member of the Idaho Admissions Committee.

IMPACT

Admissions interviews take place in Boise over two separate weeks January – March. It is imperative that the committee have the full four-person membership in place by July 2018 to allow Dr. Hayes time to orient and train prior to the beginning of interview season in January, 2019.

ATTACHMENTS

Attachment 1-Nomination Letter to ISBOE	Page 3
Attachment 2-Idaho WWAMI Admissions Committee Rotation Schedule	Page 5
Attachment 3-Cynthia Robison Hayes Curriculum Vitae	Page 7

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho WWAMI Medical Education Program/University of Washington School of Medicine to appoint Dr. Cynthia Robison Hayes to the Idaho WWAMI Admissions Committee effective July 2018.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



December 26, 2017

Matt Freemam
Executive Director
Idaho State Board of Education
650 W. State Street
P.O. Box 83720
Boise, ID 83720-0037

Dear Mr. Freeman,

The Idaho Admissions Oversight Nominating Committee, consisting of the first-year Idaho WWAMI Director, Idaho WWAMI Assistant Clinical Dean, Idaho Admissions Committee Chair, Idaho State Board of Education's Chief Academic Officer, and a member of the Idaho Medical Association Committee on Medical Education Affairs, have identified the following Idaho Physicians to serve on the Idaho Admissions Committee for the University of Washington School of Medicine for Entering Year 2019.

Dr. Cynthia Robison Hayes is an OB/Gyn physician practicing in Boise, Idaho who will be replacing Dr. Rodde Cox on the committee. Dr. Hayes' term, if approved, will begin July 2018 through June 2021 with a second term from July 2021 through June 2024. Attached, for your review is Dr. Hayes' CV.

Thank you for your serious consideration of Dr. Hayes' nomination and support of the Idaho Admissions Oversight Nominating Committee.

Should you have any questions, please feel free to contact me.

Sincerely,

A handwritten signature in black ink that reads 'Mary E. Barinaga MD'. The signature is written in a cursive style.

Mary E. Barinaga, M.D.

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Idaho WWAMI Admissions Committee Membership Rotation Schedule

<i>Interview E-2012</i>			<i>Interview E-2013</i>			<i>Interview E-2014</i>			<i>Interview E-2015</i>			<i>Interview E-2016</i>		
<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>
Kozisek, Chair, ExCom	Final	Final	Jefferson ExCom	1 st	2 nd	Jefferson ExCom	1 st	3 rd	Jefferson ExCom	2 nd	1 st	Jefferson ExCom	2 nd	2 nd
Garwick ExCom	Final	Final	Rousseau Chair, Excom	1 st	2 nd	Rousseau ExCom	1 st	3 rd	Rousseau ExCom	2 nd	1 st	Rousseau ExCom	2 nd	2 nd
Jefferson	1 st	1 st	New: Cox	1 st	1 st	Cox	1 st	2 nd	Cox	1 st	3 rd	Cox	2 nd	1 st
Rousseau	1 st	1 st	New: Anderson	1 st	1 st	Anderson	1 st	2 nd	Anderson	1 st	3 rd	Hansen	1 st	1 st

<i>Interview E-2017</i>			<i>Interview E-2018</i>			<i>Interview E-2019</i>			<i>Interview E-2020</i>			<i>Interview E-2021</i>		
<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>
Jefferson ExCom	Final	Final	Cox ExCom	2 nd	Final	Hansen ExCom	2 nd	1 st	Hansen ExCom	2 nd	2 nd	Hansen ExCom	2 nd	Final
Rousseau ExCom	Final	Final	Hansen Excom	1 st	3 rd	McFarland ExCom	1 st	2 nd	McFarland ExCom	1 st	3 rd	McFarland ExCom	2 nd	1 st
Cox	2 nd	2 nd	McFarland	1 st	1 st	Gray	1 st	2 nd	Gray	1 st	3 rd	Gray	2 nd	1 st
Hansen	1 st	2 nd	Gray	1 st	1 st	New: Hayes	1 st	1 st	Hayes	1 st	2 nd	Hayes	1 st	3 rd

<i>Interview E-2022</i>			<i>Interview E-2023</i>			<i>Interview E-2024</i>		
<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>	<i>Name</i>	<i>Term</i>	<i>Year</i>
McFarland ExCom	2 nd	2 nd	McFarland	2 nd	Final	Hayes ExCom	2 nd	Final
Gray ExCom	2 nd	2 nd	Gray	2 nd	Final	New TBD	1 st	3 rd
Hayes	2 nd	1 st	Hayes ExCom	2 nd	2 nd	New: TBD	1 st	1 st
New: TBD	1 st	1 st	New: TBD	1 st	2 nd	New: TBD	1 st	1 st

Curriculum Vitae

Name Cynthia Robison Hayes, M.D.

Telephone Home: (208) 861-8707

Email hayesc@slhs.org
cyndi.hayes@fmridaho.org
cyndihayes@me.com

Birth Place Palo Alto, CA

Home Address 1821 N 19th St.
Boise, ID 83702

Undergraduate Education Stanford University
Palo Alto, CA
B.A. in Human Biology
September 1988 – June 1993

Medical Education University of Washington School of Medicine
Seattle, WA
M.D.
August 1993 – June 1997

Internship Union Memorial Hospital
Baltimore, MD
July 1997 – June 1998

Residency Union Memorial Hospital
Baltimore, MD
July 1998 – December 1999

Franklin Square Hospital Center
Baltimore, MD
January 2000 – June 2001

Faculty Appointments Clinical Instructor
University of Washington Department of Obstetrics and
Gynecology
2003 – present

Employment History Site Medical Manager for Laborist group
St. Luke's Regional Medical Center
Boise, ID
February 2017 - present

Laborist

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St. Luke's Regional Medical Center
Boise, ID
April 2013 – present

OB liaison to the Family Medicine Residency of Idaho
Boise, ID
April 2013 - present

Obstetrics and Gynecology Faculty
Family Medicine Residency of Idaho
Boise, ID
September 2008 – March 2013

Physician and Vice-President
Boise OB-Gyn
Boise, ID
August 2001 – August 2008

Awards

2016 - Family Medicine Residency of Idaho award for
"Outstanding OB Consultant"
2012 – Family Medicine Residency of Idaho award for
"Outstanding OB Consultant"
2009 – Family Medicine Residency of Idaho Faculty "Rookie
of the Year" award
2001 – First Place, Franklin Square Hospital Center
Obstetrics and Gynecology Resident Research Day
1998 – Second Place, Union Memorial Hospital Obstetrics
and Gynecology Resident Research Day
1999 – Second Place, Union Memorial Hospital Obstetrics
and Gynecology Resident Research Day
1999 - Berlex Laboratories Best PGY-2 Teaching Resident,
Union Memorial Hospital

Board Certification

Board Certified – American Board of Obstetrics and Gynecology
2003 - present

State Licensure

Idaho 2001 – present

Professional Organizations

Idaho Section Chair
American Congress of Obstetricians and
Gynecologists, Idaho section Chair
October 2016 - present

Idaho Section Vice-Chair
American Congress of Obstetricians and Gynecologists
October 2013 - September 2016

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Member, Ada County Medical Society

Member, Idaho Medical Association

Fellow, American Congress of Obstetricians and
Gynecologists

Positions Held

Vice Chair

Department of Obstetrics and Gynecology
St. Luke's Regional Medical Center
Boise, ID
February 2017 - present

Chair

Obstetrics and Gynecology Peer Review Subcommittee
St. Luke's Regional Medical Center
Boise, ID
February 2017 - present

Chair, Credentials Committee

St. Alphonsus Regional Medical Center
Boise, ID
2013 - 2014

Credentials Committee Member

St. Alphonsus Regional Medical Center
Boise, ID
2008 - 2013

Department Chair

Department of Obstetrics and Gynecology
St. Alphonsus Regional Medical Center
Boise, ID
February 2006 - February 2008

USMLE Status

Steps 1-3: Passed

Research

1998 – *Evaluation of Efficacy of EMLA Topical Anesthetic
for Neonatal Circumcision*

1999 – *Postpartum Contraceptive Compliance*

2000 – *Accuracy of Prenatal Sonograms in Predicting
Estimated Fetal Weight*

References

Furnished upon request

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SUBJECT

Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Governance/Oversight required through Board policy to assure a safe environment for students conducive to the institutions mission of educating students.

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 December 21, 2017 Board meeting. Since that meeting, Board staff has received twenty-four (24) permits from Boise State University, six (6) permits from Idaho State University and six (6) permits from the University of Idaho.

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

ATTACHMENTS

Attachment 1 - List of Approved Permits by Institution

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BOARD ACTION

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

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APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY December 2017 – March 2018				
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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
REYCO Systems Christmas Party	Stueckle Sky Center		X	12/05/2017
Story Night with Discovery Center	Student Union Building		X	12/05/2017
Brit Floyd Concert	Morrison Center		X	12/10/2017
The Nutcracker	Morrison Center		X	12/15/2017
Keller Associates Christmas Party	Stueckle Sky Center		X	12/15/2017
Broadway in Boise	Morrison Center		X	12/21/17
Bronco Athletic Association Holiday Party	Gene Bleymaier Football Center	X		1/04/2018
Governor's Dinner	Stueckle Sky Center		X	1/05/20178
Golden Dragon Acrobats	Morrison Center		X	1/06/2018
Aflac Market Kick Off	Stueckle Sky Center		X	1/06/2018
Yagues Wedding	Stueckle Sky Center		X	1/13/2018
Physicians Task Force Meeting	COBE	X		1/18/2018
Annual Agency Awards Banquet	Stueckle Sky Center		X	1/19/2018
Cradlepoint Banquet	Stueckle Sky Center		X	1/24/2018
Cradlepoint SKO Closing Reception	Student Union Building		X	1/25/2018
Comedian Bill Engvall	Morrison Center		X	1/28/2018
Broadway In Boise	Morrison Center		X	1/30/2018
ID Water Quality Workshop	Student Union Building		X	1/30/2018
RedBuilt Sales Celebration	Stueckle Sky Center		X	2/02/2018
Ballet Idaho	Morrison Center		X	2/09/2018
Ballet After Party	Morrison Center		X	2/10/2018
Andrus Lecture on Education Reception	Student Union Building	X		2/12/2018
Opera Idaho	Morrison Center		X	2/16/2018

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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Giesbrecht Wedding	Stueckle Sky Center		X	3/31/2018

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APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY December 2017 – March 2018				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Holiday Open House	Bennion Student Union	X		12/06/2017
Smith Group Christmas Party	Bennion Student Union		X	12/16/2017
College of Arts and Letters New Year's Eve Gala	Stephens Performing Arts Center	X		12/31/2017
Spectra Productions – The Grower Speaker Social	Stephens Performing Arts Center		X	1/17/2018
Statewide	Stephens Performing Arts Center		X	02/22-23/2018
Opportuni-Tea	Rotunda	X		3/03/2018

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APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO 2017 – 2017				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
SAS Talks	IRIC	X		12/07/2017
TVEP Holiday Celebration	Idaho Water Center	X		12/12/2017
College of Engineering Joint Advisory Board Meeting	Idaho Water Center	X		1/26/2019
New Year Gala	Bruce Pitman Center	X		2/17/2018
Silver & Gold Event	Bruce Pitman Center	X		4/05/2018
Latah County Vandal Booster Dinner Auction	Bruce Pitman Center	X		4/28/2018

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates

REFERENCE

December 2016	Board approved six (6) provisional certificates for the 2016-17 school year.
February 2017	Board approved seventeen (17) provisional certificates for the 2016-17 school year.
April 2017	Board approved three (3) provisional certificates for the 2016-17 school year.
June 2017	Board denied one (1) provisional certificate for the 2016-17 school year.
October 2017	Board approved four (4) provisional certificates for the 2017-18 school year.
December 2017	Board approved seventeen (17) provisional certificates for the 2017-18 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D, Quality Education
Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

Seven (7) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

Boundary County School District #101

Applicant Name: Westbrook, Kristina

Content & Grade Range: All Subjects K-8

Educational Level: AA – General Studies 5/2016

Declared Emergency: November 13, 2017, Boundary County School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

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Summary of Recruitment Efforts: Boundary County School District had a teacher resign 10/9/2017 due to family matters. They brought in a long term sub, Ms. Westbrook. She was interested in certification and has enrolled in a program at Lewis Clark State College. She is scheduled to do her student teaching in Fall 2018.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Boundary County School District's request for Kristina Westbrook without reservation.

Emmett School District #221

Applicant Name: Morrison, Shelbi

Content & Grade Range: Special Education Consulting Teacher K-12

Educational Level: MA – Special Education 8/2017, BA – Psychology 6/2011

Declared Emergency: October 12, 2017, Emmett School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Due to an increase in student behavioral concerns and needs in both general and special education, Emmett School District has created a new position called Behavior Intervention Specialist. After review with Dr. Charlie Silva, it was agreed that the responsibilities match that of the Special Education Consulting Teacher endorsement. Dr. Silva confirmed that this endorsement does not allow the candidate to instruct students. She further added that the district and candidate need to familiarize themselves with billing requirements in the School Based Medicaid Handbook and the Idaho Training Clearinghouse.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Emmett School District's request for Shelbi Morrison without reservation.

Idaho Science and Technology Charter School #468

Applicant Name: Lee, Shanna

Content & Grade Range: All Subjects K-8

Educational Level: BA, Health/PE 1992

Declared Emergency: July 10, 2017, Idaho Science and Technology Charter School Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Idaho Science and Technology Charter had 4 vacancies to start the year. Ms. Lee holds a bachelor's degree and is willing to enroll in ABCTE for Summer 2018.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Idaho Science and Technology Charter School's request for Shanna Lee without reservation.

Idaho Science and Technology Charter School #468

Applicant Name: Paxman, Rachelle

Content & Grade Range: All Subjects K-8

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Educational Level: BA, Recreational Management, minor Psychology

Declared Emergency: July 10, 2017, Idaho Science and Technology Charter School Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Idaho Science and Technology Charter had 4 vacancies to start the year. Ms. Paxman holds a bachelor's degree and is willing to enroll in ABCTE for Summer 2018.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Idaho Science and Technology Charter School's request for Rachelle Paxman without reservation.

Joint School District #002

Applicant Name: Kehn, Rebecca

Content & Grade Range: Health 5-9

Educational Level: MA in Teaching, BA - English, currently certified English 6-12

Declared Emergency: December 12, 2017, Joint School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Joint School District #2 received the resignation of a teacher on July 4, 2017. The schedule was filled with current staff. Ms. Kehn was the most qualified. There is no intention of a plan that would lead to a Health endorsement at this time.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Joint School District #002's request for Rebecca Kehn without reservation.

Kimberly School District #414

Applicant Name: Mueller, Rachelle

Content & Grade Range: All Subjects K-8

Educational Level: BS - Radio/TV/Digital Media Prod, minor Art 12/2006

Declared Emergency: July 19, 2017, Joint School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Rachelle was enrolled in ABCTE for the 2016-17 school year, but was unable to complete all of the components. After re-evaluation of her plan she has decided to change to Western Governors University. Unfortunately, she is unable to enroll in the teacher preparation program or obtain a plan until she completes pre-requisite coursework. She will work on pre-requisites this school year and anticipates enrollment for 2018-19 school year in the teacher preparation program.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Kimberly School District's request for Rachelle Mueller without reservation.

Wendell School District #232

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Applicant Name: Mitchell, Danielle

Content & Grade Range: Mathematics 6-12

Educational Level: 42 credits based on August 2017 transcript

Declared Emergency: August 15, 2017, Wendell School District Board of Trustees declared an emergency area of need exists for the 2017-2018 school year.

Summary of Recruitment Efforts: Wendell School District had three interviews. One candidate was certified but took another position within the district. The second applicant was certified but was not a good fit. Ms. Mitchell was the best fit for the district. She is currently enrolled in Western Governors University and will do her student teaching in January of 2019.

PSC Review: The Professional Standards Commission Authorizations Committee met December 12, 2017. The committee recommends Wendell School District's request for Danielle Mitchell without reservation.

IMPACT

If the emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education...." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years of accredited college training except in occupational fields or emergency situations. When an emergency is declared, the Board is authorized to grant one-year provisional certificates based on not less than two (2) years of college training. The two year minimum requirement could be interpreted to mean the individual has attended a postsecondary institution without regard to the number of credits taken each year, however, the intent of the two year requirement is that the individual attended full time for two or more years. The Board defines a full time student as a student taking 12 or credits (or equivalent) per semester pursuant to Board policy III.P.7. Full-Time Students.

Section 33-512, Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator..." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts may use an individual as a long-term substitute prior to requesting provisional certification for the individual.

The Department receives applications from the school districts for requests for provisional certifications, Department staff then work with the school districts to ensure the applications are complete. The Professional Standards Commission

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then reviews requests for the one-year provisional certificates, and those that are complete and meet the minimum requirements are then brought forward by the Department to the Board for consideration with a recommendation from the Professional Standards Commission.

BOARD ACTION

I move to approve one-year emergency provisional certificates for Kristina Westbrook, Shelbi Morrison, Shanna Lee, Rachelle Paxman, Rebecca Kehn, Rachelle Mueller and Danielle Mitchell to teach the content area and grade ranges at the specified school districts as provided herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

OR

I move to approve a one-year emergency provisional certificate for Kristina Westbrook to teach All Subjects grades kindergarten through eight (8) in the Boundary County School District #101 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Shelbi Morrison to serve as Special Education Consulting Teacher grades kindergarten through twelve (12) in the Emmett School District #221 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Shanna Lee to teach All Subjects grades kindergarten through eight (8) in the Idaho Science and Technology Charter School #468 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Rachelle Paxman to teach All Subjects grades kindergarten through eight (8) in the Idaho Science and Technology Charter School #468 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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I move to approve a one-year emergency provisional certificate for Rebecca Kehn to teach Health grades five (5) through nine (9) in the Joint School District #002 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Rachelle Mueller to teach All Subjects grades kindergarten through eight (8) in the Kimberly School District #414 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve a one-year emergency provisional certificate for Danielle Mitchell to teach Mathematics grades six (6) through twelve (12) in the Wendell School District #232 for the 2017-18 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University; Proposed Special Education Director Endorsement Program

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures; Section 33-114 and 33-1258, Idaho Code

Idaho Administrative code, IDAPA 08.02.02.100-Official Vehicle for the Approval of Teacher Education Programs

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective D, Quality Education

Goal 4: Effective and Efficient Educational System, Objective A, Quality Teaching Workforce.

BACKGROUND/DISCUSSION

The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Special Education Director endorsement program proposed by Boise State University (BSU). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the Idaho School Administrator Standards and the Special Education Director Standards would be met and/or surpassed through the proposed program.

During its September 2017 meeting, the PSC voted to recommend Conditional Approval of the proposed Special Education Director endorsement program offered through BSU. With the conditionally approved status, BSU may admit candidates to the Special Education Director endorsement program, and will undergo full approval once there are program completers.

IMPACT

In order to maintain status as an Idaho approved program and produce graduates eligible for Idaho educator certification, BSU must have all new programs reviewed for State Board approval.

ATTACHMENTS

Attachment 1 – BSU Special Education Director New Program
Proposal Packet

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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

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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 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 accept the Professional Standards Commission recommendation to conditionally approve the Special Education Director endorsement program offered through Boise State University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Educational Leadership Program
Boise State University
Dr. Kelly Cross
Program Coordinator
kellycross@boisestate.edu

Special Education Director Endorsement Proposal

Proposal: To provide a program for student candidates to earn a Master degree in Educational Leadership, with an emphasis on special education administration. The Educational Leadership Program at Boise State University recognizes the critical responsibility of school administrators to have a comprehensive understanding of special education. All students enrolled in the Educational Leadership Program learn multiple aspects of special education through readings, Problem-Based Learning activities, and their administrative internship. This proposal offers students the option of earning the special education director endorsement as well as the principal endorsement.

The Boise State University Educational Leadership Program currently satisfies course requirements for a K-12 Principal endorsement. Over the course of the program students complete assignments and provide evidence of their proficiency in the 14 administrative standards. The addition of a special education internship course would provide students the opportunity to gain proficiency in the special education specific standards (5, 10, and 12) as well as the 12 competencies required for the Special Education Director endorsement. The proposed addition takes students down a pathway that focuses on special education administrative responsibilities, knowledge, and skills. Students seeking the Special Education Director endorsement will complete an additional six-credit course that focuses specifically on special education related performance tasks, and provides an opportunity for students to work with an experienced special education administrator. Successful completion of the Educational Leadership Program and proposed endorsement addition, with four years of full-time certified teaching under contract, will allow candidates the opportunity to earn an endorsement for Special Education Director.

Comparison of the Educational Leadership Program (M.Ed.) Principal endorsement and Special Education Director endorsement

Candidates seeking the Principal endorsement only will follow the path of “Principal”, and candidates seeking the Special Education Director endorsement will follow the path of “Special Education Director”. Students seeking the Special Education Director endorsement will be required to take an additional six (6) credits of internship work beyond the principal endorsement coursework in order to complete all requirements for the special education director endorsement. Successful graduates of the Educational Leadership Program (M.Ed.) seeking to add the Special Education Director endorsements must complete the sixth module listed in the Special Education Director path (ED-CIFS 587).

Principal	Special Education Director
<p>ED-CIFS 576 Leadership Foundation: This module emphasizes essential knowledge, skills and dispositions to serve as the foundation for candidates pursuing positions of leadership. Emphasis includes developing conceptual frameworks to lead and manage a) schools and school systems, b) change and improvement, and c) self, others and relationships.</p> <p>Credits: 6</p>	<p>ED-CIFS 576 Leadership Foundation: This module emphasizes essential knowledge, skills and dispositions to serve as the foundation for candidates pursuing positions of leadership. Emphasis includes developing conceptual frameworks to lead and manage a) schools and school systems, b) change and improvement, and c) self, others and relationships.</p> <p>Credits: 6</p>
<p>ED-CIFS 577 Leading Teaching and Learning: This module emphasizes knowledge, skills, and dispositions of an effective instructional leader who is expected to influence, manage, monitor, evaluate, and ensure the quality of curriculum, instruction and assessment.</p> <p>Credits: 6</p>	<p>ED-CIFS 577 Leading Teaching and Learning: This module emphasizes knowledge, skills, and dispositions of an effective instructional leader who is expected to influence, manage, monitor, evaluate, and ensure the quality of curriculum, instruction and assessment.</p> <p>Credits: 6</p>
<p>ED-CIFS 578 Leading System Change: This module provides candidates with the knowledge, skills and dispositions necessary to create and assess school and district cultures, conditions, and capabilities that support high levels of achievement for all students.</p> <p>Credits: 6</p>	<p>ED-CIFS 578 Leading System Change: This module provides candidates with the knowledge, skills and dispositions necessary to create and assess school and district cultures, conditions, and capabilities that support high levels of achievement for all students.</p> <p>Credits: 6</p>

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<p>ED-CIFS 579 Administrative Internship: This module places students in approved partnership school settings. Candidates meet in scheduled classes throughout the internship experience. Individual work plans are developed collaboratively with candidate, administrative mentor, and university advisor. Contracts include required and elective activities, performance outcomes, and reading requirements.</p> <p>Credits: 6</p>	<p>ED-CIFS 579 Administrative Internship: This module places students in approved partnership school settings. Candidates meet in scheduled classes throughout the internship experience. Individual work plans are developed collaboratively with candidate, administrative mentor, and university advisor. Contracts include required and elective activities, performance outcomes, and reading requirements.</p> <p>Credits: 6</p>
<p>ED-CIFS 692 Capstone Project: This module provides the opportunity to apply research methodologies in the context of practice to improve the conditions influencing school or district performance. Projects must demonstrate a positive impact on student learning. Students are required to use qualitative and quantitative research methods appropriate for Master level research. Candidates may utilize internship settings for action research proposals.</p> <p>Credits: 6</p>	<p>ED-CIFS 692 Capstone Project: This module provides the opportunity to apply research methodologies in the context of practice to improve the conditions influencing school or district performance. Projects must demonstrate a positive impact on students learning. Students are required to use qualitative and quantitative research methods appropriate for Master level research. Candidates may utilize internship settings for action research proposals.</p> <p>Credits: 6</p>
	<p>ED-CIFS 587 Special Education Internship: This module asks candidates to complete specific performance tasks associated with management of special education services. Students conduct field work and projects focused on students with disabilities, work with a mentor Special Education Director, and participate in class seminars, readings, and discussions.</p> <p>Credits: 6</p>

SPECIAL EDUCATION DIRECTOR: Standards and Competencies

Standard 5: Priority Management

The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge 1:

The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.

Knowledge 2: The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.

Knowledge 3: The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.

Knowledge 4: The special education director understands the use of technology in referral processes, Individual Education Plan development, and records management.

Performance 1: The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.

Performance 2: The special education director implements the special education processes and procedures required by federal, state, and school district policies.

Performance 3: The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

Standard 10: Instructional Vision

The administrator ensures that instruction is guided by a shared, research-based vision that articulates what students do to effectively learn the subject.

Knowledge 1:

The special education director understands the concept and best practices of least restrictive environment.

Knowledge 2:

he special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages 3-21 to maximize their potential.

Knowledge 3:

The special education director understands the importance of collaboration to provide general education targeted interventions.

Performance 1:

The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practices in the least restrictive environment.

Performance 2:

The special education director engages in district planning process that cultivate a shared vision for meeting the needs of all learners.

Standard 12: Continuous Improvement of Instruction

The administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge 1:

The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

Knowledge 2:

The special education director knows how to plan, write, implement, and access Individual Education Programs.

Knowledge 3:

The special education director understands the role of assistive and adaptive technology and related services in instruction.

Knowledge 4:

The special education director understands community-based instruction and experiences for students.

Knowledge 5:

The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

Knowledge 6:

The special education director understands statewide assessment policies.

Performance 1:

The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.

Performance 2:

The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.

Performance 3:

The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.

Competencies:

1. Concepts of Least Restrictive Environment
2. Post-School Outcomes and Services for Students with Disabilities Ages 3-21
3. Collaboration Skills for General Education Intervention
4. Instructional and Behavioral Strategies
5. Individual Education Programs (IEPs)
6. Assistive and Adaptive Technology
7. Community-Based Instruction and Experiences
8. Data Analysis for Instructional Needs and Professional Training
9. Strategies to Increase Program Accessibility
10. Federal and State Laws and Regulations and School District Policies
11. Resource Advocacy
12. Technology Skills for Referral Processes, and Record Keeping

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Boise State University Program: Educational Leadership Dual Program Principal and Special Education Director Endorsement		
Key Indicators Specific to Content Standards and Competencies	Coursework or Equivalent Experience	Artifacts and Performance Assessments
Standard 5: Priority Management The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.		
Knowledge 1: <i>The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.</i> Competency 9: Strategies to Increase Program Accessibility	ED-CIFS 576 ED-CIFS 577 ED-CIFS 578 ED-CIFS 587	PBL #2: Refugee and Special Education: RtI process, and ELL considerations PBL # 4: Evaluations and Unsatisfactory Performances PBL #5: Professional Development and Beyond, includes PD for special education staff PBL #8: Six Scenarios of Special Education Critical Inquiry Research Project Accessibility Assessment
Knowledge 2: <i>The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.</i> Competency 10: Federal and State Laws and Regulations and School District Policies	ED-CIFS 578 ED-CIFS 587	PBL #8: Six Scenarios of Special Education Special Education Law Webinar Special Education Scavenger Hunt Special Education File Review
Knowledge 3: <i>The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.</i> Competency 9: Strategies to Increase Program Accessibility	ED-CIFS 587	Workforce Innovation Opportunity Act IDEA Part B Application General Fund Budget Review Critical Inquiry Research Project
Knowledge 4: <i>The special education director understands the use of technology in referral processes, Individual Education Plan</i>	ED-CIFS 587	Assistive Technology State Project Special Education File Review

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<i>development, and records management.</i> Competency 12: Technology Skills for Referral Processes and Record Keeping		
Performance 1: <i>The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.</i> Competency 9: Strategies to Increase Program Accessibility Competency 11: Resource Advocacy	ED-CIFS 587	Accessibility Assessment IDEA Part B Application Critical Inquiry Research Project
Performance 2: <i>The special education director implements the special education processes and procedures required by federal, state, and school district policies.</i> Competency 10: Federal and State Laws and Regulations and School District Policies	ED-CIFS 578 ED-CIFS 587	PBL #8: Six Scenarios of Special Education Special Education Scavenger Hunt Special Education File Review Special Education Law Webinar Resource Manual Section 6: Effective Policies and Procedures
Performance 3: <i>The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.</i> Competency 11: Resource Advocacy	ED-CIFS 587	IDEA Part B Application Critical Inquiry Research Project General Fund Budget Review
Standard 10: Instructional Vision The administrator ensures that instruction is guided buy a shared, research-based vision that articulates what students do to effectively learn the subject.		
Knowledge 1: <i>The special education director understands the concept and best practices of least restrictive environment.</i> Competency 1: Concepts of Least Restrictive Environment	ED-CIFS 578 ED-CIFS 587	PBL #8: Six Scenarios of Special Education Special Education Scavenger Hunt
Knowledge 2: <i>the special education director understands the importance of post-school</i>	ED-CIFS 587	Workforce Innovation Opportunity Act Assistive Technology State Project

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<p><i>outcomes and articulates a full range of services and supports for students with disabilities ages 3-21 to maximize their potential.</i></p> <p>Competency 2: Post-School Outcomes and Services for Students with Disabilities Ages 3-21</p>		<p>Accessibility Assessment General Fund Budget Review</p>
<p>Knowledge 3: <i>The special education director understands the importance of collaboration to provide general education targeted interventions.</i></p> <p>Competency 3: Collaboration Skills for General Education Intervention</p>	<p>ED-CIFS 579 ED-CIFS 692</p> <p>ED-CIFS 587</p>	<p>Administrative Internship</p> <p>Critical Inquiry Research Project Resource Manual Section 11: Leadership and Management</p>
<p>Performance 1: <i>The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practices in the least restrictive environment.</i></p> <p>Competency 1: Concepts of Least Restrictive Environment</p>	<p>ED-CIFS 578</p> <p>ED-CIFS 587</p>	<p>PBL #8: Six Scenarios of Special Education</p> <p>Special Education Scavenger Hunt Resource Manual Section 11: Leadership and Management</p>
<p>Performance 2: <i>The special education director engages in district planning process that cultivate a shared vision for meeting the needs of all learners.</i></p> <p>Competency 8: Data Analysis for Instructional Needs and Professional Training</p> <p>Competency 9: Strategies to Increase Program Accessibility</p> <p>Competency 11: Resource Advocacy</p>	<p>ED-CIFS 579 ED-CIFS 692</p> <p>ED-CIFS 587</p>	<p>Administrative Internship</p> <p>Critical Inquiry Research Project Resource Manual Section 11: Leadership and Management</p>
<p>Standard 12: Continuous Improvement of Instruction The administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of</p>		

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instructional practice guided by the instructional vision.		
<p>Knowledge 1: <i>The special education director knows instructional and behavioral strategies for meeting the needs of special populations.</i></p> <p>Competency 4: Instructional and Behavioral Strategies</p>	ED-CIFS 587	<p>Critical Inquiry Research Project SESTA Training Resource Manual Section 5: Integrated Monitoring Activities</p>
<p>Knowledge 2: <i>The special education director knows how to plan, write, implement, and access Individual Education Programs.</i></p> <p>Competency 5: Individual Education Programs (IEPs)</p>	ED-CIFS 587	<p>Special Education File Review Special Education Scavenger Hunt Resource Manual Section 13: The Special Education Process</p>
<p>Knowledge 3: <i>The special education director understands the role of assistive and adaptive technology and related services in instruction.</i></p> <p>Competency 6: Assistive and Adaptive Technology</p>	ED-CIFS 587	<p>Special Education Scavenger Hunt Assistive Technology State Project Accessibility Assessment</p>
<p>Knowledge 4: <i>The special education director understands community-based instruction and experiences for students.</i></p> <p>Competency 7: Community-Based Instruction and Experiences</p>	ED-CIFS 587	<p>Workforce Innovation Opportunity Act</p>
<p>Knowledge 5: <i>The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.</i></p> <p>Competency 8: Data Analysis for Instructional Needs and Professional Training</p>	ED-CIFS 587	<p>Special Education File Review Critical Inquiry Research Project Resource Manual Section 7: Data on Processes and Results</p>
<p>Knowledge 6: <i>The special education director understands statewide assessment policies.</i></p> <p>Competency 4: Instructional and Behavioral Strategies</p> <p>Competency 8: Data Analysis for Instructional Needs and Professional Training</p>	ED-CIFS 587	<p>Special Education File Review Special Education Law Webinar Resource Manual Section 6: Effective Policies and Procedures Resource Manual Section 12: OSEP Guidance Topics on Special Education Issues</p>

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<p>Competency 10: Federal and State Laws and Regulations and School District Policies</p>		
<p>Performance 1: <i>The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.</i></p> <p>Competency 4: Instructional and Behavioral Strategies</p>	<p>ED-CIFS 587</p>	<p>Workforce Innovation Opportunity Act General Fund Budget Review Critical Inquiry Research Project Resource Manual Section 11: Leadership and Management</p>
<p>Performance 2: <i>The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.</i></p> <p>Competency 5: Individual Education Programs (IEPs)</p>	<p>ED-CIFS 587</p>	<p>Workforce Innovation Opportunity Act Special Education File Review Special Education Scavenger Hunt Resource Manual Section 7: Data on Processes and Procedures</p>
<p>Performance 3: <i>The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.</i></p> <p>Competency 10: Federal and State Laws and Regulations and School District Policies</p>	<p>ED-CIFS 587</p>	<p>Special Education Scavenger Hunt Special Education File Review Special Education Law Webinar</p>

Conceptual Framework
Boise State University College of Education

Boise State University strives to develop knowledgeable educators who integrate complex roles and dispositions in the service of diverse communities of learners. Believing that all children, adolescents, and adults can learn, educators dedicate themselves to supporting that learning. Using effective approaches that promote high levels of student achievement, educators create environments that prepare learners to be citizens who contribute to a complex world. Educators serve learners as reflective practitioners, scholars and artists, problem solvers, and partners.

Educational Leadership Mission

The mission of the Boise State University Educational Leadership Program is to develop leaders who demonstrate the outward capabilities and the inward commitment to create schools where all students learn to high levels.

Conceptual Framework

The Educational Leadership Program is built upon an understanding that Educational Leadership is the privilege to exercise significant and responsible influence. It is a critical intrapersonal and communal process that is transformative on a personal and organizational level. Such an understanding of leadership necessitates the following working assumptions:

- Public school leaders in a pluralistic, democratic society have a moral obligation to ensure an equitable and excellent education for all students.
- Educational leaders nurture and sustain processes and structures that lead to the improvement of schools as places for learning.
- Educational leaders encourage authentic involvement, as well as create and support opportunities for collaboration and community-building.
- Educational leaders commit to critical reflection of practices in their schools and promote inquiry as a professional responsibility.
- Educational leaders understand the link between teaching and learning and exercise agency to influence the instructional core.

National and global cultural, economic, ecological and technological changes are transforming both the nature of the students served by our schools and the range of opportunity available to young people as they complete their formal education. United States society is increasingly diverse – ethically, linguistically, and culturally. Schools have not adequately built upon the strengths or addressed the problems such diversity presents. Moreover, they have not historically been successful in overcoming barriers to achievement that are correlated to socioeconomic class, race, gender, geography, or disabilities.

Federal policy, state standards, increasing pressure for stakeholder choice and accountability represent key issues faced by school leaders that were not a significant part of the educational landscape in recent past.

For these reasons and others, the Educational Leadership Program is centered on the belief that a new generation of educational leaders is needed to address the challenges confronting contemporary public schools. The mission of the Educational Leadership Program is to develop leaders with the capabilities and commitment to lead schools where all students succeed. To realize this purpose, such leaders must develop the ability to confront historical problems and contradictions within the system, maintain innovation and serves the individual and public good, and transform cultures and structures to create conditions where learning is the focus for students and professionals, as well as the system itself.

Proposed Special Education Director Endorsement

The Educational Leadership Program currently prepares candidates for school administration, and satisfies course requirements for a Principal endorsement. The addition of a special education internship will provide candidates the option of earning an endorsement as a Special Education Director. The proposed Special Education Director endorsement will be incorporated into the Boise State University Educational Leadership Program, framework, and curriculum. The Special Education Director endorsement requires that candidates have the knowledge and performance skills in 11 of the 14 state standards for school administrators. Three of the 14 administrative standards are modified to address specific responsibilities of a special education director. In addition to the three modified standards, the endorsement for special education director also requires proficiency in 12 competencies. (see “Standards and Competencies”).

This proposal describes how these three standards and 12 competencies specific to the Special Education Director endorsement are addressed through the current Educational Leadership Program and with the addition of a sixth module. This additional six-credit module (Special Education Internship) provides the opportunity for students to demonstrate proficiency in the specific standards, competencies and related skills required of the Special Education Director endorsement.

Program Structure

The Educational Leadership Program begins a new cohort of students each Fall semester. Leadership candidates complete five 6-credit modules, one each semester for five consecutive semesters. Students seeking the Special Education Director endorsement will complete a sixth 6-credit course. During the academic year, the cohort meets one night each week and one Saturday each month.

Cohort

Today’s leaders face the challenge of building collaborative communities of practice in which professional use the collective expertise to address common challenges for a common purpose. A cohort design engenders the formation of a community of practice providing a first-hand experience for leadership candidates who will need to facilitate such a context for learning

in schools they will served. Up to 25 students per section are selected each year to participate in the Educational Leadership Program. The group size is purposely limited to ensure the quality of student/faculty interaction. Students participate in the entire program together; no new students are admitted once the cohort is formed. Rapport and trust is established among the candidates, which fosters a collaborative and supportive context for networking, challenging and testing assumptions, as well as effectively managing conflict and differences of opinion.

Faculty

Coursework is facilitated by Teaching Teams composed of Boise State University faculty and exemplary practicing school and community leaders. All faculty members have experience as school administrators.

Curriculum

Curriculum is organized as a series of instructional modules designed to encourage the integration of theory, research, and practice. A problem-based approach utilizing case studies of fictional, but realistic school settings provides students with a more authentic environment within which to solve problems of practice. Field experiences are a component of each instructional module. Teaching Teams have the responsibility to facilitate learning experiences that encourage reflection on critical issues related to the guiding principals and six broad curricular modules: Leadership Foundations, Leading Teaching and Learning, Leading Systems, Internship, Capstone, and a Special Education Internship. A brief description of the modules follows:

Coursework

ED-CIFS 576 Module 1: Leadership Foundations. This module emphasizes essential knowledge, skills, and dispositions to serve as the foundation for candidates pursuing positions of leadership. Emphasis includes developing conceptual frameworks to lead and manage 1) schools and school systems, 2) change and improvement, and 3) self, others and relationships. The concepts introduced in this module form the basis for reflection and application throughout the program.

ED-CIFS 577 Module 2: Leading Teaching and Learning. This module emphasizes the knowledge, skills, and dispositions of an effective instructional leader who is expected to influence, manage, monitor and ensure the quality of curriculum, instruction, and assessment. Students reflect on and practice the state identified teacher evaluation process to gain proficiency in the Framework for Teachers.

ED-CIFS 578 Module 3: Leading System Change. This module emphasizes the knowledge, skills, and dispositions necessary to create school and organizational conditions and capabilities that support deep levels of learning for all students. A service learning component, in which students work with an at-risk population they

are not familiar with, is integrated into the coursework. Students participate in a minimum of 20 hours, write a reflection paper, and create a poster for exhibit. This is a service-learning designated course.

ED-CIFS 579 Module 4: Internship. This module is an extensive field experience in which students engage in carefully planned activities with their mentor principal or supervisor. Internship activities are coordinated as much as possible with the typical cycle of activities in a school year. Students conduct an Ethnographic Sketch of their internship site to gain a deeper understanding of the site culture.

ED-CIFS 692 Module 5: Capstone. This module is the execution of substantial exercise that demonstrates the ability to successfully and independently carry out a professional activity, similar to what is encountered in the professional workplace. Students are required to complete a Critical Inquiry Research Project that demonstrates influence on the improvement of teaching and learning.

ED-CIFS 587 Module 6: Special Education Internship. This module focuses specifically on the duties and responsibilities related to a special education director. Students study current state and federal law pertaining to special education, budget, and data analysis, and engage in authentic field work under the supervision of a current or former special education director and university supervisor.

The following themes and topics are integrated into the preceding modules: Leadership and Self; Moral and Ethical Dimensions of Leadership; Execution of Leadership – Theories of Action; Distributed and Shared Leadership; Supervision of Instruction; Teacher Evaluation; School Finance; School Law; Understanding Change; Developing Cultures for Learning; Curriculum and Instruction; Culturally and Linguistically Diverse Students; Special Education; Moral and Political Dimensions of Schooling and Education; Building Relationships; and Purposes of Public Education in a Democratic Society.

SPECIAL EDUCATION ENDORSEMENT

Assignments for ED-CIFS 587

Special Education Internship

Workforce Innovation Opportunity Act:

Students will discuss, analyze and summarize the WIOA in a comprehensive written summary. Students will describe services provided as well as eligibility for out of school youths and adults. A rubric will be used to evaluate understanding of the WIOA in regard to post-school outcomes.

Critical Inquiry Project:

Students will conduct a critical inquiry research focused on an authentic problem of practice that impacts students with disabilities. Research includes a review of literature, data collection and analysis, development of a strategic action plan to improve student learning, as well as an evaluation measure to determine effectiveness of the action plan. A rubric will be used to assess thoroughness of the critical inquiry research.

IDEA Part B Application:

Students will review and complete an IDEA Part B application and have their application reviewed by a special education director for accuracy and feedback. A rubric will be used to evaluate application accuracy.

Special Education Scavenger Hunt:

Students will review the Idaho Special Education Manual, Part B IDEA Indicators (compliance and performance), and the Statewide School Improvement Plan (SSIP) by completing an information-based scavenger hunt. The completed Scavenger Hunt will be assessed by the instructor for accuracy.

Assistive Technology State Project:

Students will search through the Idaho Assistive Technology Project website, attend an Assistive Technology Project meeting and/or visit the Assistive Technology Project library. Students will create a matrix or visual representation and written summary of the assistive and adaptive services for students with disabilities.

Special Education File Review:

Students will review three (3) special education files pertaining to eligibility and IEP and rate those files against a compliance checklist provided by the Idaho State Department of Education. Students will describe identified patterns, and indicate how this information should be shared with the Idaho State Department of Education. Results of the file review and recommendations will be assessed by the course instructor.

Special Education Law Webinar:

Students will participate in a webinar based training related to Section 504, Americans Disability Act (ADA) and non-discrimination obligations.

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General Fund Budget Review:

Students will review the yearly General Fund Budget allocation to special education and create a visual representation of the budget. The course instructor will assess the visual for thoroughness and accuracy of allocated funds.

Accessibility Assessment:

Students will analyze a district's website for ease of accessibility and for ADA requirements. Included in the assessment students will list any recommended changes and/or positive acknowledgments.

SESTA Training:

Students will participate in a minimum of one (1) special education regional training offered by the Idaho State Department of Education, or Special Education Statewide Support and Technical Assistance (SESTA). Students will determine which training is appropriate for their needs.

Resource Manual: Director Resource Guide: Understanding Special Education General Supervision

PBL Descriptions:

PBL #1: Leadership

Through this Problem-Based Learning (PBL) scenario, students identify effective leadership characteristics through readings and personal experience. They identify key traits, and compare these traits with business leadership skills.

PBL #2: Refugee and Special Education Populations

In small groups, students work through a fictitious Problem Solving Intervention Team (PSIT) scenario regarding refugee students with learning disabilities. Students go through the steps from initial PSIT meeting to developing an exit profile. Information regarding the students is provided to the students intermittently throughout the process to mimic the actual process of receiving test scores and student information.

PBL #3: Cheating Scandal

Students work collaboratively in small groups to determine what steps the principals should take when a testing scandal occurs in the school. To assist students through this learning process they reading several articles related to past and current testing scandals in schools. In addition, students read through the Professional Standards Commission Code of Ethics. As a group, students identify how to handle the media, parent concerns, teacher discipline, and an upcoming test audit related to test security.

PBL #4: Evaluations and Unsatisfactory Performance

In small groups, students work through a fictitious scenario in which they are the principal and observe that a teacher is not performing satisfactorily. Students work through the process of gathering sufficient evidence of substantive problems with the teacher's performance, and correctly following all procedures detailed in the state law and master contract. To deepen students' knowledge and understanding, students study 1) the legal grounds for which continuing contract teachers can be dismissed, 2) supervising and evaluating under-performing teachers in order to help them improve their professional performance, 3) gather appropriate documentation to use in working with an unsatisfactory teacher, and 4) understand due process.

PBL #5: Professional Development and Beyond

In this PBL, students assess the needs of students, staff and parent community in a fictitious school in order to develop appropriate professional development. Students conduct a gap analysis to determine how to address the identified need, and they will also create a plan to close the gap. Students are asked to consider "buy in" from parent community, resources and cost. Information related to the school

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and its demographics, culture, district expectations and current instructional and achievement status is periodically provided to students. Guiding questions and provided school information will lead students to understand the process of developing appropriate and effective professional development. Through this PBL, students develop the following products:

1. Identify current initiatives and priorities in a school or district.
2. List the current and pending state and federal initiatives, laws, etc. that may impact education.
3. Create and/or find a tool that will assess what your teachers need in the way of professional development, including teachers of special education.
4. Create and/or find a tool that will assess what your parents need to support their children with school curriculum, district priorities, etc.
5. Create a document that explains the principal's role in the creation of the above products.
6. Create a document that articulates the principal's role in helping students become college and career ready.
7. Write a professional development plan for the entire school year. It must include the following components:
 - a. Dates, times, and topics for the entire year
 - b. Who will teach, assist, and lead the PD?
 - c. List materials needed with a description of how they will be funded
 - d. Determine if refreshments will be provided, and how they will be funded
 - e. Include a parent education component
 - f. Include a way to monitor/assess the effectiveness of the PD plan

Student work together, with input from instructors, to learn effective strategies to develop professional development.

PBL #6: Who to Hire

In small groups, students read through fictitious job applications of two candidates seeking a teaching job. Acting as principal of the school, students discuss and work through the following questions regarding teacher selection process:

1. On the basis of information provided, what do they consider to be key strengths and limitations of each candidate? Why?
2. What are the main criteria an administrator should use in selecting a teacher to hire? What are the criteria based upon? Which criteria receive top priority?
3. Why is it difficult to remain completely objective in the process of selecting a teacher to hire? What factors interfere with objectivity?
4. Which teacher would they select, and why?

Students also compare their responses to current procedures and criteria used in their own district.

PBL #7: Collaboration Woes

Students work through a scenario in which a new principal has created a School Leadership Team to assist with decision-making and communication. The effort brings poor result and the staff becomes very disgruntled. Students work through the events leading up to the negative feelings, and determine how to address the problem, as well as how to avoid such results. Through collaborative discussions, students consider:

1. Prioritization of complaints given to the principal.
2. What strategy the principal should use to resolve the negative feelings and make the situation fair to all staff members?
3. What are the positive and negative points of using a committee to communicate and make school-wide decisions?

PBL #8: Special Education Objectives

In small groups, students work together to research, understand, and present information related to: 1) Special education terms such as accommodation vs. modification, and intervention; 2) Which team members must be present in an IEP meeting, and what teams are required by IDEA; 3) procedures for student eligibility for special education, 4) the difference between FBA and BIP and what these terms mean; and 5) note taking and procedures for effective IEP meetings. In addition, the instructor and mentor discuss with the cohort the importance of detailed and accurate documentation and reliable confidentiality and the potential consequences that may occur without such documentation.