

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
APRIL 19, 2018

TAB	DESCRIPTION	ACTION
1	UNIVERSITY OF IDAHO ANNUAL PROGRESS REPORT AND TOUR	Information Item
2	STANDING COMMITTEE REPORT	Information Item
3	UNIVERSITY OF IDAHO, LEWIS-CLARK STATE COLLEGE, NORTH IDAHO COLLEGE – AMERICAN INDIAN STUDENT PROGRAMS	Information Item
4	LEGISLATIVE UPDATE	Information Item
5	BOARD POLICIES I.E., V.I., V.U. – FIRST READING	Motion to Approve
6	TEMPORARY RULE – IDAPA 08.01.13, RULES GOVERNING OPPORTUNITY SCHOLARSHIP PROGRAM	Motion to Approve
7	TEMPORARY RULE – IDAPA 08.02.03, RULES GOVERNING THOROUGHNESS – GRADUATION REQUIREMENTS	Motion to Approve
8	MENTOR PROGRAM STANDARDS	Motion to Approve
9	STEM SCHOOL DESIGNATION STANDARDS	Motion to Approve
10	COLLEGE OF SOUTHERN IDAHO – ALTERNATE AUTHORIZATION TO CERTIFICATION PROGRAM	Motion to Approve

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UNIVERSITY OF IDAHO

SUBJECT

University of Idaho (UI) Annual Progress Report Presentation

REFERENCE

April 2018

University of Idaho provided the Board with its annual report and toured the WWAMI Medical Education Building and Gritman Medical Center Building.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.M.4

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Data-Informed Decision Making; Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION

This agenda item fulfills the Board's requirement, pursuant to Board Policy I.M. for the president to provide a progress report on the institution's strategic plan, details of implementation, status of goals and objectives and information on other points of interest in accordance with a schedule and format established by the Board's Executive Director. The University of Idaho's annual published progress report is attached. Performance Measure Report information will be presented at the October Board meeting as part of the annual performance measure report for all institutions and agencies under the Board's oversight and governance.

IMPACT

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

ATTACHMENTS

Attachment 1 – Annual Report (published in October, 2017)

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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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Annual Report with Strategic Plan Focus

Priority Institutional Metrics

Each of the university's major Strategic Plan goals has an articulated list of metrics which will be the focus of the cascaded plans. But each goal also has one or two key metric(s) which will guide the evolution of the strategic plan from an institutional level but also several other key metrics including relevant metrics contained within the State Board of Education strategic plan. The key institutional metrics and progress to date include:

Performance Measures		<i>Baseline</i>	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
Terminal Degrees (PhD, MFA, etc.)	<i>Target</i>		285	300	325	380	425
	<i>Actual</i>	275	236				
Societal Impact (Go-on)	<i>Target</i>		35%	40%	42%	43%	45%
	<i>Actual</i>	NA	35%				
Enrollment	<i>Target</i>		12,000	12,500	13,000	15,000	17,000
	<i>Actual</i>	11,372	11,780	12,072			
Equity Metric: First-term GPA and credits	<i>Target</i>		80% 80%	85% 85%	90% 90%	95% 95%	100% 100%
	<i>Actual</i>	75% 75%	62.5% 87.5%				
"Great Colleges to Work For" Survey	<i>Target</i>		Survey Avg in 3 rd Group (of 5) (56%)	Survey Avg in 3 rd Group (of 5)(62%)	Survey Avg in 4 th Group (of 5)(66%)	Survey Avg in 4 th Group (of 5)(70%)	Survey Avg in 4 th Group (of 5)(73%)
	<i>Actual</i>	NA	Avg in 3 rd Group (of 5)(56%)				

GOAL 1: Innovate – Scholarly and Creative Work with Impact

- Launched the proposed Center for Agriculture, Food and the Environment, planned as the largest research dairy in the United States, with the initial support of \$10 million from the Idaho Legislature on the \$45 million project. Research will include animal agriculture, water use, nutrient management and food processing. Undergraduate classes will be taught in conjunction with the College of Southern Idaho, and graduate research opportunities will be emphasized.
- Received funding for ideas that matter for innovation and discovery.
 - A \$2.1 million IGEM grant to lead the development of new systems for protecting the nation's infrastructure from cyberattacks in partnership with Idaho National Laboratory.
 - A USDA grant of \$3.4 million for CALS professor Jodi Johnson-Maynard to lead a group of soil scientists in finding practical solutions for wheat farmers dealing with climate change impacts.

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- Extended a commitment to interdisciplinary approaches to innovation, opening the \$52 million Integrated Research and Innovation Center (IRIC) in Moscow. The cutting-edge facility houses collaborative research projects, including the Center for Modeling Complex Interactions, where interdisciplinary work formed the basis for physics associate professor and CMCI member Marty Ytreberg's \$6.1 million award to study changes in amino acids.
- Supported our own research and scholarly work in humanities, social sciences and performing arts through partnership between these disciplines and the Office of Research and Economic Development. The Transformative Research Investment and Partnership (TRIP) program highlights six projects with local, national and international impact, including Miranda Wilson, who will perform a Bach concert on the five-string cello, a lost instrument recreated for this experience.

INNOVATE: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
1.1 Terminal Degrees in given field (PhD, MFA, etc.)	Goal		285	300	325	380	425
	Actual	275	236				
1.2 Number of Postdocs, and Non-faculty Research Staff with Doctorates	Goal		70	75	80	100	120
	Actual	66	102				
1.3 Research Expenditures (\$ million)	Goal		100	105	115	135	160
	Actual	96	102				
1.4 Invention Disclosures	Goal		20	25	30	40	50
	Actual	17	21				
1.5 Number of undergraduate and graduate students paid from sponsored projects (PMR)	Goal		598 (UG) & 597 (GR) 1,195 Total	610 (UG) & 609 (GR) 1,237 Total	622 (UG) & 621 (GR) 1,268 Total	660 (UG) & 659 (GR) 1,320 Total	687 (UG) & 686 (GR) 1,373 Total
	Actual	575 (UG) & 574 (GR) 1,149 Total	697 (UG) & 463 (GR) 1,160 Total				
1.6 % of students involved in	Goal		68%	69%	71%	74%	75%
	Actual	66%	65%				

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undergraduate research (PMR)							
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GOAL 2: Engage – Outreach That Inspires Innovation and Culture

- Awarded \$400,000 in the second year of the Vandal Ideas Project, an internal grant program, to U of I faculty, staff and students implementing innovative pilot programs in the K-12 system to address the state's low go-on rate.
- Grew enrollment in fall 2016, anchored by an increase in new, first-year freshmen, transfer and underrepresented groups, in continued collaboration with State Board of Education on application and admissions initiatives. At U of I, a 6.5 percent increase in Idaho residents and a 27 percent increase in dual-credit participation were part of a statewide uptick in postsecondary engagement.
- Hosted first-ever Tribal Climate Boot Camp in at the McCall Field Campus, serving members of 83 tribes in a program designed to train early career climate professionals in current climate science, communication, and natural resource management decision-making.
- Positioned U of I research to engage the front lines of education and go-on efforts through the \$1.2 million Department of Education-funded IKEEP project, with co-PIs Vanessa Anthony-Stevens and Yolanda Bisbee, that enables Native American students to complete teaching degrees to serve tribal communities.
- Broke the record for giving to U of I, as alumni, friends, students, employees and industry partners donated \$38.7 million. Alumni participation in particular helped U of I provide more than \$25 million in annual scholarships.

ENGAGE: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
2.1 Go-On Impact	Target		35%	40%	42%	43%	45%
	Actual	NA	35%				
2.2 Number of Direct U of I Extension Contacts	Target		348,000	359,000	370,000	375,000	380,000
	Actual	338,261	360,258				
2.3 % Faculty Collaboration with Communities (HERI)	Target		61%	63%	65%	68%	70%
	Actual	57%	57%	57%			
2.4 NSSE Mean Service Learning, Field Placement or	Target		56%	58%	60%	66%	72%
	Actual	52%	52%				

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Study Abroad							
2.5 Alumni Participation Rate	Target		9%	10%	11%	13%	15%
	Actual	9%	10%				
2.6 Economic Impact (\$ Billion)	Target		1.1	1.2	1.3	1.7	2
	Actual	1.1	1.1	1.1			
2.7 Dual Credit (PMR) a) Total Credit Hours b) Unduplicated Headcount	Target		a. 6,500 b. 1,200	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250	a. 6,700 b. 1,250
	Actual	a. 6,002 b. 1,178	a. 10,170 b. 2,251				

GOAL 3: Transform – Educational Experiences That Improve Lives

- Increased student retention. U of I's 77 percent rate continued to lead Idaho public institutions. Retention and persistence milestones include Center for Excellence in Teaching and Learning, a central location for faculty and instructors to explore new technology and enhance skills. The new Vandal Success Center consolidates resources and offices in key locations to help students efficiently and effectively navigate their college experience.
- Built on a tradition of excellence in legal education by making first-year curriculum accessible in Boise at the Idaho Law and Justice Learning Center. The inaugural class of first-year law students took to the classrooms in Boise in fall 2017.
- Achieved inside and outside the classroom: Three graduate students earned National Science Foundation Graduate Research Fellowships while six others received honorable mention. Five recipients of the Benjamin A. Gilman International Scholarship and two Fulbright U.S. Student Award winners represented the university around the world in places like Ghana, Croatia and China. U of I had a university-wide cohort of 81 National Merit Scholars, leading among Northwest institutions. A commitment to service earned U of I a spot on the President's Higher Education Community Service Honor Roll.
- Succeeded in athletic competition: Vandal football won the Famous Idaho Potato Bowl in December 2016 while soccer, men's tennis and women's tennis won Big Sky Conference championships, and men's and women's basketball both played in the postseason.

TRANSFORM: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
3.1 Enrollment	Target		12,000	12,500	13,000	15,000	17,000
	Actual	11,372	11,780	12,072			
3.2 Equity Metric: First	Target		80% 80%	85% 85%	90% 90%	95% 95%	100% 100%

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term GPA & Credits (% Equivalent)	Actual	75% 75 %	62.5% 8 7.5%				
3.3 Retention – New Students (PMR)	Target		82%	83%	84%	87%	90%
	Actual	77%	77%	82			
3.4 Retention – Transfer Students	Target		77%	78%	79%	82%	85%
	Actual	83%	83%	82%			
3.5 Graduates (All Degrees)	Target		2,900	2,950	3,000	3,500	4,000
	Actual	2,861	2,668				
a) Undergraduate Degree (PMR)	Target		1,800	1,800	1,850	2,200	2,500
	Actual	1,767	1,651				
b) Graduate /Prof Degree (PMR)	Target		700 130	750 130	800 150	850 150	1,000 200
	Actual	741 123	584 122				
c) % of enrolled UG that graduate (PMR)	Target		20%	20%	20%	20%	20%
	Actual	20%	20%				
d) % of enrolled Grad students that graduate (PMR)	Target		29%	30%	31%	33%	35%
	Actual	29%	30%				
3.6 NSSE High Impact Practices	Target		70%	70%	75%	80%	85%
	Actual	67%	67%				
3.7 Remediation a) Number b) % of first-time freshman (PMR)	Target		a. 153 b. 14%	a. 158 b. 14%	a. 142 b. 12%	a. 124 b. 10%	a. 103 b. 8%
	Actual	a. 150 b. 14%	a. 230 b. 19%				

GOAL 4: Cultivate – A Valued and Diverse Community

- Made progress on a commitment to a market-based compensation model to bring equity to faculty and staff pay. U of I took steps on the multi-year effort by assessing market value and beginning incremental increases for impacted staff, resourced by internal monies and the revenues drawn from a program prioritization process – a committee-

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led, yearlong process that sought a transparent and rigorous understanding of institution-wide program effectiveness.

- Revamped international recruitment with the launch of the Global Student Success Program, an on-campus pathway for international students, developed in partnership with Navitas.
- Gained on The Chronicle's 2017 Great Colleges to Work For assessment of employee satisfaction. A slight increase in overall satisfaction matched a 1 percent increase in satisfaction with compensation, benefits and work/life balance. Other increases included satisfaction with facilities (2 percent) and with shared governance (6 percent).
- Fostered a stronger, more inclusive and diverse multicultural community with initiatives in support of a growing Native American community. Leadership supported a student-led designation of Indigenous Peoples Day. Also, a new Tribal Nations Lounge was unveiled in the Bruce M. Pitman Center, displaying the flags of the 10 tribes U of I partners with through a formal memorandum of understanding.

CULTIVATE: FIRST WAYPOINT METRICS 2016/17-2018/19

Performance Measures		Baseline	Jul-17	Jul-18	Jul-19	Waypoint 2 July 2022	Final Target
4.1 "Great Colleges to Work For" Survey	Target		Survey Avg in 3rd Group (of 5) (56%)	Survey Avg in 3rd Group (of 5) (62%)	Survey Avg in 4th Group (of 5) (66%)	Survey Avg in 4th Group (of 5) (70%)	Survey Avg in 4th Group (of 5) (73%)
	Actual	NA	Avg in 3rd Group (of 5) (56%)				
4.2 Multicultural Enrollment Student Enrollment (Heads)	Target		2,933	3,130	3,305	4,000	4,300
	Actual	2,415	2,678	2,799			
4.3 International Student Enrollment (Heads)	Target		800	950	1,100	1,500	2,000
	Actual	766	664	717			
4.4 Full-time Staff Turnover Rate	Target		17.0%	16.0%	15.0%	12.0%	10.0%
	Actual	17.6%	15.70%				
4.5 % Multicultural	Target		a. 20% b. 13%	a. 21% b. 14%	a. 22% b. 15%	a. 23% b. 17%	a. 25% b. 18%
	Actual	a. 19%	a. 19%				

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a. Faculty and b. Staff		b. 11%	b. 13%				
4.6 Cost per credit hour (PMR)	Target		\$355	c. \$366	c. \$377	c. \$412	c. \$450
	Actual	c. \$335	\$355				
4.7 Efficiency (graduates per \$100K) (PMR)	Target		1.26	1.32	1.37	1.54	1.70
	Actual	1.20	1.10				

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SUBJECT

Planning, Policy and Governmental Affairs (PPGA) Standing Committee Report

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education (Board) Governing Policies & Procedures, Bylaws
Section I.F.3

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment; Objective A: Access and Transparency

BACKGROUND/ DISCUSSION

The PPGA Committee Chair will give a report on current committee activities and progress toward implementing the Higher Education Task Force recommendations assigned to the committee.

Higher Education Task Force Recommendation Implementation:

1. 60% Goal – Restatement
 - a. Amendment to Strategic Plan – Completed
2. Structural Change and System Improvements
 - a. Ongoing discussions and identification of initiatives
 - b. Administrative Code amendments accepted by 2018 Legislature:
 - i. Incorporation of College and Career Readiness Standards
 - ii. Expansion of senior project to include internships, associate degrees and certificates
3. Guided Pathways (P-20)
 - a. Convening of stakeholder work group to bring forward recommendations to the state board. Initial convening early May. Membership will consist of stakeholders from across the P-20 spectrum
4. Improved Certificate and Degree Completion
 - a. Creation of Adult Learners Scholarship – Completed through expansion of Opportunity Scholarship to Adult Learners
 - b. Amendment to Opportunity Scholarship for Adult Learner population – temporary rule, April Board meeting, proposed rule promulgation pending
5. Increase dollars to fund student while lower cost/improving access
 - a. Adult learner scholarship – Completed through expansion of Opportunity Scholarship
 - b. Increased funding for state scholarship – Completed for FY19, additional funding considerations ongoing

Additional projects:

1. Review of high school graduation requirements
2. 2019-2019 rule promulgation
 - a. High School Graduation Requirements/STEM Diploma
 - b. Postsecondary Residency
 - c. Opportunity Scholarship/Adult Learners

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- d. Administrator Certification Alternative Route
- e. Professional Endorsement
- f. Educator Certification/CTE Certification

IMPACT

The committee report will update Board members on efforts underway on projects within the PPGA Committee's area of responsibility.

STAFF COMMENTS AND RECOMMENDATIONS

Staff will be available to provide additional details on current PPGA initiatives, if needed, in the event the Chairman's update prompts questions.

BOARD ACTION

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

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SUBJECT

Idaho Indian Education Program Updates – University of Idaho, Lewis-Clark State College, and North Idaho College.

REFERENCE

June 2015	Board approved the Idaho Indian education Strategic Plan.
April 2016	Board received and update on the State Tribal Education Partnership grants.

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment; Objective C: Access and implementation of the Board's K-20 Indian Education Strategic Plan.

BACKGROUND/DISCUSSION

In June 2015, the Board approved the Idaho Indian Education Strategic Plan which consists of two main goals: to promote academic excellence for American Indian students and increase culturally relevant pedagogy in teacher education programs. Since its approval, the strategic plan has significantly advanced the work of the Indian Education Committee in developing recommendations to incorporate culturally relevant pedagogy in Idaho Initial Certification Standards for professional educators. The work has also expanded collaboration between Tribal Education Departments, postsecondary institutions, and state agencies.

Since the April 2016, update continued progress has been made in targeting programs to provide greater access to Idaho's American Indian communities. To help inform the Board on the progress being made in this area the University of Idaho, Lewis-Clark State College, and North Idaho College will provide an update on successes they are having with their programs.

IMPACT

Targeted programs align with the Board's Indian Education Strategic Plan and help to increase awareness of the unique educational and cultural needs of American Indian students to improve their educational attainment.

STAFF COMMENTS AND RECOMMENDATIONS

University of Idaho's, Indigenous Knowledge for Effective Education Program (IKEEP) prepares and certifies culturally responsive Indigenous teachers to meet the unique needs of Native American students in K-12 schools. With the support of the University of Idaho's MOU Tribes (Coeur d'Alene Tribe, Confederated Tribes of the Colville Reservation, Confederated Tribes of the Umatilla Indian Reservation, Confederated Tribes of the Yakama Nation, Kalispel Tribe of Indians, Kootenai Tribe, Nez Perce Tribe, Shoshone-Bannock Tribes, Shoshone-Paiute Tribes and Spokane Tribe of Indians), the purpose of IKEEP is to recruit, prepare, certify and place culturally responsive American Indian educators into teaching positions in schools with high populations of Native American students. IKEEP

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scholars are part of a teaching cohort committed to innovation in indigenous education. The University of Idaho will provide a brief update to the Board on this program, including an opportunity to speak to students participating in the program.

Lewis-Clark State College (LCSC) has implemented a number of strategies to increase access for American Indian students, these strategies include:

- Memorandum of Understanding (MOU) with Coeur d' Alene and Nez Perce Tribes, including an advisory board with LCSC president and tribal leaders meets twice annually
- Inter-institutional MOU with Washington State University, University of Idaho, North Idaho College, Northwest Indian College and LCSC, the MOU focus on collaboration in native studies and student services
- Nez Perce technical classes program
- Pi'amkinwaas American Indian center
 - Retention and recruitment activities
 - Centralized advising – staff focus
- Nez Perce Language Minor in collaboration with the University of Idaho and Nez Perce Tribe
- LCSC Native American alumni chapter scholarship fundraising and outreach
- Native American awareness week focused on history, culture and education

Like the four year institutions in norther Idaho, North Idaho College has also implemented a number of strategies to increase access for these students, these strategies include:

- American Indian Studies - The American Indian Studies program was designed in collaboration with the Coeur d'Alene Tribe. The curriculum is designed to provide a study of American Indians from a holistic and humanistic viewpoint by focusing on their cultural, historical, and contemporary lives
- Che'nshish Scholarship
- Tuition waiver for Plateau Tribes
- Reduced tuition rates for Canadian Natives
- American Indian Student Alliance
- American Indian Student Services
- American Indian Student Advisor

In addition to the update on the University of Idaho's IKEEP program the LCSC and NIC will provide an update to the Board on the progress the are having with their programs. The institutions in other parts of the state are also implementing targeted programs to increase access, retention and completion for this group of students. These three institutions are being highlighted at this time due to the Board meeting location in northern Idaho.

BOARD ACTION

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SUBJECT

2018 Legislative Update

REFERENCE

June 2017	The Board approved legislative ideas for the 2018 legislative session.
August 2017	The Board approved 2018 legislation, including drafted language.
January 18, 2018	The Board approved support of two additional pieces of legislation regarding the hiring of executive staff by the Board and a framework establishing sideboards to dual credit courses paid for by the state.
February 2018	The Board received a legislative update on the progress of education related legislation and took action to endorse HB 504 (2018).
March 2, 2018	The Board took action to endorse HB 631 (2018), HB 648 (2018), SB 1291 (2018), and to oppose HB 566 (2018), and HB 590 (2018).
March 15, 2018	The Board discussed HB 693 (2018) and took action to oppose any legislation which would remove the requirement for a single statewide K-3 reading assessment or eliminate state funding for the assessment.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment; Objective B: Alignment and Coordination
Goal 2: Educational Attainment; Objective A: Higher Level of Education Attainment

BACKGROUND/DISCUSSION

This item is to provide the Board with a final update of the status of education related legislation that was introduced during the 2018 legislative session.

Following is a list of where each bill considered by the Board ended the session:

Board Submitted Legislation:

- RS 25660 - Agricultural College Endowment (501-01) – Held in House Agricultural Affairs
- RS 25661 - College of Agriculture Seed Certification (501-07) – Pulled pending additional work with stakeholders on broader changes during the 2018 interim.
- RS 25663 - School District Employee Personnel Files (500-05) –Voted not to introduce – Held in House Education
- SB 1210 - Eastern Idaho Technical College Repeal – Passed, signed by the Governor
- SB 1211 - Professional Standards Commission – Clarification (500-07) – Held in House Education

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- SB 1212 - Definition of Career Technical Education (501-11) – Passed, signed by the Governor
- SB 1221 - Transfer and Articulation – General Education Credits (501-05) – Passed, signed by the Governor
- SB 1222 - Career Technical Education Secondary Program Incentive Funding (501-21) – Passed, signed by the Governor
- SB 1295 - Career Technical Public School Funding (501-10) – Passed, signed by the Governor
- HB 365 - Liquor Account Community College Distribution (501-23) – Passed, signed by the Governor
- HB 366 - Worker Compensation for Work-Study Students (501-22) – Passed, signed by the Governor
- HB 367 - Public Postsecondary Education – Residency Determination (501-13) – Held in House Education (included in HB 631)
- HB 368 - Optional Retirement Plan – Postsecondary Education (501-08) – Passed, signed by the Governor

Board Supported Legislation:

- SB 1303 - Executive Staff – Would authorize the Board to hire executive staff.
- Advanced Opportunities (RS25720) – Would require dual credit courses paid for by the state to be a core foundational course; a credit bearing 100 level course or higher; an elective course taken for the purpose of career exploration; or part of a postsecondary pathway toward earning a badge, certificate or degree. – Not introduced
- SB 1279 - Opportunity Scholarship (RS25719) – Would allow up to twenty percent of the funds appropriated for the program to be awarded to adult students who have earned at least 24 credits and who are completing their first undergraduate degree or certificate.
- HB 504 – Creates the Quality Educator Loan Assistance Program Act to incentivize teachers to teach in rule schools – Returned to House Education Committee
- HB 631 – Higher Education Residency Requirements – Passed, signed by the Governor
- HB 648 – Secondary Computer Science Course Availability – Passed, signed by the Governor
- SB 1291 – School Turnaround Act – Returned to House Education Committee

Board Opposed Legislation:

HB 566 – Charter School Administrator Certification – Created separate certification requirements for Charter School Administrators that are lower than other school administrator certification requirements – Passed, vetoed by Governor

HB 590 – Guided Education Management Act – Created state private scholarship fund for select students to attend private schools – Held in Senate Education

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IMPACT

This update provides the Board with the final status of Board approved and supported legislation and a list of all other education related legislation.

ATTACHMENTS

Attachment 1 – Introduced Education Related Legislation

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STAFF COMMENTS AND RECOMMENDATIONS

The attached summary provides the status of each bill, at the close of the legislative session and indicates which bills will require the promulgation of rules during the 2018 interim.

All rules approved by the State Board of Education and submitted to the 2018 Legislature for consideration passed one or more bodies and went into effect March 28, 2018.

Board staff will be prepared to walk the Board through any of the listed legislation to answer questions regarding the impact that a given piece of legislation may have on the state educational system.

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Education Related Legislation

Bill No	Description	Summary	Final Disposition	Rules
<u>H0365</u>	Liquor Account, Community Colleges	Amends existing law to revise provisions regarding distribution of moneys in the liquor account.	03/14/2018 House - Reported Signed by Governor on March 14, 2018	
<u>H0366</u>	Worker's Comp, Public Employment	Amends existing law to revise provisions regarding public employment.	03/07/2018 House - Reported Signed by Governor on March 7, 2018	
<u>H0367</u>	Education, Resident Student	Amends existing law to revise a definition.	01/18/2018 House - Reported Printed and Referred to Education	
<u>H0368</u>	Higher Education, Retirement	Amends existing law to revise provisions regarding optional retirement programs for state institutions of higher education and community colleges.	03/20/2018 House - Reported Signed by Governor on March 20, 2018	
<u>H0411</u>	Sign Language Interpreters	SIGN LANGUAGE INTERPRETERS – Amends existing law to revise the minimum age required for licensure and to provide an exemption for a person working in an Idaho public school setting who engages in the practice of sign language interpreting and meets the requirements of and is interpreting within the scope of the Idaho Educational Interpreter Act.	03/14/2018 House - Reported Signed by Governor on March 14, 2018	
<u>H0412</u>	Education, Common Core, Standards	EDUCATION – Amends existing law to establish provisions regarding content standards and curricular materials.	01/26/2018 House - Reported Printed and Referred to Ways & Means	
<u>H0413</u>	Education, Fed Funds Phase Out	EDUCATION – Adds to existing law to provide that the State of Idaho phase out the use of federal funds for grades K-12 education.	01/26/2018 House - Reported Printed and Referred to Ways & Means	
<u>H0414</u>	Sex Education	EDUCATION – Repeals and amends existing law to establish provisions regarding sex education.	01/26/2018 House - Reported Printed and Referred to Education	
<u>H0415</u>	Excused Absence, Military Funeral	EXCUSED ABSENCE FROM SCHOOL – Adds to existing law to provide that a student sounding taps at a military honors funeral held in this state for a deceased veteran shall be allowed an excused absence, to provide for notice, to provide for the effect on the calculation of daily attendance and compulsory attendance and to provide for the completion of school work.	02/15/2018 Senate - Introduced, read first time; referred to: Education	
<u>H0418</u>	Lobbyists, Actions	LOBBYISTS – Adds to existing law to prohibit state agencies from taking certain actions regarding lobbying.	01/29/2018 House - Reported Printed and Referred to State Affairs	
<u>H0422</u>	Free Speech, Higher Education	EDUCATION – Adds to existing law to prohibit certain free speech restrictions on public college and university campuses.	01/29/2018 House - Reported Printed and Referred to Ways & Means	
<u>H0423</u>	Firearms, School Property	FIREARMS – Amends existing law to provide exemptions for certain qualified retired law enforcement officers.	01/29/2018 House - Reported Printed and Referred to Ways & Means	
<u>H0424</u>	State Funds, Federal Cost-Sharing	STATE FUNDS – Adds to existing law to require the consent of the Legislature to enter into certain cost-sharing agreements and grants.	01/29/2018 House - Reported Printed and Referred to Ways & Means	
<u>H0428</u>	Public Servants, Pecuniary Benefits	PUBLIC SERVANTS – Amends existing law to revise provisions regarding pecuniary benefits to public servants, to revise an exception and to remove a certain exception.	01/29/2018 House - Reported Printed and Referred to Ways & Means	

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<u>H0443</u>	School Districts, Firearm Education	EDUCATION – Adds to existing law to authorize a school district to offer a firearms safety education course to primary and secondary school students.	03/26/2018 House - Reported Signed by Governor on March 26, 2018	
<u>H0451</u>	Tax, Medical Residency Placement	INCOME TAXATION – Amends existing law to provide an income tax credit for charitable contributions made to medical residency placement organizations accredited by the Accreditation Council for Graduate Medical Education or the American Osteopathic Association or their designated nonprofit support organizations based in Idaho and devoted to training residents in Idaho.	03/01/2018 House - Reported Signed by Governor on March 1, 2018	
<u>H0469</u>	School Safety Patrols	MOTOR VEHICLES – Amends existing law to revise provisions regarding school safety patrols.	03/14/2018 House - Reported Signed by Governor on March 14, 2018	
<u>H0472</u>	Rural Physicians, State Match	EDUCATION – Amends existing law to provide a state match for student contributions to the Rural Physician Incentive Fund.	03/19/2018 House - Reported Signed by Governor on March 19, 2018	
<u>H0490</u>	Nonclassified employees, bonuses		03/19/2018 House - Reported Signed by Governor on March 19, 2018	
<u>H0498</u>	Information Tech Services	INFORMATION TECHNOLOGY SERVICES – Adds to and repeals existing law to provide for the Office of Information Technology Services in the Office of the Governor, to provide for the receipt of payment for services to federal, county and city agencies, to provide for the general powers and duties of the authority and to provide for the transfer of responsibility for the integrated property records system.	02/07/2018 House - Reported Printed and Referred to Commerce & Human Resources	
<u>H0501</u>	Measurable Student Achievement	EDUCATION – Amends existing law to revise the definition of Measurable Student Achievement used for determining career ladder compensation rung movement requirements (removes reference to the Idaho reading assessment from the list of student achievement measures.	03/27/2018 House - Veto SUSTAINED by House: Ayes 29 Nays 34 Abs/Excd 7	
<u>H0502</u>	Mastery-Based Education	EDUCATION – Amends existing law to revise provisions regarding mastery-based education.	02/07/2018 House - Reported Printed and Referred to Education	
<u>H0503</u>	Education, Career Ladder	EDUCATION – Amends existing law to revise provisions regarding the career ladder allowing OT and PT certificated staff to be placed on the career ladder based on years of employment in a school/district rather than years of certifications.	03/20/2018 House - Reported Signed by Governor on March 20, 2018	O
<u>H0504</u>	Educator loan assistance program	Established an Educator Loan Assistance Program to incentivize teachers to teach in rural schools	03/05/2018 House - U.C. to be returned to Education Committee	
<u>H0565</u>	Firearms, retired law enforcement	Amends existing law to provide that retired law enforcement officers may carry a concealed weapon in certain places, including postsecondary campuses	03/20/2018 House - Reported Signed by Governor on March 20, 2018	
<u>H0566</u>	Charter school administrators	Amends existing law to establish a charter school administrator certificate separate from existing school administrator certificates	03/28/2018 House - Returned from Governor vetoed on March 28, 2018	
<u>H0579</u>	Sex education	Repeals and amends existing law to establish provisions regarding sex education.	02/22/2018 House - Take bill off General Orders; referred to Education	

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<u>H0580</u>	Education, session law repeal	Repeals the sunset established for provisions pertaining to local Boards of Trustees hiring individuals who are related to Board members under certain circumstances	03/20/2018 House - Reported Signed by Governor on March 20, 2018	
<u>H0589</u>	Mastery-based education	Amends existing law to revise provisions regarding mastery-based education, removing the limit on incubator schools	02/28/2018 Senate - Introduced, read first time; referred to: Education	
<u>H0590</u>	Guided education management act	Establish the GEM (Guided Education Management) Scholarship Act, creates GEM Scholarships to pay for qualified education expenses for certain students	03/06/2018 Senate - Introduced, read first time; referred to: Education	
<u>H0607</u>	Information technology services	Establish in the Office of the Governor the Office of Information Technology Services. This office will oversee and coordinate implementation of information technology services and cybersecurity policies within the State of Idaho, including postsecondary institutions.	03/26/2018 House - Reported Signed by Governor on March 26, 2018	
<u>H0622</u>	Higher education, free speech	Adds to existing law to provide that, except as otherwise permitted by the First Amendment to the United States Constitution, no public institution of higher education shall abridge the constitutional freedom of any individual to speak on campus.	03/05/2018 Senate - Introduced, read first time; referred to: Education	
<u>H0629</u>	High school, apprenticeship	Amends existing law to exempt high school students from apprenticeship registration requirements under certain circumstances.	03/20/2018 House - Reported Signed by Governor on March 20, 2018	
<u>H0630</u>	Education, rural support networks	Adds to existing law to establish provisions regarding rural education support networks	03/07/2018 House - Failed: Ayes 20 Nays 48 Abs/Excd 2, Filed in Office of Chief Clerk	
<u>H0631</u>	Higher ed., residency requirements	Amends existing law to revise provisions regarding residency requirements, including allowing students under certain circumstances to earn residency status while in the state for solely educational purposes	03/20/2018 House - Reported Signed by Governor on March 20, 2018	R
<u>H0632</u>	Educational support program funding	Amends existing law to revise provisions regarding the Educational Support Program, increasing the minimum funding available to schools for college and career advising	03/26/2018 House - Reported Signed by Governor on March 26, 2018	O
<u>H0633</u>	Education, representation cards	Amends existing law to provide that representation cards establishing a local education organization's representative status must be signed by professional employees at least once every two years.	02/26/2018 House - Reported Printed and Referred to Education	
<u>H0634</u>	Education, suicide prevention	Adds to existing law to establish provisions regarding suicide prevention in schools.	03/26/2018 House - Reported Signed by Governor on March 26, 2018	
<u>H0639</u>	Bond elections	Amends existing law to provide that a taxing district may not run another bond election for eleven months after a failed bond election	03/02/2018 Senate - Introduced, read first time; referred to: State Affairs	
<u>H0641</u>	Higher education, residency	Amends existing law to revise provisions regarding residency requirements	02/28/2018 House - Reported Printed and Referred to Education	
<u>H0647</u>	Education, representative status	Amends existing law to revise the length of time that a representative status of a professional employee will be valid for purposes of	03/20/2018 House - Reported Signed by Governor on March 20, 2018	
<u>H0648</u>	Computer science courses	Adds to existing law to revise provisions regarding availability of secondary computer science courses	03/23/2018 House - Reported Signed by Governor on March 23, 2018	O

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<u>H0654</u>	Approp, public television, orig	Appropriates \$9,448,600 to Idaho Public Television for fiscal year 2019; and limits the number of authorized full-time equivalent positions to 68.48.	03/19/2018 House - Reported Signed by Governor on March 19, 2018	
<u>H0662</u>	Approp, edu bd, ag research, orig	Appropriates \$31,331,100 to the Agricultural Research and Cooperative Extension Service for fiscal year 2019; and exempts the appropriation from object transfer limitations.	03/20/2018 House - Reported Signed by Governor on March 20, 2018	
<u>H0669</u>	Approp, STEM action center, orig	Appropriates \$4,676,600 to the STEM Action Center for fiscal year 2019; limits the number of authorized full-time equivalent positions to 6.00; and provides for an appropriation and transfer of moneys to the STEM Education Fund.	03/26/2018 House - Reported Signed by Governor on March 26, 2018	
<u>H0672</u>	Approp, edu bd, office, orig	Appropriates \$15,961,200 to the Office of the State Board of Education for fiscal year 2019; limits the number of authorized full-time equivalent positions to 34.25; authorizes the reappropriation of the Federal Grant Fund; authorizes the reappropriation of the Public Charter School Authorizers Fund; provides legislative intent regarding dual credit students; and provides legislative intent regarding reporting annual payments to the Idaho State Building authority.	03/26/2018 House - Reported Signed by Governor on March 26, 2018	
<u>H0686</u>	Approp, edu bd, special prgms, orig	Appropriates \$23,366,800 to Special Programs under the State Board of Education for fiscal year 2019; limits the number of authorized full-time equivalent positions to 45.59; and provides legislative intent for the Opportunity Scholarship Program Account.	03/26/2018 House - Reported Signed by Governor on March 26, 2018	
<u>H0693</u>	Education, reading intervention	Removes the statewide K-3 reading assessment	03/15/2018 House - Reported Printed and Referred to Education	
<u>HCR049</u>	Public school funding, committee	Extending the Interim Public School Funding Committee for an additional year	03/14/2018 House - Delivered to Secretary of State at 2:44 p.m. on March 14, 2018	
<u>HCR060</u>	Rule rejection, science standards	Rejecting identified standards from Science Content Standards	03/13/2018 House - Reported Printed and Referred to Education	
<u>HCR061</u>	Ed., rule reject, science standards	Rejecting identified standards and supporting concepts from Science Content Standards	03/15/2018 House - Reported Printed and Referred to Education	
<u>S1210</u>	Eastern Idaho Technical College	HIGHER EDUCATION – Amends and repeals existing law referencing Eastern Idaho Technical College.	02/01/2018 House - Read First Time, Referred to Education	
<u>S1211</u>	Education, professional standards	EDUCATION – Amends existing law to revise provisions regarding the Professional Standards Commission.	01/18/2018 Senate - Reported Printed; referred to Education	
<u>S1212</u>	Education, Career Technical	EDUCATION – Amends existing law to revise terminology and a definition.	01/18/2018 Senate - Reported Printed; referred to Education	
<u>S1221</u>	College Credit Transfer	EDUCATION – Amends and adds to existing law to establish provisions regarding transfer of college credit.	01/22/2018 Senate - Reported Printed; referred to Education	O
<u>S1222</u>	Career Technical Education Funding	EDUCATION – Adds to existing law to establish provisions regarding a quality funding mechanism for career technical education secondary programs and incentive funding for workforce readiness.	01/30/2018 House - Read First Time, Referred to Education	O

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<u>S1227</u>	Immunizations, Exemptions	IMMUNIZATIONS – Amends existing law to clarify language regarding exemptions.	01/25/2018 Senate - Reported Printed; referred to Health & Welfare	
<u>S1228</u>	Precinct Boards, Students, Age	ELECTIONS – Amends existing law to revise the minimum age of a student who may be appointed to an election precinct board.	01/25/2018 Senate - Reported Printed; referred to State Affairs	
<u>S1233</u>	Stem Action Center	SCIENCE, TECHNOLOGY, ENGINEERING AND MATH EDUCATION – Amends existing law to provide for the STEM Action Center Advisory Board, to revise the terms of certain members of the board, to provide for staggered terms, to revise the duties of the STEM Action Center and to provide that the administrator shall report the progress of the STEM Action Center.	02/02/2018 Senate - Read second time; filed for Third Reading	
<u>S1249</u>	Education, Organ Donation	EDUCATION – Amends existing law to require public institutions of higher education to notify students of the option to register as an organ donor.	01/31/2018 Senate - Reported Printed; referred to Health & Welfare	
<u>S1263</u>	Education, Severance Allowance	EDUCATION – Amends existing law to revise provisions regarding severance allowance at retirement for a public school employee.	02/02/2018 Senate - Reported Printed; referred to Education	
<u>S1266</u>	Education, Math Credits	EDUCATION – Amends existing law to remove the requirement for the Talented and Gifted Student Program that two semester credits of mathematics must be taken in the final year of high school.	02/05/2018 Senate - Reported Printed; referred to Education	
<u>S1267</u>	Stem Diploma	EDUCATION – Adds to existing law to establish provisions regarding a STEM diploma.	02/05/2018 Senate - Reported Printed; referred to Education	R
<u>S1278</u>	Education, wireless technology	Amends existing law to revise provisions regarding wireless technology standards	03/15/2018 Senate - Signed by Governor on 03/15/18	
<u>S1279</u>	Idaho opportunity scholarship	Amends existing law to provide that certain funds may be used for scholarship awards to adults meeting certain criteria.	03/23/2018 Senate - Signed by Governor on 03/23/18	R
<u>S1280</u>	School district trustees	Amends existing law to revise provisions regarding school district trustees elections, moving from the current date of May in odd numbered years to the city elections in November of odd numbered years.	03/20/2018 Senate - Signed by Governor on 03/20/18	
<u>S1291</u>	School turnaround act	Adds to existing law to enact the School Turnaround Act.	03/20/2018 House - U.C. to be returned to Education Committee	
<u>S1292</u>	Advanced opportunities scholarship	Amends existing law to revise eligibility and reimbursement requirements for courses and credits that qualify for the Advanced Opportunities Scholarship.	03/15/2018 Senate - Signed by Governor on 03/15/18	O
<u>S1293</u>	Education, limited contracts	Amends and adds to existing law to provide a code reference and to establish provisions regarding limited contracts for certain employees.	02/23/2018 House - Read First Time, Referred to Education	
<u>S1294</u>	Cigarette, tobacco tax	Amends existing law to revise provisions regarding the cigarette tax and the tobacco tax to allow ISDB to receive Safe and Drug Free School Funding.	03/14/2018 Senate - Signed by Governor on 03/14/18	
<u>S1295</u>	Career technical schools, funding	Amends existing law to revise provisions regarding funding for career technical schools	03/28/2018 Senate - Signed by Governor on 03/28/18	O
<u>S1303</u>	Office of state board of education	Amends existing law to provide that the State Board of Education may appoint executive staff	02/13/2018 Senate - Reported Printed; referred to Education	
<u>S1304</u>	School transportation support prgm.	Amends existing law to increase the state's share of the public school transportation program, to remove language regarding	02/13/2018 Senate - Reported Printed; referred to Education	

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		state Department of Education training and fee assessments and depreciation and maintenance, to provide for a phase out and to provide for distribution of savings		
<u>S1344</u>	Approp, edu bd, college univ, orig	Appropriates \$576,786,400 to the State Board of Education and the Board of Regents of the University of Idaho for College and Universities and the Office of the State Board of Education for fiscal year 2019; provides certain reappropriation authority; exempts the appropriation from object and program transfer limitations; and provides legislative intent for systemwide needs.	03/23/2018 Senate - Signed by Governor on 03/23/18	
<u>S1347</u>	Approp, pub schls admin, orig	Appropriates \$93,724,700 to the Public Schools Educational Support Program/Division of Administrators for fiscal year 2019; and amends existing law to increase the salary-based apportionment for administrators	03/22/2018 Senate - Signed by Governor on 03/22/18	
<u>S1348</u>	Approp, pub schls teachers, orig	Appropriates \$970,079,600 to the Public Schools Educational Support Program/Division of Teachers for fiscal year 2019; directs the use of moneys for professional development; defines the term "distributed"; and provides legislative intent regarding the College and Career Advisors and Student Mentors Program	03/22/2018 Senate - Signed by Governor on 03/22/18	
<u>S1349</u>	Approp, pub schls operations, orig	Appropriates \$687,765,800 for the Public Schools Educational Support Program/Division of Operations for fiscal year 2019; amends existing law to increase the salary-based apportionment for classified staff; provides an estimate for discretionary funds per support unit; provides for expenditures for information technology staff; provides for classroom technology and instructional management systems; defines the term "distributed"; allows for transfers among other divisions; and makes a General Fund transfer	03/26/2018 Senate - Became law without Governor's signature on 03/26/18	
<u>S1350</u>	Approp, pub schls children's, orig	Appropriates \$310,044,600 to the Public Schools Educational Support Program/Division of Children's Programs for fiscal year 2019; and provides legislative intent	03/22/2018 Senate - Signed by Governor on 03/22/18	
<u>S1351</u>	Approp, pub schls facilities, orig	Appropriates \$53,545,700 to the Public Schools Educational Support Program/Division of Facilities for fiscal year 2019; provides moneys for the Bond Levy Equalization Fund; specifies the amount of revenue to be distributed to the General Fund; and makes a transfer to the Public School Income Fund.	03/22/2018 Senate - Signed by Governor on 03/22/18	
<u>S1352</u>	Approp, pub schls cntrl srvs, orig	Appropriates \$14,475,300 for the Public Schools Educational Support Program/Division of Central Services for fiscal year 2019; and provides legislative intent	03/22/2018 Senate - Signed by Governor on 03/22/18	
<u>S1353</u>	Approp, pub schls deaf blind, orig	Appropriates \$10,979,400 to the Public Schools Educational Support Program/Division of Educational Services for the Deaf and the Blind for fiscal year 2019	03/16/2018 Senate - Returned from House Failed; to Secretary of Senate	

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<u>S1354</u>	Approp, supt public instruc, orig	Appropriates \$39,273,000 to the Superintendent of Public Instruction for fiscal year 2019; limits the number of authorized full-time equivalent positions to 142.00; and provides direction on distributions	03/26/2018 Senate - Signed by Governor on 03/26/18	
<u>S1357</u>	Approp, edu bd, career tech, orig	Appropriates \$75,963,200 to the Division of Career Technical Education for fiscal year 2019; exempts the appropriation from object transfer limitations; provides legislative intent regarding repurposing of an appropriation; reappropriates certain unexpended and unencumbered fund balances; and transfers a cash balance	03/26/2018 Senate - Signed by Governor on 03/26/18	
<u>S1359</u>	Approp, edu bd, comm college, orig	Appropriates \$46,926,600 to the State Board of Education for Community Colleges for fiscal year 2019; and exempts the appropriation from object and program transfer limitations	03/27/2018 Senate - Signed by Governor on 03/27/18	
<u>S1377</u>	Approp, state police, add'l	Appropriates an additional \$394,000 to the Idaho State Police for fiscal year 2019	03/09/2018 Senate - Reported delivered to the Secretary of State on 03/09/18	
<u>SCR129</u>	Self-sufficient families	Stating findings of the Legislature and encouraging the adoption of policies that build the capacity of the family to be self-sufficient rather than increase government programs	03/15/2018 House - Read First Time, Referred to Education	
<u>SCR147</u>	Career-tech, rule rejection	Stating findings of the Legislature and rejecting a certain rule of the Division of Career-Technical Education relating to Rules of Career Technical Schools	03/22/2018 Senate - Signed by Governor on 03/22/18	

Board Bill ☐ Rule Required = R Rule Optional = O

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SUBJECT

Board Policy I.E. Executive Officers, V.I. Real and Personal Property and Services, and V.U. Entertainment and Related Expenses – First Reading

REFERENCE

December 2013	Board approved first reading of Board Policy V.U. providing clarification of allowable entertainment expenses.
February 2014	Board approved second reading of Board Policy V.U.
April 2014	Board approved first reading of Board Policy V.I., amending authorization thresholds for alignment between policies.
June 2014	Board approved second reading of Board Policy V.I.
August 2016	Board approved first reading of Board Policy I.E. Executive Officers – vehicle allowance
October 2016	Board approved second reading of Board Policy I.E.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections I.E. Executive Officers, V.I. Real and Personal Property and Services and V.U. Entertainment Related Expenses

ALIGNMENT WITH STRATEGIC PLAN

Governance issue.

BACKGROUND/DISCUSSION

Board Policy I.E., Executive Officers, outlines provisions and responsibilities for the Board's chief executive officers at the agencies and institutions under the Board's direct governance; including, provision for institutional presidents housing, automobile, and entertainment expense reimbursements. Board Policy, I.E.3, requires the president to live in the institutions "official residence" when the institution has such residence, in the event that the institution does not own an official residence, a housing allowance must be provided that is similar in value to living in an official residence. Additionally, this section requires the president to receive reimbursement for official entertainment expenses and be provided with a vehicle allowance. All of these allowances are provisions that are then also included in the presidents employment agreement. Currently two institutions have an official residence, Lewis-Clark State College and Idaho State University, and the official residence at the University of Idaho is under construction. Due to the varying availability of these residences across the campuses that the Board governs and the presidential searches conducted this year these provisions in Board policy have been re-evaluated. At this time it is recommended that Board Policy I.E.3. be eliminated and provisions regarding housing, automobile allowances and reimbursement of official entertainment expenses be established solely through presidents' employment agreements.

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In addition to the provision outlined in Board Policy I.E. above, Board Policy V.I. Real and Personal Property and Services, subsection 4 includes an exception to the vehicle use policy specific to chief executive officers and Board Policy V.U. Entertainment Related Expenses, subsection 1.d. includes provisions regarding country club or dining club membership for senior staff. With the proposed amendments to Board Policy I.E. these additional provisions will be eliminated or updated as applicable to reflect the change.

IMPACT

Approval of the proposed amendments would eliminate requirements for presidential house, automobile allowance, and entertainment expenses from Board policy.

ATTACHMENTS

Attachment 1 – Board Policy I.E. Executive Officers – First Reading	Page 5
Attachment 2 – Board Policy V.I. Real and Personal Property and Services – First Reading	Page 10
Attachment 3 – Board Policy V.U. Entertainment Related Expenses - First Reading	Page 15

STAFF COMMENTS AND RECOMMENDATIONS

The proposed amendments to Board Policy I.E. allow the Board greater flexibility in negotiating employment agreements with perspective institution presidents, allowing the Board to be more competitive in recruiting and retaining individuals into these positions. The proposed amendments would bring Board Policies V.I. and V.U. into alignment with the amendments proposed in Board Policy I.E.

Staff recommends approval.

BOARD ACTION

I move to approve the first reading of proposed amendments to Board Policy section I.E. Executive Officers, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the first reading of proposed amendments to Board Policy section V.I. Real and Personal Property and Services, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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AND

I move to approve the first reading of proposed amendments to Board Policy section V.U. Entertainment Related Expenses, as submitted in Attachment 3.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: I. GENERAL GOVERNING POLICIES AND PROCEDURES

SUBSECTION: E. Executive Officers

October 2016

1. Executive Director

The Executive Director is appointed by and serves in this position at the pleasure of the Board. The Executive Director serves as the chief executive officer of the State Board of Education. Pursuant to Idaho Code 33-102A the Executive Director shall be under the direction of the Board and shall have such duties and powers as are prescribed by the Board. The Executive Director is charged with ensuring the effective articulation and coordination of institution, and agency concerns and is advisor to the Board and the Presidents/Agency Heads on all appropriate matters.

2. Presidents/Agency Heads

a. Responsibilities

The President/Agency Head is the chief program and administrative officer of the institution or agency. The President/Agency Head has full power and responsibility within the framework of the Board's Governing Policies and Procedures for the organization, management, direction, and supervision of the institution or agency and is held accountable by the Board for the successful functioning of the institution or agency in all of its units, divisions, and services.

For the higher education institutions, the Board expects the Presidents to obtain the necessary input from the faculty, classified and exempt employees, and students, but it holds the Presidents ultimately responsible for the well-being of the institutions, and final decisions at the institutional level rest with the Presidents. The Presidents shall keep the Board apprised, within 24 hours, through the Executive Director, of all developments concerning the institution, its employees, and its students, which are likely to be of interest to the public.

b. The Chief Executive Officer is held accountable to the Board for performing the following duties within his or her designated areas of responsibility:

i. Relations with the Board

- 1) Conduct of the institution or agency in accordance with the Governing Policies and Procedures of the Board and applicable state and federal laws.
- 2) Effective communication among the Board, the Board office, and the institution or agency.
- 3) Preparation of such budgets as may be necessary for proper reporting and planning.

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- 4) Transmittal to the Board of recommendations initiated within the institution or agency.
 - 5) Participation and cooperation with the office of the Board in the development, coordination, and implementation of policies, programs, and all other matters of ~~statewide~~ system-wide concern.
 - 6) Notification to Board President or Executive Director of any ~~out-of-state~~ absence exceeding one week during which time the chief executive officer will be unavailable or out-of-country.
- ii. Leadership of the Institution or Agency
 - 1) Recruitment and retention of employees
 - 2) Development of programs, in accordance with an evolving plan for the institution or agency.
 - 3) In cooperation with appropriate parties, the promotion of the effective and efficient functioning of the institution or agency.
 - 4) Development of methods that will encourage responsible and effective contributions by various parties associated with the institution or agency in the achievement of the goals of the institution or agency.
 - iii. Relations with the Public
 - 1) Development of rapport between the institution or agency and the public that each serves.
 - 2) Official representation of the institution or agency and its Board-approved role and mission to the public.
- c. Appointment Terms and Conditions

Each chief executive officer is employed and serves at the pleasure of the Board as an at-will employee. Appointments to the position of President of the higher education institutions and Executive Director of the Board are made by the Board. The Executive Director shall have authority to identify candidates and make recommendations for the appointment of Agency Heads, which must be approved and appointed by the Board. The Board and each chief executive officer may enter into an employment agreement for a term not to exceed five (5) years that documents the period of appointment, compensation, and any additional terms. The Board's Policies regarding Non-classified Employees, Section II, Subsection F, do not apply to the Board's chief executive officers.
 - d. Evaluations

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The Agency Heads are evaluated by the Executive Director annually, who makes recommendations to the Board with respect to compensation and employment actions. The Presidents and Executive Director are evaluated by the Board annually. The performance evaluation is based upon the terms of any employment agreement, the duties outlined in the policy and mutually agreed upon goals. Final decisions with respect to compensation and employment actions with regard to chief executive officers are made by the Board.

e. Compensation and Benefits

- i. Each chief executive officer's annual compensation shall be set and approved by the Board. A chief executive officer shall not receive supplemental salary compensation related to his or her service as chief executive officer from an affiliated institutional foundation, or from any other source except that institutional Presidents may receive perquisites or benefits as permitted by topic 3, subtopic d, below. A chief executive officer must disclose to the Board, through its Executive Director or in executive session as appropriate (with updates as necessary), any activities and financial interests, including compensation from an outside source unrelated to his or her service as chief executive officer, that affects or could potentially affect the chief executive officer's judgment or commitment to the Board or the institution.
- ii. In addition to the compensation referred to above, each chief executive officer shall receive the usual and ordinary medical, retirement, leave, educational, and other benefits available to all institutional, and agency employees.
- iii. Each chief executive officer shall receive reasonable and adequate liability insurance coverage under the state's risk management program.
- iv. Relocation and moving expenses incurred by each chief executive officer will be paid in accordance with the policies and rates established by the State Board of Examiners.
- v. Each chief executive officer earns annual leave at a rate of two (2) days per month or major fraction thereof of credited state service.

f. Termination

In the event a chief executive officer's appointment is terminated by Board action (for or without cause), then such individual shall only be entitled to continued compensation or benefits, if any, for which he or she may be eligible under the terms of his or her employment agreement.

~~3. Institutional Presidents: Housing, Automobile, and Expense Reimbursement~~

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- ~~— a. The institutional Presidents are responsible for hosting official functions to promote their respective institutions. At institutions with official residences, the Presidents of such institutions are required to live in the official residences provided.~~
- ~~— To preserve the image of the institutions and to provide adequate maintenance of state-owned property, the institutions shall provide support services for these residences. This support shall include maintenance and repairs, utilities, and grounds keeping.~~
- ~~— In the event that the institution does not own an official residence, a housing allowance will be provided that is similar in value to living in an official residence. In addition, this allowance shall cover reasonable maintenance and repair expenses related to the use of this home as the President's official residence.~~
- ~~— b. Each institutional President shall be provided an automobile allowance. If the President intends to use the automobile for business and personal use, the President shall obtain insurance for the automobile which meets with the requirements of Idaho's Risk Management Program, including applicable coverages and amounts.~~
- ~~— c. The institutional Presidents shall receive reimbursement for official entertainment expenses. Public relations and other out-of-pocket expenses may be reimbursed if they are directly related to the function of the institution as determined by the President. (See fiscal policy for entertainment and related expenses.)~~
- ~~d. Foundation Provided Funds for Compensation, Perquisites or Benefits~~
 - ~~Perquisites or benefits for the institutional Presidents, may be provided by the institution's affiliated foundation meeting all requirements of Section V, Subsection E of the Board's Governing Policies and Procedures if approved by the Board on a case-by-case basis.~~

43. Institutional Presidents: Official Duties Related Spousal Expenses

The Board acknowledges that the spouse of an institutional president provides valuable service activities on behalf of the institution, the Board, and to the Idaho higher education system. The Board further recognizes that the spouse may be expected to attend certain functions related to the ongoing mission and purposes of the institution. Accordingly, a spouse shall be eligible for reimbursement of authorized official travel and business related expenses, in accordance with the State of Idaho's travel and expense policies, as long as such expenses have a bona fide business purpose. To be a bona fide business purpose the presence and activities of the spouse at the function must be significant and essential (not just beneficial) to the institution. A president's spouse attending official functions as part of protocol or tradition and where the spouse makes an important contribution to the function can be considered serving a business purpose. For example, ceremonial functions, fundraising events, alumni gatherings, community, and recruiting events are examples of activities at which the presence of a spouse may contribute to the mission of the

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University. If a spouse has no significant role, or performs only incidental duties of a purely social or clerical nature, then such does not constitute a bona fide business purpose. Spousal expenses may not be charged to state funds; various non-state funds controlled by the institution may be used to fund spousal expenses.

| **54. President Emeritus/Emerita Designation**

The Board may choose to grant President Emeritus/Emerita status to a retiring President. President Emeritus/Emerita status should be reserved to honor, in retirement, a president who has made distinguished professional contributions to the institution and who has also served a significant portion of his/her career at the institution. The intent of conferring President Emeritus/Emerita status is to bestow an honorary title in recognition of successful tenure in the Presidential role.

a. Appointment Procedure

An institution may forward a recommendation to the Board that this honorary title be conferred upon a President that is retiring or has retired from the institution. Each institution shall provide for input into the recommendation from the campus community.

b. Rights, Privileges and Responsibilities

Rights and privileges of such a distinction shall be, insofar as resources will allow, similar to those of active institutional staff, including such privileges as:

- i. staff privileges for activities, events and campus facilities;
- ii. receipt of institutional newspaper and other major institutional publications and receipt of employee/spouse fee privilege (see Section V. R.).

Idaho State Board of Education

GOVERNING POLICIES AND PROCEDURES

SECTION: V. FINANCIAL AFFAIRS

SUBSECTION: I. Real and Personal Property and Services

June 2014

1. Authority

- a. The Board may acquire, hold, and dispose of real and personal property pursuant to Article IX, Section 2 and Article IX, Section 10, Idaho Constitution, pursuant to various sections of Idaho Code.
- b. Leases of office space or classroom space by any institution, school or agency except the University of Idaho are acquired by and through the Department of Administration pursuant to Section 67-5708, Idaho Code.
- c. All property that is not real property must be purchased consistent with Sections 67-5715 through 67-5737, Idaho Code, except that the University of Idaho may acquire such property directly and not through the Department of Administration. Each institution, school and agency must designate an officer with overall responsibility for all purchasing procedures.
- d. Sale, surplus disposal, trade-in, or exchange of property must be consistent with Section 67-5722, Idaho Code, except that the University of Idaho may dispose of such property directly and not through the Department of Administration.
- e. If the Executive Director finds or is informed that an emergency exists, he or she may consider and approve a purchase or disposal of equipment or services otherwise requiring prior Board approval. The institution, school or agency must report the transaction in the Business Affairs and Human Resources agenda at the next regular Board meeting together with a justification for the emergency action.

2. Acquisition of Real Property

- a. Acquisition of a real property interest, other than a leasehold interest, with a purchase price between five hundred thousand dollars (\$500,000) and one million dollars (\$1,000,000) requires prior approval by the Executive Director. A purchase exceeding one million dollars (\$1,000,000) requires prior Board approval.
- b. Any interest in real property acquired for the University of Idaho must be taken in the name of the Board of Regents of the University of Idaho.
- c. Any interest in real property acquired for any other institution, school or agency under the governance of the Board must be taken in the name of the State of Idaho by and through the State Board of Education.

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- d. This does not preclude a foundation or other legal entity separate and apart from an institution, school or agency under Board governance from taking title to real property in the name of the foundation or other organization for the present or future benefit of the institution, school or agency. (See Section V.E.)
- e. Acquisition of a leasehold interest in real property by or on behalf of an institution, school or agency requires prior Executive Director approval if the cost exceeds five hundred thousand dollars (\$500,000) over the term, or by the Board if the term of the lease exceeds five (5) years or if the cost exceeds one million dollars (\$1,000,000) over the term.
- f. Appraisal.
An independent appraiser must be hired to give an opinion of fair market value before an institution, school or agency acquires fee simple title to real property.
- g. Method of sale - exchange of property.
The Board will provide for the manner of selling real property under its control, giving due consideration to Section 33-601(4), applied to the Board through Section 33- 2211(5), and to Chapter 3, Title 58, Idaho Code. The Board may exchange real property under the terms, conditions, and procedures deemed appropriate by the Board.
- h. Execution.
All easements, deeds, and leases excluding easements, deeds, and leases delegated authority granted to the institutions and agencies must be executed and acknowledged by the president of the Board or another officer designated by the Board and attested to and sealed by the secretary of the Board as being consistent with Board action.

3. Acquisition of Personal Property and Services

- a. Purchases of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between five hundred thousand dollars (\$500,000) and one million dollars (\$1,000,000) require prior approval by the executive director. The executive director must be expressly advised when the recommended bid is other than the lowest qualified bid. Purchases exceeding one million dollars (\$1,000,000) require prior Board approval. If the project budget for a purchase or the renewal cost for a service agreement increases above the approved amount, then the institution or agency may be required to seek further authorization, as follows:

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Project or Service Agreement Originally Authorized By	Original Project Cost or Total Obligation for Service Agreement	Cumulative Value of Change(s)	Aggregate Revised Project Cost or Total Obligation for Renewal to Service Agreement	Change Authorized By
Local Agency	< \$500,000	Any	< \$500,000	Local Agency
Local Agency	< \$500,000	Any	\$500,000-\$1,000,000	Executive Director
Local Agency	<\$500,000	Any	> \$1,000,000	SBOE
Executive Director	\$500,000-\$1,000,000	<= \$500,000	<= \$1,000,000	Local Agency
Executive Director	\$500,000-\$1,000,000	Any	>\$1,000,000	SBOE
SBOE	> \$1,000,000	< \$500,000	Any	Local Agency
SBOE	> \$1,000,000	\$500,000-\$1,000,000	Any	Executive Director
SBOE	> \$1,000,000	>\$1,000,000	Any	SBOE

- b. Acquisition or development of new administrative software or systems that materially affect the administrative operations of the institution by adding new services must be reviewed with the executive director before beginning development. When feasible, such development will be undertaken as a joint endeavor by the four institutions and with overall coordination by the Office of the State Board of Education.

4. Hold of Personal Property

a. Inventory

An inventory of all items of chattel property valued at two thousand dollars (\$2,000) or limits established by Department of Administration owned or leased by any agency or institution must be maintained in cooperation with the Department of Administration as required by Section 67-5746, Idaho Code.

b. Insurance

Each agency and institution must ensure that all insurable real and personal property under its control is insured against physical loss or damage and that its employees are included under any outstanding policy of public liability insurance maintained by the state of Idaho. All insurance must be acquired through the State Department of Administration or any successor entity.

c. Vehicle Use

Vehicles owned or leased by an institution or agency must be used solely for institutional or agency purposes. ~~Employees may not, with certain exceptions, keep institutional vehicles at their personal residences. Exceptions to this policy include the chief executive officers and other employees who have received specific written approval from the chief executive officer of the institution or agency.~~

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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5. Disposal of Real Property

a. Temporary Permits

Permits to make a temporary and limited use of real property under the control of an institution or agency may be issued by the institution or agency without prior Board approval.

b. Board approval of other transfers

- i. Leases to use real property under the control of an institution, school or agency require prior Board approval - if the term of the lease exceeds five (5) years or if the lease revenue exceeds two hundred fifty thousand dollars (\$250,000).
- ii. Easements to make a permanent use of real property under the control of an institution, school or agency require prior Board approval - unless easements are to public entities for utilities.
- iii. The transfer by an institution, school or agency of any other interest in real property requires prior Board approval.

6. Disposal of Personal Property

Sale, surplus disposal, trade-in, or exchange of property with a value greater than five hundred thousand dollars (\$500,000) and less than one million dollars (\$1,000,000) requires prior approval by the Executive Director. Sale, surplus disposal, trade-in, or exchange of property with a value greater than one million dollars (\$1,000,000) requires prior Board approval. All disposals approved by the Executive Director shall be reported quarterly to the Board.

a. First Refusal

When the property has a value greater than five thousand dollars (\$5,000), the institution, school or agency must first make a good faith effort to give other institutions, school and agencies under Board governance the opportunity of first refusal to the property before it turns the property over to the Department of Administration or otherwise disposes of the property.

b. Sale of Services

The sale of any services or rights (broadcast or other) of any institution, school or agency requires prior approval of the Board when it is reasonably expected that the proceeds of such action may exceed two hundred fifty thousand dollars (\$250,000). Any sale of such services or rights must be conducted via an open bidding process or other means that maximizes the returns in revenues, assets, or benefits to the institution, school or agency.

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c. Inter-agency Transfer

Transfer of property from one Board institution, school or agency to another institution, school or agency under Board governance may be made without participation by the State Board of Examiners or the Department of Administration, but such transfers of property with a value greater than two hundred fifty thousand dollars (\$250,000) require prior Board approval.

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES
SECTION: V. FINANCIAL AFFAIRS
Subsection: U. Entertainment Related Expenses

February 2014

1. The chief executive officer and his or her designated employees are authorized to use appropriated, foundation and local funds for entertainment and related expenses for official functions which support the institutional mission and serve a business purpose.
 - a. Entertainment involves guests external to the institution and is related to one or more of the following purposes:
 - i. recognition or promotion of academic achievement, scholarship, service to the institution, or athletic achievement
 - ii. promotion or communication of intellectual ideas and/or exchange of administrative and operational information on the institution's programs or activities
 - iii. support of institution-sponsored student events and activities
 - iv. development events (donor receptions, fundraising activities, etc.)
 - v. advocacy events with elected officials and policymakers, subject to the limitations of Title 18, Chapter 13, Idaho Code
 - vi. assistance to the State Board of Education, accrediting agencies, officials from other institutions, etc.
 - b. Meals may be provided for institution administrative/business meetings if integral to the meeting and the meeting time encompasses a normal meal time. Meetings at which a meal is provided must include at least one institution employee, be agenda driven, and be directly related to specific institution business.
 - c. Public relations expenses, and business and civic club memberships (e.g. chamber of commerce or Rotary Club), ~~and charitable contributions~~, are allowable if they are reasonable, necessary, and related to the function of the institution. Membership at a country club or dining club shall not be allowed unless specifically provided for in an employment agreement approved by the Board.
 - d. ~~Membership at a country club or dining club shall be limited to institution senior management, shall be specifically provided for in an employment agreement and requires prior Board approval.~~
2. All expenses authorized in this Subsection shall be properly documented to support the business purpose of the expenditure. In addition, actual expenses shall be reported to the Board upon request.

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SUBJECT

Temporary Rule – Docket No. 08-0113-1801, Rules Governing the Opportunity Scholarship Program

REFERENCE

August 2015	Board approved proposed rule amendments, consisting of technical edits allowing for greater efficiency in administering the Opportunity Scholarship program.
November 30, 2015	Board approved pending rule Docket 08-0113-1501, Rules Governing the Opportunity Scholarship.
August 31, 2017	Board approved proposed rule Docket 08-0113-1701, Rules Governing the Opportunity Scholarship making technical corrections and clarifying that GPA's of more than one decimal place will be rounded up.
November 15, 2017	Board approved pending rule Docket 08-0113-1701.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.13, Rules Governing the Opportunity Scholarship Program
Section 33-4303, Idaho Code, Opportunity Scholarship

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment; Objective C: Access

BACKGROUND/DISCUSSION

IDAPA 08.01.13 sets out the eligibility and application requirements for Opportunity Scholarship applicants as authorized by Section 33-4303, Idaho Code. Senate Bill 1279 (2018), amended Section 33-4303, Idaho Code, authorizing the State Board of Education to award up to 20% of the funds appropriated for the Opportunity Scholarship to individuals with 24 or more postsecondary credits. Additionally, the 2018 Legislature appropriated an additional \$3.5M ongoing funds in FY19 for the Opportunity Scholarship Program.

The current Opportunity Scholarship requirements include a requirement that applicants apply for the scholarship and the FAFSA by March 1 and that students have a 3.0 grade point average (GPA) or higher. The temporary rule would make amendments to the student eligibility and application requirements to allow for a portion of the Opportunity Scholarship awards to be used in FY19 for individuals who have earned 24 or more postsecondary credits. Proposed amendments would include:

- Lowering the minimum GPA to 2.7;
- Allowing students who have earned 24 or more credits to apply up to three-weeks prior to the start of the term;
- Require these students to have “stopped out” for 24 or more months;
- Allow students to attend part-time;

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- Pro-rate the amount of the award based on the number of credits attempted; and
- Require students to show progress on their educational plan to maintain scholarship eligibility.

The temporary rule amendments have been based on research from other states who have implemented similar scholarships and feedback received from the legislature during the 2018 Legislative Session.

IMPACT

The temporary rule will allow scholarships to be awarded to students who have earned 24 or more credits to apply for the expanded Opportunity Scholarship.

ATTACHMENTS

Attachment 1 – Temporary Rule Docket No. 08-0113-1801

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STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action and expire at the end of the next legislative session, unless, the legislature is requested to extend the rule. To qualify as a temporary rule, the rule must meet one of three criteria:

- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

This rule meets the requirements of conferring a benefit and bringing the rule into compliance with amendments to Section 33-4303, Idaho Code enacted through SB 1279 (2018).

A proposed and then pending rule will be brought back to the Board for consideration at the August Board meeting following the negotiated rulemaking process. Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the Board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration

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during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Negotiated rulemaking for the proposed rule amendments will be open to all interested parties, including Legislators and Idaho postsecondary institutions financial aid directors.

Staff recommends approval.

BOARD ACTION

I move to approve temporary rule – Docket No. 08-0113-1801, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08.01.13 Rules Governing the Opportunity Scholarship Program

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, and 33-4303, Idaho Code, the State Board of Education (Board) shall promulgate rules implementing the provisions of Title 33, Chapter 56, Idaho Code.

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.01.13, "Rules Governing the Opportunity Scholarship Program."

02. Scope. These rules constitute the requirements for the Opportunity Scholarship Program.

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the Board.

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the rules of the Board or in the Board Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein.

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules.

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays.

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho.

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037.

04. Telephone Number. The telephone number of the Board is (208) 334-2270.

05. Facsimile. The facsimile number of the Board is (208) 334-2632.

06. Electronic Address. The electronic address of the Board of Education at www.boardofed.idaho.gov.

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 74, Chapter 1, Idaho Code.

007. -- 009. (RESERVED)

010. DEFINITIONS.

01. Adult Learner. Means an individual who:

a. Is not currently enrolled in a postsecondary institution accredited by a body recognized by the State Board of Education;

b. Has not attended a postsecondary institution at any time during the twenty-four month period immediately prior to application for the Opportunity Scholarship; and

c. Has earned twenty-four (24) or more transferable credits from a postsecondary institution accredited by a body recognized by the State Board of Education.

042. Grade Point Average (GPA). Means the average grade earned by a student, figured by dividing the grade points earned by the number of credits attempted.

03. Graduation Plan. Means a plan developed by the postsecondary student in consultation with the postsecondary institution that identifies the certificate or degree the student is pursuing, the course and credit requirements necessary for earning the certificate or degree, the application of previously earned credits and credits granted for prior learning assessment will be applied to the certificate or degree, the estimated terms remaining courses will be taken in and the estimated time to complete the certificate or degree.

011. -- 100. (RESERVED)

101. ELIGIBILITY.

Applicants must meet all of the eligibility requirements to be considered for the scholarship award.

01. Undergraduate Student. An eligible student must be pursuing their first undergraduate certificate or degree. Other than an Adult Learner, Aa student may have received multiple certificates or degrees as part of the natural progression towards a recognized baccalaureate degree program. A student who is enrolled in a graduate program, but who has not yet earned a baccalaureate degree, is not eligible for an opportunity scholarship. A student enrolled in an undergraduate program is eligible for consideration for an opportunity scholarship, even if some of the student's courses are at the graduate level. A student meeting the definition of an Adult Learner must be pursuing their first undergraduate certificate or degree.

02. Academic Eligibility. To be eligible for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: –

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a. A student who has not yet graduated from secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of ~~three-two~~ point ~~zeroseven~~ (~~32.07~~) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student; or

b. A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a one thousand ten (1,010) or better, to be academically eligible to apply for an opportunity scholarship; or

c. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of ~~three-two~~ point ~~zeroseven~~ (~~32.07~~) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place; or

d. An Adult Learner must have a minimum cumulative grade point average of two point seven (2.7) or better on a scale of four point zero (4.0). Cumulative grade point averages of more than one (1) decimal place shall be rounded to one (1) place.

03. Financial Eligibility. Applicants for the opportunity scholarship are selected as recipients, in part, based on of demonstrated financial need. The tool used to determine financial need is the Free Application for Federal Student Aid (FAFSA), used by the United States Department of Education. The financial need of an applicant for an opportunity scholarship will be based upon the verified expected family contribution, as identified by the FAFSA Student Aid report. The Student Aid report used to calculate financial need will be the report generated on the ~~March 1~~ application deadline.

04. Additional Eligibility Requirements.

a. A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the opportunity scholarship program.

b. If a student has attempted or completed more than one hundred (100) postsecondary academic credits, then such student must identify his or her major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary academic credit received to the Board office. A student shall not be eligible for an opportunity scholarship if:

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i. The student is not meeting satisfactory academic progress at the eligible Idaho postsecondary educational institution the student is attending at the time he or she applies for an opportunity scholarship;

ii. The student has completed more than one hundred fifty percent (150%) of the courses and academic credit necessary to graduate in such major; or

iii. Upon review of the student's academic transcript(s), the student cannot complete their degree/certificate in the major they have identified within two (2) semesters based on normal academic course load unless a determination by the executive director or designee has been made that there are extenuating circumstances and the student has a plan approved by the executive director or designee outlining the courses that will be taken and the completion date of the degree or certificate.

102. -- 201. (RESERVED)

202. APPLICATION PROCESS.

01. Initial Applications. An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the date specified in the application, but not later [than three \(3\) weeks prior to the term in which they enroll if an Adult Learner and not later than March 1 for all other students](#). An applicant without electronic capabilities may [request a waiver of this requirement and if granted](#) submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than [March 1 the applicable application deadline](#). All applicants must complete and submit the FAFSA on or prior to [March 1 the application deadline](#).

02. Announcement of Award. Announcement of the award of initial scholarships will be made no later than June 1 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. Additional award announcement may be made after this date based on the availability of funds and the acceptance rate of the initial awards.

03. Communication with State Officials. Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the executive director or designee.

203. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

01. Selection Process. Scholarship awards will be based on the availability of scholarship program funds. Opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria:

a. Eligible students shall be selected based on ranking criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted his application to the Board earliest in time will be assigned a higher rank.

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received an opportunity scholarship award during the previous fiscal year, and have met all of the continuing eligibility requirements provided in these rules.

02. Monetary Value of the Opportunity Scholarship.

a. The Board will establish annually the educational costs for attending an eligible Idaho postsecondary educational institution for purposes of the opportunity scholarship program.

b. The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following:

i. The amount of the assigned student responsibility, established by the Board annually;

ii. The amount of federal grant aid, as identified by the Student Aid Report (SAR) that is known at the time of award determination;

iii. The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination-;

iv. The eligible maximum award amount for Adult Learners enrolled in less than twenty-four (24) credit hours or its equivalent in an academic year attending an eligible four-year postsecondary institution or less than eighteen (18) credit hours or its equivalent in an academic year attending an eligible two-year institution will be prorated as follows:

(1) Enrolled in six (6) to eight (8) credits or its equivalent per term, fifty percent (50%) of the maximum award amount;

(2) Enrolled in nine (9) to eleven (11) credits or its equivalent per term, seventy-five percent (75%) of the maximum award amount; and

(3) Enrolled in twelve (12) or more credits or its equivalent per term, one-hundred percent (100) of the maximum award amount.

c. The amount of an opportunity scholarship award to an individual student shall not exceed the educational cost established by the Board annually, and shall not exceed the actual cost of tuition and fees at ~~an~~the Idaho public postsecondary educational institution the student attends or will attend, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions.

301. OPPORTUNITY SCHOLARSHIP AWARD.

01. Payment. Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment.

02. Duration. Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship may cover up to four (4) educational years, or eight (8) semesters or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student.

03. Eligibility. If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy.

302. CONTINUING ELIGIBILITY.

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program and these rules:

01. Renewal Application. A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year and update and submit the FAFSA on or prior to March 1.

02. Credit Hours. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of twenty-four (24) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of eighteen (18) credit hours or its equivalent each academic year that the student received an opportunity scholarship award. Notwithstanding these provisions, a scholarship recipient that has received the Opportunity Scholarship as an Adult Learner may retain eligibility through the completion of twelve (12) or more credit hours or its

equivalent each academic year the student received an opportunity scholarship award. All students may use the summer term to meet the annual credit accumulation requirements.

03. Satisfactory Academic Progress. To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of three point zero (3.0) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award, and must be maintaining satisfactory academic progress, consistent within federal financial aid regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. Students receiving an Opportunity Scholarship award must make satisfactory progress on the student's graduation plan established with the eligible institution at the time of admission.

04. Maximum Duration of Scholarship Award. The award of an opportunity scholarship shall not exceed the equivalent of eight (8) semesters or the equivalent of four (4) academic years.

05. Eligibility Following Interruption of Continuous Enrollment. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director or designee will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or career technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the executive director. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year.

303. -- 399. (RESERVED)

400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of each academic year. Such statements must include verification that the scholarship

recipient is still enrolled, attending [part-time if an Adult Learner and full-time for all other scholarship recipients](#), maintaining satisfactory academic progress, and has not exceeded the award eligibility terms.

02. Other Requirements. An eligible Idaho postsecondary educational institution must:

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status;

b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board;

c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board, and

d. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program.

03. Adult Learner Evaluation. [Upon admission, scholarship recipients receiving an award as an Adult Learner shall be administered prior learning assessments to determine eligibility for credit for prior learning including credit for prior experiential learning. As part of this process an eligible institution shall work with the student to develop a graduation plan for the program they are entering that includes estimated completion dates.](#)

401. -- 500. (RESERVED)

501. APPEALS.

An-opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may file a written appeal of the decision within thirty (30) days following notice of the decision, and the written statement must include the basis for the appeal. Decisions based on specific requirements established in Idaho Code or these rules may not be appealed. The appeal must be submitted to the executive director of the Board. The office of the board shall acknowledge receipt of the appeal within seven (7) days. The executive director of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons to hear the appeal, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho.

01. Transmittal to Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the executive director of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The opportunity scholarship

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applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal.

02. Subcommittee Recommendations. Following the subcommittee's decision, the executive director of the Board will present the subcommittee's recommendation to the full Board at the next regularly scheduled meeting of the Board. The opportunity scholarship applicant or recipient initiating the appeal may, at the discretion of the executive director of the Board, be permitted to make a presentation to the Board.

03. Board Decision. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the opportunity scholarship applicant or recipient in writing of the decision of the Board.

502. -- 999. (Reserved)

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SUBJECT

Temporary Rule – Docket No. 08-0203-1801, Rules Governing Thoroughness – Graduation Requirements

REFERENCE

August 31, 2017	Board approved proposed rule Docket 08-0203-1709, Rules Governing Thoroughness, amending the senior project graduation requirements allow students who participate in an internship or earn an associated degree or certificate at the time of graduation.
November 15, 2017	Board approved pending rule Docket 08-0203-1709.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.03, Rules Governing Thoroughness
Section 33-523, Idaho Code, STEM Diploma

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Educational Attainment; Objective A: Higher Level of Education Attainment

BACKGROUND/DISCUSSION

Senate Bill 1267a (2018), created a new section of Idaho Code, Section 33-523, Idaho Code, STEM Diploma. Section 33-523, Idaho Code creates an optional STEM diploma that school districts and charter schools may grant students who meet the minimum state graduation requirements and earn:

- a. Eight (8) or more credits in mathematics;
- b. Eight (8) or more credits in science; and
- c. In addition to the mathematics and science credits listed above earn five (5) credits in the student's choice of any or all subject of science, technology, engineering or mathematics.

Additionally, Section 33-523, Idaho Code, exempts students who complete eight or more credits in mathematics and have completed Algebra II or higher-level mathematics prior to the student's senior year from taking two (2) credits of mathematics during the student's senior year. Senate Bill 1267a (2018) included an emergency clause and went into effect when the Governor signed the bill on March 13, 2018. The Board established graduation requirements are specified in IDAPA 08.02.03.105. The temporary rule would amend the senior mathematics requirement to exempt students who earn eight (8) or more high school credits of mathematics and complete Algebra II or higher level mathematics from having to take two (2) credits of mathematics during their senior year.

IMPACT

The temporary rule will bring the graduation requirements into compliance with the new law.

ATTACHMENTS

Attachment 1 – Temporary Rule Docket No. 08-0113-1801

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Administrative rules are made up of three types of rules. Temporary rules, proposed rules and pending rules. Temporary and proposed rules may be promulgated jointly with a single docket number or temporary rules may be promulgated as a standalone rule. A rule must go through the proposed rule and pending rule steps to become a final rule. Temporary rules go into effect at the time of Board approval unless an alternative effective date is specified by Board action and expire at the end of the next legislative session, unless, the legislature is requested to extend the rule. To qualify as a temporary rule, the rule must meet one of three criteria:

- provides protection of the public health, safety, or welfare; or
- is to come into compliance with deadlines in amendments to governing law or federal programs; or
- is conferring a benefit.

This rule meets the requirement of bringing the rule into compliance with amendments to Section 33-523, Idaho Code, enacted through SB 1267a (2018).

In 2013 (effective March 2104) the Board amended the graduation requirements to allow students who completed dual credit or AP Computer Science or dual credit engineering courses to be used as a mathematics credit if the student has also completed Algebra II standards or the course may be used as a science credit. At the time, Idaho did not have computer science or engineer content standards. The Board discussed in 2013 the possibility of expanding the computer science courses allowed to be used as a mathematics or science credit beyond dual credit and AP courses once Idaho computer science content standards were established. Now that the Idaho computer science content standards have been in place for a year Board staff will bring forward for Board consideration additional amendments to the graduation requirements expanding the allowed computer science courses to computer science courses that meet the state computer science content standards at the secondary level. The Planning, Policy and Governmental Affairs Committee has also scheduled discussions with the Board regarding the broader graduation requirements for the June Board meeting. The intent of the discussion is to evaluate the graduation requirements and the value the current graduation requirements have. In consideration of this work a proposed rule will be brought forward to the Board for consideration following the discussion in June that will include the mathematics exemption in Section 33-523, Idaho Code, as well as other amendments identified by the Board at the June Board meeting. The proposed rule will be negotiated prior to bringing it to the Board for consideration in August.

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Once approved by the Board, proposed rules are published in the Administrative Bulletin. Publication of the proposed rule starts the 21-day public comment period. At the close of the public comment period, based on comments received and Board direction, changes may be made to proposed rules prior to entering the pending stage. All pending rules are brought back to the Board for approval prior to re-submittal to the Department of Administration for publication as a pending (or final rule) in the Idaho Administrative Bulletin. The Department of Administration then forwards all pending rules to the legislature for consideration during the next legislative session. Pending rules go into effect at the end of the session in which they are reviewed, if they are not rejected by the legislature. The legislature may reject a rule in whole or in part.

Staff recommends approval.

BOARD ACTION

I move to approve temporary rule – Docket No. 08-0203-1801, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08.02.03, Rules Governing Thoroughness

(Break in Continuity of Sections)

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum.

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i.

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit.

b. Mastery. Notwithstanding the credit definition of Subsection 105.01.a., a student may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-17)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements.

d. Mathematics. Six (6) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a [mathematics](#) and science credit.

i. Students must complete secondary mathematics in the following areas:

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(1) Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education;

(2) Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and

(3) Two (2) credits of mathematics of the student's choice.

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than [mathematics](#) are not required to retake a [mathematics](#) course as long as they have earned six (6) credits of high school level mathematics.

iii. Students who have completed six (6) [or more high school](#) credits of [mathematics](#) prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking [mathematics](#) during their last year of high school. High School [mathematics](#) credits completed in middle school shall count for the purposes of this section.

[iv. Students who earn eight \(8\) or more high school credits of mathematics and complete Algebra II or higher level mathematics course, are exempt from taking mathematics during their last year of high school. High School mathematics credits earned in middle school shall count for the purposes of this section.](#)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a [mathematics](#) and science credit.

i. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based.

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement.

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g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Interdisciplinary Humanities Content Standards.

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course.

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the Physical Education Content Standards in a format provided by the school district. —

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures.

03. College Entrance Examination. (Effective for all public school students who enter grade nine (9) in Fall 2012 or later.)

a. A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: SAT or ACT. Students who participated in the Compass assessment prior to its final administration may also use the Compass to meet this requirement. Students receiving special education services through a current Individualized Education Plan (IEP) may utilize the ACCUPLACER placement exam in lieu of the SAT or ACT. __

b. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement:

i. Transferred to an Idaho school district during grade eleven (11) and has not previously participated in one of the allowed college entrance exams outlined in Subsection 03.a;

ii. Was homeschooled during grade eleven (11) and is enrolled in an Idaho high school as a diploma seeking student; or

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iii. Missed the spring statewide administration of the college entrance exam dates for documented medical reasons.

c. A student may elect an exemption in from the college entrance exam requirement if the student is:

i. Receiving special education services through a current Individual Education Plan (IEP) that specifies the student meets the alternate assessment eligibility criteria;

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or

iii. Transferring from out of state to an Idaho high school in grade twelve (12).

d. A school district, on behalf of a student, on a form established by the State Department of Education, may submit an appeal application requesting the Superintendent of Public Instruction or their designee consider another college entrance exam or college placement exam to fulfill this requirement, or exempt the student due to extenuating circumstances.

04. Senior Project. A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA. Completion of a postsecondary certificate or degree at the time of high school graduation or an approved pre-internship or internship program may be used to meet this requirement.

05. Civics and Government Proficiency. Pursuant to Section 33-1602, Idaho Code, each LEA may establish an alternate path for determining if a student has met the state civics and government content standards. Alternate paths are open to all students in grades seven (7) through twelve (12.) Any student who has been determined proficient in the state civics and government content standards either through the completion of the civics test or an alternate path shall have it noted on the student's high school transcript.

06. Middle School. A student will have met the high school content and credit area requirement for any high school course if the requirements outlined in Subsections 105.05.a. through 105.05.c. of this rule are met.

a. The student completes such course with a grade of C or higher before entering grade nine (9);

b. The course meets the same content standards that are required in high school for the same course; and

c. The course is taught by a teacher properly certified to teach high school content and who meets the federal definition of highly qualified for the course being taught.

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course meets the requirements specified in Subsections 105.05.a. through 105.05.b. of this rule.

07. Special Education Students. A student who is eligible for special education services under the Individuals with Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements.

08. Foreign Exchange Students. A foreign exchange student may be eligible for graduation by completing a comparable program as approved by the school district or LEA.

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SUBJECT

State Mentor Program Standards - Idaho Framework for Mentor and Induction Programs

REFERENCE

2013-2014	Board adopted the Governor's K-12 Task Force Recommendations and implementation subcommittee recommendations.
April 2017	Board reviewed and discussed the preliminary Educator Pipeline Work Group recommendation including the identification of strong mentor programs to help attract and retain teachers.
August 31, 2017	Board discussed State Mentor Program Standards, including bringing standards forward for consideration in 2018.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.02.042, Alternate Routes to Certification Sections 33-512, 33-1201A, and 33-1612, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: A Well Educated Citizenry, Objective C: Higher Level of Educational Attainment – Increase successful progression through Idaho's educational system.

BACKGROUND/DISCUSSION

The Governor's Task Force for Improving Education (K-12) recommendations included a recommendation targeted at developing a continuum of professional growth and collaboration (#12 Career Ladder Compensation, #14 Tiered Licensure, #15 Mentoring, #16 Ongoing Job-Embedded Professional Learning, and #17 Site-Based Collaboration among Teachers and Instructional Leaders). Specifically, recommendation #15 Mentoring stated, "The Task Force recommends that each district develop a mentoring program for the support of new teachers based on the Idaho Mentor Program Standards. The previously approved Idaho Mentor Program Standards (2006) provide a vision and guidelines for local planners to use in the design and implementation of a high-quality mentor program for beginning teachers. The Task Force recommends "the state provide funding support for a mentoring program." Additionally, the Board's Educator Pipeline Work Group has identified mentoring as a necessary part of the professional development and supports provided by school districts for training and retaining highly effective teachers. Beginning in 2014, the Board approved a number of statute, Administrative Code, policy changes and budget requests to implement the recommendations of the Governor's Task Force for Improving Education in a judicious manner. As part of the Task Force work in 2013 the Idaho Mentor Program Standards developed by the Department of Education, the Professional Standards Commission, and Idaho educators participating in the Department's Mentoring Committee (established in 2006), with technical assistance from the

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New Teacher Center were reviewed and determined to still be relevant and highly effective standards. The New Teacher Center is a national non-profit organization dedicated to improving student learning by guiding a new generation of educators. It works with school districts, state policy makers and educators from across the country to increase the effectiveness of teachers and school leaders at all levels. Additionally, prior to bringing forward the standards for consideration by the Board, Board staff reached out to the New Teacher Center and discussed the standards and their continued relevance. Feedback from the New Teacher Center indicated these standards remained the “gold standard” for teacher mentor programs.

Pursuant to Section 33-512(17), Idaho Code, school districts must provide support for teachers in their first two years in the profession in the areas of: administrative and supervisory support, mentoring, peer assistance and professional development. Pursuant to Section 33-1201A, Idaho Code, all instructional staff and pupil service staff must receive mentoring as outlined in the employee’s individualized professional learning plan during the initial three years of holding an Idaho certificate. Section 33-1004J, Idaho Code, established leadership premiums for certificated staff, this premium was created in part to provide funding for teachers providing mentoring and peer assistance or professional development within their school district. Pursuant to IDAPA 08.02.02.042, alternate routes to certification as well as alternate routes to additional endorsements for certificated staff include provisions for candidates to participate through a state approved mentoring component or program.

During a negotiated rulemaking meeting in July 2017, representatives of the Idaho School Boards Association, Idaho Education Association, Idaho Association of School Administrators and Department of Education Staff raised concerns around requiring districts to implement mentor programs based on minimum state standards outlined and suggested the standards be reviewed again. In response to this concern Board staff convened a group of stakeholders between February and March 2018 to review the original standards, and make recommendation for amended or new state mentoring standards. The group has completed their work and is proposing redesigned standards for the “Idaho Framework for Mentor and Induction Programs.” These program guidelines will be recommended for all districts to use. For staff participating in any alternate route to certification or endorsement that requires participation in an “approved” program, if adopted by the Board, the new framework will be the state approved mentor program.

IMPACT

The proposed changes to the previous standards comprise a new guidance document the Idaho Framework for Mentor and Induction Programs.

ATTACHMENTS

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Attachment 2 – Idaho Framework for Mentor and Induction Programs	Page 7

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STAFF COMMENTS AND RECOMMENDATIONS

Board staff requested nominations from each of the stakeholder organization groups (Idaho School Boards Association, Idaho Association of School Administrators, Idaho Educator Association) for practitioners from their membership by region. Final Work Group membership was chosen based on the nominees interest and ability to meet the time commitments and the region they represented. In addition to the formal members identified in Attachment 1, additional attendees were welcomed at the meetings and the stakeholder organization representatives were notified of all meetings.

Proposed amendments would define the state approved mentoring program and incorporate the mentoring program standards into administrative rule. Additional language would allow for school districts to bring forward additional mentoring programs for consideration and approval by the Board. Once approved, these mentor programs would then meet these requirements for a “state-approved” mentor component or program.

Staff recommends approval.

BOARD ACTION

I move to adopt the Idaho Framework for Mentor and Induction Programs as submitted in Attachment 2 as the state’s approved mentor program standards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Mentoring and Induction Program Standards Work Group

Name	Nominating Organization	Region	Current Role
Bailey, Greg	Idaho School Administrators Association	Region II	Superintendent
Biorn, Barbi	Idaho Educators Association	Region VI	Vice President of local union
Fleischmann, Pamela	Idaho Educators Association	Region V	Classroom teacher
Garrison, Joy	Idaho School Boards Association	Region III	Large District Alternate
Gee Marc	Idaho School Administrators Association	Region V	Superintendent
Nichole Hall	State Department of Education	Region III	Mathematics Coordinator Alternate Vice Chair (Lg. District)
Hall, Margaret	Idaho School Boards Association	Region I	
Marta A. Hernandez	Idaho Educators Association	Region IV	Teacher Peer Assistant, Boise School District
Holland, Amanda	Idaho Educators Association	Region III	
Linder, Christina	State Board of Education	Statewide	Program Manager
Matthews, Lindsey	Idaho Educators Association	Region II	Classroom Teacher
Overall, Kari	Idaho Educators Association	Statewide	President
Overgaard, Wil	Idaho School Administrators Association	Region III	Superintendent
Paradis, Erin	Idaho School Boards Association		Classroom teacher
Rice, Matthew	Idaho School Boards Association	Statewide	Region 9 Alternate
Ritter, Anne	Idaho School Boards Association		
Jason Sevy	Idaho School Boards Association	Region III	Committee Member
	Idaho School Administrators Association		
Sharrett, Judi	Association	Region I	Superintendent
Woolstenhulme, Monte	Idaho School Administrators Association	Region VI	Superintendent

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Idaho Mentor and Induction Program Standards

Domain I: Program Design and Leadership

Program Standard 1: School & Community Context	The context of your school, district and community forms the environment within which your Mentor Program will exist. The assignment of educators is an important consideration in facilitating their growth in the profession. Novice educators, alternative certified educators, career educators and mentors should be placed in situations that are appropriate to their status so they will have an opportunity to develop fully as teaching professionals. If educators are placed in more challenging settings, with special consideration for novices, additional time and resources should be provided to foster their success.
Program Elements: a)	Demographics, circumstances, and factors are considered before designing your program.
Program Elements: b)	Student, educator, and district profile are considered for district initiatives and priorities.
Program Elements: c)	For novice educators, working conditions and levels of support are considered and adjusted, as needed, to promote success.
Program Standard 2: Program Rationale, Goals, Design and Participation	A Mentor Program should be built on a vision of educator growth and development that is supported by research and practice. This vision includes the mentor's development, as well as larger systemic impact with school culture and climate, university-district connection and instructional alignment between educators and administrators. A sound, well-articulated rationale grounded in research and effective practices guides the development of program goals and plans for the design and delivery of support to novice educators. The developmental needs of novice educators are clearly understood by program designers and managers.
Program Elements: a)	<p>The rationale for program components, structure, and activities is based on research about educator development, effective mentoring practices, and systems alignment for each participant.</p> <p>The Mentor Program should take into consideration the different needs of</p> <ul style="list-style-type: none"> i. Novice Educators ii. Alternative Certified Educators iii. Career Educators iv. Mentors
Program Elements: b)	The program is structured to promote ongoing support, growth, and to maximize the success, career satisfaction, and retention of educators.
Program Standard 3: Administration of Program and Partnerships	The commitment of stakeholders is critical for the effectiveness and sustainability of the Mentor Program. Key stakeholder groups include district and site administrators, educator leaders, education association leadership, and school board members. Partnerships may also include higher education and/or community members. It is equally important that the program have an organizational structure that manages and delivers services to meet the diverse needs of educators in the local context. A broad network of institutional and leadership support will ensure the program's success.

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Program Elements: a)	Stakeholders demonstrate institutional commitment to the Mentor Program
Program Elements: b)	Program leadership and organizational structures are clearly specified, and a primary contact person is designated.
Program Elements: c)	Coordination and articulation among all entities establishes clear and appropriate allocation of authority and initiative.
Program Standard 4: Roles and Responsibilities of School and District Leaders, School Board Members, and Local Education Association	School site administrators provide the structure and establish a positive school climate for the program's support. Site and district administrators, school board members, education association leaders and other policy boards are involved in the design, implementation and ongoing evaluation of the Mentor Program. Stakeholders are knowledgeable and committed to educator needs, educator development, and research and data related to program effectiveness.
Program Elements: a)	a)Program leadership and organizational structures are clearly specified.
Program Elements: b)	b)Roles and responsibilities for Mentor Program leaders will be defined.
Program Elements: c)	c)Professional development will be provided for site administrators and mentor leaders.
Domain II: Developing Educator Excellence	
Program Standard 5: Mentor Selection, Assignment and Roles	Selecting well-qualified mentors will assure educators receive high quality support in the classroom. Mentors are recruited and selected using a clearly articulated, transparent process that involves a number of stakeholder groups. Mentors need to be assigned to educators in a timely manner, taking content, grade level, pedagogical needs, and local context into account. Mentors and mentees need release time to work together during and after school hours. Mentor relationships should be supportive and non-evaluative.
Program Elements: a)	Roles and responsibilities of mentors and mentees are clearly defined and communicated to all program participants.
Program Elements: b)	The selection process for mentors may include a written application and/or formal interview, guided by set criteria to ensure a fair and equitable process for selection.
Program Elements: c)	Assignments are made subject to content area, grade level, pedagogical needs, and local context. Clear procedures are in place for reconsidering assignments when either the mentor or mentee is dissatisfied with the pairing.
Program Standard 6: Mentor Professional Development	Successful mentors exhibit awareness of the diversity and complexity of novice educators' needs and provide support that fosters professional development. Exemplary educators are not necessarily prepared to support others professionally. Mentors need ongoing support that develops mentorship practice with the use of mentoring tools and protocols. This support includes both the development of knowledge and skills needed to identify and respond to novice educator needs, and the development of a collegial community that engage program participants and develop their leadership.
Program Elements: a)	Mentors receive training to work with novice educators and respond to their diverse needs.
Program Elements: b)	Mentors have opportunities to meet with each other and/or site administrators to reflect on teaching and learning, and develop leadership skills.
Program Elements: c)	Opportunities for ongoing training and collaboration could be held both locally and regionally, or beyond.
Program Standard 7: Mentor	The District should provide a way to assess the quality of services provided by the mentors.

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Effectiveness	
Program Standard 8: Novice Educator Professional Development	The Professional Standards for the Preparation of Educators will form the basis for novice educator professional development activities. Formal professional development activities are designed to meet the individualized needs of novice educators. New learnings are applied in the classroom with the support of a trained mentor.
Program Elements: a)	Professional development activities need to be guided by a common set of expectations, such as professional teaching guidelines, yet are responsive to the individual educator, state and local priorities.
Program Elements: b)	Seminars or workshops are designed with choice and flexibility in mind, with topics derived in part from data grounded in observed practice. Presenters model best teaching practices, and a novice educator peer network is established among novice educators in the Mentor Program. Providing a variety of professional development activities is effective in promoting growth of novice educators.
Program Elements: c)	Follow-up activities emphasize application of learning so that educators will find the learning experiences helpful and relevant to their individual needs.
Program Elements: d)	Presenters are well qualified and model best teaching practices that foster success for a diverse student population, understand the developmental nature of teaching, and promote reflective practice.
Program Standard 9: Classroom Instruction and Content-Focused Mentoring	Effective mentors are regularly present (face to face or virtually) in the new educators' classrooms to observe instruction and student learning, to collect observation and student performance data, and to assist in the planning and delivery of instruction, as per the Idaho Framework for Teaching pursuant to IDAPA 08.02.02.120. A trusting and confidential relationship is an important and essential component of an effective mentoring relationship that allows mentor and mentee to maintain constant focus on advancing the novice educator's classroom practice. Issues of content, pedagogy, subject matter knowledge, the alignment of instruction with student content and grade-level guidelines, student assessments, and local curriculum initiatives drive the mentor's work in response to the novice educator's developmental needs and instructional context.
Program Standard 10: Focus on Equity.	An abiding focus on issues of equity as they relate to student achievement guides the mentoring, formative assessment, and professional development activities. Effective mentors assist educators with ensuring they understand and strive to meet the needs of diverse student populations. Mentors support educators in creating environments that support learning for diverse students, provide equitable access to the core curriculum, and enable all students to meet the state-adopted student content guidelines and performance levels. Mentors assist educators in using knowledge of students' backgrounds, experiences, and learning needs in planning instruction and supporting individual student learning.
Domain III: Resources and Ongoing Program Involvement	
Program Standard 11: Resources to Support Educator Success	A successful Mentor Program is predicated on the commitment of all stakeholders. Resources to support educator success are critical to improving retention, student achievement, and educator quality. The Mentor Program must take into account the unique needs of novice educators. The quality and effectiveness of the program are largely determined by the appropriate use of human and fiscal resources. Support should be based on realistic and reasonable plans that draw on available federal, state and local resources. Stakeholder and partner organization(s) allocate sufficient personnel time and fiscal resources to enable the Mentor Program to deliver planned services that maximize educator and student success.
Program Elements: a)	Resources are allocated by stakeholders and partners to ensure appropriate delivery of essential program components, as defined and described in the program design. Program leaders monitor resource allocation on a regular basis and

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	recommend adjustments.
Program Elements: b)	Mentors are provided adequate time and compensation to meet with novice educators on a regular basis.
Program Elements: c)	The Local Education Agency (LEA) assigns qualified personnel to lead and coordinate the program to fully support educators.
Program Standard 12: Program Evaluation	The Mentor Program is responsible for developing and conducting a comprehensive, ongoing system of program evaluation that is both formative and summative in nature. The program evaluation system includes program participants and other stakeholders that lead to substantive developmental efforts and program improvements.
Program Elements: a)	Local program goals and Mentor Program Standards are the basis for program evaluation.
Program Elements: b)	The program regularly collects feedback about the program quality and effectiveness for all participants, stakeholders, and partner organization(s), using both informal and formal measures.
Program Elements: c)	Program leaders analyze and share the data in a systematic way to all stakeholders, and use the data for improving the Mentor Program. At a minimum, the program leader(s) conduct an annual internal program evaluation.

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SUBJECT

STEM School Designation Standards for Public Schools and Public School Programs

REFERENCE

December 2016	The Board approved legislation to provide legislative intent and to provide for the award of a science, technology, engineering and mathematics (STEM) school or STEM program designation.
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APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education governing Policies & Procedures, Section 33-4701, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 2: Innovation and Economic Development, Objective D: Education to Workforce Alignment – Deliver relevant education that meets the needs of Idaho and the region.

BACKGROUND/DISCUSSION

Section 33-4701, Idaho Code, was enacted by the legislature in 2017, establishing a STEM school designation to be earned by schools and programs that meet specific standards established by the State Board of Education (Board). Pursuant to Section 33-4701, Idaho Code, the Board is charged with awarding STEM school and STEM program designations annually to those public schools and public school programs that meet the standards established by the Board in collaboration with the STEM Action Center. To be eligible to apply for a STEM designation, the school must:

- a) Be a current public school in Idaho that serves students in kindergarten through grade 12, or a subset of grades between kindergarten and grade 12;
- b) Apply to the STEM Action Center for a STEM school designation review to include evaluation of the following:
 - i) STEM instruction and curriculum focused on problem-solving, student involvement in team-driven project-based learning, and engineering design process;
 - ii) College and career exposure, exploration and advising;
 - iii) Relevant professional learning opportunities for staff;
 - iv) Community and family involvement;
 - v) Integration of technology and physical resources to support STEM instruction;
 - vi) Collaboration with institutions of higher education and industry;
 - vii) Capacity to capture and share knowledge for best practices and innovative professional development with the STEM action center; and
 - viii) Support of nontraditional and historically underserved student populations in STEM program areas.

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- c) Adopt a plan of STEM implementation that includes, but is not limited to, how the school and district integrate proven best practices into non-STEM courses and practices and how lessons learned are shared with other schools within the district and throughout the state.

Once a school applies to the STEM Action Center and is found to meet the requirements, the STEM action Center Board will make recommendations to the State Board of Education. The Board will then annually award STEM school designations. The STEM school or program designation is valid for a term of five (5) school years.

IMPACT

Board approval of standards for STEM school designation will allow the STEM action center to begin implementing this program, supporting and identifying schools and programs for board recommendation to award the STEM school designation.

ATTACHMENTS

Attachment 1 – Idaho Standards for STEM School Designation

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Staff published a notice of intent in the Administrative Bulletin in 2017 regarding the establishment of STEM school designation standards. Additionally, the STEM Action Center sent out notification in its newsletter that the Board would be setting STEM school designation standards and interested parties should contact the Board office. Approximately 25 individuals from traditional and charter schools, as well as industry volunteered to participate in developing STEM school designation standards for the Board's consideration. The group met from December into April and researched standards developed in other states as well as AdvancEd's STEM Certification Standards. AdvancED's STEM Certification Standards consist of 11 standards broken into three categories; STEM Learners, STEM Educators, and STEM Experiences. Based on this research the work group has proposed the standards identified in Attachment 1. Attachment 1 shows the proposed standards, the standards alignment to AdvancEd's STEM Certification Standards and the minimum requirements established in Section 33-4701, Idaho Code.

Staff recommends approval.

BOARD ACTION

I move to approve the Idaho Standards for STEM School Designation as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho STEM School Designation

Standards and Criteria

STEM School/Program Designation Standards and Criteria	Aligned to Advanced Ed Rubric	Aligned Idaho Code 33-4701(3)(b)
1. School-/Program-wide STEM Instruction and Curriculum Focused on Problem-Solving, Student Involvement in Team-Driven Project-Based Learning, and Engineering Design Process <ul style="list-style-type: none"> a. Students participate in rigorous and relevant interdisciplinary instructional practices b. Students practice collaboration, communication, creativity, and critical thinking c. Students engage in scientific and engineering practices and processes d. Students demonstrate their learning through performance-based assessments characterized by elaborated explanations of their thinking. e. Students are empowered to personalize and self-direct their STEM learning experiences 	1.1 1.2 1.3 1.4 1.5	(i)STEM instruction and curriculum focused on problem-solving, student involvement in team-driven project-based learning, and engineering design process;
2. College and Career Exposure, Exploration, and Advising <ul style="list-style-type: none"> a. STEM Career exposure and exploration b. Students are supported in STEM learning through extended day opportunities c. Advising provides knowledge and resources to access various pathways to STEM careers <i>(secondary only)</i> 	1.8 1.11	(ii)College and career exposure, exploration and advising;
3. Relevant STEM Professional Learning Opportunities for Staff <ul style="list-style-type: none"> a. Educator engagement in relevant, high quality STEM professional learning opportunities that focus on real world applications b. Educators have access to and are engagement in relevant, high quality STEM professional learning resources c. Educators support and facilitate personalized student learning d. STEM educators collaborate as an interdisciplinary team to improve integrated STEM learning experiences. 	1.6 1.7 1.9	(iii)Relevant professional learning opportunities for staff;

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4. Community and Family Involvement a. Family involvement and outreach b. Community resource awareness	1.10	(iv)Community and family involvement;
5. Integration of Technology and Physical Resources to Support STEM a. Allocation for physical resources to support STEM learning for students b. Technology use and acquisition plan		(v)Integration of technology and physical resources to support STEM instruction;
6. Collaboration with Institutions of Higher Education and Industry (Strategic Alliances) a. Develops a STEM advisory team with members from partners like industry, education, and community. b. Schools solicit partner (industry, university, advisory boards) support for instruction and resources	1.10	(vi) Collaboration with institutions of higher education and industry;
7. School Leadership a. STEM instructional team leaders support instruction b. All staff participates in decision making c. Culture of the school reflects a priority for STEM d. Program shows evidence of Sustainability		
8. Support of Nontraditional and Historically Underserved Student Populations in STEM Program Areas a. Equitable access to extracurricular STEM activities/opportunities b. School population is representative of school service area	1.11	(viii) Support of nontraditional and historically underserved student populations in STEM program areas.

COLLEGE OF SOUTHERN IDAHO

SUBJECT

Alternative Authorization – Content Specialist, Mastery-Based Route to Teaching

REFERENCE

October 2017 Board approved concept of mastery-based pathway for teacher certification for individuals who meet the requirement of the alternative authorization-Content Specialist route to certification.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Sections 33-1201 -1207, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Rules Governing Uniformity

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Effective and Efficient Educational System, Objective A: Quality Teaching Workforce – Develop, recruit and retain a diverse and highly qualified workforce of teachers, faculty, and staff.

BACKGROUND/DISCUSSION

In response to the research-based recommendations of the Educator Pipeline Workgroup, the Board approved the concept of a Mastery-Based Route to Certification as a pathway for candidates seeking an Idaho teaching certificate through the Alternative Authorization – Content Specialist route.

Alternative routes to certification have been authorized by the Board in some form since 1993 and were codified in Idaho Administrative Code, IDAPA 08.02.02, in 1997. In 2003 the Board amended the alternative route to certification with more specific requirements, effective July 1, 2006. The purpose of these authorizations was to provide individuals with strong subject matter background but limited experience with educational methodology, an expedited route to certification. The alternative authorizations for certification were originally defined as routes specific to meeting an emergency district need. Over the years, the Content Specialist authorization has progressed to a route designed to recognize the value individuals with deep content knowledge may bring to the classroom, and allows for an expedited route to certification for these individuals. A common example of this would be an individual working for Simplot as a biologist, with a graduate degree in biology, choosing to become a teacher.

The Alternative Authorization - Content Specialist requires individuals to meet the initial qualifications described below to receive an interim certificate and to then complete the additional requirements as specified with all requirements having to be completed by the end of three years. At the conclusion of the three year interim

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certificate, individuals who have completed the requirements are transitioned to a five-year renewable Standard Instructional Certificate.

- a. Initial Qualifications.
 - i. A candidate must hold a baccalaureate degree or have completed all of the requirements of a baccalaureate degree except the student teaching or practicum portion; and
 - ii. The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.
- b. Alternative Route Preparation Program Requirements -- College/University Preparation or Other State Board Approved Certification Program:
 - i. At the time of authorization a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal;
 - ii. The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan;
 - iii. At the time of authorization the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification;
 - iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and
 - v. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment.

As written, the current Content Specialist authorization allows for a competency or mastery-based process of assessment through the established consortium referenced in subsection b.i above. The minimum requirement is that the individual meet the state certification standards at the completion of the alternative authorization. While this has traditionally been shown through the earning of

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credits, Administrative Code does not require credits be earned to show competency as long as there has been some form of evaluation/assessment that the applicable standards have been met.

Attached is the College of Southern Idaho's (CSI) proposal to offer a mastery-based Alternative Authorization – Content Specialist certification program. This route may only be used by districts who have identified an individual they feel is uniquely and highly qualified to teach in a subject area and willing to utilize the Alternative Authorization -- Content Specialist route in partnership with CSI education faculty.

IMPACT

The area in which CSI is located is experiencing the greatest teacher shortage across the state. Both lawmakers and school leaders from Region 4 have expressed a desire for the college to become more active in assisting with quality preparation of teaching candidates using alternative routes to certification. Conditional approval of this program will allow CSI to begin working with districts to fill critical needs as early as fall 2018.

ATTACHMENTS

Attachment 1 – CSI Alternate Authorization – Content Specialist, Mastery-based proposal	Page 5
Attachment 2 – Professional Standards Commission – Notification of Recommendation for Conditional Approval	Page 35

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 currently 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 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. The Commission has not reviewed an alternate route outside of routes that are imbedded in a traditional educator preparation program in the past. Professional Standards Commission review is not required for Board consideration. As this is the first Alternate Authorization – Content Specialist program considered by the Board that was not part of a traditional educator preparation program or part of an approved Non-Traditional Route to Teacher Certification (e.g. TFA, ABCTE), the Commission has conducted a desk review of the program proposal and determined at their April 6, 2018 meeting that the proposal provided evidence that the program is designed to meet the Certification Standards.

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The Professional Standards Commission is recommending conditional approval to allow the College of Southern Idaho to begin serving Region 4 through the Alternate Route to Certification by the fall of 2018 in response to a severe teacher shortage in the area. Should the Board approve CSI to deliver this mastery-based Alternative Authorization – Content Specialist program, additional long-term program evaluation processes will need to be established. Currently the Commission is responsible for reviewing traditional and non-traditional approved educator preparation programs. As an approved stand-alone alternative authorization program, this program does not fit neatly into the category of traditional program nor non-traditional program.

Staff recommends approval.

BOARD ACTION

I move to approve the College of Southern Idaho program for conditional approval contingent on additional review once the program is fully implemented and has program completers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Proposal to the Professional Standards Commission – Standards Committee

College of Southern Idaho – Content Specialist Alternative Authorization

Mastery-Based Pathway to Certification

Introduction

Recently the State Board of Education convened workgroups and issued various reports highlighting the need for well-prepared instructional staff to address Idaho's leaking teacher pipeline. At the October 2017 Board Meeting, members unanimously approved a pathway to teaching that relies upon proof of competency, not Carnegie Units. At the December 2017 Board Meeting, members heard a report indicating that Region IV has the greatest need for alternatively certified teachers and reiterated the recommendation that time-efficient and cost-effective routes to teaching must be further developed. In direct response to the State Board of Education, and the pleas of districts struggling to better serve students within our local communities, the College of Southern Idaho (CSI) submits the following program proposal. CSI's education department and community college leaders are seeking the opportunity to prepare candidates to teach, working in close partnership with Region IV principals and superintendents. All candidates prepared by CSI would hold at least a bachelor's degree, vetted by a Region IV district, and assigned to a school as a Content Specialist in accordance with the Board-approved program.

Program Proposal

As prescribed by the Mastery-Based Route to Certification, *Alternative Authorization for Content Specialists* (MAA-CS) approved by the State Board of Education, CSI proposes three phases of preparation:

- **Phase One - Proof of Content Knowledge and Individualized Learning Plans**
- **Phase Two: Pedagogy Boot Camp, Professional Learning Community and Support**
- **Phase Three: Mentoring and Performance Assessment**

Each phase proposed follows the guidelines of the State Board and is in full compliance with the *Idaho Standards for Initial Certification of Professional School Personnel*; meeting all requirements of the common summative assessment measures utilized by traditional preparation programs accredited by the state.

Phase One

Upon receiving a request from a school district to partner in preparing an uncertified teacher-of-record, CSI will review the candidate's qualifications using the recently adopted *Uniform Standard for Evaluating Content Competency Rubric (USECC Rubric)*. If the candidate earns the minimum points to meet this initial requirement, the district will submit the appropriate documentation to the Professional Standards Commission to obtain an interim certificate, and CSI will begin working with the candidate toward completion of a program resulting in full certification. Phase One deliverables include the candidate taking the Praxis, agreeing to a rigorous individualized learning plan, and working with a mentor.

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Phase Two

CSI will establish a revolving cohort of candidates as a professional learning community, holding at least one face-to-face seminar each quarter. Throughout the course of the program, candidates will have a mentor for ongoing support and to provide regular feedback on practice.

The pedagogical content for the program is provided through five online modules, offered on a rotating cycle, within a hybrid class model offering online and face to face components, for those who choose the additional support of a cohort model. Modules will specifically align to the Framework for Teaching Clusters and the InTASC Standards for teaching. While most aspects of the teaching clusters apply to all teaching situations (e.g. deep conceptual understanding, the use of precise academic language, and the skills of argumentation), specific versions of these modules for literacy and mathematics will translate the generic language of the practices, where appropriate, into content-specific language to guide teachers. This will satisfy the state specific requirement for ELA, literacy, and mathematics instruction. Modules and assessments will also examine how teachers model and use academic language to explain concepts in the classroom.

See Attachment A, *New Program for Certification Request*, for specific detail on each module and its alignment to the *Idaho Core Teaching Standards* outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*.

Phase Three

CSI will require proof of competence in each pedagogical area by requiring candidates to upload products of their practice for external review and scoring. Scorers will review each of the five performance assessments anonymously to determine a “pass” or “no pass” score. Unsuccessful attempts will be returned to candidates with appropriate feedback. Sample performance evidence for each module/assessment is also noted in Attachment A.

Passing each of the five assessments associated with the five teaching clusters will serve as proof of pedagogy and meet the requirements of the Idaho Core Teaching Standards.

At that point, if a candidate has also passed the appropriate Praxis II test (verifying appropriate content knowledge regardless of degree area) to prove content competency, he/she will be evaluated by a trained supervisor to complete the Common Summative Assessment (Danielson Framework) required of all teacher candidates. This assessment serves as proof of performance and qualifies the candidate to move from interim certification to full standard certification.

An overview of how CSI’s program aligns to the Framework for Teaching/Common Summative Assessment (Danielson Framework) (Attachment A) and a detailed description of the modules with performance indicators, and IDAPA alignment, follows (Attachment B).

Conclusion

This program, as proposed, offers multiple advantages over coursework-based programs.

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- Modules will be offered on an ongoing, rotating basis, allowing candidates to move in and out of the curriculum according to their own needs, unbound by external time constraints such as semester schedules.
- All five assessments will be available to candidates at all times. In the rare case that a candidate has developed strong pedagogy prior to entering the teaching field (e.g. a long-time classroom paraprofessional), it would be possible to complete all five performance assessments within months.
- The entire program, individualized and including mentoring support, is less expensive than traditional coursework from other preparation programs.
- Region IV districts have already established partnerships with CSI faculty and leadership and can work together more efficiently to best fill the teaching gaps in Idaho's hardest hit area.

Development Timeline

- Modules 1 and 2 will be fully developed by Fall 2018.
- Modules 3 and 4 will be fully developed by Spring 2019.
- Module 5 will be fully developed by Summer 19.

Note: This development plan will allow the fastest moving candidate to complete the program in a single year.

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NEW PROGRAM FOR CERTIFICATION REQUEST

Institution: College of Southern Idaho Date of Submission January, 2018

Program Name: Alternate Authorization Certification Certification & Endorsement

All new educator preparation programs from public institutions require [Program Review and Approval by the State Board of Education](#).

Is this a request from an Idaho **public** institution?

Yes X No

If yes, on what date was the Proposal Form submitted to the State Board of Education?

Section I: Evidence that the program will cover the knowledge and performances outlined in the [Idaho Standards for Initial Certification of Professional School Personnel](#). Pupil Personal Preparation programs will only need to address content specific standards.

The table below includes the overall standards. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the program. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the [Idaho Standards for Initial Certification of Professional School Personnel](#).

STANDARD	Enhancement Standards Performance	Coursework Modules/Danielson Framework (CSA)
Standard 1 Learner Development- The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Performance- 1. (a) The teacher regularly assesses individual and group performance to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development 2. (b) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. 3. (c) The teacher creates developmentally appropriate instruction that considers individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning. Knowledge	Module 1-Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment) aligns with INTASC Standards 1 and 2. Using the INTASC Progressions model for assessing competency, CSI faculty will assess proof that candidates understand how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences. The teaching candidate: 1. Draws on her/his understanding of child and adolescent development, the teacher observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching. (1a; 7i; 9d) (INTASC Standards 9 and 10 Embedded) 2. Seeks out information about learner interests to engage learners in developmentally appropriate learning experiences. (1b) (INTASC Standard 9 Embedded)

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	<p>1. (d) The teacher understands how learning occurs-- how learners construct knowledge, acquire skills, and develop disciplined thinking processes- and knows how to use instructional strategies that promote student learning.</p> <p>2. (e) The teacher understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.</p> <p>3. (f) The teacher identifies readiness for learning and understands how development in any one area may affect performance in others.</p> <p>4. (g) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.</p> <p>Disposition-</p> <p>1. (h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.</p> <p>2. (i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.</p> <p>3. (j) The teacher takes responsibility for promoting learners' growth and development.</p> <p>4. (k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.</p>	<p>3. Engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker. (1i; 1j) (INTASC Standard 10 Embedded)</p> <p>Example Assessment (INTASC Standard 1)- The teacher candidate plans, teaches, and assesses a developmentally appropriate lesson to a large group of students. The plan should be flexible enough to accommodate learners across varied levels of development, the candidate should provide support for multiple levels of engagement during the lesson, and the learners should be motivated and engaged by material that is suitable for their developmental level. Submission Artifacts-video and lesson plan</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 16- 19)</p>
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<p>Standard 2 Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>	<p>Performance-</p> <ol style="list-style-type: none"> (a) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways. (b) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs. (c) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings. (d) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms. (e) The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. (f) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs. <p>Knowledge-</p> <ol style="list-style-type: none"> (g) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth. 	<p>Module 1-Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment) aligns with INTASC Standards 1 and 2. Using the INTASC Progressions model for assessing competency, CSI faculty will assess proof that candidates understand how learners grow and develop (in cognitive, linguistic, social, emotional, and physical areas) to design and implement developmentally appropriate and challenging learning experiences.</p> <p>The teaching candidate:</p> <ol style="list-style-type: none"> Draws upon her/his understanding of second language acquisition, exceptional needs, and learners' background knowledge, the teacher observes individual and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and varied learning experiences. (1g; 2b; 2c; 2d; 2e; 2f; 2g; 2i; 2j; 2l; 2m; 2o) (INTASC Standard 9 Embedded) Assists diverse learners in processing information and develop skills, incorporating multiple approaches to learning that engage a range of learner preferences. (2a; 2d; 2g; 2h; 2m; 8p) (INTASC Standards 9 and 10 Embedded) Uses information on learners' language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (1g; 2b; 2e; 2g; 2i; 2j; 2l; 2m 2o; 8p) Includes multiple perspectives in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms. (2c; 2d; 2j; 2k; 2m) (INTASC Standard 9 Embedded) Applies interventions, modifications, and accommodations based on IEPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families. (2f) (INTASC Standards 9 and 10 Embedded)
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	<p>2. (h) The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.</p> <p>3. (i) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.</p> <p>4. (j) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.</p> <p>5. (k) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.</p> <p>Disposition-</p> <p>1. (l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.</p> <p>2. (m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.</p> <p>3. (n) The teacher makes learners feel valued and helps them learn to value each other.</p> <p>4. (o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.</p>	<p>6. Uses information on learners' language proficiency levels, the teacher incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners. (INTASC Standard 9 Embedded)</p> <p>7. Follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress. (2f; 2g) (INTASC Standard 9 Embedded)</p> <p>Module 1_ Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment) Example Assessment (INTASC Standard 2)- The teacher candidate develops differentiated instruction over a series of lessons for an individual student or small group of students who vary culturally/linguistically or have special needs. The evaluation is based on the candidate's plan, his/her enactment of the plan, his/her assessment of the plan, and the student response. The lesson should provide ample evidence of differentiation for individual students through adaptations to the materials, instruction, and assessment of students. Submission Artifacts- Lesson Plans and Individual Student Growth Work Samples</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 16-19)</p>
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<p align="center">Standard 3 Learning Environments - The teacher works with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.</p>	<p>Performance-</p> <ol style="list-style-type: none"> 1. (a) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry. 2. (b) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally. 3. (c) The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work. 4. (d) The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention. 5. (e) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments. 6. (f) The teacher communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment. 7. (g) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally. 8. (h) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual 	<p>Module 2- Safe, Respectful, Supportive, Challenging Learning Environment Module (Creating an Environment that Fosters College and Career Ready Skills)- Aligns with INTASC Standard 3</p> <p>The teaching candidate:</p> <ol style="list-style-type: none"> 1. Articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work. S/he develops purposeful routines that support these norms. (3a) (INTASC Standards 9 and 10 Embedded) <p>Module 2- Safe, Respectful, Supportive, Challenging Learning Environment (Creating an Environment that Fosters College and Career Ready Skills) Example Assessment (INTASC Standard 3)- The teacher candidate creates a learning community plan where the physical space of the classroom is organized and detailed, and classroom management policies and procedures are detailed. The evaluation is based on the effectiveness of the physical space and that the classroom policies and procedures allow all students to be valued and treated equitably. The artifacts should also provide evidence that students and teacher demonstrate genuine caring and respect for one another. Submission Artifacts- Classroom Organization (including physical space), Classroom Management Plan and Expectations, and Classroom Climate Video</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 21- 23)</p> <p>Module 3- Classroom Management Module (Creating a Learning Environment for All Learners)-Aligns with INTASC Standard 3</p>
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	<p>environments through applying effective interpersonal communication skills.</p> <p>Knowledge-</p> <p>1. (i) The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.</p> <p>2. (j) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.</p> <p>3. (k) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.</p> <p>4. (l) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.</p> <p>5. (m) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.</p> <p>Disposition-</p> <p>1. (n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p> <p>2. (o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.</p> <p>3. (p) The teacher is committed to supporting learners as they participate in decision making, engage in</p>	<p>1. Sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families. (3n) (INTASC Standards 9 and 10 Embedded)</p> <p>2. Is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment. (3f; 3r) (INTASC Standard 10 Embedded)</p> <p>3. Manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time. (3d; 8n) (INTASC Standard 10 Embedded)</p> <p>4. Varies learning activities to involve whole group, small group and individual work, to develop a range of learner skills. (3p) (INTASC Standard 10 Embedded)</p> <p>5. Communicates verbally and nonverbally in ways that demonstrate respect for each learner. (3f; 3r) (INTASC Standard 10 Embedded)</p> <p>6. Provides opportunities for learners to use interactive technologies responsibly. (3g; 3m) (INTASC Standard 9 Embedded)</p> <p>Module 3- Classroom Management (Creating a Learning Environment for All Learners) Example Assessment (INTASC Standard 3)- The teacher candidate leads a repeated activity during a portion of the class. The evaluation should be based on the teacher candidate's ability to provide clear directions, manage transitions and student movement, use proactive classroom management strategies, and efficiently engage students in classroom activities. The teacher candidate should demonstrate strong relationships with students, decisive leadership in managing the classroom, the ability to implement organizational routines and procedures, and the skill to respond flexibly to the unexpected.</p>
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	<p>exploration and invention, work collaboratively and independently, and engage in purposeful learning.</p> <p>4. (q) The teacher seeks to foster respectful communication among all members of the learning community.</p> <p>5. (r) The teacher is a thoughtful and responsive listener and observer.</p>	<p>Submission Artifact- Video and Reflection Document</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 21- 23)</p>
<p>Standard 4 Content Knowledge The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>Performance-</p> <p>1.(a) The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</p> <p>2. (b) The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p> <p>3. (c) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p> <p>4. (d) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p> <p>5. (e) The teacher recognizes learner misconceptions in a discipline that interfere with learning and creates experiences to build accurate conceptual understanding.</p> <p>6. (f) The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing</p>	<p>Module 4- Student Intellectual Engagement Module (Differentiation and Application of Content)-Aligns with INTASC Standards 4 and 5</p> <p>The teaching candidate:</p> <p>1. Uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards. (4a; 4j; 4n; 4r; 8e) (INTASC Standard 10 Embedded)</p> <p>2. Engages learners in applying methods of inquiry used in the discipline. (4c) (INTASC Standard 10 Embedded)</p> <p>3. Links new concepts to familiar concepts and helps learners see them in connection to their prior experiences. (4d; 4r) (INTASC Standard 10 Embedded)</p> <p>4. Draws upon his/her initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with colleagues on how to anticipate learner's need for explanations and experiences that create accurate understanding in the content area. (4e; 4k; 4r 9d) (INTASC Standard 10 Embedded)</p> <p>5. Accurately and effectively communicates concepts, processes and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct and appropriate for learners. (4h; 4j; 4l; 5i)</p>

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	<p>concepts in the discipline, and appropriateness for his/her learners.</p> <p>7. (g) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.</p> <p>8. (h) The teacher creates opportunities for students to learn, practice, and master academic language in their content.</p> <p>9. (i) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.</p> <p>Knowledge-</p> <p>1. (j) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.</p> <p>2. (k) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.</p> <p>3. (l) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.</p> <p>4. (m) The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.</p> <p>5. (n) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.</p> <p>Disposition-</p> <p>1. (o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally</p>	<p>6. Consults with other educators to make academic language accessible to learners with different linguistic backgrounds. (4g) (INTASC Standards 9 and 10 Embedded)</p> <p>7. The teacher models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning. (4c; 4h; 4o)</p> <p>Module 4- Student Intellectual Engagement (Differentiation and Application of Content)</p> <p>Example Assessment (INTASC Standards 4 and 5)-</p> <p>The teacher candidate participates in a lesson study activity with the mentor teacher for a unit of instruction. The teacher candidate will make content explicit through explanation, modeling, representations, and examples as well as providing supplemental explanations to students, creating examples to illustrate the content, guiding student inquiry, and modeling the use of technology and discipline specific thinking skills.</p> <p>Submission Artifacts- Lesson Study Reflection Presentation and Video</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 24- 26)</p>
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	<p>situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.</p> <p>2. (p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.</p> <p>3. (q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.</p> <p>4. (r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.</p>	
<p>Standard 5 Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>	<p>Performance-</p> <p>1. (a) The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).</p> <p>2. (b) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).</p> <p>3. (c) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.</p> <p>4. (d) The teacher engages learners in questioning and challenging assumptions and approaches to foster innovation and problem solving in local and global contexts.</p> <p>5. (e) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by</p>	<p>Module 4- Student Intellectual Engagement Module (Differentiation and Application of Content)-Aligns with INTASC Standards 4 and 5</p> <p>The teaching candidate:</p> <p>1. Helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas. (5i; 5j) (INTASC Standard 10 Embedded)</p> <p>2. Provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor. (INTASC Standards 9 and 10 Embedded)</p> <p>3. Engages learners in learning and applying the critical thinking skills used in the content area(s). S/he introduces them to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues. (5d; 5k; 5m)) (INTASC Standard 10 Embedded)</p> <p>4. Engages learners in applying content knowledge and skills in authentic contexts. (5b) (INTASC Standard 10 Embedded)</p>

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	<p>creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.</p> <p>6. (f) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p> <p>7. (g) The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p> <p>8. (h) The teacher develops and implements supports for learner literacy development across content areas.</p> <p>Knowledge-</p> <p>1. (i) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.</p> <p>2. (j) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.</p> <p>3. (k) The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.</p> <p>4. (l) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.</p>	<p>5. Guides learners in gathering, organizing and evaluating information and ideas from digital and other resources and from different perspectives. (5c; 5g; 5k; 5l) (INTASC Standard 9 Embedded)</p> <p>6. Structures interactions among learners and with local and global peers to support and deepen learning. (5p) (INTASC Standard 10 Embedded)</p> <p>7. Engages learners in developing literacy and communication skills that support learning in the content area(s). S/he helps them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provides practice in both. (INTASC Standard 10 Embedded) (5e; 5h; 5n; 8h)</p> <p>Module 4- Student Intellectual Engagement (Differentiation and Application of Content)</p> <p>Example Assessment (INTASC Standards 4 and 5)-</p> <p>The teacher candidate participates in a lesson study activity with the mentor teacher for a unit of instruction. The teacher candidate will make content explicit through explanation, modeling, representations, and examples as well as providing supplemental explanations to students, creating examples to illustrate the content, guiding student inquiry, and modeling the use of technology and discipline specific thinking skills.</p> <p>Submission Artifacts- Lesson Study Reflection Presentation and Video</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 27- 29)</p>
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	<p>5. (m) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.</p> <p>6. (n) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.</p> <p>7. (o) The teacher understands creative thinking processes and how to engage learners in producing original work.</p> <p>8. (p) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.</p> <p>Disposition-</p> <p>1. (q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</p> <p>2. (r)The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</p> <p>3. (s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.</p>	
<p align="center">Standard 6 Assessment</p> <p>- The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress,</p>	<p>Performance-</p> <p>1. (a) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.</p> <p>2. (b) The teacher designs assessments that match learning objectives with assessment methods and</p>	<p>Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8</p> <p>The teaching candidate:</p>

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<p>and to guide decision making for teachers and learners</p>	<p>minimizes sources of bias that can distort assessment results.</p> <p>3. (c) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.</p> <p>4. (d) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.</p> <p>5. (e) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.</p> <p>6. (f) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.</p> <p>7. (g) The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.</p> <p>8. (h) The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.</p> <p>9. (i) The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.</p> <p>Knowledge-</p>	<p>1. Uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. S/he keeps digital and/or other records to support his/her analysis and reporting of learner progress. (6c; 6g; 6j; 6l; 6o; 6t) (INTASC Standards 9 and 10 Embedded)</p> <p>2. Engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results. (6j; 6k; 6v) (INTASC Standard 9 Embedded)</p> <p>3. Participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data. (6c) (INTASC Standards 9 and 10 Embedded)</p> <p>4. Engages each learner in examining samples of quality work on the type of assignment being given. S/he provides learners with criteria for the assignment to guide performance. Using these criteria, s/he points out strengths in performance and offers concrete suggestions for how to improve their work. S/he structures reflection prompts to assist each learner in examining his/her work and making improvements. (6d; 6f; 6n; 6o; 6q; 6r; 6s) (INTASC Standards 9 and 10 Embedded)</p> <p>5. Matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth. (6b; 6j; 6k)</p> <p>6. Uses, designs or adapts a variety of classroom formative assessments, matching the method with the type of learning objective. (6a; 6b; 6j; 6k; 6r; 6t) (INTASC Standard 10 Embedded)</p> <p>8. Implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs. (6i; 6k; 6p; 6u) (INTASC Standard 9 Embedded)</p>
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	<p>1. (j) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.</p> <p>2. (k) The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.</p> <p>3. (l) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.</p> <p>4. (m) The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.</p> <p>5. (n) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.</p> <p>6. (o) The teacher knows when and how to evaluate and report learner progress against standards.</p> <p>7. (p) The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p>Disposition-</p> <p>1. (q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.</p>	<p>9. Differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically. (6k) (INTASC Standard 9 Embedded)</p> <p>10. Makes digital and/or other records of learner performance so that s/he can monitor each learner's progress. (6i) (INTASC Standard 9 Embedded)</p> <p>Module 5- Successful Learning by All Students (Designing Instruction and Assessment Literacy)</p> <p>Example Assessment (INTASC Standard 6)-</p> <p>The teacher candidate will conduct a series of formative assessments associated with a sequence of lessons designed to elicit the higher-level thinking skills of the students. Components must include the selection of short and long-term learning goals referenced to an external benchmark, eliciting and interpreting individual student's thinking, recognizing common patterns of student thinking, providing oral and written feedback to students, and identifying and implementing an instructional response or strategy in response to common student thinking. Evaluation should be based on the teacher candidate's ability to accurately describe their students' development of higher level thinking skills over a specified period.</p> <p>Submission Artifacts- Student and Teacher Work Samples</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 30- 33)</p>
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	<p>2. (r) The teacher takes responsibility for aligning instruction and assessment with learning goals.</p> <p>3. (s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.</p> <p>4. (t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.</p> <p>5. (u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.</p> <p>6. (v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.</p>	
<p align="center">Standard 7 Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.</p>	<p>Performance-</p> <p>1. (a) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards and are relevant to learners.</p> <p>2. (b) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p> <p>3. (c) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.</p> <p>4. (d) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.</p>	<p>Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8</p> <p>The teaching candidate:</p> <p>1. Plans and sequences common learning experiences and performance tasks linked to the learning objectives and makes content relevant to learners. (7a; 7c; 7k) (INTASC Standard 10 Embedded)</p> <p>2. Uses learner performance data and his/her knowledge of learners to identify learners who need significant intervention to support or advance learning. S/he seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs. (7d; 7e; 7n; 7p) (INTASC Standards 9 and 10 Embedded)</p>

	<p>5. (e) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate effective learning experiences to meet unique learning needs.</p> <p>6. (f) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.</p> <p>Knowledge-</p> <p>1. (g) The teacher understands content and content standards and how these are organized in the curriculum.</p> <p>2. (h) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.</p> <p>3. (i) The teacher understands learning theory, human development, cultural diversity, and individual differences and their impact on continuous planning.</p> <p>4. (j) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.</p> <p>5. (k) The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.</p> <p>6. (l) The teacher knows when and how to adjust plans based on assessment information and learner responses.</p> <p>7. (m) The teacher knows when and how to access resources and collaborate with others to support</p>	<p>3. Uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills. (7a; 7g) (INTASC Standard 10 Embedded)</p> <p>4. Identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress. (7j; 7l; 7p) (INTASC Standard 9 Embedded)</p> <p>5. Integrates technology resources into instructional plans. (7k; 7m; 8o; 8r)</p> <p>6. Plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests. (7d; 7f; 7n) (INTASC Standards 9 and 10 Embedded)</p> <p>7. Uses data from formative assessments to identify adjustments in planning. (7d; 7l; 7q) (INTASC Standard 10 Embedded)</p> <p>8. Identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7l; 7q) (INTASC Standard 10 Embedded)</p> <p>9. Uses data on learner performance over time to inform planning, making adjustments for recurring learning needs. (7f; 7p) (INTASC Standards 9 and 10 Embedded)</p> <p>10. Uses information from informal interactions with families to adjust his/her plans and to incorporate home-based resources to provide further support. (7o; 7q) (INTASC Standards 9 and 10 Embedded)</p> <p>11. Identifies learners with similar strengths and/or needs and groups them for additional supports. (7d; 7l; 7q)</p> <p>Module 5- Successful Learning by All Students (Designing Instruction and Assessment Literacy)</p> <p>Example Assessment (INTASC Standard 7)-</p>
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	<p>student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).</p> <p>Disposition-</p> <p>1. (n) The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.</p> <p>2. (o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.</p> <p>3. (p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.</p> <p>4. (q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.</p>	<p>The teacher candidate will plan a complete unit of instruction for high student engagement. Such units may include discussions, project-based learning, inquiry-based learning, and/or cooperative learning, among other instructional strategies. This task addresses several teaching practices including designing a sequence of lessons towards a specific learning goal; appraising, choosing, and modifying tasks and texts for a specific learning goal; and setting long- and short-term learning goals for students. Evaluation should be based on the teacher candidate's ability to work collaboratively, plan multiple lessons, create classroom activities, and design new strategies.</p> <p>Submission Artifacts- Unit Plan</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 34- 37)</p>
<p>Standard 8 Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>	<p>Performance-</p> <p>1. (a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.</p> <p>2. (b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p> <p>3. (c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.</p>	<p>Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)-Aligns with INTASC Standards 6, 7, and 8</p> <p>The teaching candidate:</p> <p>1. Directs students' learning experiences through instructional strategies linked to learning objectives and content standards. (7k) (INTASC Standard 10 Embedded)</p> <p>2. Analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs. (7j; 8b; 8l; 8p) (INTASC Standards 9 and 10 Embedded)</p> <p>3. Makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning. (8a; 8e; 8m)</p>

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	<p>4. (d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.</p> <p>5. (e) The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate knowledge through a variety of products and performances.</p> <p>6. (f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p> <p>7. (g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p> <p>8. (h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.</p> <p>9. (i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).</p> <p>Knowledge-</p> <p>1. (j) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.</p> <p>2. (k) The teacher knows how to apply a range of developmentally, culturally, and linguistically</p>	<p>4. The teacher integrates primary language resources into instruction. (8k; 8m; 8p) (INTASC Standards 9 and 10 Embedded)</p> <p>5. Seeks assistance in identifying general patterns of need to support language learners. (8k; 8m) (INTASC Standards 9 and 10 Embedded)</p> <p>6. Helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. S/he helps students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience. (8g; 8j; 8n; 8o; 8r) (INTASC Standards 9 and 10 Embedded)</p> <p>7. Develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. S/he establishes norms that include thoughtful listening, building on one another's ideas, and questioning for clarification. (8i; 8q) (INTASC Standards 9 and 10 Embedded)</p> <p>8. Models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so. (8e; 8m; 8q) (INTASC Standard 10 Embedded)</p> <p>9. Prepares (as appropriate to the learning objective) learners to use specific content-related processes and academic language. S/he also incorporates strategies to build group work skills. (4j) (INTASC Standard 10 Embedded)</p> <p>10. Poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting. (8f; 8g; 8q) (INTASC Standard 10 Embedded)</p> <p>11. Integrates primary language resources into instruction. (8k; 8m; 8p) (INTASC Standard 9 Embedded)</p>
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	<p>appropriate instructional strategies to achieve learning goals.</p> <p>3. (l) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.</p> <p>4. (m) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.</p> <p>5. (n) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.</p> <p>6. (o) The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.</p> <p>Disposition-</p> <p>1. (p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.</p> <p>2. (q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.</p> <p>3. (r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.</p> <p>4. (s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.</p>	<p>Module 5- Successful Learning by All Students (Designing Instruction and Assessment Literacy)</p> <p>Example Assessment (INTASC Standard 8)-</p> <p>The teacher candidate plans and leads a large group discussion. Evaluation should be based on the teacher candidate's ability to engage students, ask questions, and guide the discussion towards a desired curricular outcome.</p> <p>Submission Artifacts- Lesson Plan and Video</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 37- 40)</p>
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<p align="center">Standard 9 Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	<p>Performance-</p> <ol style="list-style-type: none"> (a) The teacher engages in ongoing learning opportunities to develop knowledge and skills to provide all learners with engaging curriculum and learning experiences based on local and state standards. (b) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system. (c) Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice. (d) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (e) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences. (f) The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media. <p>Knowledge-</p> <ol style="list-style-type: none"> (g) The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments. 	<p>Modules 1-5-Embedded in Identified Course Modules</p> <p>The teacher candidate:</p> <ol style="list-style-type: none"> Engages in structured individual and group professional learning opportunities to reflect on, identify, and address improvement needs and to enable him/her to provide all learners with engaging curriculum and learning experiences. (5r; 9a; 9b; 9k; 9n; 10f; 10t) (Enrollment and Participation in Alternate Authorization Program/Completion of Modules 1-5) Completes professional learning processes and activities required by the state to meet recertification or re-licensure requirements. (9b; 9k; 9nl; 10t) (Enrollment and Participation in Alternate Authorization Program/Completion of Modules 1-5) Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving. (9d) (Embedded in Module 5) Observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice. (7p; 9c; 9g; 9l) (Embedded in Module 5) Seeks and reflects upon feedback from colleagues to evaluate the effects of her/his actions on learners, colleagues and community members. (9a; 9g; 9m; 9n) (Embedded in Modules 4 and 5) Gathers, synthesizes and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs. (9a; 9c; 9g; 9h; 9k; 9l; 9n) (Embedded in Module 5) Acts in accordance with ethical codes of conduct and professional standards. (9o) (Embedded in Module 5) Complies with laws and policies related to learners' rights and teachers' responsibilities. (9j; 9o) (Embedded in Module 3)
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	<p>2. (h) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.</p> <p>3. (i) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.</p> <p>4. (j) The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).</p> <p>5. (k) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.</p> <p>Disposition-</p> <p>1. (l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.</p> <p>2. (m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.</p> <p>3. (n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.</p>	<p>9. Accesses information and uses technology in safe, legal and ethical ways. (9f; 9j; 9o; 9o) (Embedded in Module 5)</p> <p>10. Follows established rules and policies to ensure learners access information and technology in safe, legal and ethical ways. (f) (Embedded in Modules 3, 4, and 5)</p> <p>11. Recognizes how his/her identity affects perceptions and biases and reflects on the fairness and equity of his/her decisions. (4q; 9e; 9m) (Embedded in Modules 2 and 5)</p> <p>12. Accesses resources to deepen his/her understanding of the cultural, ethnic, gender and learning differences among learners and their communities. (9e) (Embedded in Modules 1, 4, and 5)</p> <p>13. Reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners. (9l) (Embedded in Modules 1, 4, and 5)</p> <p>Modules 1-5-Embedded in Course Modules Identified Above</p> <p>Example Assessment (INTASC Standard 9)-</p> <p>The teacher candidate video records a 12-15-minute segment of teaching, analyzes it, and writes a reflective paper. Evaluation should include the teacher candidate's ability to collect a teaching video, accurately and objectively describe student behavior, make inferences about teaching, and adjust teaching strategies based on an analysis of data.</p> <p>Submission Artifacts- Video and Reflective Paper</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 41- 44)</p>
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	4. (o)The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	
<p>Standard 10 Leadership and Collaboration -The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.</p>	<p>Performance-</p> <p>1. (a) The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources and sharing responsibility for decision making and accountability for each student's learning.</p> <p>2. (b) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.</p> <p>3. (c) The teacher engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.</p> <p>4. (d) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.</p> <p>5. (e) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.</p> <p>6. (f) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.</p> <p>7. (g) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.</p>	<p>Modules 1-5-Embedded in Identified Course Modules</p> <p>The teacher candidate:</p> <p>1.Participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners. (10a; 10n; 10r) (Embedded in Modules 4 and 5)</p> <p>2. Participates in school-wide efforts to implement a shared vision and contributes to a supportive culture. (10a; 10c; 10n; 10o; 10p; 10r) (Embedded in Module 2)</p> <p>3. Elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth. (10d; 10m; 10q) (Embedded in Module 5)</p> <p>4. Uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues and the local community. (8h; 10d; 10g) (Embedded in Modules 1, 2, 3, 4, and 5)</p> <p>5. Leads in his/her own classroom, assuming responsibility for and directing student learning toward high expectations. (9l) (Embedded in Modules 1, 2, 3, 4, and 5)</p> <p>6. Makes practice transparent by sharing plans and inviting observation and feedback. (10r) (Embedded in Modules 1, 4, and 5)</p> <p>7. Works to improve practice through action research. (10h) (Embedded in Modules 1, 3, 4, and 5)</p> <p>Modules 1-5-Embedded in Course Modules Identified Above Example Assessment (INTASC Standard 10)-</p>

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	<p>8. (h) The teacher uses and generates meaningful research on education issues and policies.</p> <p>9. (i) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.</p> <p>10. (j) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.</p> <p>11. (k) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.</p> <p>Knowledge-</p> <p>1. (l) The teacher understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.</p> <p>2. (m) The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.</p> <p>3. (n) The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.</p> <p>4. (o) The teacher knows how to contribute to a common culture that supports high expectations for student learning.</p> <p>Disposition-</p>	<p>The teacher candidate will plan and conduct a meeting with a parent or guardian. Evaluation should be based on the teacher candidate's ability to clearly communicate student performance, use evidence to support said description, recommend an approach for improving student performance, and suggest parental strategies for supporting the approach. Submission Artifacts- Video Student Work Samples and Evaluation</p> <p>(Performance measures drawn directly from INTASC Progressions, pps. 45- 47)</p>
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	<ol style="list-style-type: none">1. (p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.2. (q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.3. (r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.4. (s) The teacher takes responsibility for contributing to and advancing the profession.5. (t) The teacher embraces the challenge of continuous improvement and change.	
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Section II: New Program Requirements

This is a Competency - based teacher preparation program. Candidates organized in a revolving cohort will have access to the following five modules. Regardless of participation in the cohort, however, to complete the "pedagogical assessment" portion of the program all assessments related to each of the modules must be passed:

Module 1-Clarity of Instructional Purpose and Accuracy of Content Module (Content Methods and Standard Alignment)

Module 2- Safe, Respectful, Supportive, Challenging Learning Environment Module (Creating an Environment that Fosters College and Career Ready Skills)

Module 3- Classroom Management Module (Creating a Learning Environment for All Learners)

Module 4- Student Intellectual Engagement Module (Differentiation and Application of Content)

Module 5- Successful Learning by All Students Module (Designing Instruction and Assessment Literacy)

In addition to completion of the pedagogical assessment, to qualify for full certification a candidate must also complete the assessment of content knowledge (Praxis II) and the state's common summative performance assessment using the Framework for Teaching.

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IDAPA Requirements for Alternative Authorization - Content Specialist	Board Approved Mastery-Based Alternate Authorization Program for Content Specialists	College of Southern Idaho's Alternate Authorization Program for Content Specialists
<p>a. Initial Qualifications</p> <p>a) A candidate must hold a baccalaureate degree or have completed all the requirements of a baccalaureate degree except the student teaching or practicum portion.</p> <p>b) The hiring district shall ensure the candidate is qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.</p>	<p>Candidate must hold a baccalaureate degree at minimum.</p> <p>Hiring district ensures candidate is qualified to teach in the area of identified need – combined employment experience and education demonstrate content knowledge.</p>	<p>Candidate must hold a baccalaureate degree at minimum.</p> <p>Hiring district ensures candidate is qualified to teach in the area of identified need – combined employment experience and education demonstrate content knowledge.</p>
<p>b. Alternative Route Preparation Program—College/University Preparation or Other State Board Approved Certification Program.</p> <p>a) At the time of authorization, a consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal;</p>	<p>At the time of authorization, a consortium comprised of a designee from the state board approved certification program, and a representative from the school district and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal.</p>	<p>At the time of authorization, a consortium comprised of a designee from the state board approved certification program, and a representative from the school district and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This plan must include mentoring and a minimum of one (1) classroom observation by the mentor per month, which will include feedback and reflection, while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal.</p>
<p>b) The candidate must complete a minimum of nine (9) semester credit hours or its equivalent of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required credits will be specified in the consortium developed plan;</p> <p>c) At the time of authorization, the candidate must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school</p>	<p>The candidate must complete a minimum of five (5) self-paced, online pedagogy modules. The consortium-developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization.</p> <p>At the time of authorization, and individualized learning plan will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. A candidate must successfully complete all requirements of the individualized learning plan annually as one (1)</p>	<p>Begin modules and or enroll in cohort to complete all the pedagogy assessments. At any time, the individual may choose to proceed directly to the Pedagogy Assessment portion of the modules. The consortium-developed plan will ensure the candidate completes the equivalent of nine (9) semester credit hours of study and application of pedagogy, at minimum, prior to the end of the first year of authorization. The modules will be offered on a rotating basis, fall, spring, summer, fall, spring, and will allow a candidate to enroll in up to two modules at a given time.</p> <p>Candidates will need to take the Praxis. If they do not pass, they will need to access content-based courses to gain the knowledge needed to pass the Praxis exam. At the time of authorization, and individualized learning plan will be developed, and the candidate will enroll in a regional cohort as designated by the consortium. A</p>

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district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification;	condition for annual renewal <i>and/or pass all content, pedagogy and performance</i> assessment to receive a recommendation for certification.	candidate must successfully complete all requirements of the individualized learning plan annually as one (1) condition for annual renewal <i>and/or pass all content, pedagogy and performance</i> assessment to receive a recommendation for certification.
<p>d) The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences; and</p> <p>e) Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment.</p>	<p>The state board approved certification program shall provide assessments to credit equivalent knowledge, dispositions and relevant life/work experiences through a process of gathering evidence of candidate's relevant history and ongoing performance and application of pedagogy throughout the program.</p> <p>Prior to entering the classroom, the candidate shall meet the state qualifying score on the mastery-based content assessment, the proposed <i>Uniform Standard for Evaluation of Content Competency</i>.</p>	<p>Once a candidate chooses to move to the Pedagogy Assessment portion of the modules, a minimum of two alternate authorization certification program evaluators will review the candidate's submitted artifacts for that module and will determine whether it meets competency. If it does not, detailed feedback will be provided. Additionally, if the module is not successfully passed, the candidate will have to pay for the module again, to submit artifacts to demonstrate competency for a module and have that re-evaluated by the alternate authorization certification program evaluators.</p> <p>Prior to entering the classroom, the candidate shall meet the state qualifying score on the mastery-based content assessment, the proposed <i>Uniform Standard for Evaluation of Content Competency</i>.</p>

College Chair/Director/Dean (Institution): _____

Date: _____

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

Date: _____

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COLLEGE OF SOUTHERN IDAHO MASTERY-BASED PATHWAY TO CERTIFICATION CROSSWALK

Streamlined Pedagogy Modules Aligned to the Framework for Teaching	Alignment to Idaho Core Teaching Standards
<p>Clarity of Instructional Purpose and Accuracy of Content - FOCUS: CONTENT METHODS AND STANDARDS ALIGNMENT <i>Alignment to Framework for Teaching (Idaho Common Summative Evaluation):</i> 1a, 1b, 1c, 1d: Knowledge of content, clarity, and appropriateness for students of instructional outcomes, resources for classroom use 1e: Planned activities aligned to instructional purpose 3a: Expectations for learning, accuracy of content, clarity of explanations, use of academic language 3b, 3c: Questions, activities and assignments aligned to instructional purpose</p>	<p>#1: Learner Development - The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. #2: Learning Differences - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</p>
<p>Safe, Respectful, Supportive, Challenging Learning Environment- FOCUS: CREATING AN ENVIRONMENT THAT FOSTERS COLLEGE AND CAREER READY SKILLS <i>Alignment to Framework for Teaching (Idaho Common Summative Evaluation):</i> 2a: All 2b: Expectations for learning and achievement, student perseverance in challenging work and pride in that work</p>	<p>#3: Learning Environment - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>
<p>Classroom Management - FOCUS: CREATING A LEARNING ENVIRONMENT FOR ALL LEARNERS <i>Alignment to Framework for Teaching (Idaho Common Summative Evaluation):</i> 2c: All 2d: All 2e: All</p>	<p>#3: Learning Environment - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.</p>
<p>Student Intellectual Engagement - FOCUS: DIFFERENTIATION AND APPLICATION OF CONTENT <i>Alignment to Framework for Teaching (Idaho Common Summative Evaluation):</i> 1e: Design of instruction 2b: Importance of the content 3a: Explanations of content: their rigor and invitations for thinking 3b: Quality of questions/ discussions, student discourse 3c: Intellectual challenge</p>	<p>#4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. #5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.</p>
<p>Successful Learning by All Students - FOCUS: DESIGNING INSTRUCTION AND ASSESSEMENT LITERACY <i>Alignment to Framework for Teaching (Idaho Common Summative Evaluation):</i> 1b: Knowledge of students 1d: Resources for students 1f: Design of summative and formative assessments aligned to outcomes 3d: Monitoring of student learning, feedback to students, student self-assessment 3e: Persistence, lesson adjustment 4a: All 4b: All 4c: All</p>	<p>#6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making. #7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. #8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.</p>

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STANDARDS #9 – Professional Learning and #10 – Leadership and Collaboration are embedded in select modules. Modules will be designed to integrate pedagogical concepts, that can be taken in any order, so candidates may flow into the course series at any point and exit the course series once all modules have been completed (or candidate has proven mastery based upon other measures) without being artificially time-bound by traditional coursework schedules.



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MEMORANDUM

TO: Tracie Bent, Chief Planning and Policy Officer, Office of the State Board of Education
Christina Linder, Educator Effectiveness Program Manager, Office of the State Board of Education

CC: Jonathan Lord, Associate Dean of Early College, College of Southern Idaho
Annette Schwab, Professional Standards Commission Program Specialist

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

DATE: April 9, 2018

SUBJECT: College of Southern Idaho – Alternative Authorization- Content Specialist – Mastery Based
Pathway Program Proposal

The Professional Standards Commission reviewed College of Southern Idaho's Alternative Authorization- Content Specialist – Mastery Based Pathway Program Proposal at their April 2018 meeting. On April 6, 2018, the Professional Standards Commission moved to advise the State Board of Education that the review of the program proposal provided evidence that the program is designed to meet the standards based on the Mastery Based Pathway and that the program be conditionally approved. Due to this being the first program by College of Southern Idaho, there were several logistical questions such as:

- Will College of Southern Idaho need to seek national accreditation by CAEP as is the requirement of all public institutions? If so, what is the time frame?
- Will College of Southern Idaho be included within the program review schedule as are all educator preparation program routes, including ABCTE and TFA? If so, what is the time frame?

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