CONSENT
JUNE 20, 2019

TAB	DESCRIPTION	ACTION
1	**BAHR – SECTION II - UNIVERSITY OF IDAHO - DISPOSAL OF REAL PROPERTY – CAINE CENTER CALDWELL**	Motion to Approve
2	**BAHR – SECTION II - UNIVERSITY OF IDAHO - AUTHORIZATION OF BUILDING MANAGEMENT SERVICES CONTRACT – IDAHO WATER CENTER**	Motion to Approve
3	**IRSA – ESTABLISHED PROGRAM TO STIMULATE COMPETITIVE RESEARCH (EPSCoR) COMMITTEE APPOINTMENTS**	Motion to Approve
4	**IRSA – GENERAL EDUCATION COMMITTEE (GEC) APPOINTMENTS**	Motion to Approve
5	**IRSA – IDAHO ADMISSIONS OVERSIGHT COMMITTEE NOMINATING LETTER (WWAMI)**	Motion to Approve
6	**IRSA – UNIVERSITY OF IDAHO – MASTER OF SCIENCE IN METALLURGY – PROPOSAL FOR DISCONTINUATION**	Motion to Approve
7	**IRSA – QUARTERLY REPORT – PROGRAMS AND CHANGES APPROVED BY THE EXECUTIVE DIRECTOR**	Motion to Approve
8	**PPGA – State Rehabilitation Council Appointments**	Motion to Approve
9	**PPGA – Accountability Oversight Committee Appointments**	Motion to Approve

TAB	DESCRIPTION	ACTION
10	**PPGA – Indian Education Committee Appointments**	Motion to Approve
11	**PPGA – Boise State University Nature Center Naming**	Motion to Approve
12	**PPGA – University of Idaho Faculty Constitution**	Motion to Approve
13	**PPGA – Institution President Approved Alcohol Permits**	Motion to Approve
14	**PPGA – Boise State University – Alcohol Service 2019 Student Athletic Events**	Motion to Approve
15	**PPGA – Boise State University – Alcohol Service 2019 Student Athletic Events – Tailgate Areas**	Motion to Approve
16	**PPGA – Idaho State University – Alcohol Service 2019 Home Football Games**	Motion to Approve
17	**PPGA – University of Idaho – Alcohol Service 2019 Home Football Games – Pre-game Events**	Motion to Approve
18	**PPGA – Alcohol Service 2019 Home Football/Basketball Games – Suite Club Seating**	Motion to Approve
19	**PPGA – University of Idaho – Alcohol Permit, 2019 Home Football Games – Tailgating**	Motion to Approve
20	**SDE – Professional Standards Commission Recommendation – BYU-Idaho Educator Preparation Program Review**	Motion to Approve

TAB	DESCRIPTION	ACTION
21	**SDE – Professional Standards Commission Recommendation – Idaho State University Educator Preparation Program Review**	Motion to Approve
22	**SDE – Professional Standards Commission Recommendation – Northwest Nazarene University – New Program – Computer Science 6-12**	Motion to Approve
23	**SDE – Professional Standards Commission Recommendation – College of Idaho – New Program – Secondary Mathematics**	Motion to Approve
24	**SDE – Request for Waiver of 103% Student Transportation Funding Cap**	Motion to Approve
25	**SDE – Transport Students Less Than One and One-Half Miles for the 2017-2018 School Year**	Motion to Approve
26	**SDE – Assessment Review Committee Appointments**	Motion to Approve

BOARD ACTION
  I move to approve the consent agenda.

UNIVERSITY OF IDAHO

SUBJECT
Disposal of Regents real property at University of Idaho (UI) Caine Center, Caldwell.

REFERENCE

February 2017	Regents approved disposal by State Board of Land Commissioners auction.
April 2018	Regents approved first sales agreement.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(3).

ALIGNMENT WITH STRATEGIC PLAN
This is a non-strategic Board governance item.

BACKGROUND/DISCUSSION
In 1978 the Regents acquired 40 acres of unimproved agricultural college endowment land from the State of Idaho for the purpose of constructing and operating the Caine Veterinary Center on land adjoining UI's Caldwell Research and Extension Center. The Regents paid $111,000 to the State of Idaho for the parcel.

In 2016 the University of Idaho's College of Agricultural and Life Sciences closed the Caine Center to reallocate College resources to programs and facilities that better met the needs of the College's current priorities in animal sciences and related areas. In February 2017, the Regents approved disposal of this property by planned auction to be conducted by the Idaho Department of Lands (IDL). This auction would have been in conjunction with an auction of related and adjoining endowment lands by IDL.

Based on a preliminary estimate of auction value ($665,000) from the IDL consultants, and after consultation with IDL staff, the University of Idaho chose to market the entire 40 acre property in an effort to receive a higher purchase price through a direct sale. The first offer for $800,000 from a residential developer was terminated by the potential buyer upon completion of their due diligence work. A subsequent offer from another residential developer for $800,000 was also terminated during the buyer's due diligence period. The value of the adjoining bare land for residential development has been difficult to capture when the existing building is included because of the building's anticipated demolition costs to the buyer/developer.

UI has recently received an offer of $20,000/acre, but this offer is only for the unimproved portion of the property (not the vacant Caine Veterinary Teaching Center and land immediately surrounding that building). It is estimated the parcel proposed for sale will be approximately 28 acres (to be determined by subsequent survey performed by buyer), and so the selling price for this portion of the total property is expected to be about $560,000. UI will continue to separately market the building and surrounding land (about 12 acres) to buyers primarily interested in the commercial use of the existing building. At this time, UI is only seeking approval from the Regents for the proposed sale of the adjoining unimproved property as described in the attached sales agreement.

IMPACT

The Caine Center has been mothballed and no longer serves any programmatic purpose. UI considers disposal of the entire property in two parcels the best method to eliminate caretaking costs of the surplus property and provide financial resources that can better align with University and College priorities and initiatives.

ATTACHMENTS

Attachment 1 – Purchase and sale agreement with map of subject property

STAFF COMMENTS AND RECOMMENDATIONS

The sale agreement for the disposal of a portion of the Caine Center property meets the requirements established by Board Policy V.I.5. The University will still pursue efforts to sell the building and immediate property.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to authorize a sale of the Caine Center property described in the Purchase and Sale Agreement submitted as Attachment 1, under the terms and conditions set forth therein for the purchase amount of $600,000, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

RE-24 VACANT LAND
REAL ESTATE PURCHASE AND SALE AGREEMENT

JULY 2018
EDITION

THIS IS A LEGALLY BINDING CONTRACT, READ THE ENTIRE DOCUMENT, INCLUDING ANY ATTACHMENTS.
IF YOU HAVE ANY QUESTIONS, **CONSULT YOUR ATTORNEY AND/OR ACCOUNTANT** BEFORE SIGNING.
NO WARRANTIES, INCLUDING, WITHOUT LIMITATION, ANY WARRANTY OF HABITABILITY, AGREEMENTS OR REPRESENTATIONS NOT EXPRESSLY SET FORTH HEREIN SHALL BE BINDING UPON EITHER PARTY.

Page 1 of 7

1 ID#_____TOK-2019-1020_____   DATE_____March 1, 2019_____

3 **LISTING AGENCY**_____Thornton Oliver Keller CRE, LLC_____ Office Phone #___208.378.4600___ Fax #___208.947.0869___
4 Listing Agent_____Mike Greene_____ E-Mail___mikeg@tokcommercial.com___ Phone #___208.947.0835___
5 **SELLING AGENCY**_____Thornton Oliver Keller CRE, LLC_____ Office Phone #___208.378.4600___ Fax #___208.947.0869___
6 Selling Agent_____Lenny Nelson_____ E-Mail___lenny@tokcommercial.com___ Phone #___208.947.0806___
7 **1. BUYER:**_____Bella Tierra, LLC and/or assigns_____   an Oregon limited liability company_____
8 (Hereinafter called "**BUYER**") agrees to purchase, and the undersigned SELLER agrees to sell the following described real estate hereinafter referred to
9 as "PROPERTY" **COMMONLY KNOWN AS**___1020 E. Homedale Road_____
10 _____Caldwell_____ City_____Canyon_____ County, ID, Zip_____83607_____ legally described as:_R3272100000_
11
12 **OR** Legal Description Attached as exhibit_____A_____ (Exhibit must accompany original offer and be signed or initialed by
13 **BUYER and SELLER.**)
14 **2.** $_____600,000.00_____ **PURCHASE PRICE:**_____Six Hundred Thousand_____ **DOLLARS,**
15 payable upon the following **TERMS AND CONDITIONS** (not including closing costs):

16 **This offer is contingent upon the sale, refinance, and/or closing of any other property** ☐ Yes ☒ No

17 **3. FINANCIAL TERMS: Note: A+C+D+E must add up to total purchase price.**
18 **(A).** $_____25,000.00_____ **EARNEST MONEY:**_____Twenty-Five Thousand_____ **DOLLARS**
19 BUYER hereby offers the above stated amount as Earnest Money which shall be credited to BUYER upon closing. Earnest Money is:

Evidenced by:	**Held By:**	**Delivered:**	**Deposited:**
☐ Cash	☐ Responsible Broker	☐ With Offer	☐ Upon Receipt and Acceptance
☐ Personal Check	☒ Closing Company	☒ Within__5__ business days (three [3] if left blank) of acceptance.	☒ Upon Receipt Regardless of Acceptance
☐ Cashier's Check	☐ Other_____	☐ Other_____	☐ Other_____
☒ Wire Transfer			
☐ Note			
☐ Other_____			

21 **THE RESPONSIBLE BROKER SHALL BE:**_____Michael Ballantyne_____

23 **(B). ALL CASH OFFER:** ☐NO ☒YES **If this is an all cash offer do not complete Sections 3C and 3D, fill blanks with N/A** (Not Applicable). **IF**
24 **CASH OFFER BUYER'S OBLIGATION TO CLOSE SHALL NOT BE SUBJECT TO ANY FINANCIAL CONTINGENCY.** BUYER agrees to provide
25 SELLER within _____ business days (five [5] if left blank) from the date of acceptance of this agreement by all parties written confirmation of sufficient
26 funds and/or proceeds necessary to close transaction. Acceptable documentation includes, but is not limited to a copy of a recent bank or financial
27 statement.

28 **Cash proceeds from another sale:** ☐ Yes ☒ No
29 **(C).** $_____ **NEW LOAN PROCEEDS:** This Agreement is contingent upon BUYER obtaining the following financing:
30 **FIRST LOAN** of $_____ not including mortgage insurance, through ☐FHA, ☐VA, ☐CONVENTIONAL, ☐IHFA,
31 ☐RURAL DEVELOPMENT, ☐OTHER_____ with interest not to exceed _____% for a period of _____ year(s) at:
32 ☐Fixed Rate ☐Other_____. In the event BUYER is unable, after exercising good faith efforts, to obtain the indicated financing,
33 BUYER's Earnest Money shall be returned to BUYER.
34 **SECOND LOAN** of $_____through ☐FHA, ☐VA, ☐CONVENTIONAL, ☐IHFA, ☐RURAL DEVELOPMENT,
35 ☐OTHER_____ with interest not to exceed _____% for a period of _____ year(s) at: ☐Fixed Rate ☐Other_____
36 **LOAN APPLICATION:** BUYER ☐has applied OR ☐shall apply for such loan(s). Within_____ business days (ten [10] if left blank) of final acceptance
37 of all parties, BUYER agrees to furnish SELLER with **a written confirmation showing lender approval of credit report, income verification,**
38 **debt ratios, and evidence of sufficient funds and/or proceeds necessary to close transaction in a manner acceptable to the SELLER(S) and**
39 **subject only to satisfactory appraisal and final lender underwriting. If an appraisal is required by lender, the PROPERTY must appraise at**
40 **not less than purchase price** or BUYER'S Earnest Money shall be returned at BUYER'S request unless SELLER, at SELLER'S sole discretion,
41 agrees to reduce the purchase price to meet the appraised value. SELLER shall be entitled to a copy of the appraisal and shall have 24 hours from
42 receipt thereof to notify BUYER of any price reduction. *BUYER may also apply for a loan with different conditions and costs and close transaction*
43 *provided all other terms and conditions of this Agreement are fulfilled, and the new loan does not increase the costs or requirements to the SELLER.*
44 **FHA / VA:** If applicable, it is expressly agreed that notwithstanding any other provisions of this contract, BUYER shall not be obligated to complete
45 the purchase of the PROPERTY or to incur any penalty or forfeiture of Earnest Money deposits or otherwise unless BUYER has
46 been given in accordance with HUD/FHA or VA requirements a written statement by the Federal Housing Commissioner, Veterans Administration or a
47 Direct Endorsement lender setting forth the appraised value of the PROPERTY of not less than the sales price as stated in the contract.

49 If such written confirmation required in 3(B) or 3(C) is not received by SELLER(S) within the strict time allotted, SELLER(S) may at their option cancel
50 this agreement by notifying BUYER(S) in writing of such cancellation within _____ business days (three [3] if left blank) after written confirmation was
51 required. If SELLER does not cancel within the strict time period specified as set forth herein, SELLER shall be deemed to have accepted such written
52 confirmation of lender approval and waived the right to receive written confirmation and shall be deemed to have elected to proceed with the transaction.
53 SELLER'S approval shall not be unreasonably withheld.

BUYER'S Initials (_____)(_____) Date ___3/1/2019___   **SELLER'S Initials** (_____)(_____) Date ___3-1-19___

CONSENT - BAHR - SECTION II   **TAB 1 Page 1**

InstanetFORMS

PROPERTY ADDRESS: 1020   E. Homedale Road   Caldwell   83607   **ID#:** TOK-2019-1020

54
55 **(D). $_____ ADDITIONAL FINANCIAL TERMS:**
56 ☐Additional financial terms are specified under the heading "OTHER TERMS AND/OR CONDITIONS" (Section 4).
57 ☐Additional financial terms are contained in a **FINANCING ADDENDUM** of same date, attached hereto, signed by both parties.
58
59 **(E). $ 575,000.00   APPROXIMATE FUNDS DUE AT CLOSING:** Cash at closing, not including closing costs, to be paid by BUYER at
60 closing, In GOOD FUNDS, which includes: **cash, electronic transfer funds, certified check or cashier's check.**
61
62 **4. OTHER TERMS AND/OR CONDITIONS:** This Agreement is made subject to the following special terms, considerations and/or contingencies which
63 must be satisfied prior to closing
64 See Addendum 1 attached hereto and made a part hereof.
65
66
67
68
69
70
71 **5. "NOT APPLICABLE" DEFINED:** The letters "n/a," "N/A," "n.a.," and "N.A." as used herein are abbreviations of the term "not applicable." Where this
72 agreement uses the term "not applicable" or an abbreviation thereof, it shall be evidence that the parties have contemplated certain facts or conditions and
73 have determined that such facts or conditions do not apply to the agreement or transaction herein.
74
75 **6. INSPECTION:**
76 **(A).** *BUYER IS STRONGLY ADVISED TO INVESTIGATE THE CONDITION AND SUITABILITY OF ALL ASPECTS OF THE PROPERTY AND ALL*
77 *MATTERS AFFECTING THE VALUE OR DESIRABILITY OF THE PROPERTY INCLUDING, BUT NOT LIMITED TO, THE FOLLOWING:*
78 SIZE: Square footage and lot size. (Any numerical statements regarding these items are APPROXIMATION ONLY, and have not been and will not be
79 verified and should not be relied upon by BUYER.)
80 1. LINES AND BOUNDARIES: Property lines and boundaries, septic, and leach lines (Fences, walls, hedges, and other natural or constructed barriers
81 or markers do not necessarily identify true property boundaries. Property lines may be verified by surveys.)
82 2. ZONING AND LAND USE: Inquiries, investigations, studies or any other means concerning past, present or proposed laws, ordinances, referendums,
83 initiatives, votes, applications and permits affecting the current use of the PROPERTY, BUYER's intended use of the PROPERTY, future
84 development, zoning, building, size, governmental permits and inspections. Both parties are advised that Broker does not guarantee the status of
85 permits, zoning or code compliance. The parties are to satisfy themselves concerning these issues.
86 3. UTILITIES AND SERVICE: Availability, costs, and restrictions of utilities and services, including but not limited to, sewage, sanitation, water,
87 electricity, gas, telephone, cable TV, internet and drainage.
88 4. UTILITIES, IMPROVEMENTS & OTHER RIGHTS: SELLER represents that the PROPERTY does have the following utilities, improvements, services
89 and other rights available (describe availability): <u>Seller makes no representation as to the availability of utilities, improvements</u>
90 <u>or services. Buyer to verify all.</u>
91
92 5. HAZARDOUS MATERIALS: The real estate broker(s) or their agents in this transaction have no expertise with respect to toxic waste, hazardous
93 materials or undesirable substances. BUYERS who are concerned about the presence of such materials should have the PROPERTY inspected by
94 qualified experts. BUYER acknowledges that he/she has not relied upon any representations by either the Broker or the SELLER with respect to the
95 condition of the PROPERTY that are not contained in this Agreement or in any disclosure statements.
96 6. TAX LIABILITY: The BUYER and SELLER acknowledge that they have not received or relied upon any statements or representations by the Broker
97 with respect to the effect of this transaction upon BUYER's or SELLER's tax liability.
98
99 **(B). BUYER chooses** ☒to conduct inspections; ☐not to conduct inspections. If BUYER chooses not to conduct inspections skip the remainder of Section 6.
100 If indicated, BUYER shall have the right to conduct inspections, investigations, tests, surveys and other studies at **BUYER'S expense, hereafter**
101 **referred to as the "Primary Inspection."** BUYER'S inspection of the PROPERTY includes all aspects of the PROPERTY, including but not limited to
102 neighborhood, conditions, zoning and use allowances, environmental conditions, applicable school districts and/or any other aspect pertaining to the
103 PROPERTY or related to the living environment at the PROPERTY. Unless otherwise addressed BUYER shall, within __Add.__ calendar days (thirty [30]
104 if left blank) from acceptance, complete these inspections and give to SELLER written notice of disapproved items/conditions or written notice of
105 termination of this Agreement based on an unsatisfactory inspection. Once BUYER delivers written notice to SELLER it shall end BUYER's timeframe
106 and is irrevocable regardless of if it was provided prior to the deadline stated above. BUYER is strongly advised to exercise these rights and to make
107 BUYER'S own selection of professionals with appropriate qualifications to conduct inspections of the entire PROPERTY. SELLER shall make the
108 PROPERTY available for all Inspections. BUYER shall keep the PROPERTY free and clear of liens; indemnify and hold SELLER harmless from all
109 liability, claims, demands, damages and costs; and repair any damages arising from the inspections. No inspections may be made by any governmental
110 building or zoning inspector or government employee without the prior consent of SELLER unless required by local law. **No inspections may be made**
111 **by any governmental building or zoning inspector or government employee without the prior consent of SELLER, unless required by local**
112 **law.**
113 **BUYER'S acceptance of the condition of the PROPERTY is a contingency of this Agreement.**
114
115 **(C) SATISFACTION/REMOVAL OF INSPECTION CONTINGENCIES:**
116 1. If BUYER **does not** within the strict time period specified give to SELLER written notice of disapproved items/conditions or written notice of
117 termination of this Agreement, BUYER shall conclusively be deemed to have: (a) completed all inspections, investigations, review of applicable
118 documents and disclosures; (b) elected to proceed with the transaction and (c) assumed all liability, responsibility and expense for repairs or corrections.
119
120 2. If BUYER **does** within the strict time period specified give to SELLER written notice of termination of this Agreement based on an unsatisfactory
121 inspection, the parties will have no obligation to continue with the transaction and the Earnest Money shall be returned to BUYER.
122

BUYER'S Initials (_____)(_____) Date ___3/1/2019___   **SELLER'S** Initials (___BT___)(_____) Date ___J-1-19___

PROPERTY ADDRESS: 1020   E. Homedale Road   Caldwell   83607   **ID#:** TOK-2019-1020

123   3. If **BUYER does** within the strict time period specified give to SELLER written notice of disapproved items, **it shall end BUYER's timeframe for**
124   **inspections and is irrevocable.** BUYER shall provide to SELLER pertinent section(s) of written inspection reports upon request, if applicable. Upon
125   receipt of written notice SELLER shall have ___3___ business days (three [3] if left blank) in which to respond in writing. SELLER, at SELLER's option,
126   may agree to correct the items as requested by BUYER in the notice or may elect not to do so. If SELLER agrees in writing to correct items/conditions
127   requested by BUYER, then both parties agree that they will continue with the transaction and proceed to closing. Otherwise, immediately upon a written
128   response from SELLER that rejects BUYER's requests, in whole or in part, **said response is irrevocable** and BUYER may proceed under 6(C)(4)
129   below.
130
131   4. If SELLER does not agree to correct BUYER's disapproved items/conditions within the strict time period specified, or SELLER does not respond in
132   writing within the strict time period specified, then the BUYER has the option of either proceeding with the transaction without the SELLER being
133   responsible for correcting these deficiencies or giving the SELLER written notice within ___3___ business days (three [3] if left blank) that BUYER will not
134   continue with the transaction and will receive the Earnest Money back. If BUYER does not give written notice of cancellation within the strict time periods
135   specified, BUYER shall conclusively be deemed to have elected to proceed with the transaction without repairs or corrections.
136

137   **7. TITLE CONVEYANCE:** Title of SELLER is to be conveyed by warranty deed, unless otherwise provided, and is to be marketable and insurable except
138   for rights reserved in federal patents, state or railroad deeds, building or use restrictions, building and zoning regulations and ordinances of any
139   governmental unit, and rights of way and easements established or of record. Liens, encumbrances or defects to be discharged by SELLER may be paid out
140   of purchase money at date of closing. No liens, encumbrances or defects, which are to be discharged or assumed by BUYER or to which title is taken
141   subject to, exist unless otherwise specified in this Agreement.
142

143   **8. TITLE INSURANCE: There may be types of title insurance coverages available other than those listed below and parties to this agreement**
144   **are advised to talk to a title company about any other coverages available that will give the buyer additional coverage.**
145   **(A). PRELIMINARY TITLE COMMITMENT:** Within _5_ business days (six [6] if left blank) of final acceptance of all parties, ☒SELLER or ☐BUYER shall
146   furnish to BUYER a preliminary commitment of a title insurance policy showing the condition of the title to said PROPERTY. BUYER shall have _30_
147   business days (two [2] if left blank) after receipt of the preliminary commitment, within which to object in writing to the condition of the title as set forth in
148   the preliminary commitment. If BUYER does not so object, BUYER shall be deemed to have accepted the conditions of the title. It is agreed that if the
149   title of said PROPERTY is not marketable and cannot be made so within _5_ business days (two [2] if left blank) after SELLER'S receipt of a written
150   objection and statement of defect from BUYER, then BUYER'S Earnest Money deposit shall be returned to BUYER and SELLER shall pay for the cost of
151   title insurance cancellation fee, escrow and legal fees, if any.
152   **(B). TITLE COMPANY: The parties agree that** _____Alliance Title_____ **Title Company located**
153   **at** _250 S 5th Street, Suite 100_   _Boise, ID 83702_ **shall provide the title policy and preliminary report of commitment.**
154   **(C). STANDARD COVERAGE OWNER'S POLICY:** SELLER shall within a reasonable time after closing furnish to BUYER a title insurance policy in the
155   amount of the purchase price of the PROPERTY showing marketable and insurable title subject to the liens, encumbrances and defects elsewhere set
156   out in this Agreement to be discharged or assumed by BUYER unless otherwise provided herein. **The risk assumed by the title company in the**
157   **standard coverage policy is limited to matters of public record.** BUYER shall receive a ILTA/ALTA Owner's Policy of Title Insurance. A title
158   company, at BUYER's request, can provide information about the availability, desirability, coverage and cost of various title insurance coverages and
159   endorsements. If BUYER desires title coverage other than that required by this paragraph, BUYER shall instruct Closing company in writing and pay any
160   increase in cost unless otherwise provided herein.
161   **(D). EXTENDED COVERAGE LENDER'S POLICY (Mortgagee policy):** The lender may require that BUYER (Borrower) furnish an Extended Coverage
162   Lender's Policy. This extended coverage lender's policy considers matters of public record and additionally insures against certain matters not shown in
163   the public record. **This extended coverage lender's policy is solely for the benefit of the lender and only protects the lender.**
164

165   **9. COVENANTS, CONDITIONS AND RESTRICTIONS (CC&Rs):** As part of the BUYER'S inspection of the PROPERTY as set forth in Section 6,
166   BUYER is responsible for obtaining and reviewing a copy of any CC&Rs which may affect the PROPERTY. BUYER shall have ___30___ business days (ten
167   [10] if left blank) (but in no event shall such time period exceed that time period set forth for inspections in Section 6) to review any CC&Rs that may affect
168   the PROPERTY. Unless BUYER delivers to SELLER a written and signed objection to the terms of any applicable CC&Rs with particularity describing
169   BUYER'S reasonable objections within such time period as set forth above, BUYER shall be deemed to have conclusively waived any objection to the terms
170   of any CC&Rs affecting the PROPERTY, nothing contained herein shall constitute a waiver of BUYER to challenge CC&Rs directly with a homeowners
171   association after closing. If BUYER timely and reasonably objects to a term of the CC&Rs, this Agreement shall terminate, and the Earnest Money shall be
172   returned to BUYER.
173

174   **10. SUBDIVISION HOMEOWNER'S ASSOCIATION:** BUYER is aware that membership in a Home Owner's Association may be required and
175   BUYER agrees to abide by the Articles of Incorporation, Bylaws and rules and regulations of the Association. BUYER is further aware that the PROPERTY
176   may be subject to assessments levied by the Association described in full in the Declaration of Covenants, Conditions and Restrictions. BUYER has
177   reviewed Homeowner's Association Documents: ☐Yes ☐No ☒N/A. Association fees/dues are $_____ per_____.
178   ☐BUYER ☐SELLER ☐Shared Equally ☒N/A to pay Association SET UP FEE of $_____ and/or
179   ☐BUYER ☐SELLER ☐Shared Equally ☒N/A to pay Association PROPERTY TRANSFER FEES of $_____ and/or
180   ☐BUYER ☐SELLER ☐Shared Equally ☒N/A to pay Association STATEMENT OF ACCOUNT FEE of $_ at closing. Association Fees are governed by
181   Idaho Code 55-116 and 55-1507.
182

183   **11. INTERSTATE LAND SALES FULL DISCLOSURE ACT: This Vacant Land Real Estate Purchase and Sale Agreement is NOT intended to**
184   **be used for situations in which Seller owns and is selling one hundred (100) or more lots.** Properties containing one hundred (100) or more lots for
185   sale may be subject to the reporting and disclosure requirements of the Interstate Land Sales Full Disclosure Act ("Act"), 15 USC § 1701 *et seq.* If you have
186   questions regarding this Act, contact your attorney before signing. Any contract or agreement for the sale or lease of a lot subject to the Act may be revoked
187   at the option of the purchaser or lessee until midnight of the seventh day following the signing of such contract or agreement or until such later time as may
188   be required pursuant to applicable law. Any contract or agreement for the sale or lease of a lot for which a property report is required by the Act and the
189   property report has not been given to the purchaser or lessee in advance of his or her signing such contract or agreement, such contract or agreement may
190   be revoked at the option of the purchaser or lessee within two (2) years from the date of such signing.
191

BUYER'S Initials (_____)(_____) Date ___3/1/2019___   **SELLER'S Initials** (_____)(_____) Date _3-1-19_

Instanet FORMS

PROPERTY ADDRESS: _1020   E. Homedale Road_ _____ _Caldwell_ _83607_ ID#: _TOK-2019-1020_

12. FARM/CROPS/TIMBER RIGHTS: SELLER, or any tenant of SELLER, shall be allowed to harvest, sell or assign any annual crops which have been planted on the PROPERTY prior to the date of this Contract, even though said harvest time may occur subsequent to the date of the settlement of this contract, unless otherwise agreed by attached addendum. If the crop consists of timber, then neither SELLER nor any tenant of SELLERS shall have any right to harvest the timber unless the right to remove same shall be established by an attached addendum. Notwithstanding the provisions hereof, any tenant who shall be leasing the PROPERTY shall be allowed to complete the harvest of any annual crops that have been planted prior to the date of Contract Acceptance as previously agreed between SELLER and Tenant. **ANY AND ALL SUCH TENANT AGREEMENTS ARE TO BE ATTACHED.**

13. NOXIOUS WEEDS: BUYER of the PROPERTY in the State of Idaho should be aware that some properties contain noxious weeds. The laws of the State of Idaho require owners of property within this state to control, and to the extent possible, eradicate noxious weeds. For more information concerning noxious weeds and your obligations as an owner of property, contact your local county extension office.

14. MINERAL RIGHTS: Any and all mineral rights appurtenant to the PROPERTY, and owned by SELLER, are included in and are part of the sale of this PROPERTY, and are not leased or encumbered, unless otherwise agreed to by the parties in writing.

15. WATER RIGHTS: Any and all water rights including but not limited to water systems, wells, springs, lakes, streams, ponds, rivers, ditches, ditch rights, and the like, if any, appurtenant to the PROPERTY, and owned by SELLER, are included in and are a part of the sale of this PROPERTY, and are not leased or encumbered, unless otherwise agreed to by the parties in writing.

16. RISK OF LOSS OR NEGLECT: Prior to closing of this sale, all risk of loss shall remain with SELLER. In addition, should the PROPERTY be materially damaged by fire, neglect, or other destructive cause prior to closing, this agreement shall be voidable at the option of the BUYER.

17. BUSINESS DAYS: A business day is herein defined as Monday through Friday, 8:00 A.M. to 5:00 P.M. in the local time zone where the subject real PROPERTY is physically located. A business day shall not include any Saturday or Sunday, nor shall a business day include any legal holiday recognized by the state of Idaho as found in Idaho Code §73-108. If the time in which any act required under this agreement is to be performed is based upon a business day calculation, then it shall be computed by excluding the calendar day of execution and including the last business day. The first business day shall be the first business day after the date of execution. If the last day is a legal holiday, then the time for performance shall be the next subsequent business day.

18. CALENDAR DAYS: A calendar day is herein defined as Monday through Sunday, midnight to midnight, in the local time zone where the subject real PROPERTY is physically located. A calendar day shall include any legal holiday. The time in which any act required under this agreement is to be performed shall be computed by excluding the date of execution and including the last day, thus the first day shall be the day after the date of execution. Any reference to "day" or "days" in this agreement means the same as calendar day, unless specifically enumerated as a "business day."

19. SEVERABILITY: In the case that any one or more of the provisions contained in this Agreement or any application thereof, shall be invalid, illegal or unenforceable in any respect, the validity, legality or unenforceability of the remaining provisions shall not in any way be affected or impaired thereby.

20. TRANSMISSION OF DOCUMENTS: Facsimile or electronic transmission of any signed original document, and retransmission of any signed facsimile or electronic transmission shall be the same as delivery of an original. At the request of either the BUYER or SELLER, or the LENDER, or the Closing company, the BUYER and SELLER will confirm facsimile or electronic transmitted signatures by signing an original document.

21. WIRE TRANSFER WARNING: Electronic means of transferring money (i.e. ETF, wire transfer, electronic check, direct deposit, etc...) are subject to sophisticated cyber fraud attacks. These attacks are even more prevalent in real estate transactions due to the large sums of money being exchanged. BUYER is advised that Brokerage will not provide electronic transfer instructions by e-mail. Following money transfer instructions contained in an email from any party is inherently dangerous and should be avoided. BUYER agree that if BUYER use, or authorize the use of, electronic transfer of funds in a transaction they hereby hold the Brokerages, their agents, and the designated title and escrow company harmless from any and all claims arising out of inaccurate transfer instructions, fraudulent interception of said funds and/or any other damage relating to the conduct of third parties influencing the transfer process or stealing funds.

22. COUNTERPARTS: This Agreement may be executed in counterparts. Executing an agreement in counterparts shall mean the signature of two identical copies of the same agreement. Each identical copy of an agreement signed in counterparts is deemed to be an original, and all identical copies shall together constitute one and the same instrument.

23. ENTIRE AGREEMENT: This Agreement including any addendums or exhibits, constitutes the entire Agreement between the parties respecting the matters set forth and supersedes all prior Agreements between the parties respecting such matters. This Agreement may be modified only by a written agreement signed by each of the parties.

24. SALES PRICE INFORMATION: Pursuant to Idaho Code §54-2083(6)(d), a "sold" price of real property is not confidential client information.

25. AUTHORITY OF SIGNATORY: If BUYER or SELLER is a corporation, partnership, trust, estate, or other entity, the person executing this agreement on its behalf warrants his or her authority to do so and to bind BUYER or SELLER.

BUYER'S Initials (_____)(_____) Date ___3/1/2019___   SELLER'S Initials (_____)(_____) Date _3-1-19_

InstanetFORMS

257 **26. ADDITIONAL CONTINGENCIES AND COSTS:** The closing of this transaction is contingent upon written satisfaction or waiver of the
258 contingencies listed in the "contingencies" column below. In addition, the parties shall satisfy all contingencies set forth in this section by close of business
259 (Date):____Exp of DD___ unless otherwise agreed to by the parties in writing. The parties agree to pay the following costs as indicated below. None of the costs
260 to be paid by the parties in this section creates an inspection or performance obligation other than strictly for the payment of costs unless otherwise stated
261 below. There may be other costs incurred in addition to those set forth below. Such costs may be required by the lender, by law, or by other such
262 circumstances. Requested tests/inspection reports as indicated below shall be provided to the other party within _____business days (ten [10] if left blank)
263 prior to closing.
264 **Upon closing SELLER agrees to pay ☐____N/A___ % of the purchase price OR ☐$_____N/A_____ (dollar amount) (N/A if left**
265 **blank) as a SELLER concession. This can be used toward lender-approved BUYER'S closing costs, lender fees, and prepaid**
266 **costs which include but are not limited to those items in BUYER columns marked below. This concession can also be used for**
267 **any other expense not related to financing at the BUYER's discretion.**

COSTS	BUYER	SELLER	Shared Equally	N/A	CONTINGENCIES	BUYER	SELLER	Shared Equally	N/A
Appraisal Fee	✗				Environmental Inspection (Phase 1)	✗			
Long Term Escrow Fees				✗	Environmental Inspection (Phase 2)				✗
Closing Escrow Fee			✗		Environmental Inspection (Phase 3)				✗
Survey Shall be ordered by: ☒BUYER ☐SELLER	✗				PERC Test				✗
Flood Certification/Tracking Fee				✗	Zoning Variance	✗			
Title Ins. Standard Coverage Owner's Policy		✗			Soil(s) Test(s)	✗			
Title Ins. Extended Coverage **Lender's** Policy – Mortgagee Policy				✗	Hazardous Waste Report(s)				✗
Additional Title Coverage	✗								
Water Rights Transfer Fee				✗					
Attorney Contract Preparation or Review Fee				✗					

268
269 **27. DEFAULT: If BUYER defaults** in the performance of this Agreement, SELLER has the option of: (1) accepting the Earnest Money as liquidated
270 damages or (2) pursuing any other lawful right or remedy to which SELLER may be entitled. If SELLER elects to proceed under (1), SELLER shall make
271 demand upon the holder of the Earnest Money, upon which demand said holder shall pay from the Earnest Money the costs incurred by SELLER's Broker
272 on behalf of SELLER and BUYER related to the transaction, including, without limitation, the costs of title insurance, escrow fees, credit report fees,
273 inspection fees and attorney's fees; and said holder shall pay any balance of the Earnest Money, one-half to SELLER and one-half to SELLER's Broker,
274 provided that the amount to be paid to SELLER's Broker shall not exceed the Broker's agreed-to commission. SELLER and BUYER specifically
275 acknowledge and agree that if SELLER elects to accept the Earnest Money as liquidated damages, such shall be SELLER's sole and exclusive remedy, and
276 such shall not be considered a penalty or forfeiture. However, in the event the parties mutually agree in writing that the Earnest Money shall become non-
277 refundable, said agreement shall not be considered an election of remedies by SELLER and the non-refundable Earnest Money shall not constitute
278 liquidated damages; nor shall it act as a waiver of other remedies, all of which shall be available to SELLER; it may however be used to offset SELLER'S
279 damages. If SELLER elects to proceed under (2), the holder of the Earnest Money shall be entitled to pay the costs incurred by SELLER's Broker on behalf
280 of SELLER and BUYER related to the transaction, including, without limitation, the costs of brokerage fee, title insurance, escrow fees, credit report fees,
281 inspection fees and attorney's fees, with any balance of the Earnest Money to be held pending resolution of the matter. **If SELLER defaults**, having
282 approved said sale and fails to consummate the same as herein agreed, BUYER's Earnest Money deposit shall be returned to him/her and SELLER shall
283 pay for the costs of title insurance, escrow fees, credit report fees, inspection fees, brokerage fees and attorney's fees, if any. This shall not be considered as
284 a waiver by BUYER of any other lawful right or remedy to which BUYER may be entitled.
285
286 **28. EARNEST MONEY DISPUTE / INTERPLEADER:** Notwithstanding any termination or breach of this Agreement, BUYER and SELLER agree that
287 in the event of any controversy regarding the Earnest Money and things of value held by Broker or closing company, Broker may reasonably rely on the
288 terms of this Agreement or other written documents signed by both parties to determine how to disburse the disputed money. However, Broker or closing
289 company shall not be required to take any action but may await any proceeding, or at Broker's or closing company's option and sole discretion, may
290 interplead all parties and deposit any moneys or things of value into a court of competent jurisdiction and shall recover all costs which were incurred as a
291 result of the dispute including, but not limited to, reasonable attorney's fees. If either parties' Broker incurs attorney's fees as a result of any Earnest Money
292 dispute, whether or not formal legal action is taken, said Broker is entitled to recover actual fees incurred from either BUYER or SELLER.
293
294 **29. ATTORNEY'S FEES:** If either party initiates or defends any arbitration or legal action or proceedings which are in any way connected with this
295 Agreement, the prevailing party shall be entitled to recover from the non-prevailing party reasonable costs and attorney's fees, including such costs and fees
296 on appeal.
297
298 **30. TIME IS OF THE ESSENCE IN THIS AGREEMENT.**
299

BUYER'S Initials (_DS_ **)(_____) Date __3/1/2019__**   **SELLER'S Initials (_____)(_____) Date _3-1-19_**

InstanetFORMS

PROPERTY ADDRESS: 1020   E. Homedale Road   Caldwell   83607   **ID#:** TOK-2019-1020

300 **31. CLOSING:** On or before the closing date, BUYER and SELLER shall deposit with the closing company all funds and instruments necessary to
301 complete this transaction. **Closing means the date on which all documents are either recorded or accepted by an escrow agent and the sale**
302 **proceeds are available to SELLER.** The closing shall be no later than (Date)_____ See Addendum 1 _____
303 _____.
304 The parties agree that the **CLOSING COMPANY** for this transaction shall be_____ Alliance Title Company _____
305 located at _____ 250 S 5th Street, Suite 100, Boise, ID 83702 _____. If a long-term escrow /collection is involved, then the long-term escrow holder
306 shall be_____ N/A _____.
307
308 **32. POSSESSION:** BUYER shall be entitled to possession ☒upon closing or ☐date _____ at _____ ☐am ☐pm.
309
310 **33. PRORATIONS:** Property taxes and water assessments (using the last available assessment as a basis), rents collected, interest and reserves, liens,
311 encumbrances or obligations assumed, and utilities shall be prorated ☒upon closing or as of ☐date _____.
312 BUYER to reimburse SELLER for fuel in tank ☐ Yes ☐ No ☒ N/A. Dollar amount may be determined by SELLER's supplier.
313
314
315 **34. REPRESENTATION CONFIRMATION:** Check one (1) box in Section 1 and one (1) box in Section 2 below to confirm that in this transaction, the
316 brokerage(s) involved had the following relationship(s) with the BUYER(S) and SELLER(S).
317   Section 1:
318   ☐ A. **The brokerage working with the BUYER(S) is acting as an AGENT for the BUYER(S).**
319   ☐ B. **The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S), without an ASSIGNED AGENT.**
320   ☐ C. **The brokerage working with the BUYER(S) is acting as a LIMITED DUAL AGENT for the BUYER(S) and has an ASSIGNED AGENT**
321   **acting solely on behalf of the BUYER(S).**
322   ☒ D. **The brokerage working with the BUYER(S) is acting as a NONAGENT for the BUYER(S).**
323
324   Section 2:
325   ☒ A. **The brokerage working with the SELLER(S) is acting as an AGENT for the SELLER(S).**
326   ☐ B. **The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S), without an ASSIGNED AGENT.**
327   ☐ C. **The brokerage working with the SELLER(S) is acting as a LIMITED DUAL AGENT for the SELLER(S) and has an ASSIGNED AGENT**
328   **acting solely on behalf of the SELLER(S).**
329   ☐ D. **The brokerage working with the SELLER(S) is acting as a NONAGENT for the SELLER(S).**
330 Each party signing this document confirms that he has received, read and understood the Agency Disclosure Brochure adopted or approved by the Idaho
331 real estate commission and has consented to the relationship confirmed above. In addition, each party confirms that the brokerage's agency office policy
332 was made available for inspection and review. EACH PARTY UNDERSTANDS THAT HE IS A "CUSTOMER" AND IS NOT REPRESENTED BY A
333 BROKERAGE UNLESS THERE IS A SIGNED WRITTEN AGREEMENT FOR AGENCY REPRESENTATION.
334 **35. ASSIGNMENT:** This Agreement and any rights or interests created herein ☒ may ☐ may not be sold, transferred, or otherwise assigned.
335
336 **36. ACCEPTANCE**: This offer may be revoked at any time prior to acceptance and is made subject to acceptance on or before
337 (Date)_____ March 8, 2019 _____ at (Local Time in which PROPERTY is located)_____ 5:00 _____ ☐A.M. ☒P.M.
338
339
340

BUYER'S Initials (_____)(_____) Date ___3/1/2019___   **SELLER'S Initials** (_____)(_____) Date 3-1-19

PROPERTY ADDRESS: __1020__ E. Homedale Road _____ Caldwell ____ 83607 __ ID#:__ TOK-2019-1020 __
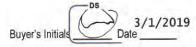
341 **37. BUYER'S SIGNATURES:**
342 ☒ SEE ATTACHED BUYER'S ADDENDUM(S): _____1_____ (Specify number of BUYER addendum(s) attached.)
343 ☐ SEE ATTACHED BUYER'S EXHIBIT(S):_____ (Specify number of BUYER exhibit(s) attached.)
344
345 ☐ BUYER does currently hold an active Idaho real estate license. ☐ BUYER is related to agent.
346
347
348 BUYER Signature_____ BUYER (Print Name) Bill Duffey, Bella Tierra, LLC_____
349
350 Date __3/1/2019__ Time __7:00__ ☐A.M. ☐P.M. Phone # _____ Cell #_____
351
352 Address_____ E-Mail _____
353
354 City_____ State _____ Zip _____ Fax #_____
355
356 -
357
358 ☐ BUYER does currently hold an active Idaho real estate license. ☐ BUYER is related to agent
359
360 BUYER Signature_____ BUYER (Print Name)_____
361
362 Date _____ Time _____ ☐A.M. ☐P.M. Phone # _____ Cell #_____
363
364 Address_____ E-Mail _____
365
366 City_____ State _____ Zip _____ Fax #_____
367
368
369 **38. SELLER'S SIGNATURES:** On this date, I/We hereby approve and accept the transaction set forth in the above Agreement and agree to carry out all
370 the terms thereof on the part of the SELLER.
371 ☐ SIGNATURE(S) SUBJECT TO ATTACHED COUNTER OFFER
372 ☒ SIGNATURE(S) SUBJECT TO ATTACHED ADDENDUM(S) # __1_____
373 ☒ SIGNATURE(S) SUBJECT TO ATTACHED EXHIBIT(S) # __A_____
374
375 ☐ SELLER does currently hold an active Idaho real estate license.   ☐ SELLER is related to agent.
376
377 SELLER Signature_____ SELLER (Print Name) Board of Regents of the University of Idaho_____
378
379 Date __3-1-19__ Time __3:30__ ☐A.M. ☒P.M. Phone # __208-885-6468__ Cell #_____
380
381 Address __875 Perimeter Dr MS 3168__ E-Mail __gerardb@uidaho.edu__
382
383 City __Moscow__ State __ID__ Zip __83844__ Fax #_____
384
385 -
386
387 ☐ SELLER does currently hold an active Idaho real estate license.   ☐ SELLER is related to agent.
388
389
390 SELLER Signature_____ SELLER (Print Name)_____
391
392 Date _____ Time _____ ☐A.M. ☐P.M. Phone # _____ Cell #_____
393
394 Address_____ E-Mail _____
395
396 City_____ State _____ Zip _____ Fax #_____
397
398
399 **LATE ACCEPTANCE**
400
401 If acceptance of this offer is received after the time specified, it shall not be binding on the BUYER unless BUYER approves of said acceptance within _____
402 calendar days (three [3] if left blank) by BUYER initialing HERE (_____)(_____) Date _____. If BUYER timely approves of SELLER's late
403 acceptance, an initialed copy of this page shall be immediately delivered to SELLER.

ADDENDUM #1
RE-24 - TOK-2019-1020
1020 E. Homedale Road, Caldwell, ID

1.   **ACCEPTANCE.** The transaction contemplated by this Purchase and Sale Agreement is contingent upon approval from the Board of Regents of the University of Idaho being granted prior to **June 30, 2019**. In the event the Board fails to approve by the aforementioned date, this Agreement shall be terminated, and Seller shall reimburse Buyer for the actual costs incurred after the initial 60-day Contingency Period, for any third party reports up to $20,000.00. Seller shall reimburse Buyer within **thirty (30) days** of receipt of paid invoices and copies of said reports.

2.   **PURCHASE PRICE.** The purchase price to be paid by Buyer to Seller for the Property shall be calculated at Twenty Thousand and No/100 Dollars ($20,000.00) per acre (the "**Purchase Price**"). The final Purchase Price shall be adjusted based upon by the survey obtained by the Buyer and mutually agreed to in writing prior to the expiration of Buyer's Inspection Contingency period.

3.   **BUYER'S INSPECTION CONTINGENCY/DUE DILIGENCE.** Per Paragraph 6 (B) of this Purchase and Sale Agreement, Buyer has **sixty (60) days** from mutual acceptance of the Purchase and Sale Agreement in which to complete "Buyer's Inspection Contingency". Upon satisfaction of said Buyer's Inspection Contingency, the Earnest Money shall become non-refundable to Buyer, but applicable to the Purchase Price at Closing, unless the Board does not approve of the sale.

4.   **PUBLIC ACCESS.** Any public access provided by the Buyer will allow access to the remaining property, which access shall be defined and mutually agreed to in writing prior to the expiration of Buyer's Inspection Contingency period.

5.   **CITY COUNCIL APPROVAL.** The transaction contemplated by this Purchase and Sale Agreement is contingent upon approval from the Caldwell City Council for Buyer's intended use of the Property. Buyer intends to obtain subdivision project approval from the Caldwell City Council for the development of the Property into a residential subdivision. Seller shall cooperate with Buyer and provide any necessary signatures and cooperation for the approval of the proposed subdivision at no cost to the Seller, including an affidavit of interest required to submit an application. Notwithstanding the foregoing, Buyer shall not enter into any agreement affecting the Property prior to the expiration of the Approval Period (defined below), nor shall Seller have any obligation to enter into any binding agreement prior to expiration of the Approval Period.

6.   **APPROVAL PERIOD.** Buyer shall have **nine (9) months** after Board Approval in which to complete entitlements and obtain approval from the Caldwell City Council ("Approval Period"). However, upon written notice and an additional Earnest Money deposit of Ten Thousand and No/100 Dollars ($10,000.00) prior to the expiration of the Approval Period, Buyer shall have one (1) option to extend the Approval Period for sixty (60) days, to complete entitlements and obtain development approval from the Caldwell City Council. Said additional Earnest Money shall be non-refundable to Buyer, but shall be applied to the Purchase Price at Closing. In the event Buyer fails to obtain such entitlements and obtain approval from the Caldwell City, this Agreement may be terminated at Buyer's option with written notice to Seller.

7.   **CLOSING.** Closing shall take place at a time mutually agreed upon by the parties at the office of Escrow Agent the within **ninety (90) days** of approval from the Caldwell City Council for Buyer's intended use of the Property, but in no event later than **twelve (12) months** after Board Approval (the "Closing Date"). Title of the Property shall be conveyed by Special Warranty Deed.

8.   **MINERAL RIGHTS.** Section 14, Mineral Rights, of the Purchase and Sale Agreement shall be deleted in its entirety.

9.   Buyer acknowledges and accepts that the Subject Property includes scrapie contamination.

10.   Buyer acknowledges and accepts any structures on the Subject Property in "As Is" condition.

11.   Buyer acknowledges that Seller has a farm lease on the property for the 2019 crop year and will provide Buyer with a copy of the farm lease within **five (5) days** of mutual execution of this agreement. Tenant shall be allowed to plant and harvest any annual crops during the 2019 crop year. This lease may be terminated after the 2019 crop year.

ADDENDUM 1   Buyer's Initials _____ Date 3/1/2019   Seller's Initials _____ Date 3-1-19

EXHIBIT A
Current Legal Description of Property

Real Estate Identification

The subject property is located at 1020 E. Homedale Road, Caldwell, Canyon County, Idaho 83607. The subject property is further identified by Assessor Parcel Number R32721000.

Legal Description

and State of Idaho, and described as follows, to-wit: A parcel of land situated in the East Half of the Northwest Quarter (E½NW¼) of Section Ten (10), Township Three (3) North, Range Three (3) West, Boise Meridian, Canyon County, Idaho more particularly described as follows:

Beginning at the North 1/4 corner of said Section 10;
thence along the centerline of said Section 10 South 0°34'30" West, 2539.17 feet to a point on the centerline of Deer Flat Canal;
thence along the centerline of Deer Flat Canal North 39°04'48" West, 65.76 feet to a point;
thence North 30°02'16" West, 392.00 feet to a point of curvature;
thence along a curve to the left whose central angle is 50°14'11", whose radius is 481.76 feet, whose arc length is 420.99 feet, whose tangent is 225.00 feet and whose long chord bears North 55°04'23" West, 407.72 feet to a point; thence North 80°06'29" West, 259.60 feet to a point;
thence leaving said centerline of Deer Flat Canal North 1870.61 feet to a point on the North line of said Section 10; thence East 853.20 feet to the REAL POINT OF BEGINNING, containing Forty (40.00) acres, more or less, and subject to Easement No. 819 to the University of Idaho for an experiment farm and improvements thereon; also subject to Easement No. 4625 to Idaho Power Company for an underground powerline.
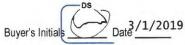
Subject Property

The southern 27-30 acres excluding the existing building, as approximately shown below. New legal description to be provided by the Buyer and agreed to by the Seller prior to end of the Due Diligence Period and attached to the Agreement.

Legal Description   Buyer's Initials [signature] Date 3/1/2019   Seller's Initials [signature] Date 3-1-19

UNIVERSITY OF IDAHO

SUBJECT

Building management services contract for the Idaho Water Center, Boise

REFERENCE

March 2004	Idaho Water Center (IWC) Leasing, Operations, and Maintenance Contract (Information Only) – UI of Idaho (UI) presented a pending Request for Qualifications for building management services at the IWC.
January 2005	The Regents approved a contract to provide building management services at the Idaho Water Center.
June 2009	The Regents approved a contract to provide building management services at the Idaho Water Center.
June 2014	The Regents approved a contract to provide building management services at the Idaho Water Center.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

This is a non-strategic Board governance item.

BACKGROUND/DISCUSSION

The most recent building management contract with Oppenheimer Development Corporation (ODC) allowed for one base year of operations, plus up to four additional one-year options. ODC performed well, and UI exercised the option each year. The final option year of the current contract expires on 30 June 2019.

UI publicly advertised a Request for Qualifications in January 2019, seeking interest in the next five-year contract (again envisioned as a base year contract plus four option years). Two firms submitted materials in response to the RFQ. A selection committee found both firms well qualified and interviewed each in March.

Oppenheimer Development Corporation was rated the top firm with notable strengths including admirable past performance in managing similar facilities in the Boise market, and exhibiting a keen focus upon customer satisfaction, communication, and service delivery. UI has since negotiated contract terms, as well as established the building operating budget for the base year of the anticipated contract.

The contract provides for all building operations, maintenance, and routine repairs, to include janitorial, custodial, and security services. Building reception, service call management, and commercial utility billing and reporting are also included. The contract is structured to cover all operating costs, plus a flat rate management fee. Total contract costs are approximately $5.21 per square foot per year, to include all utilities. UI believes that continued outsourcing of the building management function best serves UI's need for economical and efficient building operations.

This agreement is fully consistent with UI's strategic plan, specifically:

> **Goal 1, Engage** – This agreement supports learning and research activities, which engages with UI's stakeholders, students, staff, alumni and the greater community of the State of Idaho.

> **Goal 4, Cultivate** – The building management services will improve cohesion, connectivity, and morale within UI by providing students, faculty, and staff with an ideal environment, supporting research and learning activities. In addition, the education, outreach, extension and research activities supported by the facility have the potential to cultivate relationships and improve communication and collaboration between UI and the greater community.

This project is fully consistent with the principles, goals, and objectives within UI of Idaho's Long Range Campus Development Plan (LRCDP).

IMPACT

The contract covers the operating budget for the building, valued at $1,074,917 for FY20. The costs are billed proportionately among the condominium owners, the U.S. Forest Service (approx 10% share) and UI, on behalf of the state of Idaho (approx 90% share). UI recovers a share of these operating expenses from the tenants leasing space from UI (United Health and the Idaho Dept of Water Resources). Contract amounts for subsequent years will be based on the budget to be submitted annually by Oppenheimer and subject to approval by UI.

UI will cover its proportionate share of the costs associated with this contract out of existing operating funds.

ATTACHMENTS

Attachment 1 – Proposed Contract
Attachment 2 – FY20 Operating Budget

STAFF COMMENTS AND RECOMMENDATIONS

Under the contract with ODC approved by the Board in 2014, the contract value started at $1,049,021 for FY 2015. The table below shows actual budget, cost per square foot and percent change in contract costs since FY 2015

	Budget	$/SF	% Chg
FY 2015	$1,049,021	$5.08	
FY 2016	$1,044,053	$5.06	-0.5%
FY 2017	$1,033,362	$5.01	-1.0%
FY 2018	$1,036,187	$5.02	0.3%
FY 2019	$1,067,329	$5.17	3.0%
FY 2020*	$1,074,917	$5.21	0.7%

* Proposed rate subject to Board approval

Staff recommends approval.

BOARD ACTION

I move to approve the agreement between the University of Idaho and Oppenheimer Development Corporation for building management services at the Idaho Water Center, in substantial conformance to the form submitted to the Board in Attachment 1, effective July 1, 2019 through June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

MANAGEMENT AGREEMENT

THIS AGREEMENT is made and entered into as of this 1st day of July, 2019, by and between the Regents of the University of Idaho a public corporation, state educational institution, and a body corporate organized and existing under the Constitution and laws of the state of Idaho (herein after called "Institution"), whose address is 875 Perimeter Dr., MS 3168, Moscow, Idaho 83844-3168 and Oppenheimer Development Corporation, (hereinafter called "Manager") whose address is 877 W. Main St., Suite 700 Boise, ID 83702.

RECITALS

The Property is known as the Idaho Water Center (hereinafter called "Property"), together with all improvements erected thereon and all personal property of the Institution located thereon. The Property is located at 322 East Front Street, Boise, ID 83702.

Manager is licensed to manage real estate in the State of Idaho and is in the business of managing and operating real estate.

The Institution desires to appoint Manager to manage the day-to-day operations of the Property consistent with Institution's objectives of maximizing the Property's economic value.

This Agreement is entered into to set forth the terms on which Manager will manage the Property.

NOW THEREFORE, incorporating the Recitals as set forth above, and in consideration of the mutual covenants herein contained, Institution and Manager mutually hereby agree as follows:

DEFINITIONS

The terms used in this Agreement shall have the following meanings:

"Authorized Expenses" shall be those expenses included within the Institution-Approved Budget, and such additional expenses as may thereafter be approved by Institution in writing.

"Institution-Approved Budget" shall be the budget approved pursuant to Section 3.8 and included here as Exhibit A.

"Operating Account" shall have the meaning ascribed to it in Section 3.9.

"Fiscal Year" shall coincide with the State Fiscal Year: 1 July through 30 June.

ARTICLE I

TERM

Institution hereby appoints and Manager hereby accepts appointment as exclusive Manager for the Property for the period of 1 July 2019 through June 30, 2020. This Agreement also includes four additional one-year option periods, corresponding to state fiscal years 2021, 2022, 2023, and 2024. Contingent upon sustained satisfactory performance by the Manager, the Institution, at its sole discretion, may choose to exercise an option on the Agreement. The Institution shall provide written notification to the Manager of the intent to exercise an option on the Agreement not less than sixty (60) days prior to the end of the current performance period.

This Agreement is cancelable without cause by either party on not less than sixty (60) days advance written notice, which notice may be given at any time during a month, provided that in any event the cancellation shall be effective at the end of the calendar month in which the sixty (60) day notice period ends.

ARTICLE II

COMPENSATION OF MANAGER

The compensation and payment thereof for management of the Property shall be as follows:

2.1 *Management Fee.* Institution agrees to pay Manager and Manager agrees to accept as full management fee for the services to be rendered to Institution an amount equal to $13,125.00, monthly, subject to an annual review by the parties and negotiation for any potential increase for the next contract year. In no case will an increase exceed 3%. Such fee shall be payable monthly in arrears commencing upon the last day of the first initial month of this Agreement.

2.2 *Maintenance Compensation.* Manager shall do everything reasonably necessary for the proper management of the Property, including supervision and staffing of building reception and maintenance/engineering services, regular workday inspections of building systems and services, and arranging for such improvements, alterations, and repairs as may be required by Institution. In the event there is ever a need for additional labor above and beyond the onsite building engineers, and it is determined that the providing of additional maintenance from Manager shall be the most effective method of resolving a maintenance issue, Manager shall provide said labor at a commercially reasonable rate not to exceed $40.00 per hour, price subject to change with thirty (30) days prior written notice. No improvements, alterations or repair work costing more than Five Thousand Dollars ($5,000) shall be made by Manager without Institution's prior written authorization unless it is part of a pre-approved budget. In the case of an emergency, as

described in paragraph 3.5, that requires immediate repairs or alterations, if Institution is not readily available for consultation, Manager may use its discretion and judgment regarding same to make repairs.

2.3   *Tenant Improvement/ Capital Improvement / Oversight.*

Tenant Improvement/Capital Improvement is defined as any alteration, renovation, or new construction project which alters the intended use of a space within the building or which supports the reassignment of the space from one owner/occupant to another.

A.   All improvements valued under $15,000 require Institutional written approval of project and oversight of Manager's activities in the selection of the contractor(s). Manager shall select contractor(s) in conformity with Institution policy and procedure, and State Board of Education and Board of Regents Policies and procedures. Manager shall provide Institution a written report prior to, and after the bid process to insure proper process was followed. Manager shall be responsible for all supervision and oversight of the contractor and shall hold the contract with the selected contractor.

B.   All improvements valued at or over $15,000 require Institution written approval and Institution participation in the selection of contractor(s). Selection of contractor(s) shall be in conformity with Institution policies and procedures and State Board of Education and Board of Regents Policies and procedures. Institution may, at its sole option, request in writing the services of Manager, in which case Manager shall hold the contract with the selected contractor. Nothing in this Agreement prohibits Institution from soliciting bids for and managing improvements valued at or over $15,000 independent of and without any involvement of Manager.

C.   Any Tenant Improvement/Capital Improvement approved by the Institution and undertaken or supervised by the Manager shall be treated as additional work outside of the approved budget. The Management fee for any such tenant or capital improvement shall be on a percentage basis as follows:

Improvement with a total costs of up to $15,000 . . . . 5%
Improvement with a total cost at or over $15,000 . . . . 3%

2.4   *General Overhead.*   Institution shall not additionally compensate or reimburse Manager for Manager's normal central office overhead expenses other than as provided in Section 3.6 and those expressly approved in the Institution-Approved Budget.

2.5   *Other Financial Reports and Audits.*   Property Manager shall furnish to Institution as promptly as practicable all routine financial reports and such other financial reports,

statements, audits or other information, outside the usual and customary reporting, with respect to the operations of the Property as Institution may from time to time reasonably request.

ARTICLE III

RESPONSIBILITIES OF MANAGER

3.1 Manager shall operate, manage, and maintain the Property as an independent contractor acting as agent for Institution in accordance with Idaho real estate law and sound property management practices. Manager shall exercise prudence and diligence in performing its duties. The responsibilities of the Manager shall include, but not be limited to, the following:

3.2 *Compliance with Legal Requirements.* Manager shall take such action as may be necessary to comply with any and all orders or requirements affecting the Property by any federal, state, county or municipal authority having jurisdiction thereover and of which Manager has received written notice.

Manager, however, shall not take any such action as long as the Institution is contesting, or has affirmed its intention to contest, and promptly institutes proceedings contesting, any such order or requirement except that Institution and Manager shall promptly notify each other in writing of all such orders and notices or requirements. Manager shall prepare, execute, and, after obtaining the approval of Institution, file any such reports and documents as may be required by any local, state, or federal authority.

Manager shall manage the Property under this Agreement in full compliance with any applicable state or federal legislation governing discrimination or fairness in housing or business, and shall take action considered appropriate to carry out the purposes of any such legislation.

3.3 *Operation.* Manager shall continually operate the Property as a high-quality project, and shall perform all acts which are customary for the management of properties of like size and character or as may be required for the efficient and businesslike operation of the Property.

3.4 *Maintenance and Repairs.* Manager shall, within the limitations of the Institution-Approved Budget, see that the physical facilities, personal property, and grounds are at all times well maintained, kept in good order and repair, and in a proper state of cleanliness.

Manager shall, in accordance with the approved operating budget, make or contract for all repairs that shall reasonably be required to preserve, maintain, and keep the Property in first-class condition. To the extent that Manager must contract out for such services, all such contracts shall be the responsibility of Manager.

Manager shall obtain and maintain records and enforce any guarantees or warranties that may concern Institution's personal property included within the Property. Written approval of the Institution must be obtained before pursuing any legal remedies to enforce said guarantees or warranties.

3.5 *Emergency Maintenance and Repair.* In an emergency where repairs are immediately necessary for the preservation and safety of the Property, or to avoid the suspension of any essential service to the Property, or to avoid danger to life or property, or to comply with federal, state, or local law, such emergency repairs shall be made by Manager at Institution's expense without prior written approval. Manager shall report to the Institution full details of any emergency orally within one (1) business day and by written report remitted within one (1) week of the incident.

Manager shall notify Institution or Institution's designated insurance agent promptly of any personal injury or property damage occurring to or claimed by any tenant or third party on or with respect to the Property and to promptly forward to such insurance agent, with copies to Institution, any summons, subpoena, or other legal document served upon Manager relating to the actual or alleged potential liability of the Institution, Manager, or the Property, with copies to Institution of all such documents.

3.6 *Employment and Supervision of Personnel.* Manager shall employ and supervise all personnel required for the operation, maintenance, and management of the Property. All such employees shall be employees of the Manager, and shall not be employees of the Institution.

Manager agrees not to discriminate against any employee or applicant for employment in the performance of this Agreement, with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, disability, sexual orientation, status as a veteran, national origin or ancestry. Breach of this covenant may be regarded as a material breach of this agreement.

Manager shall procure and maintain worker's compensation insurance and employer's liability insurance covering all employees working on or about the Property, and fidelity bonds or employee dishonesty insurance, covering all employees who handle funds of the Institution.

Manager is solely responsible for payment of income, social security, and employment taxes due to the proper taxing authorities and Institution shall not deduct such taxes from any payments to Manager hereunder. Manager shall prepare, maintain, and file all necessary reports with respect to such taxes or deductions and all other necessary statements and reports pertaining to labor employed by Manager in or about the Property. Costs of administering and managing such personnel are to be borne by Manager.

3.7 *Disclosure.* Manager shall disclose the name of any property owned and/or managed by the Manager which is within a two (2)-mile radius of the Property and any other property owned and/or managed by the Manager which is in direct competition with the Property. Subsequent like-kind conflicts shall also be disclosed immediately upon occurrence.

3.8 *Institution-Approved Budget.* An annual budget shall be submitted to the Institution prior to the beginning of each fiscal year. Exhibit A, attached and incorporated herein by reference, is the approved annual budget for the base contract period. Said budget shall include a detailed listing of all the estimated expenses required to operate the property, including but not limited to Janitorial, Window Washing, Repair and Maintenance, Preventative Maintenance, Engineering, Interior Landscaping, Management Fees, Capital Improvements, Utilities, Insurance, Master Association Fees, Capital Reserves and any other customary operating expenses. Said budget shall not include any expenses relating to the leasing of any of the space to be subleased, including commissions, as these items will fall outside of the scope of this Agreement and shall be covered by a separate agreement.

Manager shall submit, along with the budget, a projection of capital expenditures for the forthcoming Fiscal Year. After approval by the Institution in writing, budget shall be used by Manager as a guide for the actual operation of the Property and shall be subject to comparisons monthly. Manager agrees to obtain prior approval for any normal operating expenditure(s) which would cause any budget variance of Five Thousand Dollars ($5,000) and over, per occasion in any budget year, except for emergencies. All expenses within the Institution-Approved Budget are to be borne by Institution, and it shall be the responsibility of the Institution, to make available sufficient funds to Manager to meet expenses anticipated in the Institution-Approved Budget.

3.9 *Operating Account.* Manager, serving as Agent for Institution, shall establish and maintain on behalf of Institution, a non-interest bearing operating account and, if necessary, an interest bearing reserve account. Said account(s) shall be opened in the name of Manager as trustee for Institution, and maintained in a federally insured bank or savings institution. All receipts and disbursements for the operation of the Property shall be handled through these account(s). Institution shall be responsible for providing funds to pay the Institution-approved cash requirements of the Property on a timely basis. Manager shall have no proprietary interest in Operating Account or reserve account, and all funds in these accounts shall at all times be the property of the Institution. All interest on the reserve account shall accrue to Institution.

3.10 *Collections.* Manager shall make all reasonable steps to collect, and enforce the collection of, all payments and other charges due Institution for tenants of the Property in accordance with the terms of their tenancies and state and federal law.

3.11 *Payment of Bills.* From the Operating and/or Reserve Account(s), Manager is hereby authorized to pay or reimburse itself for all Institution's expenses and costs of operating the Property, including property taxes, Institution's insurance premiums,

mortgage indebtedness, and for all other sums due Manager under this Agreement, including Manager's compensation under Section 2.1.

Institution shall give Manager advance written notice of at least seven (7) days if Institution desires Manager to make any additional monthly or recurring payments out of the proceeds from the Property. Any advance of funds by Manager must have prior approval by Institution.

In the event that the balance in the Operating and/or Reserve Account(s) is at any time insufficient to pay disbursements due and payable under Article II, Manager shall notify Institution of the deficiency. Manager shall give at least fifteen (15) days written notice to Institution of any funds required for deficiency and contingency reserve. Institution shall, immediately upon notice, remit to Manager sufficient funds to cover the deficiency and replenish the contingency reserve. In no event shall Manager be required to use its own funds to pay such disbursements, nor shall Manager be required to advance any monies to Institution or to bank accounts maintained by Manager on behalf of Institution. Manager shall pay, with all available Institution's funds, invoices in order of invoice date with the oldest taking the highest priority.

If Institution requests in writing and Manager elects to advance any money, only pursuant to a written agreement signed by both parties, in connection with the Property to pay any expenses for Institution, such advance shall be a loan subject to repayment with interest at an annual rate equal to the prevailing prime rate plus one and one-half percent (1.5%), calculated on a daily basis, and Institution hereby authorizes Manager to deduct such amounts from any monies due Institution.

Any balance existing in the Operating Account at the termination of this Agreement shall be returned to the Institution within thirty (30) days of termination, and the Institution agrees to pay expenses incurred during the term of the Agreement but which have not been received thirty (30) days after termination of the Agreement.

3.12 *Books, Records and Reports.* Manager shall establish and maintain an accounting and management reporting system that will duly account for all transactions relating to the Property.

On or before the thirtieth (30th) day of each month, Manager shall provide to Institution a report of the Property's operations for the preceding month, including:

☐ A detailed and itemized statement of all sources and uses of funds in a format satisfactory to Institution and Manager.

☐ A statement of ending balances in all trust accounts.

☐ General comments regarding the Property's operation and any requirements by Manager for the Institution, such as payments to cover unexpected expenses.

For a period of three (3) years following completion of the services called for hereunder, Institution or its authorized representatives shall at all reasonable times have access to the accounting records, books and other records of the Manager, in order to audit all charges for the services as they relate to the Property. Manager shall keep Institution notified in writing of the location of all such records. Institution shall have the right to audit said records and books at Institution's expense.

All original reports and documents are to be retained in Manager's possession. Copies, as required, will be made available to the Institution. Manager will retain said records for a period of three (3) years, or as required by law, after which time the records shall be transferred to Institution. At the termination of this agreement all records, except those required by law to be retained by Manager, shall be returned to Institution for retention.

3.13   *Use and Maintenance of Premises.* Manager agrees not to knowingly permit the use of the Property for any purpose which might void any policy of insurance relating to the Property or which might render any loss there under uncollectible, or which would be in violation of any government restriction.

3.14   *Parking Garage.* Manager agrees to assume a lead role on behalf of the tenants in addressing building parking garage safety issues and needs through the parking garage owner and operator. In addition the Manager agrees to seek parking alternatives for tenants as may be warranted from time to time.

3.15   *Local Communications.* Manager agrees to maintain regular communications with institution local personnel keeping the Operations Coordinator/Events Manager apprised of operational, scheduling, parking and other matters that may impact institutional operations and employees.

ARTICLE IV

INSURANCE AND INDEMNIFICATION

4.1   *Insurance*

4.1.1   *General Requirements.* Manager is required to carry the types and limits of insurance shown in this insurance clause, section 4.1.2, and to provide Institution with a Certificate of Insurance ("certificate"). Certificates shall be provided within seven (7) days of the signing of the contract by the Manager. Certificates shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below. All certificates shall provide for thirty (30) days' written notice to Institution prior to cancellation, non-renewal, or other material change of any insurance referred to therein as evidenced by return receipt of United States certified mail. Said certificates shall evidence compliance with all provisions of this section.

Additionally and at its option, Institution may request certified copies of required policies and endorsements. Such copies shall be provided within (10) ten days of the Institution's request.

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

All policies shall name Institution as Additional Insured. On the certificate, the Institution shall be stated as: "State of Idaho and The Regents of the University of Idaho". Certificates shall be mailed to: University of Idaho, Risk Management, 875 Perimeter Drive, MS 3162, Moscow, ID 83844-3162.

Failure of Institution to demand such certificate or other evidence of full compliance with these insurance requirements or failure of Institution to identify a deficiency from evidence that is provided shall not be construed as a waiver of Manager's obligation to maintain such insurance.

No Representation of Coverage Adequacy. By requiring insurance herein, Institution does not represent that coverage and limits will necessarily be adequate to protect Manager, and such coverage and limits shall not be deemed as a limitation on Manager's liability under the indemnities granted to Institution in this section.

    4.1.2 *Required Insurance Coverage.* Manager shall at its own expense obtain and maintain:

        4.1.2.1 *Commercial General and Umbrella / Excess Liability Insurance.* Manager shall maintain Commercial General Liability ("CGL") written on an occurrence basis and with a limit of not less than $1,000,000 each occurrence and in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than $1,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent contractors, products-completed operations, personal injury and advertising injury, and liability assumed under a Manager contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy.

        4.1.2.2 *Commercial Auto Insurance.* For any corporate vehicles in use, Manager shall maintain a Commercial Auto policy with a Combined Single Limit of not less than $1,000,000; Underinsured and Uninsured Motorists limit of not less than $1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than

$10,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included.

4.1.2.3 *Personal property*. Manager shall purchase insurance to cover Manager's personal property. In no event shall Institution be liable for any damage to or loss of personal property sustained by Manager, even if such loss is caused by the negligence of Institution, its employees, officers or agents. Waiver of subrogation language shall be included.

4.1.2.4 *Workers' Compensation*. Manager shall maintain all coverage statutorily required of the Manager, and coverage shall be in accordance with the laws of Idaho. Manager shall maintain Employer's Liability with limits of not less than $100,000 / $500,000 / $100,000.

4.1.2.5 *Professional Liability*. If available generally to members of the Manager's profession, Manager shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars ($1,000,000).

4.2 *Indemnification and Hold Harmless*. Manager shall indemnify, defend and hold harmless the State of Idaho, and Institution and its governing board, employees, agents, and assigns, from and against any and all claims, losses, damages, injuries, liabilities and all costs, including attorneys fees, court costs and expenses and liabilities incurred in or from any such claim, arising from any breach or default in the performance of any obligation on Manager's part to be performed under the terms of this Agreement, or arising from any act, negligence or the failure to act of Manager, or any of its agents, contractors, employees, invitees or guests.

Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, the University shall indemnify and hold harmless Manager, its agents, and employees, from and/or against any and all claims, damages, and liabilities (including reasonable attorney's fees) that may be suffered or incurred and that arise as a direct result of and which are caused by the University's possession, operations, or performance under this agreement. This indemnification does not apply when such claims, damages, and liabilities are the result of negligent acts, errors, omissions or fault on the part of Manager, its agents or assigns, or when the claim or suit is made against Manager by the University, the State of Idaho, or any of its agencies. Manager shall promptly notify the University of Idaho, Attn: Risk Management Officer, 875 Perimeter Dr., MS 3162, Moscow, Idaho 83844-3162, of any such claim of which it has knowledge and shall cooperate fully with the University or its representatives in the defense of the same. The University's liability coverage is provided through a self-funded liability program administered by the State of Idaho Office of Insurance Management. Limits of liability, and this indemnification, are $500,000 Combined Single Limits, which amount is the University's limit of liability under the Idaho Tort Claims Act.

ARTICLE V

TERMINATION

5.1 *Termination of Contract.* Notwithstanding the provisions of Article I above to the contrary, either party may terminate this Agreement at any time at its election, provided only that at least sixty (60) days written notice of such termination is given to the other party.

5.2 *Obligations Upon Termination.* Upon termination of this Agreement, for whatever reason, each party shall promptly pay to the other, as soon as the same is determinable after the effective date of termination, all amounts due such other party under the terms of this Agreement, and upon such payment neither party shall have any further claim or right against the other, except as expressly provided hereinafter.

Upon termination for whatever cause, Manager shall, not later than the effective date of termination, deliver to the Institution, copies of documents in its possession necessary or desirable for the operation of the property, including but not limited to: all books, permits, plans, records, licenses, contracts and other documents pertaining to the Property and its operation, all insurance policies, bills of sale, or other documents evidencing title or rights of the Institution.

All personal property of Institution, whether on the premises of the Property or elsewhere, shall be delivered intact to Institution or Institution's representative. The Operating Account provided for in Section 3.9 hereof will be transferred as directed by the Institution. Manager further agrees to do all other things reasonably necessary to cause an orderly transition of the management of the Property without detriment to the rights of the Institution or to the continued management of the Property.

ARTICLE VI

MISCELLANEOUS PROVISIONS

6.1 *Headings.* The headings used herein are for purposes of convenience only and should not be used in constructing the provisions hereof.

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

To the Institution: Vice President for Finance and Administration
                    University of Idaho
                    875 Perimeter Dr., MS 3168

Moscow, ID 83844-3168
Phone: (208) 885-6174
Fax: (208) 885-5504

with copies to:

Assistant Vice President, Facilities
University of Idaho
875 Perimeter Dr. MS 2281
Moscow, ID 83843-2281
Phone: (208) 885-6246
Fax: (208) 885-9333

and

Associate Vice President & CEO
University of Idaho
322 East Front Street; Suite #350
Boise, ID 83702
Phone: (208)364-4002
Phone: (208) 364-4041 (direct line)
Fax: (208) 364-4084

To Manager: Oppenheimer Development Corporation
877 W. Main St., Suite 700
Boise, Idaho 83702

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

6.3 *Relationship of the Parties.* It is expressly understood that Manager is an independent contractor and not the partner, or employee of Institution. Manager and Manager's workers are not employees of Institution and are not entitled to tax withholding, Workers' Compensation, unemployment compensation, or any employee benefits, statutory or otherwise. The relationship between the parties is that of principal and agent, and Manager is governed under the regulations promulgated by the Idaho Real Estate Commission.

6.4 *Covenant of Further Assurances.* The parties hereby agree to execute such other documents and perform such other acts as may be necessary or desirable to carry out the purposes of this Agreement.

6.5. *Confidentiality of Information.*

6.5.1   Manager agrees to keep confidential and not to disclose to third parties any information provided by Institution pursuant to or learned by Manager during the course of this Agreement unless Manager has received the prior written consent of Institution to make such disclosure. This obligation of confidentiality does not extend to any information that:

6.5.1.1 Was in the possession of Manager at the time of disclosure by Institution, directly or indirectly;

6.5.1.2 Is or shall become, through no fault of Manager, available to the general public, or

6.5.1.3 Is independently developed and hereafter supplied to Manager by a third party without restriction or disclosure.

6.5.2   This provision shall survive expiration and termination of this Agreement.

6.6   *Entire Agreement.*   This document represents the entire agreement between the parties with respect to the subject matter hereof, and to the extent inconsistent therewith, supersedes all other prior agreements, representations, and covenants, oral or written. Amendments to this Agreement must be in writing and signed by both parties.

6.7 *Assignment.* Institution shall have the right to assign at its discretion, this agreement and all its rights, duties and responsibilities to the entity or entities who either are owner-occupants in the Idaho Water Center or who are charged with managing the Water Center under the IWC Condominium Declaration.   Manager may not assign the rights or delegate the obligations under this Agreement without Institution's prior written consent.

6.8   *Successors and Assigns.*   Subject to the limitations concerning assignment, this Agreement shall be binding upon and inure to the benefit of the parties, their heirs, legal representatives and successors.

6.9   *Attorney Fees.* In the event of any controversy, claim or action being filed or instituted between the parties to this Agreement to enforce the terms and conditions of this Agreement or arising from the breach of any provision hereof, the prevailing party will be entitled to receive from the other party all costs, damages, and expenses, including reasonable attorneys' fees, incurred by the prevailing party, whether or not such controversy or claim is litigated or prosecuted to judgment. The prevailing party will be that party who was awarded judgment as a result of trial or arbitration, or who receives a payment of money from the other party in settlement of claims asserted by that party.

6.10   *Non-Waiver.*   The delay or failure of either party to exercise any of its rights under this Agreement for a breach thereof shall not be deemed to be a waiver of such rights, nor shall the same be deemed to be a waiver of any subsequent breach, either of the same provision or otherwise.

6.11   *Representations and Warranties.* Manager represents and warrants the following: (a) that it is financially solvent, able to pay its debts as they mature, and possessed of sufficient working capital to provide the equipment and goods, complete the services, and perform its obligations hereunder; (b) that it is able to furnish any of the plant, tools, materials, supplies, equipment, and labor required to complete the services required hereunder and perform all of its obligations hereunder and has sufficient experience and competence to do so; (c) that it is authorized to do business in Idaho, properly licensed by all necessary governmental and public and quasi-public authorities having jurisdiction over it and the services, equipment, and goods required hereunder, and has or will obtain all licenses and permits required by law; (d) that in performing the services called for hereunder Manager will not be in breach of any agreement with a third party; and (e) that it has familiarized itself with the local conditions under which this agreement is to be performed.

6.12   *Compliance with Rules, Regulations, and Instructions.* Manager shall follow and comply with all rules and regulations of the Institution and the reasonable instructions of Institution personnel. The Institution reserves the right to require the removal of any worker it deems unsatisfactory for any reason. Manager shall comply with all local, state and federal laws in its performance of this agreement.

6.13 *Time of the Essence.* Time is of the essence of this Agreement.

6.14 *Governing Law.* This Agreement shall be governed by and construed in accordance with the laws of the State of Idaho.

6.15 *Severability.* Every provision of this Agreement is intended to be severable. If any term or provision hereof is illegal for any reason whatsoever, such provision shall be severed from the Agreement and shall not affect the validity of the remainder of this Agreement.

6.16   *Appropriations clause.* The Institution's obligations and liabilities are subject to the appropriation of funds from the state of Idaho, which appropriation shall be in the state of Idaho's sole discretion, from revenues legally available to the Institution for the ensuing fiscal year(s) for the purposes of this Agreement. If the state of Idaho does not appropriate the funds for the purpose of this Agreement, the Agreement shall not renew and shall terminate and neither party shall have any further obligations hereunder

6.17 *Authority.* Institution and Manager hereby certify that each is duly authorized to execute the foregoing Agreement and that the Agreement, when so executed, will be binding upon the Institution and Manager in accordance with its terms and no further authorization is required.

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed as of the day and year first above written.

INSTITUTION: THE REGENTS OF THE UNIVERSITY OF IDAHO

By: _____
    Brian Foisy

Title: Vice President, Finance and Administration

Date: _____

MANAGER: OPPENHEIMER DEVELOPMENT CORPORATION

By: _____
    Jeremy Malone

Title: Vice President

Date: APRIL 19, 2019

IDAHO WATER CENTER
FY2020 OPERATING BUDGET

G/L Act		JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	BUDGET 2020	BUDGET 2019	PER SF 2020
	EXPENSES															
	UTILITIES															
6110	ELECTRICITY	21,000	23,000	19,000	15,500	15,000	14,000	13,000	13,000	14,000	16,000	17,250	21,000	201,750	208,550	$0.98
6120	NATURAL GAS	10	10	10	10	10	10	10	10	10	10	10	10	120	0	$0.00
6123	GEOTHERMAL	500	500	500	500	1,500	4,500	4,500	3,500	1,500	500	500	500	19,000	18,750	$0.09
6130	WATER	3,000	0	3,000	0	1,500	0	750	0	650	0	3,000	0	11,900	13,550	$0.06
6145	SEWER	800	800	800	800	800	800	800	800	800	800	800	800	9,600	5,905	$0.05
6155	TRASH	750	800	750	800	750	800	750	800	750	800	750	800	9,300	9,300	$0.05
6170	TELEPHONE	570	570	570	570	570	570	570	570	570	570	570	570	6,840	5,640	$0.03
	TOTAL UTILITIES	26,630	25,680	24,630	18,180	20,130	20,680	20,380	18,680	18,280	18,680	22,880	23,680	258,510	261,695	$1.25
	JANITORIAL															
6210	JANITORIAL CONTRACT	12,335	12,335	12,335	12,335	12,335	12,335	12,335	12,335	12,335	12,335	12,335	12,335	148,017	150,000	
6220	WINDOW WASHING	0	1,500	-	-	5,650	-	1,500	-	-	-	8,150	-	16,800	17,500	
6230	OTHER JANITORIAL CLEANING	1,500	0	0	1,500	0	0	1,500	0	0	1,500	0	0	6,000	6,000	
6240	DAY MATRON	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	2,787	33,441	32,291	
	TOTAL JANITORIAL	16,622	16,622	15,122	16,622	20,772	15,122	18,122	15,122	15,122	16,622	23,272	15,122	204,258	205,791	$0.99
	MAINTENANCE CONTRACT WAGES															
6310	MAINTENANCE CONTRACT WAGES	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	162,660	156,000	
	TOTAL MTNCE. CONTRACT WAGES	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	13,555	162,660	156,000	$0.79
	SUPPLIES															
6410	JANITORIAL	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	2,250	27,000	26,400	
6420	ELECTRICAL	700	700	700	700	700	700	700	700	700	700	700	700	8,400	9,000	
6430	PLUMBING	200	200	200	200	200	200	200	200	200	200	200	200	2,400	2,400	
6440	HVAC	1,500	500	500	500	2,000	500	1,500	500	500	500	2,000	500	11,000	10,000	
6450	MISCELLANEOUS	250	250	250	250	250	250	250	250	250	250	250	250	3,000	3,000	
	TOTAL SUPPLIES	4,900	3,900	3,900	3,900	5,400	3,900	4,900	3,900	3,900	3,900	5,400	3,900	51,800	50,800	$0.25
	REPAIRS/MAINTENANCE															
6510	HVAC MAINTENANCE CONTRACT	400	400	400	400	400	400	400	3,400	400	400	400	400	7,800	6,100	
6520	HVAC	2,500	0	40,000	2,500	0	0	2,500	0	0	2,500	0	0	50,000	10,000	
6530	ELEVATOR MAINTENANCE CONT.	2,156	2,156	2,856	2,156	2,156	2,156	2,267	2,267	2,267	2,267	2,267	2,267	27,238	41,935	
6550	COMMON AREAS	0	12,000	2,500	8,000	0	2,500	0	5,000	2,500	0	0	2,500	35,000	55,000	
6560	ROOF REPAIRS	0	0	0	0	300	0	0	0	0	0	300	0	600	600	
6570	EXTERIOR REPAIRS	1,000	0	2,000	1,000	0	0	1,000	0	2,000	1,000	0	0	8,000	8,000	
6575	GEN/FIRE PUMP	0	0	800	0	0	0	0	400	0	0	0	0	1,200	1,200	
6585	MISCELLANEOUS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	TOTAL REPAIRS/MAINT.	6,056	14,556	48,556	14,056	2,856	5,056	6,167	11,067	7,167	6,167	2,967	5,167	129,838	122,835	$0.63
	BUILDING SECURITY															

CONSENT - BAHR - SECTION II

TAB 2 Page 1

IDAHO WATER CENTER
FY2020 OPERATING BUDGET

G/L Act		JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	BUDGET 2020	BUDGET 2019	PER SF 2020
	EXPENSES															
6610	SECURITY	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	1,900	22,800	22,800	
6620	LIFE SAFETY	170	170	10,670	670	170	670	170	170	670	170	170	670	14,540	14,540	
6625	FIRE MONITORING	26	26	26	26	26	26	26	26	26	26	26	26	312	312	
6630	MISCELLANEOUS	250	0	0	0	0	0	250	0	0	0	0	0	500	8,000	
	TOTAL BLDG. SECURITY	2,346	2,096	12,596	2,596	2,096	2,596	2,346	2,096	2,596	2,096	2,096	2,596	38,152	45,652	$0.18
	LANDSCAPE SERVICES (INCLUDED IN ASSOCIATION FEES?)															
6710	LANDSCAPE MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6720	SPRINKLER SYSTEM MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6730	COMMON AREA PLANTINGS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6740	PARKING LOT MAINTENANCE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
6750	SNOW REMOVAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	TOTAL LANDSCAPE SERVICES	0	0	0	0	0	0	0	0	0	0	0	0	0	0	$0.00
	INSURANCE															
6810	PROPERTY INSURANCE	3,246	3,246	3,246	3,246	3,246	3,246	3,246	3,246	3,246	3,246	3,246	3,246	38,950	38,950	
	TOTAL INSURANCE	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	3,446	41,347	38,950	$0.20
	TOTAL DIRECT EXPENSES	73,554	79,854	121,804	72,354	68,254	64,354	68,915	67,865	64,065	64,465	73,615	67,465	886,565	886,403	$4.30
	MANAGEMENT FEES															
7100	MANAGEMENT FEES	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	157,500	150,000	
	TOTAL MANAGEMENT FEES	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	13,125	157,500	150,000	$0.76
	ADMINISTRATIVE COSTS															
7400	PROFESSIONAL DUES/SUBSCRIPTIONS	250	250	250	250	250	250	250	250	250	250	250	250	3000	2,400	
7487	PARKING EXPENSE	500	500	500	500	500	500	500	500	500	500	500	500	6000	6,000	
7420	OFFICE SUPPLIES	100	100	150	100	100	150	100	100	150	100	100	150	1400	1,400	
7430	CONDO ASSOCIATION	1,899	1,671	1,671	2,186	1,825	849	1,883	793	1,722	1,899	1,722	1,732	19852	20,226	
7445	BANK FEES	50	50	50	50	50	50	50	50	50	50	50	50	600	900	
7490	MISC. EXPENSE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
	TOTAL ADMIN. COSTS	2,799	2,571	2,621	3,086	2,725	1,799	2,783	1,693	2,672	2,799	2,622	2,682	30,852	30,926	$0.15
	TOTAL EXPENSES	89,478	95,550	137,550	88,565	84,104	79,278	84,823	82,683	79,862	80,389	89,362	83,272	1,074,917	1,036,187	

$5.21

NOTE: These projections are prepared solely for internal use by Oppenheimer Development Corporation and are based on assumptions and estimates which may change or may be wholly inaccurate. Any other use of this schedule is absolutely unauthorized.

SUBJECT
Idaho Established Program to Stimulate Competitive Research (EPSCoR) Committee Appointments

REFERENCE

October 2014	Board appointed Dr. Todd Allen as the INL Representative to the Idaho EPSCoR Committee (Replacing Dr. Hill)
February 2015	Board appointed Senator Tippits to the Idaho EPSCoR Committee (Replacing Senator Goedde)
April 2015	Board appointed Dr. Cornelis J. Van der Schyf to the Idaho Established Program to Stimulate Competitive Research (replacing Dr. Howard Grimes)
October 2015	Board reappointed Representative Maxine Bell and Doyle Jacklin and appointed Gynii Gilliam and Senator Roy Lacey (replacing Doug Chadderdon and Senator Tippits, respectively)
June 2016	Board appointed Dr. Kelly Beierschmitt to the committee (replacing Todd Allen)
December 2016	Board reappointed Laird Noh, and appointed Dr. David Hill and Skip Oppenheimer to the committee.
April 2017	Board appointed Senator Nye to the committee, replacing Senator Lacey.
June 2017	Board reappointed David Tuthill and Leo Ray to the committee, both representing the private sector.
October 2018	Board appointed Dr. Harold Blackman (replacing Dr. Mark Rudin) and Dr. Todd Combs (replacing Dr. Kelly Beierschmitt).

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section III.W., Higher Education Research

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT – Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION
The Established Program to Stimulate Competitive Research (EPSCoR) represents a federal-state partnership to enhance the science and engineering research, education, and technology capabilities of states that traditionally have received smaller amounts of federal research and development funds. As a participating state, Idaho EPSCoR is subject to federal program requirements and policies established by the Idaho State Board of Education (Board). The purpose of EPSCoR is to build a high-quality, academic research base to advance science,

technology, engineering and mathematics (STEM) to stimulate sustainable improvements in research and development capacity and competitiveness.

Idaho EPSCoR is guided by a committee of sixteen (16) members appointed by the Board for five (5) year terms. The membership of this committee is constituted to provide for geographic, academic, business and state governmental representation as specified in Board Policy III.W. and includes the Vice Presidents of Research from the University of Idaho, Boise State University, and Idaho State University who serve as voting ex-officio members. Members are allowed to serve up to three (3) consecutive terms. Ex-officio members serve without terms.

The Idaho EPSCoR Committee is recommending the reappointment of both David Barnaby and Gynii Gillian as private sector representatives.

ATTACHMENTS
Attachment 1 – Current Committee Membership
Attachment 2 – Letter of Interest, David Barneby
Attachment 3 – Letter of Interest, Gynii Gilliam

STAFF COMMENTS AND RECOMMENDATIONS
Staff recommends approval.

BOARD ACTION
I move to reappoint David Barneby to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2019 through June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to reappoint Gynii Gilliam to the Established Program to Stimulate Competitive Research – Idaho Committee to serve as a representative of the private sector, for a term effective from July 1, 2019 through June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

EPSCoR Committee Members

VOTING MEMBERS (16 members)

Member Name	Original Appt.	Re-appointment	Expires	Representing	Position	Board Meeting
Barneby, David G.	9/9/2008	1/1/2014	6/30/2019	Private Sector	(Retired)VP Nevada Power	12/19/2013 2/27/2014
Combs, Todd	10/18/2018		6/30/2021	INL		10/18/2018
Bell, Maxine	12/13/2006	10/22/2015	6/30/2020	House of Rep	House of Rep.	4/22/2005 10/22/2015
Borud, Matt	4/17/2014		Ex-officio	Commerce	Idaho Department of Commerce	4/17/2014
Dave Tuthill	8/16/2012	6/15/2017	6/30/2022	Private Sector		6/15/2017 8/16/2012
Gilliam, Gynii	10/22/2015		6/30/2019	Private Sector		10/22/2015
Jacklin, Doyle	12/13/2006	2/18/2010 10/22/2015	6/30/2020	Private Sector		4/22/2005 2/18/2010 10/22/2015
Nelson, Janet	12/15/2016		Ex-officio	VPR	UI - VPR	12/15/2016
Noh, Laird	12/13/2006	7/1/2011 7/1/2016	6/30/2021	Private Sector	Vice-Chair	(6/27/2012) 12/9/2010 12/15/2016
Nye, Mark	4/20/2017		6/30/2020	Senate	State Senate	4/20/2017
Oppenheimer, Skip	12/15/2016		6/30/2021	Private Sector		12/15/2016
Ray, Leo	12/16/2006	7/1/2011 6/15/2017	6/30/2022	Private Sector	Fish Breeders	(6/27/2002) 12/9/2010 6/15/2017
Blackman, Harold	10/18/2018		Ex-officio	VPR	BSU - VPR	10/18/2018
Shreeve, Jean'ne	12/13/2006	2/21/2013	6/30/2019	Private Sector	UI - Professor	4/22/2005 2/21/2013
Stevens, Dennis	(1/23/01) 4/22/2005	4/22/2005 2/18/2010 10/22/2015	6/30/2020	Private Sector	Physician	4/22/2005 2/18/2010 10/22/2015
Vacant			Ex-officio	VPR	ISU - VPR	

NON-VOTING MEMBERS (2 members)

Member Name	Original Appt.		Expires		Position	
TBD	----		Ex-officio		Representative from Governors Office	
David Hill	12/15/2016		Ex-officio		Idaho State Board Members	12/15/2016

May 9, 2019

Dr. Laird Noh, Chairman
Idaho State EPSCoR Committee

Subject: EPSCoR
          Committee Member Reappointment

Dear Laird:

My term on the EPSCoR Committee expires this year. It would be an honor to serve another term on this committee.

Attached is my resume for your reference. Please let me know if you need any additional information from me.

Sincerely,

David G. Barneby
3083 E. 3100 N
Twin Falls, ID 83301

Cc: Rick Schumaker

Attachment

David G. Barneby

David Barneby is a retired utility executive with 35 years of experience in the power industry. Throughout his career he worked with fossil fired power plants, including four coal-fired plants. He received a Mechanical Engineering degree in 1967 from California State Polytechnic, San Luis Obispo, CA. Dave retired in Fall, 2001, and now resides in Twin Falls, Idaho.

Volunteer Experience

- Currently completing second term as a member of the EPSCOR Idaho State Committee.
- Volunteered as a Fifth Judicial District Court Appointed Special Advocate from 2006 to 2016; handling 25 child protection cases involving and representing about 60 children.
- Served on the Cal Poly San Luis Obispo Dean of Engineering's Industry Advisory Board from 1993-1999.
- Served on the UNLV Dean of Engineering Industry Advisory Board from 1994 to 1999.

Work Experience

1999-2001 - Vice President Generation for Nevada Power Company (NPC) and Sierra Pacific Power Company. During this period, as directed by the NV. Public Utilities Commission and the Nevada Legislature, Sierra Pacific Resources sold several of its wholly owned generating facilities to independent generators for $1.6 billion. In 2001, NV reversed its course and prohibited the sales.

1998-1999 - Assigned as NPC's merger integration leader, working with a Sierra Pacific Resources (SPR) counterpart, to plan and implement the successful integration of two merging utility companies. Later, between 1999 and 2001, performed integration planning duties for the attempted acquisition by SPR of Portland General Electric Co.

1993-1999 - Vice President, Power Delivery, NPC. Responsible for all power production engineering, operation, and construction. Also responsible for line department, substation department, and communication department activities, and fuel procurement and management.

1989-1999 – Member of the Coordinating Committees managing 275 MW Reid Gardner #4, 550 MW Valmy Station, 2300 MW Navajo Station, and 1600 MW Mohave Station, all coal-fired plants.

1989-1993 - Vice President, Power Supply, NPC. Responsible for power production engineering, operation, and construction. Also responsible for company environmental activities, fuel procurement and management, and power system dispatch, including short term power procurement activities.

1983-1989 - Manager, Generation Engineering and Construction Dept., NPC. Responsible for all engineering, large contracted maintenance projects, and construction activities on NPC generating facilities.

1974-76 & 1983-89 – Member of the Engineering and Operating Committees, Mohave Station and Navajo Station.   Served as NPC's owner representative on these coal fired joint ownership projects' steering committees.

1979-1983 - Project Manager, Engineering, Construction, and Startup of Reid Gardner #4, a 275 MW, $316 million coal fired unit built with the California Department of Water Resources as partner. This was a fast track project, with an urgent need for timely 1983 completion because of expiring power supply contracts held by the State of California.

1976-1979 - Plant Superintendent, Reid Gardner Station. Responsible for the on site management of a three unit, 375 MW coal fired generating plant with flue gas scrubbing at Moapa, NV.

1974-1976 - Mechanical Engineer, NPC. Duties included project engineering and management of the construction and startup of Reid Gardner #3.

1971-1974 - Associate Mechanical Engineer, NPC. Projects included project management duties on Clark #4 and project engineering duties on the retrofit of flue gas scrubbers onto Reid Gardner Units 1 & 2. Duties also included engineering on Reid Gardner #3, a new 125 MW coal fired with flue gas scrubbing.

1970-1971 - Assistant Mechanical Engineer, NPC. Projects included engineering on Clark #4, a 50 MW combustion turbine peaking unit. Also provided support to NPC Legal and Engineering Departments as Clark County enacted the most stringent coal fired power plant air pollution control regulations in the US at that time.

1967-1970 - US Army.
US Army Corps of Engineers Officer Candidate School, Ft. Belvoir, VA., commissioned Second Lieutenant 1968.
US Army, 1968 & 1969, attended Engineer Equipment Officer Course, then assigned as a Test Officer at US Armor and Engineer Board, Ft. Knox, KY.
US Army 1969 and 1970, 20th Engineer Brigade, Phu Loi, S. Viet Nam. Commanded an asphalt batch plant and asphalt paving enhanced platoon, constructed roads and airfield facilities in the area N and W of Saigon. Performed road construction in 1970 in Cambodia during the incursion.

1967 - Junior Mechanical Engineer, NPC Generation Department. Performed engineering work and construction inspection duties on Reid Gardner #2, a 125 MW coal fired generating unit

Summers 1965 & 1966 - Engineer in Training, Nevada Power Company (NPC), Las Vegas, NV. Power Plant testing assignments.

<u>**Personal**</u>
- Retired Oct. 1, 2001, moved to Twin Falls, ID. Currently operates a small farm, manages investments, and performs volunteer work.
- Married 1972-present, two adult daughters.

David G. Barneby
3083 E. 3100 N.
Twin Falls, ID 83301
(208) 329-7228
(208) 308-3451

May 8, 2019

Dear Chairman Noh,

Thank you for the opportunity to extend my NSF EPSCoR committee term; I am very interested in staying on as a member of the committee.

As one of the economic development professionals in the state, my affiliation with NSF EPSCoR has been very beneficial both for my organization and our state professional organization. As an industry, we value our critical partnership with higher education –the talent from universities help drive our economy. We also know that university activity, including R&D, can be a leading factor in a community's and our state's success in economic development. Having first-hand and direct knowledge of some of the key R&D our universities are engaged in has allowed me to share the information with not only my colleagues statewide through the Idaho Economic Development Association, but also nationally through the International Economic Development Corporation. I also hope that my perspective as an economic development professional contributes to the variety of views that we bring to the committee. Moreover, as we lean more and more towards developing a knowledge-based economy in the state, it's imperative that we're aware of what's happening in our universities.

On a personal note, I love the sciences. Up to my junior year at UCLA, I was a biology and chemistry major. I switched to political science and economics, when I got an internship with a consulting firm working in the field of economic development. I still enjoy reading about recent developments in chemistry, physics, space exploration and any field of science and technology. Being a part of the NSF EPSCoR committee allows me to stay connected with this personal interest, in addition to the professional benefits.

I look forward to continuing to serve on the committee. I've attached a short bio to this letter. However, if you need a more comprehensive copy of my resume, I'd be happy to forward it to you.

Thank you,

Ms. Gynii Abracosa Gilliam
President & CEO
Coeur d'Alene Area Economic Development Corporation/Jobs Plus, Inc.

Coeur d'Alene Area
Economic Development Corporation

210 Sherman Avenue, Suite 206 – Coeur d'Alene, Idaho 83814

Gynii Abracosa Gilliam is the President and CEO of the Coeur d'Alene Area Economic Development Corporation (CdAEDC/Jobs Plus, Inc.). She is charged with helping create healthy communities in the North Idaho region by diversifying the economy, helping businesses create jobs, and empowering its citizens with quality jobs. She joined CdAEDC in March of 2015, and since then has led the local team that has helped businesses bring over 2000 direct jobs and over $150M in capital investment to the county.

Prior to joining CdAEDC, she served as the chief economic development officer for the Idaho Department of Commerce, President of the Bannock Development Corporation, and the Executive Director of the Salmon/Lemhi Economic Development Organizations. Gynii has over 25 years of experience in the field, in both the private and public sectors –from rural communities of 500 to urban centers, like Los Angeles and Detroit.

Gynii was a Graduate Fellow at the University of Michigan where she received her Master in Urban and Regional Planning, and a California State Scholar at UCLA where she received her Bachelor of Arts in Political Science. Gynii has two sons, Jonathan, an architect in Los Angeles; and Michael an ER Nurse in Boise.

CONSENT - IRSA **TAB 3 Page 2**

SUBJECT
State General Education Committee Appointments

REFERENCE

October 2014	The Board approved membership of the General Education Committee.
June 2016	The Board appointed Jana McCurdy (CWI), Dr. Margaret Johnson (ISU), and Kenton Bird (UI) to the General Education Committee.
December 2016	The Board appointed Dr. Joanne Tokle (ISU) and John Bieter (BSU) to the General Education Committee.
August 2017	The Board appointed Lori Barber, representing EITC, to the General Education Committee.
October 2017	The Board appointed Cher Hendricks, representing UI, to the General Education Committee.
April 2019	The Board appointed Dean Panttaja, representing the UI, and Whitney Smith-Schuler, representing CSI, to the General Education Committee.

APPLICABLE STATUTE, RULE, OR POLICY
Governing Policies and Procedures section III.N. General Education

ALIGNMENT WITH STRATEGIC PLAN
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION
Consistent with Board Policy III.N, the state General Education Committee is responsible for reviewing the competencies and rubrics of the general education framework for each institution to ensure its alignment with the Association of American Colleges and Universities (AAC&U) Essential Learning Outcomes. Board Policy III.N also provides that faculty discipline groups have ongoing responsibilities for ensuring consistency and relevance of General Education competencies related to their discipline. The General Education Committee consists of a representative from each Idaho public postsecondary institution appointed by the Board; a representative from the Division of Career Technical Education, as an ex officio member; a representative from the Idaho Registrars Council; and the Office of the State Board of Education's Chief Academic Officer, who serves as chair to the committee.

The College of Western Idaho (CWI) has forwarded the name of Greg Wilson for consideration to replace Jana McCurdy who is transitioning to a full-time faculty position at CWI.

IMPACT
The proposed appointment replaces CWI's representative on the Committee.

ATTACHMENTS
Attachment 1 – Current General Education Committee Membership

STAFF COMMENTS AND RECOMMENDATIONS
Mr. Greg Wilson earned a Bachelor of Arts in English from the University of Idaho, a Masters in Theology from Dallas Theological Seminary, and an Master of Arts in English from the University of Dallas. He spent the next 10 years teaching English and Theology in Nigeria, before moving back to Boise where he grew up. Over the last 10 years, he taught at a local high school, The Ambrose School, as well as teaching as an adjunct at Boise State University and the College of Western Idaho. In 2013, he was hired as a full-time lecturer for the Multidisciplinary Studies Program at Boise State University, where he also headed up their program assessment and review team. Starting in August of 2019, Mr. Wilson will be the General Education Coordinator for the College of Western Idaho and will be taking over responsibilities on the State General Education Committee for Jana McCurdy.

Board staff recommends approval.

BOARD ACTION
I move to appoint Mr. Greg Wilson, representing the College of Western Idaho to the General Education Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education
General Education Committee

Mary Flores is the Dean for Academic Programs at Lewis-Clark State College – Mary Flores was appointed in **October, 2014**

Larry Briggs is the Dean of General Studies at North Idaho College – Larry Briggs was appointed in **October, 2014**

Jana McCurdy is the General Education Coordinator at the College of Western Idaho – Jana McCurdy was appointed in **June, 2016**

John Bieter is the Director of the Foundational Studies Program at Boise State University – John Bieter was appointed in **December, 2016**

Joanne Tokle is Acting Dean, College of Business and Associate Vice President for Academic Affairs at Idaho State University – Joanne Tokle was appointed in **December, 2016**.

Lori Barber is the General Education Director at College of Eastern Idaho – Lori Barber was appointed in **August, 2017**

Dean Panttaja is the Director of General Education and the Vice Provost for Academic Initiatives Department at the University of Idaho – **Dean Panttaja was appointed in April, 2019**

Whitney Smith-Schuler is the Department Chair for General and Liberal Studies at the University of Idaho –**Whitney Smith-Schuler was appointed in April, 2019**

Adrian San Miguel is the Director of Program Standards at the Division of Career Technical Education, a representative from the Division of Career Technical Education, as an ex officio member.

Mandy Nelson is the Associate Registrar-Catalog and Evaluation Services/NCAA at Boise State University, a representative from the Idaho Registrars Council, as an ex officio member.

Randall Brumfield is the Chief Academic Officer at the Office of the State Board of Education, who serves as Chair of the Committee.

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

SUBJECT
WWAMI Admissions Committee Appointments

REFERENCE

June 18, 2015	The Board approved the three-year appointment of Dr. Lance Hansen, renewable once for an additional three years.
April 20, 2017	The Board confirmed proposed WWAMI Admissions Committee members, Dr. Robert McFarland and Dr. Jennifer Gray to serve a three-year term, renewable once for an additional three years.
February 15, 2018	The Board confirmed proposed WWAMI Admissions Committee member, Dr. Cyndi Robison Hayes to serve a three-year term, renewable once for an additional three years.

ALIGNMENT WITH STRATEGIC PLAN
Goal 4: WORKFORCE READINESS – Objectives A: Workforce Alignment; and Objective B: Medical Education.

BACKGROUND/DISCUSSION
The Idaho WWAMI Admissions Committee consists of Idaho physicians who interview Idaho applicants interested in attending the University of Washington School of Medicine. The members of the Idaho WWAMI Admissions Committee serve three-year terms which are renewable once for an additional three years. The terms of the members are staggered so there are always senior members on the committee. Idaho physicians currently serving on the committee are: Lance Hansen, MD, Family Physician of Montpelier, Robert McFarland, MD, Family Physician of Coeur d'Alene, Jennifer Gray, MD, Family Physician of McCall, and Cyndi Robison Hayes, MD, (OBGYN) of Boise.

During the 2019 interview season Idaho WWAMI interviewed a significant number of applicants, and this workload volume has inundated the four members currently serving on the Idaho Admissions Committee. To address the increasing work demands, associated with reviewing and interviewing a growing applicant pool, WWAMI has requested three additional committee positions be provided. This would expand the committee size from four to seven members. The Idaho WWAMI Admissions Oversight Nominating Committee has identified three outstanding Idaho physicians to serve on the Committee for the University of Washington School of Medicine.

The Idaho Admissions Oversight Nominating Committee, (consisting of the first-year Idaho WWAMI Director, an Idaho WWAMI Assistant Clinical Dean, Idaho State Board of Education Chief Academic Officer, the Idaho Admissions Committee Chair and a member of the Idaho Medical Association Committee on Medical Education Affairs) reviewed the applications of Haley Minnehan, MD, Family Physician from Cottonwood, Erich Garland, MD, Neurologist from Idaho Falls, and John Hatzenbeuhler, MD, Family Physician from Hailey. Factors taken into consideration included, but were not limited to, geographic diversity and strong representation by primary care. The committee unanimously supports the appointment of these three individuals to serve on the Idaho WWAMI Admissions Committee.   See attachments 1-4.

IMPACT

Admissions interviews take place in Idaho during the January – March time period of each year. New members of the committee must be in place by July 2019 to allow adequate time to orient and train prior to the beginning of interview season in January, 2020. The expansion of the committee will allow for a more thorough and efficient applicant review process.

ATTACHMENTS

Attachment 1 - Current Idaho WWAMI Admission Committee
Attachment 2 - Nomination Packet Haley Minnehan, MD
Attachment 3 - Nomination Packet Erich Garland, MD
Attachment 4 - Nomination Packet John Hatzenbeuhler, MD

STAFF COMMENTS AND RECOMMENDATIONS

Staff recommends approval for the expansion of the Idaho WWAMI/University of Washington School of medicine from four to seven members. Staff also recommends approval of the individuals nominated to serve on the committee.

BOARD ACTION

I move to approve the request by Idaho WWAMI/University of Washington School of Medicine to increase the committee from four to seven-members.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Haley Minnehan, MD, Erich Garland, MD, and John Hatzenbeuhler, MD, to the Idaho WWAMI Admissions Committee for a term of three years, effective July 1, 2019, ending June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

April 12, 2019

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

Dear Mr. Freeman,

I am writing on behalf of The Idaho WWAMI Admissions Oversight Nominating Committee, which has identified the following three outstanding Idaho physicians to serve on the Idaho WWAMI Admissions Committee for the University of Washington School of Medicine. During the 2019 interview season, Idaho WWAMI interviewed a record number of 102 applicants, and this workload volume has overwhelmed our current 4-member Idaho Admissions committee. For this reason, the Nominating Committee seeks to add three more members to the Admissions Committee starting in July 2019.

These proposed new members will serve three-year terms from July 2019 to June 2022 with optional second terms from July 2022 through June 2025. Each candidate's CV is attached for your review.

1. Haley Minnehan, MD, Family Physician practicing in Cottonwood, Idaho.
2. Erich Garland, MD, Neurologist practicing in Idaho Falls and Blackfoot, Idaho.
3. John Hatzenbuehler, MD, Family Physician practicing in Hailey, Idaho.

Thank you for your support of the Idaho Admissions Oversight Nominating Committee and Idaho WWAMI.   Please feel free to contact me with any questions.

Sincerely,

Mary E. Barinaga MD

Mary E. Barinaga, MD, FAAFP
Member, Idaho WWAMI Admissions Oversight Committee

Mary Barinaga, MD, FAAFP

Assistant Clinical Dean, Regional Affairs

WWAMI Clinical Medical Education, 322 East Front Street, Suite 590 Boise, ID 83702

208.364.4548   barinm@uw.edu

Erich W. Garland, MD, FACP, FAAN
Idaho Falls Neurology since 1991
3920 Washington Parkway
Idaho Falls, ID 83404
(208) 227-0158
Fax (208) 227-0159
egarland@ifneurology.org
Serving Idaho Falls since 1991

Licenses and Certifications:

Board Certified Neurology, April 16, 1994 by the American Board of Psychiatry and Neurology. Certification Number 39469 no expiration

Board Certified Vascular Neurology, April 13, 2009 by the American Board of Psychiatry and Neurology Certification Number 791 expires December 2019

Idaho   November 1991 expires June 30 of each year

Education:

1986-1989	University of New Mexico Hospital and School of Medicine, 2211 Lomas Blvd NE Department of Neurology, Albuquerque, NM 87131. Residency in Neurology Chairman: Gary A. Rosenberg, M.D. Residency Coordinator: Joseph Bicknell, M.D. (retired in 1999)
1985-1986	Texas Tech University Health Sciences Center Department Internal Medicine Lubbock, TX 79430 Internship in Medicine Chairman: Neil Kurtzman, M.D.
1981-1985	Texas Tech University School of Medicine Graduated in June 1985 Degree obtained: Doctor of Medicine
1978-1981	University of Texas at Dallas Richardson, TX Masters Program in Molecular Biology No Degree obtained
1974-1978	Lamar University Beaumont, TX Degree obtained: BS in Chemistry and BS in Biology

Experience and Professional Organizations

Active staff at Eastern Idaho Regional Medical Center
- Past President Medical staff 2007
- Member of the Department of Medicine and past Chairman 1991-present
- Medical Director of Stroke Program 2009-present
- Medical Director for the Neuro Diagnostic lab 2008-present
- Chairman of the By-Laws Committee 2010-present

Active staff at Bingham Memorial Hospital

Active staff at Mountain View Hospital

Medical Director of Idaho Falls Neurology 1991-present

Member of the Idaho Medical Association (IMA)
- Delegate Bonneville County Medical Society 1991-present
- Past President of the Bonneville County Medical Society
- Past Member of the Board of Trustees 2003-2012
- Past President of IMA 2010-2011

Member of the American Academy of Neurology (AAN)
- Completion of the 2004 Palatucci Advocacy Training Program
- Past member of the Section Council to the American Medical Association (AMA) and Alternate Delegate to AMA

Member of the American Medical Association since 1981
- Alternate Delegate representing the AAN 2004-2008
- Alternate Delegate representing the IMA 2011

Member of the American Epilepsy Society
- Member of the Practice Committee 2002-2004

Member of the Idaho State Board of Medicine 2015-2021
    Interstate Medical Licensure Compact Commission

Academic appointment with Idaho State University in Pocatello, Idaho
- Nurse Practitioner Program, Physician Assistant Program and the Pharmacy Program

Academic appointment with the University of Washington, Seattle, Washington
Clinical Associate Professor of Neurology teach 3rd and 4th year medical students
- Department of Neurology

Current Active Membership in Professional Societies:
1981 - American Medical Association
1987 - American Academy Neurology
1989 - American Epilepsy Society
1991 - Bonneville County Medical Society
1991 - Idaho Medical Society
1997 - American Association of Electrodiagnositc Medicine
1999 - American Stroke Association
2006 - American College of Physicians

Clinical Trial Experience

Metrifonate in Alzheimer Trial 1998
LAM40097 GSK 2003
Closure 1 Trial NMT Medical 2003
Takeda Protocol #01-06-TL-583-006 2006
Mitsubiski Pharma Corp Protocol MCC-257/A03 2009
ATACH-II Trial 2011
RESPECT ESUS Trial 2014

Publications

Akers, Abrego and Garland. Thujaplicins from Thuja plicata as Iron Transport Agents for Salmonella typhimurium. J of Bacteriology, Jan. 1980,p. 164-168

Professional Interests:

Epilepsy in adults and children
Migraine headaches in adults and children
Sleep disorders
Stroke acute management and secondary prevention
Peripheral nerve disorders & Muscle disease
Multiple sclerosis
Neurorehabilitation
Parkinson's disease and tremor
Spasticity, Dystonia and other movement disorders

Procedures done as outpatient

Nerve conduction studies (NCS)
Electromyography (EMG)
Botox A injections for spasticity, dystonia and migraine
Programming of Vagal Nerve Stimulator (VNS)
Programming of Deep Brain Stimulator (DBS) in treatment of Parkinson's and Essential tremor
Scalp EEG, ambulatory scalp EEG and evoked potential interpretations
Muscle and nerve ultrasound

HALEY MINNEHAN, MD

PO BOX 240 COTTONWOOD ID 83522
haleminn@hotmail.com
208-507-1200

EDUCATION AND TRAINING

1998-2001
FAMILY MEDICINE RESIDENCY OF IDAHO; BOISE, ID

1994-1998
UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE; SEATTLE, WA
MONTANA WWAMI; DOCTORATE DEGEREE

1990-1994
MONTANA STATE UNIVERSITY; BOZEMAN, MT BACHELOR OF SCIENCE IN BIOLOGY WITH
MINOR IN BUSINESS ADMINISTRATION

HONORS AND AWARDS

2016-2017
PRESIDENT IDAHO ACADEMY OF FAMILY PHYSICIANS

2003-2005
NATIONAL HEALTH SERVICE CORPS SCHOLARSHIP FOR LOAN REPAYMENT

1994
HELEN DAVIS MEMORIAL SCHOLARSHIP FOR MEDICAL SCHOOL EDUCATION

1994
UNIVERSITY OF WASHINGTON SCHOOL OF MEDICINE SCHOLARSHIP

1994
MONTANA STATE UNIVERSITY OUTSTANDING STUDENT IN PRE-MEDICINE

CERTIFICATIONS

2001 WITH RECERTIFICATION IN 2010 AND 2018
AMERICAN BOARD OF FAMILY MEDICINE

PROFESSIONAL AFFILIATIONS

2005-PRESENT
IDAHO ACADEMY OF FAMILY PHYSICIANS BOARD OF DIRECTORS

1998-PRESENT
IDAHO ACADEMY OF FAMILY PHYSICIANS

1995-PRESENT
AMERICAN ACADEMY OF FAMILY PHSYICIANS

EMPLOYMENT

2001-PRESENT
ST. MARY'S HOSPITAL AND CLINICS; STAFF PHYSICIAN

2017-PRESENT
ST. MARY'S HOSPITAL AND CLNICS; ADVISOR FOR HOSPITAL BEST PRACTICE

2016-2018; 2005, 2012
ST. MARY'S HOSPITAL AND CLINICS; CHIEF OF STAFF

2005-2008
ST. MARY'S HOSPITAL AND CLINICS; CARDIAC REHABILITATION MEDICAL DIRECTOR

2003-PRESENT
ST. MARY'S HOSPITAL AND CLINICS; PHARMACY MEDICAL DIRECTOR

2001
ALECIA ROBERTS MEDICAL CENTER; KLAWOCK, AK; LOCUM TENENS

2001
CLEARWATER VALLEY HOSPITAL AND CLINICS; OROFINO, ID; LOCUM TENENS

2001
MERCY MEDICAL CNETER; NAMPA, ID; LOCUM TENENS

1992-1994
LANDSCAPE MAINTENACE; BOZEMAN, MT

1991-1992
LABORATORY RESEARCH ASSISTANT; BOZEMAN, MT

1985-1992
MINNEHAN LAND AND CATTLE; FARM HAND; JOPLIN, MT

LICENSURE

1999-PRESENT
IDAHO STATE BOARD OF MEDICINE

1999-PRESENT
US DRUG ENFORCEMENT AGENCY

VOLUNTEER ACTIVITIES

2018-PRESENT
WILDERNESS MEDICINE INSTRUCTOR; COTTONWOOD, ID
ST. MARY'S HOSPITAL WILDERNESS MEDICINE PROGRAM

2013-PRESENT
COTTONWOOD YOUTH SPORTS; COACH FOR SOCCER AND BASKETBALL

2013-PRESENT
PRAIRIE ELEMENTARY SCHOOL; COTTONWOOD, ID; CLASSROOM ASSISTANT AND PRESENTER

2009-PRESENT
UNIVERSITY OF WASHINGTON ASSISTANT CLINICAL PROFESSOR OF FAMILY MEDICINE; TEACHING AND MENTORING MEDICAL STUDENTS AND RESIDENTS

INTERESTS AND HOBBIES

RESEARCHING AND PROVIDING EDUCATION ON DYSLEXIA

OUTDOOR RECREATION WITH MY FAMILY; HUSBAND JACK SECREST; CHILDREN BEN AND WINNIE

HORSES, GOLF, WATER SKIING, CAMPING, CROSS COUNTRY SKIING

ATTACHMENT 4

JOHN ROBERT HATZENBUEHLER, MD, FACSM

412 N 2nd Ave
Hailey, ID 83333
207 272 3200
ndhatz@gmail.com

Employment:

Sun Valley Sports Medicine, Physician, Sports Medicine, Ketchum, Idaho. (2018-Present)

St. Luke's Wood River Family Medicine, Physician, Family Medicine, Hailey, Idaho. (2017-Present)

Intermed, P.A. Physician, Family Medicine, Sports Medicine, South Portland, Maine. (2015-2017)

Maine Medical Center Sports Medicine, Associate Director, Portland, Maine. (2010-2015)

Maine Medical Center Family Medicine Residency Program, Faculty, Portland, Maine. (2010-2015)

Central Maine Sports Medicine, Central Maine Medical Center, Lewiston, Maine. (2008-2010)

Central Maine Family Medicine Residency Program, Faculty, Lewiston, Maine. (2008-2010)

Education:

Maine Medical Center Primary Care Sports Medicine Fellowship Program. Portland, Maine. (2007-2008)

Maine Medical Center Family Medicine Residency Program, Portland, Maine. (2004-2007)

University of Washington School of Medicine, Seattle, Washington. (2000-2004) Idaho WWAMI. M.D.

University of Notre Dame, South Bend, Indiana. (1996-2000) B.S, Pre-professional Studies, cum laude. Minor in Anthropology.

Licensure:

Full Licensure – State of Idaho, (2017-Present)

Certifications:

Board Certified – American Board of Family Medicine. (2007-Present)

Certificate of Added Qualification: Sports Medicine – American Board of Family Medicine. (2008-Present)

Committee and Scholarly Work:

ACSM International Team Physician Course, Faculty. Accra, Ghana. 2018.
ACSM Sports Medicine Essentials Course, Program co-chair, 2018, 2019, 2020
St Lukes Wood River Hospital, Credentials Committee.
ACSM Team Physician Course, Program co-chair, 2017.
MMC, Medical Executive Committee, Member. 2014-2017.
NEACSM, Executive Committee Board Member. 2014-2016
AMSSM-ACSM Grant Review Committee. 2013-Present
Current Sports Medicine Reports. CAQ Section editor. 2014-present.
Credentials Committee. ACSM. (2013-Present)
Research Committee. AMSSM (2010-Present)
NEACSM Annual Meeting Physician Track Program Chair. 2012, 2013.
Medicine Science and Sports and Exercise. Reviewer. 2013-present. Associate editor, Tom Best.
ACSM's Sports Medicine: A comprehensive Review. Reviewed 3 chapters. Review panel chair. Diana Heiman. (2013)
Sports Health. Reviewed 3 articles. Associate Editor, Matt Gammons. (2012)
ACSM's Exercise Management for Persons with Chronic Diseases and Disabilities, 3rd Edition. Reviewed 2 chapters. Review panel chair, Erik Adams. (2009)
Member of the Standard Setting Committee for Sports Medicine Certification/Recertification Examination. 2009, 2010. American Board of Family Medicine

Publications:

Stevens RB, **Hatzenbuehler JR**, Dexter WW, Haskins AE, Holt CT. Unverifiable academic work by applicants to primary care sports medicine fellowship programs in the United States. *J Grad Med Educ*. 2016:8(5);767-770.
Trojian, TH, Concoff, AL, Joy SM, **Hatzenbuehler JR**, Saulsberry WJ, Coleman Cl. AMSSM Scientific Statement Concerning Viscosupplementation Injections for Knee Osteoarthritis: Importance for Individual Patient Outcomes. *Clin J Sport Med.* 2016:26(1); 1-11.
SLAP Tears. In; UpToDate. www.uptodate.com. Published online, November 20, 2014.
Scopaz, KA, **Hatzenbuehler, JR**. Risk modifiers for concussion and prolonged recovery. *Sports Health*. 2013;5(6):537-41.
Hatzenbuehler, J. Ankle. Book Chapter In: Basics of Musculoskeletal Ultrasound. James Daniels, William Dexter Ed. Springer;New York, NY:2013.
Hatzenbuehler J, Pulling T. Diagnosis and Management of Osteomyelitis. *Am Fam Physician*. 2011;84(9):1027-33.
Eichner, E, **Hatzenbuehler, J**. Web Alert. *Current Sports Medicine Reports.* 2011;10(2):64.
Pulling, T, **Hatzenbuehler, J**. Web Alert. *Current Sports Medicine*

Reports. 2011;10(1):10.

Hatzenbuehler, J. Friction Injuries to the Skin *and* Irritant Contact Dermatitis. Book Chapter(s) In: Encyclopedia of Sports Medicine. Lyle J. Micheli Ed. Sage;Thousand Oaks, CA:2011.

Hatzenbuehler, JR, Dexter, WW. Overhead Throwing Athlete. Book Chapter In: Miller: Essential Orthopedics. John MacKight Ed. Saunders; Philadelphia, PA: 2010.

Hatzebuehler J, Glazer J, Kuhn C. Awareness of altitude sickness among visitors to a North American ski resort. *Wilderness Environ Med.* 2009;20(3):257-60.

Glazer JL, **Hatzenbuehler, JR**, Kuhn, CB, Dexter WW. Misrepresentation of Research Citations by Applicants to a Primary Care Sports Medicine Fellowship Program in the United States. *Clin J Sport Med.* 2008:18(3); 279-281.

Hatzenbuehler, J, Dexter, WW. Web Alerts." *Current Sports Medicine Reports.* 2008;7(5):250-251

Hatzenbuehler, J, Dexter, WW. Web Alerts. *Current Sports Medicine Reports.* 2008;7(3):126-127.

Hatzenbuehler, J, Dexter, WW. Web Alert. *Current Sports Medicine Reports.* 2008;7(1):8-9.

Presentations:

Collapse in the athlete, Ergogenic aids in sports, Return to play. In: ACSM Sports Medicine Essentials Course, San Diego, CA. (February 2018)

Hypertension in athletes, Cold weather issues, Banned substances, Pediatric sports medicine, Return to play. In: ACSM Team Physician Course, San Diego, CA. (February 2017)

Cardiac risk factors: scientific basis and testing guidelines: Who gets tested, who get restricted? In: ACSM Annual Meeting. Boston MA. (May 2016)

Collapse in the athlete, Return to play, Sudden death in sports, Ergogenic aids and drug testing. In: ACSM Team Physician Course. Jacksonville, FL. (February 2016)

Musculoskeletal issues in the pediatric athlete, Cold and the athlete, Pre-game injections, Topical and injectable corticosteroids. In: ACSM Team Physician Course. San Antonio, TX. (Feburary 2015)

Controversies in Sports Medicine; Viscosupplementation. In: NEACSM Annual Meeting. Providence, RI. (November 2014)

Osteoarthritis: with so many positions stands, what makes sense? In: 2015 ACSM Annual Meeting. Orlando, Fl. (May 2014)

Return to Play, Collapse in the Athlete, Ergogenic Aids. Faculty, In: ACSM Team Physician Course. San Diego, CA. (February 2014)

Diabetes and Exercise. In. University of Vermont Primary Care Sports Medicine Conference. Burlington, VT. (September 2013)

Return to Play: A review and update of the team physician consensus statement, Dermatology in sports, Complementary and alternative techniques in sports medicine. Faculty, In: ACSM Team Physician Course. Miami, FL. (February 2013)

Cardiac Issues in College Students and Athletes. In: NECHA Annual Meeting. Portland, ME. (November 2012).

Casting and Splinting: Upper and Lower Extremity. In: MAFP Annual Conference. Bar Harbor, ME. (April 2012)

Rehab/Return to Play and Subspecialty Issues, Exercise and Pregnancy, GU Track Illness and Injury in the Athlete. Faculty, In: ACSM Team Physician Course. San Antonio, TX. (February 2012)

Non-operative Management of Tendinosis. In. University of Vermont Primary Care Sports Medicine Conference. Burlington, VT. (September 2011)

Exercise is Medicine. In: MeHAF Integration Initiative Grantee Learning Community; Incorporating Wellness and Prevention into Integrated Care. Hallowell, ME. (July 2011)

Neuropsychological Testing: Point-Counterpoint. In: NEACSM Annual Conference. Providence, RI. (Nov 2010)

Exercise in Pregnancy. In. NEACSM Annual Meeting. Providence, RI. (November 2008)

Case Presentation: Bilateral Hand Numbness – Football Player. In: ACSM Annual Conference. Indianapolis, IN. (May 2008)

Comprehensive Evaluation of the Knee. In: Maine Academy of Family Physicians Annual Conference. South Portland, ME. (April 2008)

Fellowship Directors' Attitudes Toward Applicant Misrepresentations. In: Fellowship Forum, Rendezvous II. AMSSM Annual Meeting. Las Vegas, NV. (March 2008)

Awareness of altitude sickness among visitors to a North American ski resort. Poster In: AMSSM Annual Meeting. Las Vegas, NV. (March 2008)

Gender specific reasons for attribution from sport among NCAA athletes. Poster In: AMSSM Annual Meeting. Las Vegas, NV. (March 2008)

Infectious Dermatologic Conditions in Sport. In: New England Regional Chapter ACSM Annual Meeting. Providence, RI. (November 16th, 2007)

Case Presentation: Knee Pain – Football Player. In: New England Regional Chapter ACSM Annual Meeting. Providence, RI. (November 15th, 2007)

Introducing Family Medicine Into Vietnam: A Cross-cultural Leap. In: STFM Northeast Region Meeting, Danvers, MA. (October 27th, 2006)

Misrepresentation of research citations to Sports Medicine Fellowship Programs. Poster In: AMSSM Annual Meeting, Miami, FL. (April, 2006)

Developing Learners: Creating a clinical research curriculum for residents and fellows. In: Canadian Academy of Family Medicine's Family Medicine Forum 2005, Vancouver, BC. (December 9, 2005)

Awards and Honors:

META Scholar. Maine Medical Center Teaching Academy. (2012-2014)
Fellowship, American College of Sports Medicine. (2012)
40 Under 40. Emerging Leaders in Maine. Maine Today Media. (2012)

STFM Resident Teaching Award, Maine Medical Center Family Medicine Residency Program. (2007)
Lamda Alpha Anthropology Honors Society Member, University of Notre Dame (2000)
Alpha Epsilon Delta Premedical Honors Society Member, (University of Notre Dame (1998-2000)
Dean's List, Seven Semesters, University of Notre Dame (1996-2000)
Kasiska Scholarship Award, Idaho State University. Pocatello, ID. (March, 1996)

Professional Memberships:

American College of Sports Medicine Member (2007-Present)
American Academy of Family Practice (2004-Present)

UNIVERSITY OF IDAHO

SUBJECT
Discontinuation of the Masters of Science in Metallurgy, College of Engineering

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section III.G.

ALIGNMENT WITH STRATEGIC PLAN
Goal 1, Educational System Alignment, Objective A: Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.

BACKGROUND/DISCUSSION
The University of Idaho, College of Engineering is requesting to discontinue the Masters of Science in Metallurgy. Data indicates this program has had no student enrolled in the last five years and there is no market demand for this program. There have been no students in the program since before 2007; therefore, no teach-out plans will be necessary. The Master of Science in Metallurgical Engineering under the Material Science and Engineering program will continue to be offered as an alternate option for students.

IMPACT
There is no fiscal impact due to the discontinuation of the degree program. Courses will continue to be taught and no faculty or staff will be impacted. There is no operating or other budget line items connected with this program.

ATTACHMENTS
Attachment 1 –Proposal, Masters of Science in Metallurgy

STAFF COMMENTS AND RECOMMENDATIONS
Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The Council on Academic Affairs and Programs as well as Board staff reviewed the proposed program discontinuation and recommends Board approval.

BOARD ACTION
I move to approve the request by the University of Idaho to discontinue the Master of Science in Metallurgy as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Institutional Tracking No. _____

Idaho State Board of Education

Proposal for Discontinuation

Date of Proposal Submission:	Sep 27, 2018
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Engineering
Name of Department(s) or Area(s):	Chemical & Materials Engineering

Program Identification for Proposed Discontinued Program:

Title:	Metallurgy
Degree/Certificate:	MS
Method of Delivery:	Live; on-campus
CIP code:	15.0611
Proposed Discontinuation Date:	Summer 2019

Indicate whether this request is a discontinuation of either of the following:

[ ] Undergraduate Program   [x] Graduate Program

[ ] Undergraduate Certificate   [ ] Graduate Certificate

[ ] Administrative/Instructional Unit   [ ] Other

[ ] New Program (check all that apply)
    [ ] Basic Technical Certificate
    [ ] Intermediate Technical Certificate
    [ ] Advanced Technical Certificate
    [ ] Associate of Applied Science Degree

(signature) 2/12/19			
College Dean (Institution) Date	Vice President for Research (as applicable)		Date
(signature) 2/14/19			
Graduate Dean (as applicable) Date	Academic Affairs Program Manager		Date
(signature) 2-20-19			
FVP/Chief Fiscal Officer (Institution) Date	Chief Academic Officer, OSBE		Date
(signature) 2/14/19			
Provost/VP for Instruction (Institution) Date	SBOE/Executive Director Approval		Date
(signature) Chuck Staben 2/21/19			
President Date			

1. **Provide rationale for the discontinuance**.

There have been no students in the program since before 2007—before the merger of MSE with ChE.

2. **Teach-out Plans/Options for currently enrolled students.**

    a. Describe teach-out plans for continuing students. Indicate the year and semester in which the last cohort of students was admitted and the final term the college will offer the program.

None. There are no students.

    b. Is there an alternative program/major or field of study? If so, please describe.

Yes; MS Metallurgical Engineering which is currently offered from the Materials Science and Engineering Program in the Chemical and Materials Engineering Department and will continue.

    c. How will continuing students be advised of impending changes and consulted about options or alternatives for attaining their educational goals?

N/A

3. **Identify similar programs offered by other public colleges/universities (Not applicable to PTE programs).**

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	**Degree name and Level**	**Program Name and brief description if warranted**
University of Utah	Master of Science (M.S.)	Metallurgical Engineering. Area of emphasis: Mineral Processing, hydrometallurgy, pyrometallurgy, physical metallurgy, synthesis and processing of advanced materials.

4. **Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions. N/A**

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Headcount Enrollment in Program**				**Number of Graduates From Program**			
	FY__	FY__	FY__	FY__ (most recent)	FY__	FY__	FY__	FY__ (most recent)
BSU	0	0	0	0	0	0	0	0
ISU	0	0	0	0	0	0	0	0
UI	0	0	0	0	0	0	0	0
LCSC	0	0	0	0	0	0	0	0

5. Describe the impact the discontinuance will have on (a) other programs and (b) the mission of the institution.

None, no courses will be cancelled.

6. Describe the potential faculty and staff reductions or reassignments that would result from the discontinuance.

None

7. Fiscal Impact. Using the budget template provided, identify amount, if any, which would become available for redirection as a result of discontinuance.

None. No faculty or staff are affected. There is no operating or other budget line items connected with this program.

SUBJECT

Programs and Changes Approved by Executive Director - Quarterly Report

REFERENCE

December 2018	Board received quarterly report.
February 2019	Board received quarterly report.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section III.G.8.a., Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

In accordance with Board Policy III.G.3.c.i.2. and 4.b.i.2., prior to implementation the Executive Director may approve any new, modification, and/or discontinuation of academic or career technical education programs with a financial impact of less than $250,000 per fiscal year.

Consistent with Board Policy III.G.8.a., the Board office is providing a quarterly report of program changes from Idaho's public postsecondary institutions that were approved between February 2019 and May 2019 by the Executive Director.

ATTACHMENTS

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

BOARD ACTION

I move to accept the quarterly report on programs and changes approved by the Executive Director.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

Academic Programs
Approved by Executive Director
February 2019 and May 2019

Institution	Program Changes
BSU	New Bachelor of Arts in Educational Studies
LCSC	New Associate of Art in Justice Studies
LCSC	Discontinue Management with Radiography emphasis

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
BSU	Change name of existing undergraduate certificates in Design Ethnography (traditional and online) to bear two names that will accommodate on campus students and online students: • User Experience Research: UX Professional Certificate (online) • User Experience Research: Ethnography + Design Certificate (traditional)
BSU	New Certificates: • Graduate certificate in Applied Public Administration • Undergraduate certificate in Applied Public Administration • Undergraduate certificate in Innovation and Design: Emerging Applications
BSU	New academic program components under the existing, online Master of Business Administration: • Construction Management emphasis • Healthcare Leadership emphasis • Management emphasis
BSU	Minor in User Experience Research in the College of Innovation and Design
CEI	Creation of three general education departments: • Oral/Written Communication • Social Science/Humanities • Science/Mathematics
CWI	Change name of existing Associate of Science in Nursing to Professional Nursing
CWI	New Academic certificate in Entrepreneurship and Small Business Management
LCSC	Discontinue Bachelor of Arts/Bachelor of Science in Hospitality Management
LCSC	Change the name of existing Bachelor of Science in Business Administration with an emphasis in Accounting to Bachelor of Science in Accounting
LCSC	New Non-profit Management minor
UI	New Certificates: • Undergraduate certificate in Virtual Technologies • Undergraduate certificate in Agriculture Commodity and Risk Management • Graduate certificate in Nuclear Technology Management • Undergraduate certificate in Cybersecurity • Undergraduate certificate in Culturally Responsive Pedagogy and Universal Design for Learning
UI	New academic program components: • Minor in Plant Protection • Minor in Sale Management

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
	• Minor in Philosophy, Politics and Economics • Emphases in Taxation and Audit and Fraud Examination under the Master of Accountancy Program • Option of Sale Management in Marketing
UI	Program name and other changes: • Name change from Interior Design to Interior Architecture and Design • Name change of minor from Communication Studies to Communication • Name change of Diversity and Stratification Certificate to Diversity and Inclusion Certificate • Name change of minor from Geological Engineering to Geological and Mining Engineering • Discontinue the Process and Performance Certificate

Career Technical Education Programs
Approved by Executive Director

Institution	Program Changes
CWI	Add a new Basic Technical Certificate in Fire Service Technology and reactive the program
CWI	Discontinue Technical Certificate in Early Childhood Education
CWI	Add a new Associate of Applied Science, Occupational Therapy Assistant program in Health Professions
CWI	Add new Intermediate Technical Certificate in Unmanned Aerial Systems
NIC	Discontinue Advanced Technical Certificate and Associate of Applied Science in Computer Aided Design Technology – Architectural

Institution	Other Program Changes (Does not require approval but requires notification to OSBE per policy III.G.)
CSI	Change name of existing Paramedic and Emergency Medical Technician programs to Emergency Medical Services
ISU	Change of existing Cyber-Physical Security to Industrial Cybersecurity Engineering Technology
LCSC	Name changes for the following: • Associate of Applied Science and Advanced Technical Certificate - Administrative Assistant to Administrative Management • Associate of Applied Science and Advanced Technical Certificate - Legal Administrative Assistant to Legal Practice Assistant • Intermediate Technical Certificate - Room Division to Front Office Management

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT
Idaho State Rehabilitation Council (Council) Appointments

REFERENCE

December 2016	Board appointed Robert Atkins to the Council as a representative for business/industry and labor for a term of three years.
April 2017	Board appointed two new members to the Council and re-appointed three current members to the Council.
June 2017	Board appointed Joe Anderson to the Council for a three-year term.
April 2018	Board reappointed Mike Hauser and Suzette Whiting to the Council and appointed Sara Tueller to the Council.
June 2018	Board appointed two members to the Council.
August 2018	Board appointed Dwight Johnson and reappointed a Mel Leviton to the Council.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section IV.G.
Federal Regulations 34 CFR § 361.

ALIGNMENT WITH STRATEGIC PLAN
Goal 3: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION
Federal regulations (34 CFR §361.17) set out the requirements for the State Rehabilitation Council, including the appointment and composition of the Council.

The members of the Council must be appointed by the Governor or, in the case of a state that, under State law, vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Section 33-2303, Idaho code designates the State Board for Career-Technical Education as that entity.

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:
   i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
   ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;

iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director of or other individual recommended by the Client Assistance Program;

iv. At least one qualified vocational rehabilitation counselor with knowledge of and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated state agency;

v. At least one representative of community rehabilitation program service providers;

vi. Four representatives of business, industry, and labor;

vii. Representatives of disability groups that include a cross section of: (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;

viii. Current or former applicants for, or recipients of, vocational rehabilitation services;

ix. In a state in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;

x. At least one representative of the state educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;

xi. At least one representative of the state workforce investment board; and

xii. The director of the designated state unit as an ex officio, nonvoting member of the Council.

Additionally, Federal regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR §361.5(b)(29) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council, may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has three (3) appointments for Board approval: The Council would like to nominate Danielle Reff as a representative of a Former Applicant or Recipient of VR services. She will be completing the term of Joe Anderson who resigned from the Council. The Council would also nominate David Maxwell as a representative for the category of Disability Groups. Dina Flores-Brewer is resigning from the Council as the Client Assistant Program

Representative effective July 11, 2019, and the council would like to nominate Angie Eandi as the new Client Assistant Program (CAP) representative. Suzette Whiting is stepping down as a representative of the council for a Vocational Rehabilitation Counselor position, effective April 11th, 2019.

IMPACT

The above three (3) appointments and two (2) resignations will bring the Council membership to a total of seventeen (17). Minimum composition for the council is 15 members.

ATTACHMENTS

Attachment 1 - Current Council Membership

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointments and reappointments meet the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable federal regulations.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Danielle Reff to the State Rehabilitation Council as a representative for a Former Applicant or Recipient of VR services to complete the term vacated by Joe Anderson which ends May 31, 2020.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

I move to approve the appointment of David Maxwell to the State Rehabilitation Council as a representative for Disability Groups for a term of three years effective July 1, 2019, ending June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

I move to approve the appointment of Angie Eandi to the State Rehabilitation Council as a representative for the Client Assistant Program for an undetermined term effective July 12, 2019.There are no term limits for this representation.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

Members Shall Represent:	Number of Representatives Required	Name	Term Ends
Former Applicant or Recipient of VR services	Minimum 1	Joe Anderson - resigned	5/31/2020
Parent Training & Information Center…	Minimum 1	Sarah Tueller	6/30/2021
Client Assistant Program	Minimum 1	Dina Flores -Brewer - Resigning	No Limit
VR Counselor	Minimum 1	Suzette Whiting resigning	6/30/2021
Community Rehabilitation Program	Minimum 1	Kenna Buckner	6/30/2021
Business, Industry and Labor	Minimum 4	Lucas Rose	6/30/2020
		Darin Lindig	5/31/2021
		Ron Oberleitner	3/31/2020
		Robert Atkins	12/31/2019
Disability Groups	No minimum or maximum	Molly Sherpa	3/31/2020
		Janice Carson	3/31/2020
		Mike Hauser	2/28/2021
		Adding nomination	
State Independent Living Council	Minimum 1	Mel Leviton	9/30/2021
Department of Education	Minimum 1	Kenrick Lester	6/30/2020
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	No end date
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	No end date
Workforce Development Council	Minimum 1	Dwight Johnson	8/31/2021

SUBJECT
Accountability Oversight Committee Appointments

REFERENCE

April 2010	Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee
April 2016	Board approved second reading of proposed amendments to Board Policy I.Q. to revise the Accountability Oversight Committee membership by adding a fifth at-large member who has a background in special education.
June 2016	Board approved the second reading of proposed amendments to Board Policy I.Q. removing the requirement that the committee chair be an at-large member.
June 2017	Board approved reappointment of John Goedde and Jackie Thomason.
June 2018	Board approved reappointment of Julian Duffey, Rob Sauer, and Roger Stewart.
August 2018	Board approved appointment of Jodie Mills to complete Jackie Thomason's term.
October 2018	Board approved second reading of proposed amendments to Board Policy I.Q. adding two (2) members to the committee and designating representation.
October 2018	Board approved appointment of Anne Ritter as an at-large member of the committee.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.Q. Accountability Oversight Committee

ALIGNMENT WITH STRATEGIC PLAN
GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT: Data Access and Transparency
GOAL 3: EDUCATIONAL ATTAINMENT: Objective A: Higher Level of Educational Attainment

BACKGROUND/DISCUSSION
The Board's Accountability Oversight Committee (committee) was established in April 2010 as an ad-hoc committee of the Idaho State Board of Education. The committee is charged with providing "recommendations to the Board on the effectiveness of the statewide student achievement system and make recommendations on improvements and/or changes as needed." Board Policy I.Q., Accountability Oversight Committee, outlines the membership and responsibilities of the committee. The committee consists of:

- Two Board members
- The Superintendent of Public Instruction (or designee)
- One member with special education experience
- One member with experience serving in a school district with a focus on assessment and accountability
- One member with experience as a district superintendent
- One member with experience as a school principal or charter school administrator
- One person with experience working with student achievement assessments and data
- Two members at-large.

The committee currently has a vacancy for a member with experience as a school principal or charter school administrator. To fill this vacancy, the committee sought nominations from committee members and stakeholder groups. At their May 7, 2019 meeting, the committee reviewed resumes of four potential members. The committee voted to recommend Laurie Lee Copmann to fill the current vacancy. Laurie Lee Copmann has twenty years of experience as a building-level administrator. She is currently the Assistant Principal of Minico High School in Rupert, Idaho. Laurie previously served as the Principal of Rupert Elementary for twelve years and the Principal of Declo and Albion Elementary School for two years. Prior to serving in school administration, Laurie was a teacher, counselor, and district drug education coordinator. Laurie Lee Copmann has a Bachelor of Arts in Elementary Education from Idaho State University, a Master in Education in School Administration from Azusa Pacific University, and a Master of Arts in Pupil Personnel Services and Counseling from Azusa Pacific University. Her resume is provided as Attachment 2.

John Goedde has served on the committee as an at-large member since the committee's inception. His current appointment ends June 30, 2019. Board staff notified stakeholder groups of the vacancy, and received no nominations for this position. The committee has recommended John Goedde for reappointment. John is a former State Senator with a long history of civic engagement. He represented District 3 in the State Legislature from 2000 to 2002 and District 4 from 2002 to 2014. John Goedde was the Chair of the Senate Education Committee for ten years, from 2004 to 2014. He was also the Vice Chair of the State Legislature'0s Education Committee for the National Conference of State Legislatures from 2007 to 2010. Prior to serving in the legislature, John spent three years as a School Board Trustee for the Coeur d'Alene School District (1997 to 2000).

Jodie Mills has served on the committee since August 16, 2018. Her initial term was the completion of a term vacated by Jackie Thomason. Jodie is designated as the member with experience serving in a school district with a focus on assessment and accountability. Jodie Mills is the Chief Academic Officer for the

Caldwell School District, a position she has held since July 2012. Her role includes administration and supervision of academic and assessment services. She was previously the Systems Improvement Coordinator for the Idaho State Department of Education, supporting implementation of school improvement plans and guiding schools and districts in using data to identify strengths and weaknesses in their system. Jodie also has extensive experience working with school districts and schools, including as a Principal, Assistant Principal, Director of Testing, Director of Federal Programs, and as a Science and Physical Education Teacher. Jodie Mills has a Bachelor of Science in Secondary Education from Western Montana College, a Masters of Education from University of Idaho, and an Education Specialist in Education Leadership / Superintendent from University of Idaho.

IMPACT

Approval of appointment of Laurie Lee Copmann and reappointment of John Goedde and Jodie Mills will fill all seats on the committee through June 30, 2020.

ATTACHMENTS

Attachment 1 – Current AOC Membership List   Page 4
Attachment 2 – Laurie Lee Copmann Resume   Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making at-large appointments to the Accountability Oversight Committee, consideration should be given to the appointees' background, representative district / school size, and regional distribution. Staff recommends approval of the appointment of Laurie Lee Copmann and re-appointment of John Goedde and Jodie Mills.

BOARD ACTION

I move to approve the appointment of Laurie Lee Copmann to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2019 and ending on June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of John Goedde to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2019 and ending on June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the reappointment of Jodie Mills to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2019 and ending on June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____ \

ATTACHMENT 1

ACCOUNTABILITY OVERSIGHT COMMITTEE
MAY 2019

State Board of Education Member Ex-Officio Debbie Critchfield President State Board of Education	State Board of Education Member Ex-Officio Andrew Scoggin Secretary State Board of Education
Superintendent of Public Instruction or Designee Ex-Officio Peter McPherson Deputy Superintendent State Department of Education	Committee Chair, Student Achievement Assessment and Data Representative Term: July 1, 2018 - June 30, 2020 Roger Stewart Professor, College of Education Boise State University
School District Assessment and Accountability Representative Term: August 16, 2018 - June 30, 2019 Jodie Mills Chief Academic Officer Nampa School District	School District Superintendent Representative Term: July 1, 2018 - June 30, 2020 Rob Sauer Superintendent Homedale School District #370
School Level Administrator Representative Term: July 1, 2019 - June 30, 2021 Vacant	Special Education Representative Term: July 1, 2018 - June 30, 2020 Julian Duffey Special Education Director Bonneville Joint School District #93
Member At Large Term: July 1, 2017 - June 30, 2019 John Goedde Former Idaho State Senator Former School Board Trustee, Coeur d'Alene District #271	Member At Large Term: October 18, 2018 - June 30, 2020 Anne Ritter Board Member Meridian Medical Arts Charter School
Board Staff Support Alison Henken K-12 Accountability and Projects Program Manager Office of the State Board of Education alison.henken@osbe.idaho.gov 208-332-1579	

LAURIE LEE COPMANN

PERSONAL INFORMATION:

Laurie Copmann
26 E. 100 N.
Rupert, Idaho
Phone: (208) 436-0424
Cell: (208) 431-6645

EDUCATIONAL BACKGROUND:

- High School Diploma: Minico High School, Rupert, ID, 1982
- A.A., Liberal Arts: College of Southern Idaho, 1985
- B.A., Elementary Education: Idaho State University, 1989
     - Component in History (30 hours)
- M.ED, School Administration: Azusa Pacific University, 1994
- M.A., Pupil Personnel Services/Counseling: Azusa Pacific University, 2000

TEACHING EXPERIENCE:

- 1988-1989   Student teacher (3rd and 5th Grade)
- 1989-1990   First grade teacher at Pinon Hills Elementary School, CA
- 1990-1993   Second grade teacher at Pinon Hills Elementary School, CA
- 1993-1995   Sixth grade composition, literature, and social studies teacher at Pinon Mesa Middle School, CA
- 1995-1996   Third grade teacher at Dworshak Elementary School, Burley, ID
- 1996-1997   Sixth grade teacher at Declo Elementary School, Declo, ID
- 1997-1998   Counselor at Declo Jr/Sr. High School/ District Drug Ed. Coordinator

ADMINISTRATIVE EXPERIENCE:

- 1993-1994   Administrative Field Work for Azusa Pacific University
- 1997-1998   Cassia County District Drug Education Coordinator, Burley, ID
- 1998-2004   Assistant Principal, Minico High School, Rupert, ID

- 2004-2006   Principal, Declo & Albion Elementary School, Declo, ID
- 2006-2018   Principal, Rupert Elementary School, Rupert, ID
- 2018-Present   Assistant Principal, Minico High School, Rupert, ID

EDUCATIONAL EXPERIENCES:

- 1986-1988   Taught life-saving and swimming lessons
- 1997-1998   Fueled jets in Elko, Nevada to pay for college
- 1989-1990   Writing Celebration District Coordinator
- 1990-1991   Committee to interview District Mentor Teachers
- 1991-1992   Representative on the Superintendent's Council
- 1992-1993   Program Quality Review Committee – Fine Arts
- 1992-1993   Member of the New Teacher Support Program
- 1993-1994   Secretary for School Site Council
- 1993-1995   6th Grade Environmental Camp Coordinator
- 1994-1995   Sixth Grade Language Arts Curriculum Coordinator
- 1994-1995   Taught French to middle school students
- 1994-1995   Intramural Basketball Coach
- 1995-1996   Attended Idaho Prevention Conference
- 1996   Attended National Renaissance Convention in New Orleans
- 1996-1997   Representative on the Instructional Model Committee
- 1996-1997   Odyssey of the Mind Coach
- 1997   Attended National Renaissance Convention in Dallas
- 1997-1998   Renaissance Coordinator – Declo Junior High School
- 1998   Attended National Renaissance Convention in Washington D.C.
- 1998-1999   Language Arts Curriculum Adoption Committee
- 1998   Attended Support Group Training – Cheryl Watkins
- 1999   Attended Parent Project Workshop for Educators
- 1999   Reading Literacy class for Administrators
- 1999-2004   District Foreign Exchange Student Director
- 2000   Attended Renaissance Convention in Las Vegas
- 2000-2004   District Crisis Team Leader/Minico Crisis Coordinator
- 2000   Attended (NASSP) National Principal's Convention – San Antonio
- 2001   SASI Training Conference in Ontario, CA
- 2001   Attended High Schools That Work Seminar, Boise
- 2001-2004   Attended Project Leadership Academy, Sun Valley
- 2002   Attended Crisis Plan Training – Cheryl Watkins
- 2002-2003   District Driver Education Coordinator
- 2003   Attended U.S. Department of Justice Training Cease Fire
- 2004   Academic Accountability Workshop – Mary Ann Reynolds
- 2004   Attended Data Decision Making Workshop – Mary Ann Reynolds
- 2004   Advanced Methods of Teaching – U of I –Dr. Tomlin
- 2005   Power School Training in CA
- 2005   Strength Based Intervention Plan Workshop
- 2006   Direct Instruction and Imagine It Training – Carrie Cole
- 2007   Core Reading Training for Administrators

- 2010   Mathematical Thinking Course
- 2010-2011   President of Region IV Elementary Principals
- 2012   Boise Writing Project Training
- 2012   School Net Training
- 2012   Assessment Training
- 2013   MTI Math Training
- 2013   Selected as IAEOP – Administrator of the Year
- 2014   Completed Charlotte Danielson Training Test
- 2014-2015   President of Region IV Elementary Principals
- 2015-2016   Selected as Idaho Gem Award Recipient-Instructional Leadership for Idaho
- 2016   Published a children's book *The Family Tree: The Night of the Storm*
- 2017   Presenter Kids Count Too! – Fall Bereavement Conference
- 2019   Guest Speaker – National Honor Society Breakfast

CREDENTIALS HELD:

- Standard Elementary – All Subjects K-8
- Administrator – School Principal K-12
- Pupil Personnel Services – Standard Counselor K/12

HOBBIES AND INTERESTS:

- Quilting
- Writing
- Camping with my family and friends
- Cooking

PROFESSIONAL ORGANIZATION INVOLVEMENT:
- Minidoka County Fair Board Member
- Volunteer - Minidoka County Dive Rescue Team
- Society for Children's Books Writers and Illustrators
- Idaho Association for Secondary School Principals

SUBJECT
Idaho Indian Education Committee Appointments

REFERENCE

April 14, 2016	The Board approved the appointment of Tomas Puga and reappointments of Selena Grace, Bob Sobotta, and Chris Meyer.
October 20, 2016	The Board approved the appointment of Sharee Anderson, Donna Bollinger, Jessica James-Grant, and Hank McArthur.
June 15, 2017	The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.
August 10, 2017	The Board approved the appointment of Jason Ostrowski.
October 19, 2017	The Board approved the appointment of Marcus Coby, Tina Strong, and Graydon Stanley.
December 21, 2017	The Board approved the appointment of Gary Aitken.
April 19, 2018	The Board approved the appointment of Ladd Edmo and reappointment of Pete Putra, Hank McArthur, Bill Picard, Joyce McFarland, Jim Anderson, and Jason Ostrowski

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.P.

ALIGNMENT WITH STRATEGIC PLAN
GOAL 3: EDUCATIONAL ATTAINMENT: Objective A: Higher level of Educational Attainment, and Objective C: Access.

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

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

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

Boise State University (BSU), College of Western Idaho (CWI), and College Eastern Idaho (CEI) have forwarded names for consideration to replace committee members due to administrative/structural changes on campuses.

IMPACT

The proposed appointments replaces BSU's, CWI's, and CEI's representative on the committee.

ATTACHMENTS

Attachment 1 – Current Committee Membership
Attachment 2 – BSU Nomination letter
Attachment 3 – CWI Nomination letter
Attachment 4 – CEI Nomination letter

STAFF COMMENTS AND RECOMMENDATIONS

Mr. Jim Anderson is no longer with Boise State University and Dr. Leslie Webb has been identified to replace Mr. Anderson and serve as BSU's representative on the committee. Dr. Webb is currently the Vice President for Student Affairs and Enrollment Management at BSU. If approved, Dr. Webb would complete Mr. Anderson's term, which runs through June 30, 2023.

Mr. Tomas Puga is no longer with the College of Western Idaho and Jaime Barajas-Zepeda has been identified to replace Mr. Puga and serve as CWI's representative on the committee. Mr. Barajas-Zepeda is currently the Assistant Director of Admissions and Recruitment at CWI. If approved, Mr. Barajas would serve a five-year term, which will run through June 30, 2024.

Dr. Sharee Anderson is no longer with the College of Eastern Idaho and Effie Hernandez has been identified to replace Dr. Anderson and serve as CEI's representative on the committee. Ms. Hernandez is currently the Recruiter and Career Placement Coordinator at CEI. If approved, Ms. Hernandez would complete Mr. Anderson's term, which runs through June 30, 2022.

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Leslie Webb, representing Boise State University to the Indian Education Committee effective immediately and expiring June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Mr. Jaime Barajas, representing College of Western Idaho to the Indian Education Committee effective immediately and expiring June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to appoint Ms. Effie Hernandez, representing College of Eastern Idaho to the Indian Education Committee effective immediately and expiring June 30, 2022.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education
Indian Education Committee

Tribal Representatives

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

Shawna Daniels is the STEP Program Manager and serves as the Tribal Education Department representative for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021.

Gary Aitken, Jr is the tribal chair for the Kootenai Tribe of Idaho and serves as the tribal chair representative for the Kootenai Tribe. Term: immediately – June 30, 2022.

VACANT – Tribal Education Department representative for the Kootenai Tribe.

Bill Picard is a member of the Nez Perce Tribal Executive committee and serves as the Tribal Chairperson's designee. Term: July 1, 2018 – June 30, 2023.

Joyce McFarland is the Education Manager for the Nez Perce Tribe and serves as the Tribal Education Department representative for the Nez Perce Tribe. Term: July 1, 2013 – June 30, 2018.

Ladd Edmo is the Vice Chairman of the Fort Hall Business Council and serves as the Tribal Chairperson's designee for the Shoshone-Bannock Tribes. Term: immediately - June 30, 2022.

Jessica James is the Tribal Education Department representative for the Shoshone-Bannock Tribes. Term: immediately – June 30, 2021.

Pete Putra is the Tribal Administrator and serves as the Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2018 – June 30, 2023.

VACANT – Tribal Education Department representative for the Shoshone-Paiute Tribes.

Bureau of Indian Education Representatives

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

Hank McArthur is the Bureau of Indian Education school representative. Term: July 1, 2018 – June 30, 2023.

State Board of Education Ex-Officio Representative

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

Institutions of Higher Education Representatives

VACANT - Vice President for Enrollment Services in the Division of Student Affairs at Boise State University (BSU).   Term: July 1, 2018 – June 30, 2023.

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

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

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

Jason Ostrowski is the Dean of Students at the College of Southern Idaho (CSI). Term: July 1, 2018 - June 30, 2023.

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

VACANT - Vice President of Instruction and Student Affairs at College of Eastern Idaho. Term: July 1, 2017 – June 30, 2022.

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

B

BOISE STATE UNIVERSITY
OFFICE OF THE PRESIDENT

April 15, 2019

Idaho State Board of Education
Indian Education Committee
650 West State Street #307
Boise, ID 83720-0037

Attn: Patty Sanchez
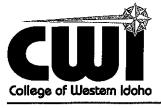
Please accept this letter of support for Dr. Leslie Webb to serve on the Idaho Indian Education Committee. Her position as the Vice President for Student Affairs and Enrollment Management is relevant to the work of this committee and I support her involvement as we strengthen our efforts to recruit and retain students from the tribal nations. We are committed to furthering our work and appreciate the opportunity to support these endeavors.

Sincerely,

Martin Schimpf
Interim President

CWI

College of Western Idaho

May 2, 2019

Office of the State Board of Education
P.O. Box 83720
Boise, ID 83720

To Whom It May Concern:

I would like to submit Jaime Barajas-Zepeda as the College of Western Idaho's nominee to serve on the Indian Education Committee. Jaime is the Assistant Director of Admissions and Recruitment, and as such, is positioned to make decisions about when, where and how we will recruit prospective students.

Below is a small sample of his accomplishments:

- He led the charge in creating a student engagement and mentoring program for our Latinx students resulting in an 8% increase in persistence rates from Fall 2018 to Spring 2019.
- In conjunction with the Business Office, he brokered a contract with Gear Up to bring funding in house for more efficient deployment of grant resources to serve Gear Up students.
- Created Navegando Adelante, an educational event for Latinx students and their families, in partnership with Caldwell High School.

I have been impressed with his ability to get things done and fully expect him to do the same for the Indian Education Committee. In addition, he is well connected to individuals from other institutions in the area from his time with the Southwest Idaho Education Consortium. Thanks to Jaime, we have strengthened our ties with community partners that serve Latinx students. I highly recommend Jaime for a role as part of the IEC and pledge to fully support him in this capacity.

Sincerely,

Dr. Bert Glandon
President

College of Eastern Idaho

1600 South 25th East • Idaho Falls, Idaho 83404-5788 • 208.524.3000 • www.cei.edu

March 14, 2019

Dear Mr. Brumfield:

It is with great pleasure that we recommend Effie Hernandez to serve on the Idaho Indian Education Committee. Her résumé and qualifications are listed below. Thank you for your continued advocacy and support of the Idaho Indian Education Committee. Our President's letter of support is enclosed.

Sincerely,

Mike Walker
Dean of Student Affairs

lp
Enclosure

Effie Hernandez is a first-generation tribal enrolled student from the Shoshone- Bannock Tribes located in Fort Hall, Idaho. She attended the University of Idaho where she received a B.A. in Organizational Sciences and a minor in American Indian Studies in 2016.

She worked for the University of Idaho as an Assistant Director of Recruitment for three years. She has since transitioned into her new role at the College of Eastern Idaho as Recruiter and Career Placement Coordinator.

"The best thing about my job is being an advocate for higher education to every single person that I meet. This job gives me the resources to help make a difference in someone else's life. Being a minority, and a first-generation student, my overcoming collegiate barriers is giving hope to my tribal community and to the younger generation. My message: "You can and will succeed." – Effie Hernandez

College of Eastern Idaho

1600 South 25th East • Idaho Falls, Idaho 83404-5788 • 208.524.3000 • www.cei.edu

March 4, 2019

Dr. Randall Brumfield
Chief Academic Officer
Office of Idaho State Board of Education
650 W. State Street, Room 307
Boise, ID 83720-0037

Dear Dr. Brumfield:

The College of Eastern Idaho will be continuing their participation in and support for the Idaho Indian Education Committee with the State of Idaho. This Committee plays a key role in supporting the education plans for the future of Indian education in the state.

Effie Hernandez is new to CEI in the role of Student Advisor, but Effie has worked in the area in University Recruiting with University Recruiting for the University of Idaho. Additionally, Effie has direct ties to the Shoshone-Bannock Tribe giving her a unique understand and tie to Indian Education. Effie will make an excellent addition to this state-wide committee as our CEI appointee. Her contact information is: Effie Hernandez – 208.535.5338   effie.hernandez@cei.edu
I have attached a brief bio for as well.

We look forward to our continued participation. If you have questions or concerns, please contact my office.

Sincerely,

Rick Aman
President, College of Eastern Idaho
Idaho Falls, Idaho

BOISE STATE UNIVERSITY

SUBJECT
Nature Center Naming

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies and Procedures, Section I.K

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: EDUCATIONAL ATTAINMENT, Objective C: Access

BACKGROUND/DISCUSSION
Boise State University (BSU) requests Board approval for the naming of a nature center on approximately 22 acres of property owned by BSU along the Boise River near the intersection of Warms Springs Avenue and State Highway 21. Boise State is developing this area to further research and community education conducted by the Intermountain Bird Observatory, an academic research and outreach unit within the College of Arts and Sciences. The grand vison for this area is to maintain and improve access, develop an interpretive trail system, improve native plant communities and fish and wildlife habitats, and create a year-round community outreach program.

Boise State University will team up with numerous partners in this endeavor including the City of Boise, Idaho Transportation Department, Idaho Department of Fish and Game, Ada County, and numerous private entities including the Idaho Foundation for Parks and Lands, Golden Eagle Audubon Society, the Boise River Enhancement Network, and others. The City of Boise plans to build a new city park on property adjacent to the proposed nature center and is supportive of the two properties being managed toward a common goal of maintaining open space, creating connectivity, contributing to clean water, restoring native habitats, and promoting community engagement and partnerships. Boise City has invested in this vision by approving a grant of $440,000 to construct an interpretive trail system.

In 2007 the Moore Family began building the Diane and Winston Moore family Endowed Trust for the director of the Intermountain Bird Observatory. This fund became mature in 2012 and has greatly benefitted the Intermountain Bird Observatory program by increasing recognition, providing financial stability for the director, and providing annual interest to build the program. In particular, endowment interest was used to purchase this property, fund development of education/outreach programs, and fund habitat improvement projects.

This proposal to name the area the Diane Moore Nature Center recognizes the significant contribution of the Diane and Winston Moore family to Boise State University and their transformational role in the emergence and growth of the

Intermountain Bird Observatory program. The University's naming committee and the interim president have approved the proposed name.

IMPACT

The creation of the Diane Moore Nature Center and the naming thereof will honor the Diane and Winston Moore family's vision and commitment to immersive and hands-on science education at Boise State, youth education, and a discovery of nature. As a result of building the vision for this property, the Intermountain Bird Observatory program will reach thousands of students, families, and local public annually. No new funding is required.

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.K.1.b, outlines the requirements by which a building, facility, or administrative unit may be named for someone other than a former employee of the system of higher education. These include consideration of the nature of the individual's gift and its significance to the institution; the eminence of the individual whose name is proposed; and the individual's relationship to the institution. When naming a facility for an individual in recognition of a gift, no commitment for naming may be made to the prospective donor prior to Board approval of the proposed name.

Based on the information provided by Boise State University the request complies with Board policy.

Staff recommends approval

BOARD ACTION

I move to approve Boise State University's request for naming of the Diane Moore Nature Center as outlined herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO

SUBJECT
Revisions to Constitution and Bylaws of the Faculty of the University of Idaho.

REFERENCE

November 18, 1966	The Board approved the Bylaws of the University Faculty.
June 18, 2009	The Board approved the Constitution of the University Faculty.
June 21, 2012	The Board approved amendments to the University of Idaho Faculty Constitution and Bylaws.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section I.S.2. Faculty Constitution and Bylaws.

ALIGNMENT WITH STRATEGIC PLAN
GOAL 3: EDUCATIONAL ATTAINMENT
Objective A: Higher Level of Educational Attainment
Objective B: Timely Degree Completion

BACKGROUND/DISCUSSION
The Provost and Executive Vice President (Provost) worked with the leadership of the University Faculty Senate on ideas to improve the functionality of the University Faculty Secretary. These proposed changes re-define aspects of the faculty secretary role. In conjunction with these changes the Provost is providing additional support resources for the office, including a dedicated University Policy Coordinator to assist with institutional policy development and education.

These changes were approved by the Faculty Senate and then sent to the General Faculty where they were approved by the full faculty. They were then sent to the President who has also approved them.

IMPACT
There is no additional financial burden on the University from these changes, as they will be accomplished within existing budgets.

ATTACHMENTS
Attachment 1 – Changes to Faculty Constitution
Attachment 2 – Changes to Faculty Bylaws

STAFF COMMENTS AND RECOMMENDATIONS
Board Policy I.S. Institutional Governance authorizes the faculty to establish written bylaws, a constitution, or necessary procedures for making

recommendation to the chief executive office, such procedures are subject to approval by the chief executive office and written bylaws or the constitution must be approved by the Board. The proposed amendments have been approved by all parties and are consistent with Board policies.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to amend the Faculty Constitution as submitted in Attachment 1 and the faculty senate bylaws as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
JUNE 20, 2019

ATTACHMENT 1

UI FACULTY-STAFF HANDBOOK
Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE
Section 1520: Constitution of the University Faculty

UI FACULTY-STAFF HANDBOOK
CHAPTER ONE:
HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE   July 2015

1520
CONSTITUTION OF THE UNIVERSITY FACULTY

NOTE: *When the university was young, the faculty's business could be transacted quite satisfactorily in general meetings and through presidential committees. After the mid-20th century, however, the need for a representative form of government became obvious. Shortly after assuming the presidency in 1965, Ernest W. Hartung expressed great confidence in the faculty and urged it to assume the responsibilities entrusted to it by the territorial legislature and the state constitution [see 1120 A-3]. Accordingly, the Interim Committee of the Faculty, a body that performed limited academic functions for a time, recommended the establishment of a council having responsibilities and authority essentially as set forth in this constitution. The university faculty adopted the Interim Committee's recommendation on October 20, 1966, the regents approved it on November 18, 1966, and elections were held in the several colleges. The first Faculty Council assembled on February 23, 1967, with Professor Thomas R. Walenta (law) as chair; during the ensuing year, the council developed a proposed constitution of the university faculty. The document was amended and approved by the university faculty on March 20, 1968, and, with President Hartung's support, was ratified with minor amendments by the regents on September 5, 1968. The last major revision took place in 1986. In 2009 the Faculty Council changed its name to Faculty Senate a more common name used in academia, off campus faculty will have voting members on Senate at Coeur d'Alene, Boise, and Idaho Falls, and off-campus faculty will now be counted in the quorum at university faculty meetings with vote through designated sites and delegates given available technology (see 1640.94 and 1540 A). In 2011 Clinical faculty rank was added and language with respect to associated faculty voting was clarified. In 2012 Faculty Senate Center Senator's role/responsibility was clarified, staff membership increased to two and the required annual venue determination removed. In July 2013 the Faculty Senate's membership was increased again by one member to represent the Student Bar Association. In 2015 Faculty Senate members were allowed to serve an additional term and language was added to Article I. Section 4 that affirms academic freedom in faculty governance and university programs and policies. In 2019 language in Article V, Section 3 was removed to address the restructure of the Faculty Secretary position. The text printed here includes all amendments to date (see also 1420 A-1-c). Unless otherwise noted, the text is of 1996. For more information, contact the Office of the Faculty Secretary (208-885-6151).* [ed. 7-00, rev. 7-09, 7-11, 7-12, 7-13, 7-15, 7-19]

CONTENTS:

Preamble
Article I.   General Provisions
Article II.   Faculty Classifications
Article III.   Faculty Meetings
Article IV.   Responsibilities of the University Faculty
Article V.   Faculty Senate
Article VI.   Rules of Order
Article VII.   Amendments

PREAMBLE. The faculty of the University of Idaho, designated "university faculty," as defined in article II, section 1, in acknowledgement of the responsibilities entrusted to it for the immediate government of the university by article IX, section 10, of the constitution of the state of Idaho, has adopted and declared this constitution to be the basic document under which to discharge its responsibilities.

UI FACULTY-STAFF HANDBOOK
Chapter I: History, Mission, General Organization, and Governance
Section 1520: Constitution of the University Faculty

ARTICLE I--GENERAL PROVISIONS.

Section 1. Regents. The regents are vested by article IX, section 10, of the constitution of the state of Idaho with all powers necessary or convenient to govern the university in all its aspects. The regents are the authority for actions of the university faculty, and policy actions taken by the university faculty are subject to review and approval by the president and by the regents. [See 1120 A-2 and 1220 A-1.]

Section 2. President. The president of the university is both a member of and the president of the university faculty and is also the president of the other faculties referred to in section 4, below, and in article II. The president is the representative of the regents, the institution's chief executive officer, and the official leader and voice of the university. [See also 1420 A.] *[ed. 7-00]*

Section 3. Faculty Senate. This senate is empowered to act for the university faculty in all matters pertaining to the immediate government of the university. The senate is responsible to and reports to the university faculty and, through the president, to the regents. The university faculty, president, and regents retain the authority to review policy actions taken by the senate. [See III-3, V, and 1420 A-1-c.] *[ed. 7-00, 7-09]*

Section 4. Constituent Faculties. The university faculty is composed of various constituent faculties, including the faculties of the several colleges and other units of the university. Faculty are entitled to speak or write freely on matters pertaining to university governance, programs and policies (see Article IV below and FSH 3160). *[rev. 7-15]*

Clause A. College Faculties. The constituent faculty of each college or similar unit, meeting regularly and in accordance with bylaws adopted by a majority vote of the members of such faculty, is authorized to establish and to effect its own educational objectives, including matters of student admission and curriculum, and to participate in the selection of its own dean, other executive officers, and faculty members, subject only to the general rules and regulations of the university faculty and the authority of the president and the regents.

Clause B. Faculties of Subdivisions. If there are schools, intracollege divisions, departments, or separate disciplines within a college or similar unit, the constituent faculty of each such subdivision participates in decisions concerning its educational objectives, including matters of student admission and curriculum, the selection of its executive officers, and its faculty appointments, subject only to the general rules and regulations of the college faculty and the university faculty and the authority of the president and the regents.

Clause C. Interim Government. The Faculty Senate will provide for the establishment of bylaws for any college or similar unit that has not adopted its own bylaws. *[ed. 7-09]*

Clause D. Matters of Mutual Concern. The Faculty Senate has the responsibility for resolving academic matters that concern more than one college or similar unit. *[ed. 7-09]*

ARTICLE II--FACULTY CLASSIFICATIONS.

Section 1. University Faculty. The university faculty is comprised of the president, provost, vice presidents, deans, professors, associate professors, assistant professors, senior instructors, instructors (including those professors, associate professors, assistant professors, senior instructors, and instructors whose titles have distinguished, research, extension, clinical or visiting designations, e.g., "assistant research professor", "assistant clinical professor" and "visiting associate professor"), and lecturers who have served at least four semesters on more than half-time appointment [see 1565 G-1]. Those who qualify under this section have the privilege of participation with vote in meetings of the university faculty and the appropriate constituent faculties. *[ed. 7-99, 7-09, rev. 7-01, 7-11]*

UI FACULTY-STAFF HANDBOOK
Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE
Section 1520: Constitution of the University Faculty

Section 2. Emeriti. Faculty members emeriti have the privilege of participation without vote in meetings of the university faculty and the appropriate constituent and associated faculties. Also, they may be appointed to serve with vote on UI committees. [See also 1565 E.] *[ed. 7-00, 7-09]*

Section 3. Associated Faculties.

Clause A. The adjunct faculty [see 1565 F-1] and the affiliate faculty [see 1565 F-2] are associated faculties. Other associated faculties may be established as needed with the approval of the university faculty, president, and regents. *[ed. 7-00, 7-09]*

Clause B. Members of the adjunct faculty have the privilege of participation without vote in meetings of the university faculty. Members of the affiliate faculty may participate with vote in meetings of the university faculty if they have status as university faculty in their home unit. Both adjunct and affiliate faculty members have the privilege of participating in meetings of their respective constituencies of the university faculty, and may participate with vote if the bylaws of their constituent faculty so provide; however, if authorized to vote, they are not counted among the full-time-equivalent faculty members when determining the basis for the constituent faculty's representation on the Faculty Senate. *[ed. 7-09, rev. 7-11]*

Section 4. General Faculty. "General faculty" is a collective description for the combined faculties referred to in sections 1, 2, and 3, above.

ARTICLE III--FACULTY MEETINGS.

Section 1. Meetings. The university faculty meets at least once each semester. Meetings of the university faculty may be called at any time, with due notice, by the president. Meetings of the university faculty must be called with due notice by the president on the request of the Faculty Senate or on the written petition of 25 members of the university faculty. The president, or a member of the university faculty designated by the president, presides at meetings of the university faculty. *[ed. 7-09]*

Clause A. Venue. University faculty may participate and vote in faculty meetings by being physically present at the designated venue on the Moscow campus, or by being physically present at another designated venue (see FSH 1540 A-1) in the state that is connected via electronic video and audio link as outlined in Clause B. *[add. 7-09, rev. 7-12]*

Clause B. Participation. To be eligible for meeting participation, venues remote from the Moscow campus must be linked to the Moscow venue via compressed video link or other electronic means that conveys audio and visual signals in both directions between Moscow and the remote venue. In addition, an authorized delegate of the Secretary of the Faculty must be present at each site to facilitate meeting participation and counting and reporting of votes (see Section 3, Clause C, Secretary's delegates at remote sites). *[add. 7-09, ed. 7-12]*

Section 2. Secretary. The president appoints the secretary of the faculty from among the tenured members of the university faculty [see 1570]. The secretary is responsible for recording and distributing the minutes, tallying and recording of votes, and performs such other duties as may be assigned by the president or the university faculty. *[rev. 7-09]*

UI FACULTY-STAFF HANDBOOK
Chapter I: History, Mission, General Organization, and Governance
Section 1520: Constitution of the University Faculty

Section 3.

Clause A. Quorum, Recognition of Speakers, Recording of Votes and Delegates. A quorum consists of one-eighth of the membership of the university faculty, as defined in article II, section 1. If there is not a quorum at a faculty meeting, Faculty Senate actions reported in the agenda for that meeting have faculty approval and are forwarded to the president and regents. *[rev. 7-97, 7-09]*

Clause B. Recognition of Speakers. Participants wishing to speak at the Moscow site or at remote sites will be recognized by the presiding officer in Moscow and may obtain the floor with his/her approval. *[add. 7-09]*

Clause C. Recording of Votes. In determining the outcome of motions, the secretary will determine the number of votes for or against. The Secretary's delegate at each electronically linked site will convey votes for and against to the Secretary (see FSH 1540 A). *[add. 7-09, ed. 7-12]*

Clause D. Secretary's Delegates. Delegates at remote sites shall be members of the University Multi-Campus Communications Committee appointed by the Committee on Committees as outlined in 1640.94. *[add. 7-09]*

Section 4. Agenda. An agenda listing all subjects to be voted on, other than routine matters, must be issued to all members of the university faculty at least one week in advance of each meeting of the university faculty, except as provided in clause E. Faculty Senate actions that require approval by the university faculty must be published in full in the agenda. [See also 1420 A-1-c.] *[ed. 7-00, 7-09]*

Clause A. Responsibility. The president is responsible for the agenda and it is issued under the president's direction.

Clause B. Agenda Items from Individual Members. Individual members who wish to suggest items for the agenda are to submit them to the president. No items may be considered under this clause that are presented to the president less than 12 calendar days before the meeting.

Clause C. Resolutions Requiring Action. Ten or more members of the university faculty desiring to submit a resolution that requires action at the next meeting are to submit the signed resolution to the president at least twelve calendar days before the meeting. Such resolutions must be published in full with, and included in, the agenda. [But see 1540 B.] *[ed. 7-00]*

Clause D. Proposed Changes of Written Policies or Regulations. Any proposed change in a written policy or regulation of the university to be voted on by the university faculty must be published in full in the agenda, or final action on the proposal must be delayed until the next meeting. This provision can be waived only by unanimous consent.

Clause E. Agenda for Emergency Meetings. If circumstances require an emergency meeting of the university faculty, the president declares the emergency and calls the meeting. In such circumstances the agenda may be limited to items approved by the president and must be published not less than three calendar days before the meeting. Policy actions taken at emergency meetings require an approving vote of two-thirds of the members of the university faculty in attendance at the meeting, a quorum being present. This constitution cannot be amended at an emergency meeting.

UI FACULTY-STAFF HANDBOOK
Chapter I: History, Mission, General Organization, and Governance
Section 1520: Constitution of the University Faculty

ARTICLE IV--RESPONSIBILITIES OF THE UNIVERSITY FACULTY. Subject to the authority of the president and the general supervision and ultimate authority of the regents, the university faculty accepts its responsibilities for the immediate government of the university, including, but not restricted to:

Section 1. Standards for Admission. The university faculty establishes minimum standards for admission to the university. Supplementary standards for admission to individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty.

Section 2. Academic Standards. The university faculty establishes minimum academic standards to be maintained by all students in the university. Supplementary academic standards to be maintained by students in individual colleges or other units of the university that are recommended by the appropriate constituent faculties are subject to approval by the university faculty. [See I-4-D.]

Section 3. Courses, Curricula, Graduation Requirements, and Degrees. Courses of instruction, curricula, and degrees to be offered in, and the requirements for graduation from, the individual colleges or other units of the university, as recommended by the appropriate constituent faculties, are subject to approval by the university faculty. [See I-4-D.]

Section 4. Scholarships, Honors, Awards, and Financial Aid. The university faculty recommends general principles in accordance with which privileges such as scholarships, honors, awards, and financial aid are accepted and allocated. The university faculty may review the standards recommended by the individual constituent faculties for the acceptance and allocation of such privileges at the college or departmental levels.

Section 5. Conduct of Students. The faculty's responsibility for approving student disciplinary regulations and the rights guaranteed to students during disciplinary hearings and proceedings are as provided in the "Statement of Student Rights," the "Student Code of Conduct," and the "University Disciplinary Process for Alleged Violations of Student Code of Conduct." [See 2200, 2300, and 2400.] *[ed. 7-14]*

Section 6. Student Participation. The university faculty provides an opportunity for students of the university to be heard in all matters pertaining to their welfare as students. To this end, the students are entrusted with their own student government organization and are represented on the Faculty Senate. If students so desire, they are represented on faculty committees that deal with matters affecting them. *[ed. 7-09]*

Section 7. Selection of Officers. The university faculty assists the regents in the selection of the president and assists the president in the selection of the provost, vice presidents and other administrative officers of the university.

Section 8. Governance of Colleges and Subdivisions. The university faculty promulgates general standards to guarantee the right of faculty members to participate in the meetings of the appropriate constituent faculties and in the governance of their colleges, schools, intracollege divisions, departments, and other units of the university. [See 1540 A.] *[ed. 7-06, 7-09]*

Section 9. Faculty Welfare. The university faculty recommends general policies and procedures concerning the welfare of faculty members, including, but not limited to, appointment, reappointment, nonreappointment, academic freedom, tenure, working conditions, promotions, salaries, leaves, fringe benefits, periodic evaluations, performance reviews, reassignment, layoff, and dismissal or termination.

Section 10. The Budget. Members of the university faculty participate in budgetary deliberations, and it is expected that the president will seek faculty advice and counsel on budgetary priorities that could significantly affect existing

CONSENT
JUNE 20, 2019

ATTACHMENT 1

UI FACULTY-STAFF HANDBOOK
Chapter I: HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE
Section 1520: Constitution of the University Faculty

units of the university. [See 1640.20, University Budget and Finance Committee.] *[ed. 7-05]*

Section 11. Committee Structure. The university faculty, through the medium of its Faculty Senate, establishes and maintains all university-wide and interdivisional standing and special committees, subcommittees, councils, boards, and similar bodies necessary to the immediate government of the university and provides for the appointment or election of members of such bodies. This section does not apply to *ad hoc* advisory committees appointed by the president or committees made up primarily of administrators. [See 1620 and 1640] *[ed. 7-97, 7-09]*

Section 12. Organization of the University. The university faculty advises and assists the president and the regents in establishing, reorganizing, or discontinuing major academic and administrative units of the university, such as colleges, schools, intracollege divisions, departments, and similar functional organizations.

Section 13. Bylaws of the Faculty Senate. The bylaws under which the Faculty Senate discharges its responsibilities as the representative body of the university faculty are subject to review and approval by the university faculty. [See 1580.] *[ed. 7-09]*

ARTICLE V--FACULTY SENATE.

Section 1. Function. The Faculty Senate functions as provided in this constitution and in accordance with its bylaws as approved by the university faculty. [See I-3 and 1580.] *[ed. 7-09]*

Section 2. Structure. The senate is constituted as follows: *[ed. 7-09]*

Clause A. Elected Members. *[ed. 7-00]*

(1) College Faculties. The faculty of each college, except the College of Graduate Studies, elects one senator for each 50, or major fraction thereof, full-time-equivalent faculty members in the college, provided, however, that each college faculty elects at least one senator. If, because of a reduction in the membership of a college faculty, there is to be a corresponding reduction in the college's representation in the senate, the reduction does not take place until the expiration of the term of office of an elected senator from the college. *[ed. 7-09]*

(2) University Centers. The resident faculty of the university centers in Boise, Coeur d'Alene and Idaho Falls each elects one senator from among its number. Those senators shall have the right to participate and vote in faculty senate meetings by means of available two-way video-audio technology located at the centers. If the available technology fails, telephone conferencing will be used. Senators elected to represent a center have a unique role on senate, which is to provide a voice and vote from the perspective of their centers. That perspective is not intended to be college and/or discipline specific. *[add. 7-09, rev. 7-12]*

(3) Faculty-at-Large. Members of the university faculty who are not affiliated with a college faculty constitute the faculty-at-large, and this constituent faculty, in accordance with procedures adopted by the faculty-at-large, elects senators to serve with vote in the senate on the same basis as provided above for college faculties. [See 1566.] *[ed. & ren. 7-09]*

(4) Dean. The academic deans elect one of their number to serve with vote in the senate. *[ed. & ren. 7-09]*

(5) Staff. The representative body (Staff Council) of the university staff elects two employees who do not have faculty status to serve with vote in the senate. *[ed. & ren. 7-09, rev. 7-12]*

CONSENT
JUNE 20, 2019

ATTACHMENT 1

UI FACULTY-STAFF HANDBOOK
Chapter I: History, Mission, General Organization, and Governance
Section 1520: Constitution of the University Faculty

---

(6) Students. Two undergraduate students, one graduate student, and one law student serve as voting members of the senate, and the senate provides regulations governing the qualifications, terms of office, and election of student members, and procedures for filling vacancies in the student membership. [See 1580 VI.] *[ed. & ren. 7-09, rev. 7-13]*

Clause B. Members *Ex Officiis*. The president or the president's designated representative and the secretary of the faculty are members *ex officiis* of the senate, with voice but without vote. *[ed. 7-09]*

Section 3. Officers. Each year the senate elects a chair and a vice chair from among the elected faculty members of the senate. ~~Also, each year a secretary is appointed by the chair, subject to confirmation by the senate, from among the members of the senate or from the membership of the university faculty. The appointment of a person who is not a member of the senate to serve as secretary does not carry with it membership on the senate~~. *[ed. 7-09]*

Section 4. Terms of Office. Elected faculty members of the senate serve for three years. The academic dean shall serve one year, the staff representatives shall serve for staggered two year terms. The terms of office for student members are as established by the senate. [See 1580 VI.] Newly elected members take office each year on September 1 or on the official opening date of the academic year, whichever is earlier. To carry out the requirement that approximately one-third of the elected faculty members are to take office each year, the senate may shorten the initial term of office of faculty senators elected to fill new positions in the senate to conform to a balanced rotation plan. When members are elected to fill a vacancy, they take office at the first meeting after the election and serve for the unexpired term of the vacancy. A faculty member elected to the senate may serve two consecutive terms. After serving two consecutive terms the faculty senate member must wait one full year before they are again eligible for election [see also FSH 1580 III-3]. *[ed. 7-09, rev. 7-12, 7-15]*

Section 5. Eligibility. Every member of the university faculty is eligible to vote for members of the senate representing his or her college or other unit. Every member of the university faculty is eligible to serve as an elected member of the Faculty Senate and to hold an elective or appointive office in the senate. *[ed. 7-09]*

Section 6. Elections. Regular elections for senators in the senate are held before April 15 of each year in which an election is to be held. All elections for members of the senate are by secret ballot. Appropriate procedures for nominations and elections are developed and approved by a majority vote of the faculty of the college or other unit. *[ed. 7-09]*

Section 7. Vacancies.

Clause A. If it is necessary for a member of the senate to be absent temporarily (more than a month, but less than four months), the candidate who received the next highest number of votes in the most recent election in the college or unit acts as his or her alternate in the senate with full vote. If it is necessary for a member to be absent for more than four months, but less than one year, a special election is held to fill the temporary vacancy. When the senate member returns, he or she resumes the position in the senate. If it is necessary for a member to be absent for more than one year, or if the member is unable to complete the term of office for any reason, a special election is held to fill the unexpired term. [See 1580 VI for procedures covering student vacancies.] *[ed. 7-09]*

Clause B. The chair of the Faculty Senate must declare a position vacant if a member is absent from three consecutive meetings unless the member has informed the chair of the senate in writing that he or she intends to participate fully in the activities of the senate in the future. When a position is declared vacant, the chair must notify the constituency concerned. *[ed. 7-09]*

CONSENT
JUNE 20, 2019

ATTACHMENT 1

UI FACULTY-STAFF HANDBOOK
Chapter I: History, Mission, General Organization, and Governance
Section 1520: Constitution of the University Faculty

Section 8. Recall. The recall of a member of the senate may be initiated by a petition bearing the signatures of at least 10 percent, or five members, whichever is greater, of the membership of the particular constituency represented. The petition must be delivered to the chair of the senate. On the receipt of a valid petition, the chair calls a meeting of the faculty of the college or other unit and appoints a chair. Charges against the member are presented in writing and the member is given adequate opportunity for his or her defense. A two-thirds majority vote by secret ballot of the members of the college or other unit present at the meeting is necessary for recall, providing the members present constitute a quorum as defined in the bylaws of the college or other unit. In the event that the vote is to recall the senator, the member may appeal the case to the senate within 10 days. If the case is appealed and the senate affirms the recall, or if the recall stands for 10 days without appeal, the members of the college or other unit elect another senator. Regular procedures are followed in replacing the recalled person, except that the chair of the senate appoints the chair of the election committee of the college or other unit. During the interval between recall and the election of a replacement, the candidate who received the next highest number of votes in the most recent election acts as the alternate in the senate with full vote. *[ed. 7-09]*

ARTICLE VI--RULES OF ORDER. The rules contained in *Robert's Rules of Order Newly Revised* govern all meetings of the university faculty, other faculties, the Faculty Senate, and faculty committees in all cases to which they are applicable and in which they are not in conflict with this constitution, regents' policies, or any bylaws or rules adopted by any of those bodies for the conduct of their respective meetings. An action taken by the university faculty, a constituent or associated faculty, the Faculty Senate, or a faculty committee that conflicts with a previous action by that body takes precedence and, in effect, amends, in part or in full, the previous action. *[ed. 7-09]*

ARTICLE VII--AMENDMENTS. This constitution may be amended by a two-thirds affirmative vote of the members of the university faculty, as defined in article II, section 1, in attendance at a regular meeting, a quorum being present. Proposed amendments must have been published in full in the agenda at least one week before the meeting or presented in writing at a meeting previous to the one at which the vote is to be taken. Amendments to this constitution are subject to review and approval by the president and by the regents.

UI FACULTY-STAFF HANDBOOK
CHAPTER ONE:
HISTORY, MISSION, GENERAL ORGANIZATION, AND GOVERNANCE   July 2015

_____

1580

BYLAWS OF FACULTY SENATE

PREAMBLE: This section contains the bylaws of Faculty Senate which serve to expand on Article V of the Faculty Constitution (1520). This section first appeared in the 1979 edition of the Handbook and has remained substantially the same, minor title changes aside, ever since. In January 2010 the Faculty Council changed its name to Faculty Senate. In 2011 the requirements for publishing senate meeting minutes were revised to reflect changes in publishing processes across the university. In July 2012 the election process for the graduate student representative on Senate was clarified. In July 2013 the Faculty Senate's membership was increased again by one member to represent the Student Bar Association. In July 2015 Faculty Senate member's term was expanded allowing an additional term. For further information, contact the Office of the Faculty Secretary (208-885-6151). [ed. 7-00, rev. 7-10, 7-11, 7-12, 7-13, 7-15]

CONTENTS:

Article I.   Function and Membership
Article II.   Duties of Officers
Article III.   Terms of Office
Article IV.   Election of Officers
Article V.   Meetings
Article VI.   Student Members
Article VII.   Executive Committee
Article VIII.   Other Committees

ARTICLE I--FUNCTION AND MEMBERSHIP. The function and membership of the Faculty Senate are as provided in the constitution of the university faculty. [See 1520 I-3 and V.] *[ed. 7-10]*

ARTICLE II--DUTIES OF OFFICERS.

   Section 1. Chair. The chair shall: preside at meetings of the senate; appoint the secretary, subject to confirmation by the senate; appoint special or *ad hoc* committees in consultation with the senate; maintain lines of communication between the senate and the president, between the senate and the university faculty, and between the senate and the Staff Affairs Committee; serve as a member ex officio without vote of all committees and similar bodies under the jurisdiction of the university faculty; and perform all other duties pertaining to the office of chair. Given the nature of leadership responsibilities and time requirements of this position, it is UI administrative policy that the chair is given the opportunity for release time of up to one course per semester, or equivalent. *[ed. 7-10]*

   Section 2. Vice Chair. The vice chair shall: assume the duties and responsibilities of the chair in the temporary absence or disability of the chair; serve as chair of the Committee on Committees; and perform such other duties as may be assigned by the chair or by the senate. *[ed. 7-10]*

   Section 3. Secretary. The faculty secretary shall be the secretary to the faculty senate and shall maintain minutes and assume other responsibilities set forth in FSH 1570. ~~maintain an accurate record of all meetings of the senate; publish the minutes or a summary thereof on the Faculty Senate website as soon as possible after they are approved; file official copies of the minutes, together with appropriate exhibits, and in the Department of Special Collections and Archives in the University Library for safekeeping; prepare reports of policy actions taken by the senate for review by the university faculty, president, and regents; maintain a file of the minutes of university level standing committees; maintain a file of the current bylaws of the senate and of its standing committees; and perform such other duties as may be assigned by the chair or by the senate. [ed. 7-97, 7-10, rev. 7-11]~~

ARTICLE III--TERMS OF OFFICE.

Section 1. Members. The terms of office for members of the senate are as provided in the constitution of the university faculty [1520 V-4] and in accordance with these bylaws. *[ed. 7-10]*

Section 2. Officers. The term of office for officers of the senate is one year, beginning on September 1 or on the official opening date of the academic year, whichever is earlier. No member may serve as chair more than two consecutive one-year terms. *[ed. 7-10]*

Section 3. Members Completing Unexpired Terms. A member who has been elected or appointed to complete the unexpired term of another member and has served more than half of that term will be considered to have served one full term.[see FSH 1520 V-4 – Terms of Office. *[ed. 7-10, rev. 7-15]*

ARTICLE IV--ELECTION OF OFFICERS.

Section 1. Nomination. Each spring, as soon as practicable following the appointment and election of new members of the senate, the president of the university or the president's designated representative calls and presides at a meeting of those who will be members during the ensuing year for the purpose of nominating candidates for the offices of chair and vice chair. Nominations are by secret ballot, and no other official business is transacted at this meeting. *[ed. 7-10]*

Section 2. Election. Not less than three days following the nominating meeting referred to in section 1, above, the president or the president's designated representative calls and presides at a second meeting of the same group for the purpose of electing the chair and the vice chair for the ensuing term. No other official business is transacted at this meeting. The requirement that there be no less than three days between the two meetings may be suspended only by the unanimous consent of the members in attendance. The procedures for the election are as follows:

Clause A. Additional Nominations. Before balloting begins for each office, additional nominations may be made for that office.

Clause B. Procedure for Balloting. Elections for officers of the senate are by secret ballot, and a majority of all votes cast is necessary for election, a quorum being present [see V-3]. In the event that more than two candidates are nominated for either office and none receives a majority of the votes cast on the first ballot, balloting continues with the name of the candidate receiving the fewest votes being dropped from the ballot after each vote. In the event that there is no candidate with the fewest votes, balloting continues with all names included until such time as a candidate receives a majority of votes (in which case he or she is declared elected) or until a candidate receives the fewest votes (in which case his or her name is dropped from the ballot and the balloting continues). *[ed. 7-97, 7-10]*

ARTICLE V--MEETINGS.

Section 1. Regular Meetings. The senate determines the time and place for its regular meetings. *[ed. 7-10]*

Section 2. Special Meetings. Special meetings of the senate may be called at any time by the chair. Such meetings must be called upon the request of the president of the university or the president's designated representative. Meetings may be convened by 35 percent of the voting membership with a three-day written notice to all members. *[ed. 7-10]*

Section 3. Quorum. A quorum is half of the voting members of the senate, including half of the elected membership. *[ed. 7-10]*

Section 4. Agenda. The chair is responsible for the agenda and causes it to be issued at least one day before each regular meeting. Notice of special meetings may be given orally, provided each member so notified is informed of the

purpose of the special meeting.

Section 5. Order of Business. The usual order of business for regular meetings is: (a) approval of the minutes of the previous meeting; (b) communications; (c) committee reports; (d) special orders; (e) unfinished business and general orders; and (f) new business.

Section 6. Communications. Communications that require action by the senate should be furnished in sufficient quantity to provide one copy for each member of the senate and five copies for the secretary. *[ed. 7-10]*

Section 7. Alternates. Alternates participate in meetings of the senate only as permitted by the constitution of the university faculty [see 1520 V-7]. This rule does not preclude a member from having another person attend the meeting in his or her stead as an auditor. *[ed. 7-10]*

Section 8. Policy Actions. Before each regular meeting of the senate, the agenda for that meeting is to be published on the Faculty Senate website. The website shall include the number, if any, and the title of each agenda item involving the formulation or substantive change of policy and also a link to the proposed redline document. Final action may not be taken on any such item unless it has been included in an agenda previously published on the website and distributed electronically to all senators (preferably the Friday before the meeting, but no later than 24 hours prior to the meeting, see Section 4 above); this requirement for prior notice may be suspended only in emergencies and with approval by a two-thirds vote of the senate members in attendance at a meeting, a quorum being present. *[ed. 7-97, 7-10, rev. 7-11]*

Section 9. Motions. Motions involving the formulation or change of policy should be in writing and handed to the secretary. The minutes are to show the names of the person making a motion and of the seconder.

Section 10. Record of Attendance. The minutes are to show the names of members attending and of those absent from meetings.

Section 11. Voting. Voting on motions is by raising a hand. Proxy votes are not allowed. (According to a standing rule of the senate, the chair does not ask how many members abstained from voting on a particular motion, and abstentions are not recorded in the minutes unless a member requests that his or her abstention be recorded.) *[ed. 7-10]*

Section 12. Open Meetings. The university faculty's general regulations governing committee meetings, including meetings of the Faculty Senate, are contained in FSH 1620. *[ed. 7-10]*

Section 13. Publication of Minutes. The complete text or a summary of the approved minutes of meetings of the senate is published on the Faculty Senate website and sent electronically to senate members at least one day before the meeting at which they will be ratified. *[ed. 7-97, 7-10, rev. 7-11]*

ARTICLE VI--STUDENT MEMBERS.

Section 1. Qualifications. The two undergraduate-student representatives must have completed at least 26 credits at UI before taking office and must be full-time students as defined in the catalog (regulation O-1). The graduate-student representative must be regularly enrolled in a program leading to an advanced degree.

Section 2. Terms of Office. Student members are elected for one-year terms and are eligible for reelection for a second term.

Section 3. Election. The election of the two undergraduate-student representatives to serve on the senate is entrusted to the ASUI Senate. The election of one graduate-student representative is entrusted to the Graduate and Professional Student Association. The election of one law-student representative is entrusted to the Student Bar Association. *[ed. 7-10, rev. 7-12, 7-13]*

Section 4. Vacancies. Vacancies occurring in student positions are filled by the ASUI and GPSA as appropriate. *[rev. 7-12]*

ARTICLE VII--EXECUTIVE COMMITTEE.

Section 1. Function. The function of the Executive Committee is to act for the senate on emergency matters when the senate will not be in regular session for a period of more than two weeks and a quorum cannot easily be convened. The Executive Committee reports to and is subject to the orders of the senate, and the senate retains the authority to review actions of the Executive Committee. *[ed. 7-10]*

Section 2. Structure and Quorum. The Executive Committee is made up of such members of the senate as are present at a meeting called upon 36 hours' written or oral notice. Seven voting members of the senate constitute a quorum for meetings of the Executive Committee. *[ed. 7-10]*

Section 3. Officers. The officers of the senate also serve as the officers of the Executive Committee. In the absence or incapacity of both the chair and the vice chair, the members of the Executive Committee attending the meeting designate a chair *pro tempore*. *[ed. 7-10]*

Section 4. Call of Meetings. Meetings of the Executive Committee may be called on 36 hours' notice by the chair or vice chair or by the president of the university or the president's designee.

ARTICLE VIII--OTHER COMMITTEES.

Section 1. Authority of the Faculty Senate. Under the authority of the constitution of the university faculty, the senate has the responsibility to establish and maintain all university-wide and interdivisional standing and special committees, except those specifically reserved to the president. [See 1420 A-1-c and 1520 IV-11.] *[ed. 7-00, 7-10]*

Section 2. General Regulations. The general regulations governing committees, as adopted by the senate and the university faculty, are contained in 1620. *[ed. 7-10]*

ARTICLE IX--RULES OF ORDER. [See 1520 VI.]

ARTICLE X--AMENDMENTS. These bylaws may be amended by a majority vote of the university faculty, as defined in the constitution of the university faculty [see 1520 II-1], in attendance at a regular meeting, a quorum being present. Amendments that conflict with any provision of the constitution of the university faculty or with regents' policies are without effect. Proposed amendments must have been published in full in the agenda at least one week before the meeting of the university faculty or presented in writing at a meeting previous to the one at which the vote is to be taken.

SUBJECT
  Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY
  Idaho State Board of Education Governing Policies and Procedures, I.J.2.b.

ALIGNMENT WITH STRATEGIC PLAN
  Governance/Oversight required through Board policy to assure a safe environment for students conducive to the institution's mission of educating students.

BACKGROUND/DISCUSSION
  The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy I.J. Immediately upon issuance of an Alcohol Beverage Permit, a complete copy of the application and the permit shall be delivered to the Office of the State Board of Education, and Board staff shall disclose the issuance of the permit to the Board no later than the next Board meeting.

  The last update presented to the Board was at the Regular February 2019 Board meeting. Since that meeting, Board staff has received thirty-one (31) permits from Boise State University, nine (9) permits from Idaho State University, seventeen (17) permits from the University of Idaho and three (3) permits from Lewis-Clark State College.

  Attachment 1 lists the alcohol permits that have been approved by the presidents and submitted to the Board office since the last Board meeting.

ATTACHMENTS
  Attachment 1 - List of Approved Permits by Institution

BOARD ACTION
  I move to accept the report on institution president approved alcohol permits as provided in Attachment 1.

  Moved by _____ Seconded by _____ Carried Yes _____ No _____

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY
April 2019 – September 2019

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Gene Harris Jazz Festival Headline Concert	Morrison Center		X	4/04/2019
Grid Iron Social	Gene Bleymaier Football Complex	X		4/06/2019
Distinguished Professor Award	Ben Victor Gallery	X		4/11/2019
TRIO Professionals Reception	Stueckle Sky Center	X		4/19/2019
Presidential Announcement Reception	Stueckle Sky Center	X		4/23/2019
Reception at the end of the Andrus Center 2019 Environmental Conference	Student Union Building	X		4/23/2019
Wassmuth Center for Human Rights Reception after Performance	Morrison Center		X	4/25/2019
President Spring Celebration	Alumni and Friends Center	X		4/25/2019
Yanke Art Gallery Reception	Yanke Art Gallery	X		4/26/2019
IAVM Regional Conference Reception	Stueckle Sky Center	X		4/29/2019
Uproxx Event	Student Union Building		X	5/02/2019
Cinderella	Morrison Center		X	5/03/2019
Boise Philharmonic Annual Gala	Stueckle Sky Center		X	5/03/2019
Ballet of Idaho After Party	Morrison Center		X	5/04/2019
Song of the Basque II	Morrison Center		X	5/05/2019
Nursing Excellence Awards	Student Union Building		X	5/06/2019
Jim Munger Retirement Celebration	Ben Victor Gallery	X		5/06/2019
Challenged Athletes Foundation Grant Night	Stueckle Sky Center		X	5/07/2019
Interfaith Dinner	Yanke Community Room	X		5/14/2019
Commitment to Idaho Awards Ceremony	Alumni and Friends Center	X		5/14/2019

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
President's Office Open House for Marty	Admin Building – 2nd Floor Landing	X		5/15/2019
Professional Staff Association Appreciation Event	Stueckle Sky Center	X		5/16/2019
NCEES Southern/Western Zone Interim Meeting	Stueckle Sky Center		X	5/17/2019
ID/MT ASLA Conference	Student Union Building		X	5/17/2019
Employee Safety Banquet	Stueckle Sky Center		X	5/18/2019
Boise Chordsmen Annual Show	Morrison Center		X	6/01/2019
Morrison Center Volunteer Banquet	Stueckle Sky Center		X	6/02/2019
40th Idaho Watercolor Society Juried Exhibition	Student Union Building		X	6/07/2019
Idaho Threat Assessment Conference	Stueckle Sky Center	X		6/10/2019
Disturbed Concert	Taco Bell Arena		X	7/30/2019
Ghost Concert	Taco Bell Arena		X	9/27/2019

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY April 2019 – August 2019				
EVENT	**LOCATION**	**Institution Sponsor**	**Outside Sponsor**	**DATE (S)**
20 Under 40	Stephens Performing Arts		X	4/23/2019
Southeast Idaho Military Ball	ISU Ballroom	X		4/26/2019
Spring Celebration	Frazier Hall	X		5/03/2019
KC Felt Endowment Reception	Magnuson Alumni House	X		5/09/2019
Idaho Commission on the Arts Meeting	President's Home		X	5/16/2019
Eastern Idaho Community Action Partnership Annual Dinner Meeting	ISU Bennion Student Union		X	5/23/2019
Chamber After Hours	COB (BA) Building, Lobby	X		6/27/2019
IEA Summer Institute	ISU Student Union Ballroom	X		7/23/2019
Wedding and Reception	Stephens Performing Arts		X	8/03/2019

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO April 2019 – June 2019				
EVENT	**LOCATION**	**Institution Sponsor**	**Outside Sponsor**	**DATE (S)**
Idaho Law Review Awards Ceremony	University of Idaho Boise	X		4/06/2019
State Board of Education Reception	University House	X		4/17/2019
Athena Woman of the Year Award Reception	University House	X		4/22/2019
Phi Beta Kappa Honor Society Induction Ceremony	Commons	X		4/23/2019
Law Advisory Council/ISB Appelate Section Reception	University of Idaho Boise	X		4/25/2019
Department of Physics Awards Banquets	Bruce Pitman Center (SUB)	X		4/29/2019
Mike Thomsen Retirement Reception	Commons	X		4/30/2019
CALS Awards 2019	Bruce Pitman Center (SUB)	X		5/02/2019
2019 Men's Golf League	Golf Course	X		5/02/2019
Jay Penguilly Retirement Party	Prichard Art Gallery	X		5/03/2019
Rebecca Tallent Retirement	Prichard Art Gallery	X		5/09/2019
UIAA Hall of Fame Dinner	College of Education Rooftop	X		5/09/2019
VIP Commencement Dinner	University House	X		5/09/2019
2019 President's Commencement Dinner	Bruce Pitman Center (SUB)	X		5/10/2019
WWAMI Celebration Dinner	Bruce Pitman Center (SUB)	X		6/08/2019
Golf Scramble Dinner	Golf Course	X		6/16/2019
Tri Delta 90 Reunion Celebration	Bruce Pitman Center (SUB)	X		6/22/2019

APPROVED ALCOHOL SERVICE AT
LEWIS-CLARK STATE COLLEGE
May 2019

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Confluence Project Story Gathering	Center for Arts and History	X		5/16/2019
Descending Constructs Opening	Center for Arts and History	X		5/17/2019
NAIA World Series Invitation Banquet Social	Activity Center	X		5/23/2019

BOISE STATE UNIVERSITY

SUBJECT
    Alcohol Service - Pre-game and In-suite for 2019-2020 Football and Basketball
    Seasons

REFERENCE

June 2013	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2013 football season as well as alcohol service in the Sky Center during home games, the Famous Idaho Potato Bowl, the 2014 Spring Game and the Caven Williams Sports Complex for home football games.
June 2014	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2014 football season as well as alcohol service in the Sky Center during home games, the Famous Idaho Potato Bowl, the 2015 Spring Game and the Caven Williams Sports Complex for home football games.
June 2015	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2015 football season as well as alcohol service in the Sky Center during home games, the Famous Idaho Potato Bowl, the 2016 Spring Game and the Caven Williams Sports Complex for home football games.
June 2016	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2016 football season as well as alcohol service in the Sky Center during home games, the Famous Idaho Potato Bowl and the 2017 Spring Game for home football games
June 2017	Board approved a request to establish secure areas for pregame activities that serve alcohol for the 2017 football season as well as alcohol service in the Sky Center during home games, the Famous Idaho Potato Bowl and the 2018 Spring Game for home football games.
October 2017	Board approved second reading of amendments to Board policy I.J. to allow institutions' CEOs to permit alcohol service in conjunction with NCAA athletic events hosted by the institution in venue suites and at designated pre-game events ("Permitted Events") at specific locations and to designate tailgate areas where authorized game patrons and their private guests may consume alcohol, if submitted to the Board for annual approval, and subject to certain conditions.
December 2017	Board approved waiver of Board Policy I.J. requirement that all requests come to the Board at the regular June Board

	meeting for the 2017-2018 basketball competitions and the request to have a permitted event in the Double R Ranch Club Room of Taco Bell Arena.
June 2018	Board considered a first reading and did not approval the proposal to amend Board Policy I.J. expanding areas in which institutions could provide alcohol service in conjunction with student athletic events. Additionally the Board approved annual requests to allow institutions' CEOs to permit alcohol service in conjunction with NCAA athletic events hosted by the institution in venue suites and at designated pre-game events ("Permitted Events") at specific locations for the 2018-2019 football and basketball season in the Stueckle Sky Center, Allen Noble Hall of Fame, the Alumni and Friends Center and the Caven Williams Sports Complex.
August 2018	The Board approved a request to allow consumption of alcohol in designated tailgating areas in conjunction with student athletic events for the 2019 football season, post-season and spring football game.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section I.J – Use of Institutional Facilities and Services with Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100, Possession, Consumption and Sale of Alcoholic Beverages at Public Higher Education Institutions.
Idaho Administrative Code, IDAPA 38.04.07 – 305, Food and Beverage

ALIGNMENT WITH STRATEGIC PLAN

This is a non-strategic Board governance item.

BACKGROUND/DISCUSSION

Prior to approval of construction of the Stueckle Sky Center, the Board granted approval for Boise State to represent that alcohol service would be available in the suites. Based on that approval, leases with patrons for the suites, club seats and loge seats were created with the understanding that alcohol service would be available during games in this area.

For the past eleven seasons, the Board has approved alcohol service in the Stueckle Sky Center prior to and throughout home football games.

Boise State University is committed to overall improvement of the game day experience, including enhancing concessions, fan connections with coaches and student-athletes, ticket purchase options and enhanced promotions, among other things. The addition of pre-game events is part of an overall strategy to enhance the game day experience. By improving pregame options on campus, Boise State University can offer a safe and monitored environment where fans can connect with fellow Bronco fans. Increasing ticket sales and donations continues to be a

difficult task with appealing television coverage at home and challenging start times. Improving the fan experience at games will allow Boise State University to create avenues for additional revenue to support championship-level programs and provide community members additional reasons to purchase tickets.

In October 2017, the Board approved amendments to Board Policy I.J. which specified certain pre-game events and in-suite service where alcohol could be permitted in conjunction with NCAA athletic events, if permitted by an Institution's chief executive officer and approved by the Board at the regular June Board meeting, preceding the season. The policy confines alcohol service to specific venues and sports, as follows:
- Caven Williams Sports Complex (Pre-game football)
- Allen Noble Hall of Fame Gallery (Pre-game football)
- Alumni and Friends Center (Pre-game football)
- Stueckle Sky Center (In-suite football)
- Double R Ranch Club Room – Taco Bell Arena (In-suite/Club Room Basketball)

Boise State University requests Board approval to provide alcohol service in conjunction with NCAA football for the 2019-2020 season (each home game and a potential conference championship game), the Famous Idaho Potato Bowl and the 2020 spring football game) as follows:
- Caven Williams Sports Complex (Pre-game event)
- Allen Noble Hall of Fame Gallery (Pre-game event)
- Alumni and Friends Center (Pre-game event)
- Stueckle Sky Center (In-suite service)

Further, Boise State requests Board approval to provide alcohol service in conjunction with NCAA basketball for the 2019-2020 season as follows:
- Double R Ranch Club Room – Taco Bell Arena (In-suite/Club room basketball)

Football

Caven Williams Sports Complex

Providing alcohol service in the Caven Williams Sports Complex will create a gathering place for ticketed patrons attending Bronco football games and will become part of the game day experience. This reception style event will add value to those attending games by creating a fan zone that offers unique food and drink in a lighted, temperature-controlled environment. The complex will be divided into three areas: an alcohol-free area, an area where patrons can purchase alcoholic beverages, and a main fan zone featuring entertainment, food, and non-alcoholic beverage options. Boise State University will secure the entire facility and will require a valid game ticket to enter the building. Student tickets will not be accepted. The alcohol- free fan zone will have activities for adults and kids alike

with lawn games, band and cheer performances, autograph sessions, etc. Food and non-alcoholic drink options will be available for purchase throughout the secured venue. Boise State University's official food service provider (Aramark) will also have the opportunity to set-up concession areas or contract with local food trucks as additional food choice options for patrons. Within the secured area, Boise State University will create a separate area where patrons may purchase alcohol by partitioning off the area with barricades to ensure only those over the age of 21 can enter. Two Aramark employees (TIPS trained) will check ID's and issue color-coded wrist bands within the over 21 area. No alcohol will be allowed to go into or out of the secured venue.

Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, Boise State University will conduct these pre-game activities under the conditions outlined in the Security Plan, Attachment 1.

Allen Noble Hall of Fame

Providing alcohol service in the Allen Noble Hall of Fame will enhance a current gathering place for Albertsons Stadium patrons prior to home football games. In the secure area, Hall of Fame Club members and invited guests will be provided with food and non-alcoholic beverages. Guests may purchase or be provided alcoholic beverages from Boise State University's official food service provider. Individuals become members of the Allen Noble Hall of Fame by purchasing a season membership with the Bronco Athletic Association.

A reception-style event in the Allen Noble Hall of Fame will become part of the Bronco Game day experience and add value to those attending Bronco football games by offering unique food and drink options in a lighted, temperature-controlled environment.

Boise State University will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, Boise State University will conduct these pre-game activities under the conditions outlined in the Security Plan, Attachment 2.

Alumni and Friends Center

Providing alcohol service at the Alumni and Friends Center will maintain the donor intent and funding for the building as the intent of the center is to cultivate long term relationships with current donors, alumni and friends.

In the secure area, Alumni and Friends with game tickets will be provided with food and non-alcoholic beverages. Guests may purchase or be provided alcoholic beverages from Boise State University's official food service provider.

As with similar events, Boise State University will provide all the control measures and follow all requirements of Board Policy I.J. regarding alcohol service and under the conditions outlined in the Security Plan, Attachment 3.

Stueckle Sky Center

Boise State University seeks permission to allow alcohol sales to patrons leasing seats in the Stueckle Sky Center on the west side of the stadium. In this secure area, Boise State University will allow patrons to purchase food and beverages, both non-alcoholic and alcoholic.

Boise State University will provide all the control measures and follow all requirements of Board Policy I.J. regarding alcohol service. In addition, the Boise State University will conduct these pre-game activities under the conditions outlined in the Security Plan, Attachment 4.

<u>Basketball</u>

Double R Ranch Club Room

Boise State University requests Board approval to provide alcohol service in the Double R Ranch Club Room of Taco Bell Arena as a "Permitted Event" as outlined in Board Policy I.J. prior to each home basketball game for the 2019-2020 season.

Providing alcohol service in the Double R Ranch Club Room will create a gathering place for Hardwood Club and Fastbreak Club members prior to home basketball games. The club room will serve as a reception style, pre-game gathering place for members and their invited guests where they will be provided with light hors d'oeuvres and non-alcoholic beverages. Guests may be provided with alcoholic beverages from Boise State University's official food service provider. This space will become part of the Bronco game day experience and will add value to those attending games by offering unique food and drink options in a temperature-controlled environment. Alcohol service will be discontinued at tip-off, but invited guests may return to the club room up until the end of half-time to enjoy additional food and non-alcoholic beverages.

As with similar events, Boise State University will provide all of the control measures and follow all requirements of Board Policy I.J. regarding alcohol service and the conditions out lined in the Security Plan, Attachment 5.

IMPACT

Approval will allow Boise State University to continue the practice of serving alcohol in restricted areas during home football and basketball games and to improve the offerings for patrons on game day and provide structured, controlled service of alcohol during pregame activities.

ATTACHMENT

Attachment 1 – Security Plan – Caven Williams Sports Complex
Attachment 2 – Security Plan – Allen Noble Hall of Fame Gallery
Attachment 3 – Security Plan – Alumni and Friends Center
Attachment 4 – Security Plan – Stueckle Sky Center
Attachment 5 – Security Plan – Taco Bell Arena

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.J.2.c, the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA athletic events is prohibited except for certain listed pre-game events and service in venue suite areas as described below. Alcohol service at pre-game events and in-suite areas is limited to the locations listed below only. No other locations are allowed. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting for the ensuing year. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. All proposals are subject to the following minimum conditions:

- Pre-game events may be no more than three hours in duration, ending at kick-off, only patrons who hold tickets shall be allowed into the event, the event must be conducted in a secured area with controlled access, and a color coded wrist band or similar identification system must identify attendees as well as those of drinking age.
- In-suite/club rooms areas are restricted to ticketed patrons and guests, the sale of alcohol may begin no sooner than three hours prior to the start of the event and end 75% of way through the event.
- All events require notification to be sent outlining the location and Board alcohol policy and the minimum drinking age in Idaho.   Alcohol-making or –distributing companies are not allowed to sponsor events and in no event shall the institution supply or sell alcoholic beverages directly.   Food must be available at the event, along with non-alcoholic beverages and all food provider personnel who monitor the sale and consumption off all alcoholic beverages must be provided with TIPS training.
- Additional requirements set minimum security and insurance limits.
- A report is required to be submitted annually to the Board regarding alcohol service and any alcohol related incidents reported in conjunction with the event.

This request is consistent with the request approved by the Board at the June 2018 Board meeting.

BOARD ACTION

I move to approve the request by Boise State University for alcohol service in full compliance with all applicable provisions of Board Policy I.J., including sections I.J.2.c., d, and e, as applicable to the location. Alcohol service is approved for the 2019-2020 football and basketball seasons in the following locations: for pre-game football: Caven Williams Sport Complex, Allen Noble Hall of Fame, and the Alumni and Friends Center; to approve in-suite service in the Stueckle Sky Center; and to approve pre-game service in the following location for basketball: the Double R Ranch Club Room of Taco Bell Arena.

Moved by _____ Seconded by_____ Carried Yes_____ No_____

Boise State University
2019 Football Season – Albertsons Stadium
Security Plan
Caven Williams Sports Complex

The following report addresses security for alcohol service at Boise State Football games in the Caven Williams Sports Complex. Security plans for the facility are as follows and will be conducted at each home game for the 2019 season. The plan outlines measures taken to ensure that no underage drinking occurs.

There were no serious incidents regarding the pre-game service of alcohol during the 2018 season.

Caven Williams Sports Complex

Boise State will create a secure, indoor, area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State football game patrons. As with the previous years, Boise State will provide all the control measures and follow all requirements of Board Policy I.J. regarding alcohol service. In addition, Boise State will conduct the pre-game activities under the following conditions:

Caven Williams Game Day Staffing
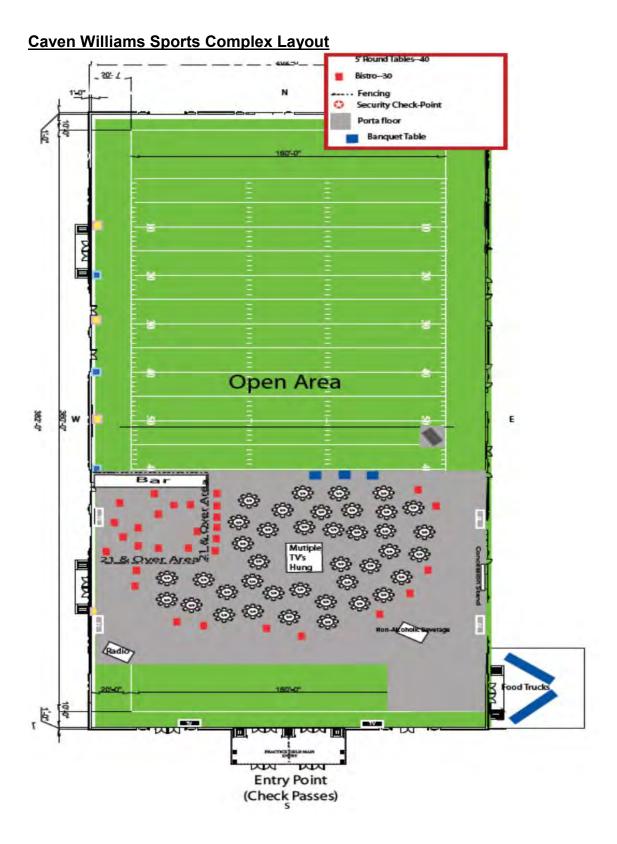
- Two Crowd Managers at front entrance checking individual passes to all that enter. Only patrons with a valid game ticket will be allowed to enter the facility Two Aramark employees (TIPS trained) will check ID's and issue color-coded wrist bands within the over 21 secure area.
- Crowd Manager checking for color-coded wristband stationed at entrance to the queuing area for purchase of alcohol.
- Crowd Manager roaming entire area checking for color-coded wristband and patron behavior.
- Two Crowd Managers patrolling the alcohol-free area of the fan zone to make sure alcohol does not pass onto field area.
- Four Boise State Athletics employees roaming throughout facility identifying any problems that may occur. They will notify security personnel when necessary.
- One Boise State Operations employee designated as venue manager roaming throughout facility identifying any problems that may occur. Will notify security personnel when necessary. Also responsible for checking entrances to secure building ensuring that no one is present without proper credentials.

Policies for Facility

- All who enter the Caven Williams Sports Complex must have a valid game ticket. Potential patrons holding a student ticket will not be permitted to enter the facility.

- Event begins three hours prior to kick off and ends at the start of the game.
- The Caven Williams Sports Complex will be secured to control access to and from the area.
- There will be one entry point into the Caven Williams Sports Complex manned by security personnel who will check for a valid game ticket of all patrons entering the facility.
- One ID station will be provided, located inside the facility, where ID's will be checked and special colored wristbands will be issued to identify attendees over the age of 21.
- Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages.
- The Boise State campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- The State Board of Education alcohol policy as it relates to the Caven Williams Complex will be included in Boise State's 2019 fan guide.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.

Caven Williams Sports Complex Layout

Boise State University
2019 Football Season – Albertsons Stadium
Security Plan
Allen Noble Hall of Fame

Boise State will create a secure, area in the Hall of Fame similar to Caven Williams where alcohol consumption can be monitored and contained. The area will be a reception atmosphere for Boise State football game patrons. Guests may purchase or be provided alcoholic beverages from Boise State's official food service provider. As with the past years for similar events in the Stueckle Sky Center and other venues, Boise State will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, Boise State will conduct the pre-game activities under the following additional conditions:

<u>**Allen Noble Hall of Fame Game Day Staffing**</u>

- Two Crowd Managers at front entrance checking individual passes to all that enter. Only Hall of Fame Club members or invited guests will be allowed to enter the facility. Two Aramark employees (TIPS trained) will check ID's at the bar.
- Crowd Manager roaming entire area checking for patron behavior.
- Two Boise State Athletics employees roaming throughout facility identifying any problems that may occur. They will notify security personnel when necessary. Also responsible for checking entrances to secure building ensuring that no one is present without proper credentials.

<u>**Policies for Facility**</u>
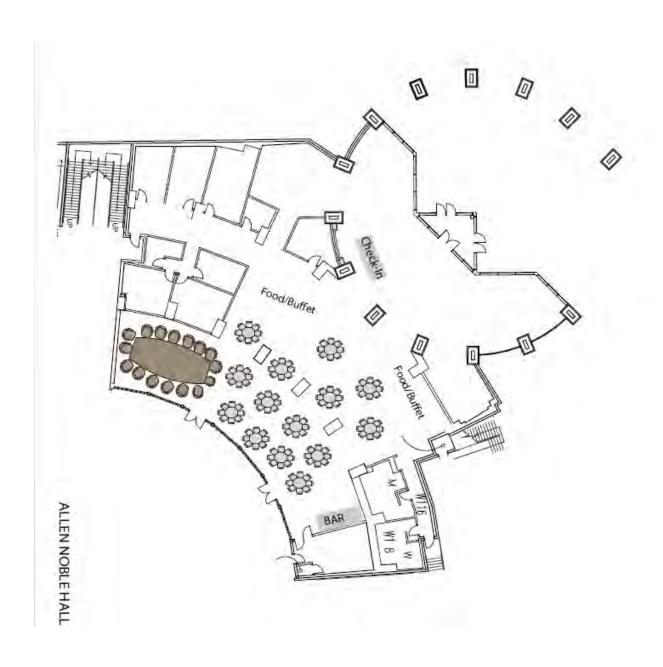
- All who enter the Allen Noble Hall of Fame must be a member or guest of the Allen Noble Hall of Fame.
- The event begins three hours prior to kick off and ends at kickoff. Alcohol will only be provided or sold until the game begins.
- The Allen Noble Hall of Fame will be secured to control access to and from the area.
- The entry points into the Allen Noble Hall of Fame will be manned by security personnel who will check for a valid membership of all patrons entering the facility.
- One ID station will be provided, located inside the facility at the bar, where ID's will be checked to identify attendees over the age of 21.
- Security personnel located throughout the area will be monitoring all alcohol policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages. Only the exterior and interior entrances will be used during the event. Other exits will not be used except as an emergency egress.
- The Boise State campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and

consumption of all alcohol to those of legal drinking age only.
- The State Board of Education alcohol policy as it relates to the Allen Noble Hall of Fame will be communicated to all Allen Noble Hall of Fame members and will be posted in the Allen Noble Hall of Fame on game days. Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- Attached is the map of the facility in the Allen Noble Hall of Fame and how it will be configured for the game day events.

Allen Noble Hall of Fame Layout

Boise State University
2019 Football Season – Albertsons Stadium
Security Plan
Alumni and Friends Center

The following report addresses security for alcohol service at Boise State Football games at the Alumni and Friends Center. Security plans for the facility are as follows and will be conducted at each home game for the 2019 season. The plan outlines measures taken to ensure that no underage drinking occurs.

Alumni and Friends Center

There have been no serious incidents regarding the pre-game service of alcohol during any of the previous season. Boise State will create a secure area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State football game patrons. As with previous years, Boise State will provide all the control measures and follow all requirements of Board policy regarding alcohol service. In addition, Boise State will conduct the pre-game activities under the below conditions:

Alumni and Friends Center Game Day Staffing

- Two Crowd Managers at front entrance checking individual passes to all that enter.
- Crowd Manager checking for color-coded wristband stationed at entrance to the queuing area for purchase of alcohol.
- Crowd Manager roaming entire area checking for color-coded wristband and patron behavior.
- Four Boise State Alumni Relations employees roaming throughout facility identifying any problems that may occur. They will notify security personnel when necessary.

Policies for Facility
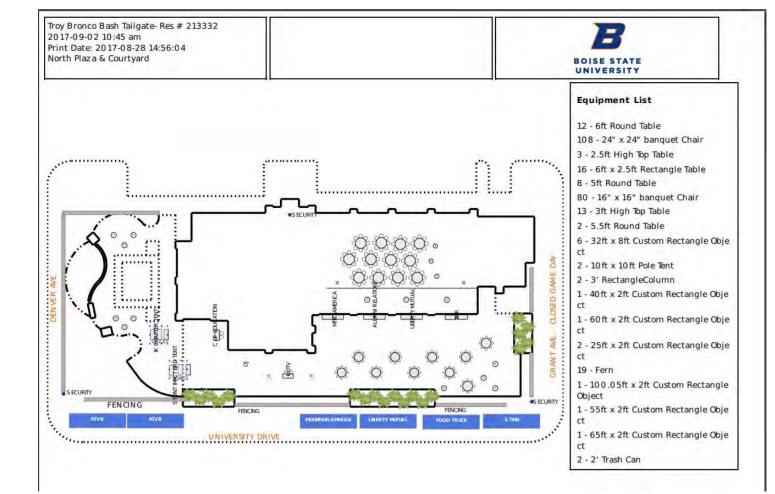
- All who enter the Alumni and Friends Center pre-game area must have a valid game ticket. Potential patrons holding a student ticket will not be permitted to enter the facility.
- Event begins three hours prior to kick off and ends at the start of the game.
- The Alumni and Friends Center pre-game area will be secured to control access to and from the area.
- There will be two entry points into the Alumni and Friends Center pre-game area, manned by security personnel who will check for a valid game ticket of all patrons entering the area.
- One ID station will be provided, located inside the area, where ID's will be checked

and special colored wristbands will be issued to identify attendees over the age of 21.

- Security personnel located throughout the area will be monitoring all alcohol wristband policies and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages.
- The Boise State campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- No alcohol making or distributing companies may be allowed to sponsor the event.
- The State Board of Education alcohol policy as it relates to the Alumni and Friends Center will be included in Boise State's 2019 fan guide.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.

Troy Bronco Bash Tailgate- Res # 213332
2017-09-02 10:45 am
Print Date: 2017-08-28 14:56:04
North Plaza & Courtyard

B BOISE STATE UNIVERSITY

Equipment List

12 - 6ft Round Table

108 - 24" x 24" banquet Chair

3 - 2.5ft High Top Table

16 - 6ft x 2.5ft Rectangle Table

8 - 5ft Round Table

80 - 16" x 16" banquet Chair

13 - 3ft High Top Table

2 - 5.5ft Round Table

6 - 32ft x 8ft Custom Rectangle Object

2 - 10ft x 10ft Pole Tent

2 - 3' RectangleColumn

1 - 40ft x 2ft Custom Rectangle Object

1 - 60ft x 2ft Custom Rectangle Object

2 - 25ft x 2ft Custom Rectangle Object

19 - Fern

1 - 100.05ft x 2ft Custom Rectangle Object

1 - 55ft x 2ft Custom Rectangle Object

1 - 65ft x 2ft Custom Rectangle Object

2 - 2' Trash Can

Alumni and Friends Center Layout

Boise State University
2019 Football Season – Albertsons Stadium
Security Plan and Alcohol Report
Stueckle Sky Center

The following report addresses security for alcohol service at Boise State Football games in the Stueckle Sky Center (SSC). Security plans for the Sky Center are as follows and will be conducted at each home game for the 2019 season. The plan outlines measures taken to ensure that no underage drinking occurs.

There have been no serious incidents regarding the service of alcohol during the 2005 through 2018 season.

As with previous years, Boise State will provide all the control measures and follow all requirements of the Board policy regarding alcohol service. Also, Boise State will conduct the activities with the following staff and security in the building on game day.

Staffing Plan

The following staffing will be implemented. The staff will be instructed that controlling the prevention of underage drinking of alcohol and/or overindulgence of alcohol is high priority.

- Crowd manager Supervisor – Oversee all patron services staff for the SSC
- Assistant Crowd Management Supervisor – Assist Crowd Management Supervisor in supervision of patron services staff in the SSC

North Elevator Lobby
- Crowd Manager stationed at entry point, checks tickets, ensures alcoholic beverages do not enter or leave the facility and assists with patron services duties.
- Crowd Manager during load in and out then will move to the Loge level during the game. Manager checks tickets, ensure alcoholic beverages do not enter or leave the facility and assists with patron services duties.

South Elevator Lobby
- Crowd Manager stationed at entry point, checks tickets, ensures alcoholic beverages do not enter or leave the facility and assists with patron services duties.
- Crowd Manager during load in and out then will move to the Club level during the game. Manager checks tickets, ensures alcoholic beverages do not enter or leave the facility and assists with patron services duties.

Level 3 – Loge Level
- Crowd Manager at the north stairs stadium to loge level will ensure guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Manager also assists with patron services duties.

- North Elevator lobby Crowd Manager monitors patrons who enter the Loge Level bar and assists in monitoring alcohol sales at the bar.
- Club Room Bar Crowd Manager monitors alcohol sales at the bar. Manager also assists with patron services duties.
- South stairs stadium to Loge Level Crowd Managerensures guests in the stadium do not enter the Sky Center and SSC patrons do not enter the stadium. Manager also assists with patron services duties.
- Crowd Manager to rove throughout the Loge Level, assists with patron services duties and monitors alcohol sales in bar and seating area.

Level 4 – Club Level

- Club Room Crowd Manager monitors the alcohol sales at the bar. Manager also assists with patron services duties.
- South Stairwell Crowd Manager monitors movement of SSC patrons between the Suite and club level.
- Hallway Crowd Manager roves throughout the hall way, assists with patron services duties and monitors alcohol sales at kiosk.
- Club Lounge Crowd Manager monitors alcohol sales in bar area and assists with patron services duties.
- North Stairwell Crowd Manager monitors movement of SSC patrons between the Suite and club level.
- Club Area Crowd Manager monitors back row of club seating area to ensure the aisle remains clear and assists with patron services duties.
- West Stairs Crowd Manager (between 4th and 5th floor)monitors movement of SSC patrons between the Suite and club level.
- Crowd Manager to rove between lounge and hallway, assists with patron services duties and assists in monitoring alcohol sales at bar and kiosk.

Level 5—Suite Level

- Club Room Bar Crowd Manager monitors the alcohol sales at the bar and assists with patron services duties.
- South Hallway Crowd Manager assists with patron services duties and roves hall way to monitor patrons in the suites.
- North End of Hallway Crowd Manager assists with patron services duties and roves hall way to monitor patrons in the suites.

Level 6—Press Level

- Club Room Bar Crowd Manager monitors the alcohol sales at the bar and assists with patron services duties.
- South End Hallway Crowd Manager assists with patron services duties and roves hall way to monitor patrons in the suites.
- North End Hallway Crowd Manager assists with patron services dutiesand roves hall way to monitor patrons in the suites.

Policies

- SSC is enclosed and totally separate from the general seating areas and alcohol service will only be available to patrons with tickets in the Sky Center.
- There is no access from the general seating area into SSC. Only patrons who hold tickets to seats in the SSC will be allowed into the Sky Center during games.
- The sale of alcohol will begin no sooner than three hours prior to kick off and will end at the start of the 4th quarter.
- Security personnel will not allow patrons to exit or enter the area with any food or beverages.
- The Boise State campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- Boise State will abide by all terms and conditions of the Board's existing alcohol policy.
- The official food sponsor will be required to insure and indemnify the State of Idaho, the State Board of Education, and Boise State for a minimum of $2,000,000, and to make sure the proper permits and licenses are obtained.
- No alcohol making or distributing companies may be allowed to sponsor the activities.
- Each suite in the SSC shall have a sign displayed prominently with the following statement:

Laminated info sheet included in all suites placed on refrigerator.
Boise State has received permission from the State Board of Education to serve alcohol in the Stueckle Sky Center. To continue to provide this service, we will need your help and cooperation.

- Please drink responsibly.
- The University will enforce a **zero tolerance policy** on **alcohol abuse** and **underage drinking** that could result in removal from the Sky Center and revocation of game tickets.
- Underage drinking is against the law and is not allowed anywhere in the Stueckle Sky Center.
- Please keep all items away from open windows. Items dropped or thrown from the suites could seriously   injure fans seated below.
- Ticket must be displayed on a lanyard at all times. If you do not have a lanyard, let an usher know so one can be provided.
- Service of alcoholic beverages will cease at the completion of the third quarter.
- Alcoholic beverages are not allowed in the elevators.
- Patrons are not allowed to enter or exit the Stueckle Sky Center with any food or beverage.
  "It is a privilege for us to serve alcohol in the Stueckle Sky Center"
  Have a great Game Day, GO BRONCOS!

Boise State University
2019-2020 Men's and Women's Basketball Season - Double R Ranch Club Room
Security Plan
Taco Bell Arena

The following report addresses security for alcohol service at Boise State Basketball games in the Double R Ranch Club Room of the arena. Security plans for the facility are as follows and will be conducted at each home game for the 2019-2020 season. The plan outlines measures taken to ensure that no underage drinking occurs.

There were no serious incidents regarding the pre-game service of alcohol during the 2018-2019 season.

Double R Ranch Club Room

Boise State will create a secure area where alcohol consumption can be monitored and contained. The area will be a restaurant-type atmosphere for Boise State basketball Hardwood and Fastbreak Club patrons and invited guests. The Double R Ranch Club Room is used by the Taco Bell Arena for VIP events prior to concerts and other commercial events. As such, the Arena operations has experience using the room for secure alcohol service as a pre-event venue. As with the previous years, Boise State will provide all the control measures and follow all requirements of Board Policy I.J. regarding alcohol service. In addition, Boise State will conduct the pre-game activities under the below conditions.
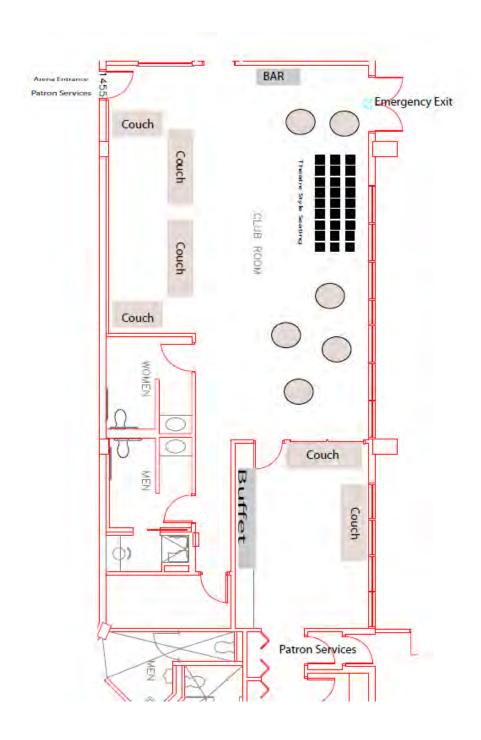
Double R Ranch Club Room Game Day Staffing

- One Crowd Manager will be located at the exterior entrance, checking for Hardwood and Fastbreak Club membership credentials for all that enter. Only Hardwood or Fastbreak Club members or invited guests with a membership credential will be allowed to enter the facility.
- One Crowd Manager will be located at the interior entrance, checking for Hardwood and Fastbreak Club membership credentials for all that enter. Only Hardwood or Fastbreak Club members or invited guests with a membership credential will be allowed to enter the facility.
- One Aramark employee (TIPS trained) will check ID's at the bar to ensure attendees receiving alcohol service are over the age of 21.
- Another Crowd Manager will be assigned to roam the entire area checking for membership credentials and patron behavior.
- At least two Boise State Athletics employees will roam throughout the facility, identifying any problems that may occur and will notify security personnel when necessary. In addition, these employees will assist with the responsibility of checking entrances to secure the building, ensuring that no one is present without proper credentials.

Policies for Facility

- All who enter the Double R Ranch Club Room must be a Hardwood/Fastbreak Club member or invited guest.
- The event begins 90 minutes prior to tip off and ends at the end of half time. Alcohol will only be provided or sold until the game begins.
- The Double R Ranch Club Room will be secured to control access to and from the area.
- Both entry points into the Double R Ranch Club Room will be manned by security personnel who will check for membership of all patrons entering the facility.
- One ID station will be provided, located inside the facility at the bar, where ID's will be checked to identify attendees over the age of 21.
- Security personnel located throughout the area will be monitoring all alcohol policies, the presence of Hardwood/Fastbreak Club membership credential and patron behavior.
- Security personnel will not allow patrons to exit or enter the secured area with any alcoholic beverages. Only the exterior and interior entrances will be used during the event. Other exits will not be used except as an emergency egress.
- The Boise State campus food provider (Aramark) will carry the alcohol license and insurance and will provide TIPS trained personnel to monitor the sale and consumption of all alcohol to those of legal drinking age only.
- No alcohol making or distributing companies may be allowed to sponsor the event.
- The SBOE alcohol policy as it relates to the Double R Ranch Club Room will be communicated to all Hardwood and Fastbreak Club members and will be posted in the Club Room on game days. Boise State will abide by all terms and conditions of the Board's existing alcohol policy.

Double R Ranch Club Room Layout

BOISE STATE UNIVERSITY

SUBJECT
    Alcohol during tailgating for the 2019 football season, post-season, the Famous Idaho Potato Bowl and the 2020 Spring Game

REFERENCE

2013-2017	The Board approved yearly requests to establish secure areas for activities that serve alcohol for the football season, post-season and spring football game.
October 2017	The Board approved revisions to Board Policy I.J. subsection 2.c. and 2.d. establishing designated areas for alcohol service in conjunction with student athletic events and allowing for the consumption of alcohol by game patrons in tailgating areas with prior Board approval.
August 2018	The Board approved a request to allow consumption of alcohol in designated tailgating areas in conjunction with NCAA athletic events for the 2019 football season, post-season and spring football game.

APPLICABLE STATUTE, RULE, OR POLICY
    Idaho State Board of Education Governing Policies & Procedures, Section I.J – Use of Institutional Facilities and Services with Regard to Private Sector
    Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption and Sale of Alcoholic Beverages at Public Higher Education Institutions.

ALIGNMENT WITH STRATEGIC PLAN
    This is a non-strategic Board governance item.

BACKGROUND/DISCUSSION
    Boise State University seeks to enhance the game day experience by ensuring secure, safe and enjoyable spaces for patrons to gather prior to games. Athletic events serve as strategic opportunities to build relationships with friends, alumni and donors, which often result in contributions that impact scholarships and academic programs for all students.

    Current Board policy allows Idaho institutions to seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA sporting events. For the past eleven seasons, the Boise State University has consistently received Board approval for the allowance of alcohol service in the Stueckle Sky Center as well as other locations. Boise State University has a history of running successful events with no serious issues or incidents related to the service of alcohol.

    In October of 2017, the Board amended Board Policy I.J. to allow alcohol to be consumed, with prior Board approval, at private tailgate spaces that are leased to

patrons for home games. The policy now allows Boise State University to seek approval annually to designate specific parking lots and/or areas of university grounds that will be used for tailgating where alcohol may be consumed by game day patrons.

Accordingly, Boise State University seeks approval to designate the parking and other limited areas shown in orange in Attachment 1 as tailgate areas for the 2019-2020 football season. This includes both traditional parking lot spaces along with some grassy areas where patrons lease small canopies that function the same as traditional parking spaces, albeit without cars. Access to these areas on game day is limited to marked and, in some cases, barricaded entrances where patrons must show proof of authorization to enter.

The University will follow all requirements of Board policy regarding alcohol consumption for tailgating as set forth in policy I.J. Within the tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state laws and regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages, public intoxication, and Boise City Code 6-01-15, Unlawful Consumption of or Possession of Alcoholic Beverages in a Public Place.

The game day timeframe during which tailgating with alcohol consumption that may be authorized by the CEO will fall between 10:00 AM and 10:00 PM, per Board policy. Generally, access to tailgate spaces is limited to four hours before kickoff and lasts until one hour after the game ends, however, this can vary depending on kickoff time and the day of the week that the game is scheduled. Because of this variance, Boise State University seeks approval to allow tailgating for some or all of the time on each game day, between the hours of 10:00 AM and 10:00 PM, as authorized by the President.

Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area. Boise State University will not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area. Only game patrons who have purchased a space may bring alcohol into the tailgate area for personal use by themselves and their guests.

IMPACT

Approval will allow Boise State University to provide pre-game fan experiences for all those who leased or licensed tailgate spaces and their private guests. Boise State University has not had any added expenses with the new policy as security has already been in place in years past for all tailgate areas. This plan also aligns with provisions provided for in the Boise City Code, and thus matches enforcement plans of Boise City Police.

ATTACHMENT
>   Attachment 1 – Layout – Tailgate areas

STAFF COMMENTS AND RECOMMENDATIONS
>   Board Policy Section I.J. allows for the chief executive office to approve limited permits under specific conditions, including the requirement that the events be ticketed or by invitation only, food be provided at the event, the event cannot be in conjunction with any student athletic event and "…the chief executive officer must ensure that the decisions to allow possession and consumption of alcoholic beverages are consistent with the proper image and the mission of the institution." Amendments made to Board Policy I.J. at the October 2017 Regular Board meeting expanded options for institutions, with Board approval, to serve alcohol in conjunction with NCAA student athletic events under specific conditions and specified locations, including the option to establish "tailgating areas" under the following conditions:
>
>   - Specific parking lots or limited areas of university grounds must have controlled access as tailgate areas
>   - Only game patrons authorized by the institution will be allowed to park and tailgate in the designated tailgate areas with their private guests.
>   - Within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication.
>   - Alcohol consumption in tailgating areas shall be limited to the times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the day of each NCAA football game hosted by the institution.
>   - Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor.
>   - Alcohol may not be taken from the designated tailgate area into any other area.
>   - The institutions shall not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area.
>   - Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests.
>   - Institution sponsored private game-day events at which alcohol may be served by the institution remain subject to the requirements set forth in I.J.2.c.

BOARD ACTION
>   I move to approve the request by Boise State University to establish tailgating areas as identified in orange shading in Attachment 1 in full compliance with the provisions set forth in Board policy I.J.2. and under the conditions set forth in this request for the 2019 football season, including the postseason, the Famous Idaho Potato Bowl, and the spring 2020 scrimmage.

>   Moved by _____ Seconded by _____ Carried Yes _____ No _____

Boise State University
2019-2020 Football Season
Tailgate Areas

IDAHO STATE UNIVERSITY

SUBJECT

Request for 2018 Football Pre-game Alcohol Service

REFERENCE

June 2014	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2014 football season.
June 2015	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2015 football season
June 2016	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2016 football season
June 2017	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2017 football season
June 2018	Board approved a request to establish secure areas for pre-game activities that serve alcohol for the 2018-2019 football season
August 2018	Board approved a request to establish tailgating areas where consumption of alcohol by game day patrons may occur for the 2018 football season

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Governance issue. Not aligned with strategic plan.

BACKGROUND / DISCUSSION

Board policy I.J.2.c allows identified locations for the service of alcohol on campus in conjunction with athletic events. In accordance with this policy, Idaho State University (ISU) reports that during the 2018 football season the program in place appeared to work well and that there were no reports of violations of the policy or Board approved conditions or incidents of underage drinking. ISU works closely with campus public safety, the Pocatello City Police and other officials to provide a controlled area for service of alcohol prior to home football games.

The Pregame activities this year will again be conducted pursuant to the requirements of Board Policy I.J.2.c.ii as a "Pre-Game Event" in the grass area next to the Sports Medicine Center, identified as area "B" on Attachment 1. ISU will establish a secure area prior to each home Bengal football game, for the purpose of allowing corporate partners, alumni, fans, and invited guests the

opportunity to gather with clients, friends, and guests for the 2019 home football games. In this secure area, Idaho State University Athletics will allow patrons to purchase food and beverages (non-alcoholic and alcoholic). The alcoholic beverages will be sold and served by a licensed provider and ISU's official food service provider in one location, and will be hosted by the Office of the President in a private area. Idaho State University will provide control measures and follow all requirements of Board Policy I.J.2.c.ii. regarding alcohol service.

Further, pursuant to Policy I.J.2.d., the Bengal Athletic Boosters, consistent with previous years, sells continuous parking spots to patrons for the purpose of hosting private pre-game activities in RVs, tents and otherwise arranged configurations. These private sites are made available for setup beginning at 10 am on game days, concluding no later than 10 pm. University public safety officers and Pocatello police officers provide access control at all major entrances to the designated area. The following are the dates of the football games for the 2019 season. 9/5/2019, 9/28/2019, 10/12/2019, 11/2/2019, and 11/9/2019.

IMPACT

Board approval will allow ISU to conduct its pre-game activities consistent with the requirements of Board Policy I.J. for the 2019 football season.

ATTACHMENTS

Attachment 1 - Map of Designated Area – Holt Arena Full Aerial View

STAFF COMMENTS AND RECOMMENDATIONS

The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA athletic events is prohibited except for certain listed pre-game events and service in venue suite areas as described below. Alcohol service at pre-game events and in-suite areas is limited to the locations listed below only. No other locations are allowed. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting for the ensuing year. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. The proposal must meet the following criteria and, upon review by the Board, may also include further criteria and restrictions in the Board's discretion. To be compliant with Board policy I.J. all pre-game events must meet the following criteria:

1) The event must be conducted during pre-game only, no more than three-hours in duration, ending at kick-off.
2) Only patrons who hold tickets to the football game shall be allowed into the event.
3) The event must be conducted in a secured area surrounded by a fence or other methods to control access to and from the area. There must be no more than two entry points manned by security personnel where ID's are checked and special colored wrist bands issued (or similar identification system).

4) A color-coded wrist band (or similar identification) system must identify attendees and invited guests, as well as those of drinking age. No one under the legal drinking age shall be admitted into the alcohol service and consumption area of an event The area shall be clearly marked and shall be separated in a fashion that entry into the area and exit from the area can be controlled to ensure that only those authorized to enter the area do so and that no alcoholic beverages leave the area.

All events, pre-game and in-suite, must meet the following requirements:

1) All ticket holders to the event must be sent a communication outlining the location and Board alcohol policy. The communication must state the minimum drinking age in Idaho is 21 and that at no time is underage drinking and/or serving of alcohol to visibly intoxicated persons allowed.

2) Alcohol-making or -distributing companies are not allowed to sponsor the event. In no event shall the institution supply or sell alcoholic beverages directly. In no event shall invitees or participants in such event be allowed to bring alcoholic beverages into the area, or leave the defined area where possession and consumption is allowed while in possession of an alcoholic beverage.

3) The food provider must provide TIPS trained personnel who monitor the sale and consumption of all alcoholic beverages to those of drinking age. Any required local catering permit, and applicable state or local alcoholic beverage permits, shall be posted in a conspicuous place at the defined area where alcoholic beverages are authorized to be possessed and consumed.

4) Food must be available at the event. Non-alcoholic beverages must be as readily available as alcoholic beverages.

5) Security personnel located throughout the area must monitor all alcohol wristband policies and patron behavior.

6) Event sponsors/food providers must be required to insure and indemnify the State of Idaho, the State Board of Education and the institution for a minimum of $2,000,000, and must obtain all proper permits and licenses as required by local and state ordinances. All applicable laws of the State of Idaho and the local jurisdiction with respect to all aspects of the event, including the possession, sale and consumption of alcoholic beverages, must be complied with. Event sponsors/food providers supplying the alcoholic beverages shall assume full responsibility to ensure that no one under the legal drinking age is supplied with any alcoholic beverage or allowed to consume any alcoholic beverage at the event. Further, event sponsors/food providers must provide proof of insurance coverage, including host liquor liability and liquor legal liability, in amounts and coverage and coverage limits sufficient to meet the needs of the institution, but in no case less than $1,000,000 minimum coverage per occurrence. Such insurance must list the event sponsor/food provider, the institution, the State Board of Education and the State of Idaho as

additional insureds, and the proof of insurance must be in the form of a formal endorsement to the policy evidencing the coverage and the required additional insureds.

7) A report must be submitted to the Board annually with details on alcohol service in conjunction with athletic events including any alcohol related incidents reported at a time an in a format set by the Executive Director.

By indicating that the institution will comply with Board policy in their request they are indicating they will abide by all of the conditions listed above.

Additionally, Board policy I.J.2.d allows the institutions chief executive officers to designate (subject to annual board approval) specific parking lots or limited areas of university grounds with controlled access as tailgate areas for home NCAA football games or NCAA bowl games hosted by the institution. Only game patrons authorized by the institution will be allowed to park and tailgate in the designated tailgate areas with their private guests. Locations, times and dates must be submitted to the Board for approval as part of the request process.

If approved by the Board, within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication. Alcohol consumption in tailgating areas shall be limited to the times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the day of each NCAA football game hosted by the institution. Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.

BOARD ACTION

I move to approve the request by Idaho State University for the 2019 pre-game institution-sponsored alcohol waiver indicated as location B mentioned herein in full compliance with the provision of Board Policy I.J.2.c.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Idaho State University for the 2019 pre-game alcohol waiver for tailgating indicated as location A mentioned herein in full compliance with the provision of Board Policy I.J.2.d.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO

SUBJECT
    Service of alcohol at Pre-Game Events for the 2019 football season, including post-season, and the 2020 Spring Game.

REFERENCE

2004-2014	Each year the Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for the football season.
	There were no serious issues or concerns related to the service of alcohol at pre-game events during this time.
June 18, 2015	Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2015 football season.
September 3, 2015	Board approved the additional request by UI to serve alcohol during football games in the Vandal Fan Zone on a pilot basis with a report to the Board the following October.
October 21, 2015	Board voted to extend the approval of expanded alcohol service in the Vandal Fan Zone during home football games for the 2015-16 season.
June 16, 2016	Board voted to end the expanded alcohol service in the Vandal Fan Zone and approved the request by UI to establish secure areas for pre-game activities that serve alcohol for 2016 football season, 2017 Spring Game, post-season bowl game and if applicable conference championship game.
June 15, 2017	Board voted to approve the request by the University of Idaho to establish a secure area in full compliance with the provisions set forth in Board policy I.J.2. for the purpose of allowing alcohol service during the 2017 football season and the spring 2018 football scrimmage.
October 19, 2017	Board approved revisions to Board Policy I.J. subsection 2.c which included revised requirements applicable to pre-game activities.
June 21, 2018	Board approved the request by the University of Idaho to establish a secure area in full compliance with the provisions set forth in Board policy I.J.2. for the purpose of allowing alcohol service during the 2018 football season and the spring 2019 football scrimmage.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.

ALIGNMENT WITH STRATEGIC PLAN

Governance issue. Not aligned with strategic plan.

BACKGROUND/DISCUSSION

The University of Idaho (UI) seeks approval from the Board to continue its practice whereby in a secure area, patrons may purchase food and beverages (nonalcoholic and alcoholic) from Sodexo, the university's official food service provider, as part of home football pre-game activities. The university will follow all requirements of Board policy regarding alcohol service, and will conduct the pre-game events under the conditions set out in Board policy I.J.2. As per Board Policy I.J.2.c.iii.(1) a color-coded wristband system will serve to identify all authorized attendees and guests, with a separate wrist band clearly identifying those of drinking age. Underage children will not be allowed into the alcohol service area.

The UI creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities. In managing its pre-game functions, the UI seeks to provide a family oriented, safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience.

The Student Activities Field and North Kibbie Field, will be the location for the secure areas where food and beverage service (including alcoholic beverages) will take place. Within the secure area there will be space for the President's Circle Pre-Game Function, and for Corporate Tents, including the university's athletic marketing agent (Learfield). These functions provide an opportunity for the University and for corporate sponsors to reward employees and say "thank you" to valued customers and supporters by hosting private functions. This area is located on the north and east side of the ASUI-Kibbie Dome.

Service of alcohol at the President's Pre-game Function and the Corporate/Guest Institution Events will be through tents creating a controlled area for monitoring attendance and consumption, with service limited to a specific area within the tents. Minors will not be allowed in the alcohol service area and no alcohol will be allowed to leave the service area. This layout allows the institution to control all events permitted for pre-game service of alcohol.

Service of alcohol in the Vandal Fan Zone has been discontinued. Instead the

University operates a tent within the tailgating area were food and non-alcoholic refreshments are sold along with Vandal Gear. This was well received during the first year of tailgating and offers a shaded area for gathering as well as a source of food and non-alcoholic beverages to those in the tailgating area.

Again there have been no serious incidences regarding the pre-game service of alcohol through the 2018 football season and the 2019 spring practice football game where service has been approved. The UI creates a restaurant-type atmosphere within the secure areas. Feedback on the events has been very positive, and fans appreciated the opportunity to participate in pre-game events. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

IMPACT
Approval will allow the University of Idaho to continue to serve alcohol in the approved areas within the limits of Board Policy I.J.

ATTACHMENTS
Attachment 1 – Maps and Drawings of Service Areas

STAFF COMMENTS AND RECOMMENDATIONS
Board Policy Section I.J. prohibits the sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA athletic events except for certain listed pre-game events. Alcohol service at pre-game events and in-suite areas is limited to the locations listed below only. Board policy specifically states "No other locations are allowed". Each year an institution that wishes to seek Board approval must present a written proposal to the Board at the Board's regularly scheduled June Board meeting for the ensuing year. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur. Approved locations for the University of Idaho are:
- Lighthouse Center/Bud and June Ford Club Room (In-suite/Club Room football and basketball)
- President's/Corporate Tents – activities field north end (Pre-game football)
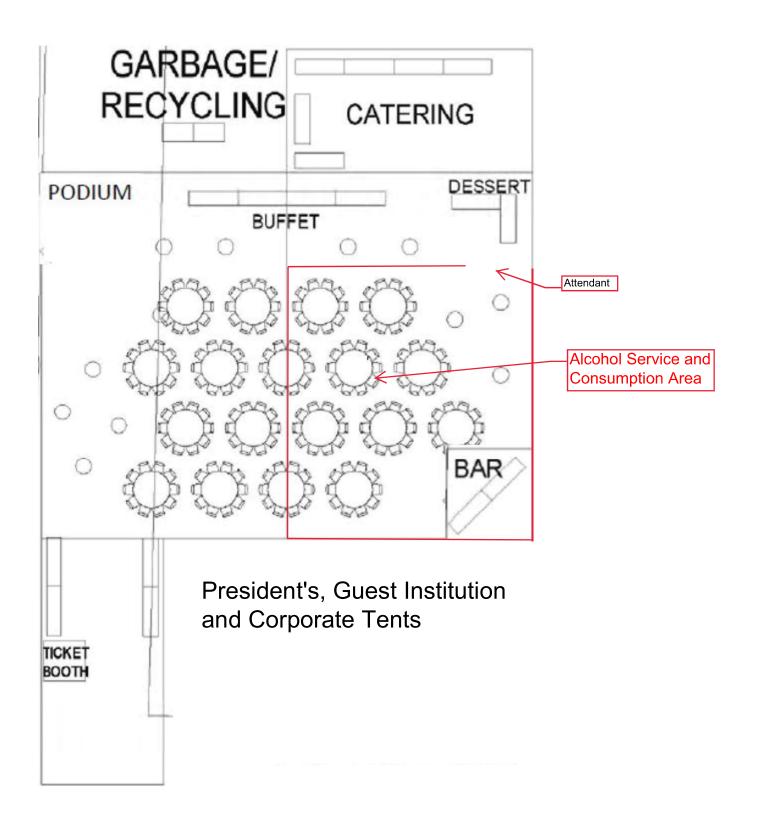
The proposal must meet all of the criteria specified in Board Policy I.J. and, upon review by the Board, may also include further criteria and restrictions in the Board's discretion. The institutions indication that they approval includes compliance with Board Policy I.J. includes the requirement that the institutions will follow all of the location restrictions as well as other criteria.

BOARD ACTION

    I move to approve the request by the University of Idaho to establish a secure area on the Student Activities Field, and the North Kibbie Field in full compliance with all of the provisions set forth in Board policy I.J.2., and under the conditions set forth in this request for the purpose of allowing alcohol service during the 2019 football season, including post-season home games, and the spring 2019 football scrimmage, with a post-season report brought back to the Board.

Moved by_____Seconded by_____Carried Yes_____ No _____

2019 Vandal Pre-Game Events Map

Perimeter Fence

Perimeter Drive

57E

Dan O'Brien Track Facility

single access gate

57

83

110

Bam

West Farm

82

6th Street

JW Martin Lab

87B

Poultry Hill Warehouse

Aquaculture Institute

34

55

87R

6th Street

Engineering Education Annex

8

Safety Office

Disability Parking

N. Kibbie Field

Stadium Drive

Idaho Ave. Ext.

Hartung Theatre

86

88

Stevenson

ASUI-Kibbie Activity Center

24

17

56

Ballard

19

Shoup H

31

Student Activities Field

Menard Law Bldg

91

70

32

Library

Renfrew Hall

92

Bicycle Pavilion

Rayburn Street

23

Ag. Science

68

Visitor Parking

McConnell H

39

Phys Ed

Swim Center

Memorial Gym

Ag. Biotech

Teaching &

President's, Guest Institution and Corporate Tents

UNIVERSITY OF IDAHO

SUBJECT
> Request for approval of sale of alcohol - Litehouse Center/Bud and June Ford Club Room (Center).

REFERENCE

April 21, 2011	Board approval of revisions to SBOE/Regents Policy I.J. relating to service of alcohol at institution events and within institution stadium suite areas.
June 23, 2011	Board approved the request by UI to authorize alcohol service during the 2011 football season in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c.
June, 2012 - 2017	Board approved the request by UI to authorize alcohol service during the football season and during the ensuing spring football scrimmage each year, in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c.
October 19, 2017	Board approved revisions to Board Policy I.J. subsection 2.c to encompass sale of alcohol in the Litehouse Center suites and Bud and June Ford Clubroom for home basketball games.
June 21, 2018	Board approved the request by UI to authorize alcohol service during the football season and during the ensuing spring football scrimmage each year, in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c. In addition, Board approved alcohol service during home basketball games in the Litehouse Center/Bud and June Ford Club Room under the conditions outlined in Board Policy I.J. subsection 2.c.

APPLICABLE STATUTE, RULE, OR POLICY
> Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
> Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.

ALIGNMENT WITH STRATEGIC PLAN
> Board Governance Item

BACKGROUND/DISCUSSION

The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA athletic events. The University of Idaho (UI) seeks continued approval to allow ticketed and authorized patrons in the Litehouse Center to purchase food and beverages (non-alcoholic and alcoholic) from Sodexo, the university's official food service provider, before and during home football games in the 2019 football season as well as for the 2020 Spring Football Scrimmage Game, for the Litehouse Center/Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome). The university will follow all requirements of Board policy I.J.2.c regarding alcohol service in conjunction with home football games.

In addition, the UI seeks continued approval to allow ticketed and authorized patrons of the Center to purchase food and beverages (non-alcoholic and alcoholic) from Sodexo, the university's official food service provider, before and during home basketball games in the 2019-20 basketball season, including post-season games, for the Litehouse Center/Bud and June Ford Club Room (Center) in the ASUI-Kibbie Activity Center (ASUI-Kibbie Dome). The university will follow all requirements of Board policy I.J.2.c regarding alcohol service in conjunction with home basketball games.

Further:

- The Center is an enclosed secured area within the ASUI-Kibbie Activity Center which is separate from general ticketed seating areas and which will only be available to patrons with tickets to the Center.
- There is no access from the general seating area into the Center and only patrons who hold tickets to seats within the Center will be allowed into the Center during games.
- All entry points to Center Suites and the Center Clubroom area (identified in the attached drawings) will be staffed with trained security personnel.
- In addition, Security Personnel will be located within the Center to monitor activities within the suites and clubroom.
- The university's food service provider (Sodexo) will provide the alcohol license and will provide TIPS trained personnel to conduct the sale of all alcoholic beverages in conjunction with Sodexo's provision of food and non-alcoholic beverages.
- The university and Center Patrons will abide by all terms and conditions of the Board policy and any other conditions placed by the Board. Violation of Board policy of additional conditions by Center Patrons will result in action by the university up through removal from the Center and forfeiture of Center game tickets.

Again, there have been no serious incidences regarding the pre-game service of alcohol through the 2018 football seasons and 2019 football spring scrimmage game where service has been approved. The UI continues to strive for a restaurant-type atmosphere within the secure areas. Feedback on the

events has been very positive. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities. Service of alcohol within the Center is an extension of the university's pre-game and game-day activities surrounding home football games as well as home basketball games.

IMPACT

Approval will continue the Board's approval to the UI for alcohol service in the center at home football and basketball games.

ATTACHMENTS

Attachment 1 – Maps and Drawings of the Center

STAFF COMMENTS AND RECOMMENDATIONS

The sale or consumption of alcoholic beverages on campus grounds in conjunction with NCAA athletic events is prohibited except for certain listed pre-game events and service in venue suite areas. Alcohol service at pre-game events and in-suite areas is limited to the locations listed below only. Each year an institution that wishes to seek Board approval must present a written proposal to the Board, at the Board's regularly scheduled June Board meeting for the ensuing year. The proposal must include detailed descriptions and drawings of the areas where events which will include alcohol service will occur.

Approved Locations for the University of Idaho are limited to:
- Lighthouse Center/Bud and June Ford Club Room (In-suite/Club Room football and basketball)
- President's/Corporate Tents – activities field north end (Pre-game football)
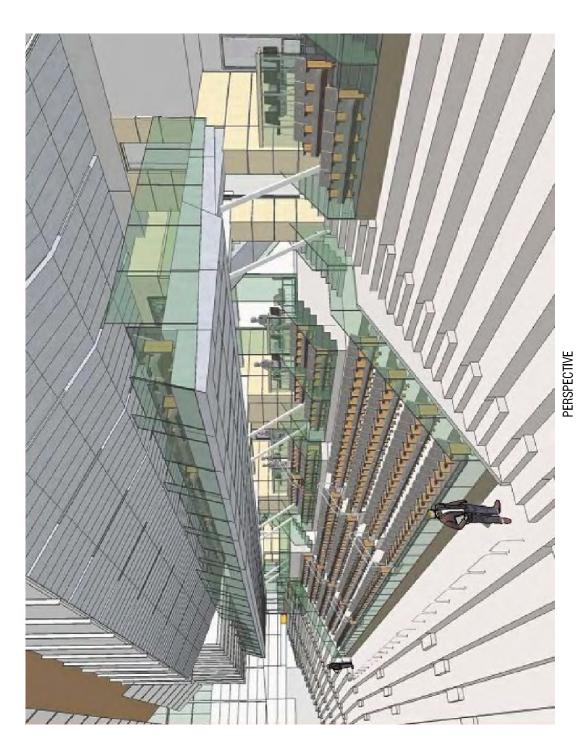
In addition to the conditions required in Board Policy I.J for all events, in-suite/club room events have the following criteria:
1) Attendance is limited to ticketed patrons and guests,
2) Adult patrons may be accompanied by minors for whom they are responsible, but only if such minors are, at all times, under the supervision and control of such adult patrons.
3) The sale of alcohol must begin no sooner than three hours prior to the start of the athletic contest and must end seventy-five (75) percent of the way into the contest to allow for an orderly and temperate consumption of the balance of the alcoholic beverages then in possession of the participants of the game prior to the end of the game.

BOARD ACTION
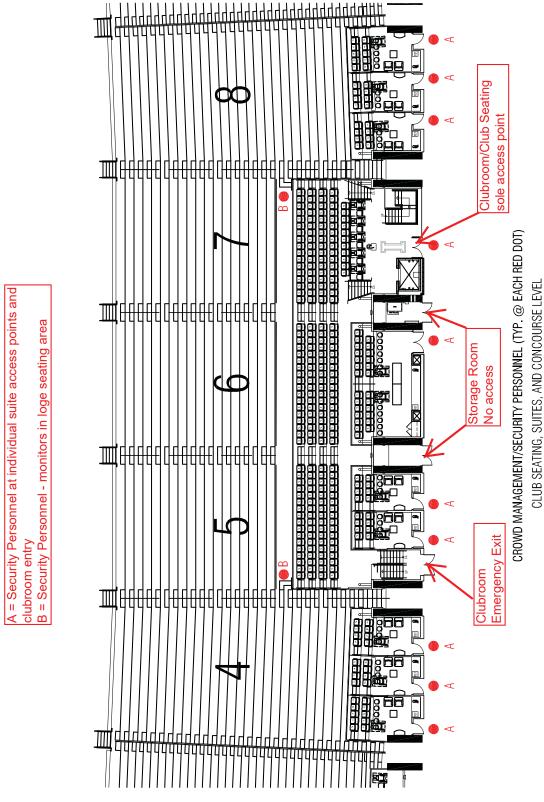
I move to approve the request by the University of Idaho to allow alcohol service during the 2019 football season, the spring 2020 football scrimmage, and the 2019-20 basketball season, in the Litehouse Center/Bud and June Ford Club Room located in the ASUI-Kibbie Activity Center under the conditions outlined in Board Policy I.J. subsection 2.c.

Moved by _____ Seconded by _____ Carried Yes _____ No _____
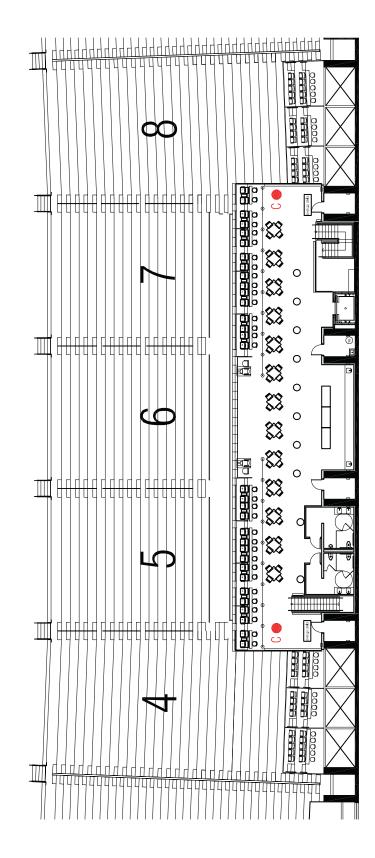
PERSPECTIVE
CLUB ROOM, CLUB SEATING, LOGE SEATING, AND MINI SUITES
ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

CLUB SEATING, SUITES, AND CONCOURSE LEVEL

CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)

A = Security Personnel at individual suite access points and clubroom entry
B = Security Personnel - monitors in loge seating area

Clubroom/Club Seating sole access point

Storage Room No access

Clubroom Emergency Exit

CROWD MANAGEMENT/SECURITY PERSONNEL (TYP. @ EACH RED DOT)

CLUB ROM LEVEL

ASUI KIBBIE ACTIVITY CENTER
UNIVERSITY OF IDAHO

C = Security Personnel - Clubroom monitors

UNIVERSITY OF IDAHO

SUBJECT
Tailgating for the 2019 football season, including post-season, and the 2020 Spring Game.

REFERENCE

2004-2017	Each year the Board approved the request by UI to establish secure areas for pre-game activities that serve alcohol for the football season.
October 19, 2017	Board approved revisions to Board Policy I.J. subsection 2.c to revise requirements applicable to pre-game activities which encompass consumption of alcohol by game patrons tailgating in designated areas.
June 21, 2018	Board approved consumption of alcohol by game patrons tailgating in designated areas for the 2018 football season including post-season and the 2019 Spring Game.

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, I.J – Use of Institutional Facilities and Services With Regard to the Private Sector
Idaho Administrative Code, IDAPA 08.01.08 – 100., Possession, Consumption, and Sale of Alcoholic Beverages at Public Higher Education Institutions.

ALIGNMENT WITH STRATEGIC PLAN
Board governance item

BACKGROUND/DISCUSSION
The current Board policy provides that Idaho institutions may seek approval for the sale or consumption of alcoholic beverages in conjunction with NCAA sporting events. The University of Idaho (UI) has consistently made and had requests approved by the Board for alcohol services in combination with home football games and has a history of having no serious issues or concerns related to service of alcohol in conjunction with NCAA sporting events.

The UI seeks continued approval from the Board to allow consumption of alcohol by home football game patrons tailgating in designate areas on the University campus in Moscow. The University will follow all requirements of Board policy regarding alcohol consumption at tailgating as set out in Board policy I.J.2. In managing its game day functions, the UI seeks to provide a family oriented, safe, fun, and exciting atmosphere that promotes attendance and enhances the game experience. These types of functions are beneficial to the university and are strategic friend- and fund-raising opportunities.

The parking lots designated as Lots 34, 57, 57E and 110, as shown in attachment 1 hereto, will be those to be designated, in whole or in part, by the President for tailgating activities where private alcohol may be consumed. Access to these lots on game day is limited to the Stadium Drive entrance and all patrons allowed to park in the designated lots must pass through this entrance and present proof of authorization to park.

The game-day timeframe during which tailgating with alcohol consumption that may be authorized by the President will fall between 10:00 AM and 10:00PM. The University seeks approval to allow tailgating within some or all of the parking area designated in Attachment 1. This will allow the President flexibility to adjust the number of areas if and where deemed necessary as the university monitors game day conduct in these areas. Likewise, the University seeks approval to allow tailgating for some or all of the time on each game day, between the hours of 10:00 AM and 10:00 PM. This too will allow the President flexibility to adjust if deemed necessary as the university monitors game day conduct during tailgating.

IMPACT

Approval will allow the University to continue to permit alcohol consumption in the tailgating areas in the same fashion as was done in 2018.

The impact of new tailgating rules during the 2018 football season was very positive. Fans appreciated the clarity regarding appropriate consumption of alcohol and accepted the underlying rules well. Any issues of fan conduct were handled by University security and by the Moscow Police Department in the ordinary course of their security and law enforcement work within the tailgating area. A small number of RV's (6 approximately) were allowed to park in an area of the North Kibbie Field that was designated for pre-game events. This occurred after the normally available RV parking filled up. These fans followed the tailgating rules regarding consumption of alcohol without incident, but were in fact outside the approved tailgating area. This was an administrative oversight by the University, not a knowing violation of rule by the fans. This has been resolved internally with University Event Services and Athletics Ticket Sales personnel and will not occur again. Additionally, RV parking will not occur in that area.

The University is not seeking any change in the designated tailgating areas or times.

ATTACHMENTS

Attachment 1 – Map of designated areas where tailgating is to be authorized

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Board Policy I.J. the CEO of each institution may designate (subject

to annual board approval) specific parking lots or limited areas of university grounds with controlled access as tailgate areas for home NCAA football games or NCAA bowl games hosted by the institution. Only game patrons authorized by the institution will be allowed to park and tailgate in the designated tailgate areas with their private guests. Locations, times and dates will be submitted to the Board for approval.

Within tailgate areas, authorized game patrons and their private guests may consume alcohol as long as they abide by all local and state regulations governing alcohol usage including, but not limited to, minor in possession or consumption of alcoholic beverages and public intoxication. Alcohol consumption in tailgating areas shall be limited to the times approved by the Board and at no time shall extend beyond 10:00am through 10:00pm of the day of each NCAA football game hosted by the institution. Alcohol beverages must be held in an opaque container that is not labeled or branded by an alcohol manufacturer or distributor. Alcohol may not be taken from the designated tailgate area into any other area.

The institutions may not sell alcohol or serve alcohol in the tailgate area nor license or allow any vendor to sell or dispense alcohol in the tailgate area. Only private individuals authorized to be in the tailgate area may bring alcohol into the tailgate area for personal use by themselves and their guests. Each institution may place additional restrictions on activities in the tailgate area as seen fit to maintain order in the area.

BOARD ACTION

I move to approve the request by the University of Idaho for authority to establish tailgating areas where consumption of alcohol by game patrons may occur in parking lots 34, 57, 57E and 110 as shown in Attachment 1 and under the conditions set forth in this request and in full compliance with all provisions set forth in Board policy I.J.2 during the 2019 football season, including post-season home games, and the spring 2020 football scrimmage, with a post-season report brought back to the Board.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

.

Attachment 1:
Tailgating Lots 34,
57, 57E & 110

Game-day Entry
Checkpoint

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Brigham Young University-Idaho 2018 Educator Preparation Program Review: State Program Approval Review Team Report and the Council for Accreditation of Educator Preparation (CAEP) Site Visit Report

REFERENCE

February 2012	Board accepted the Professional Standards Commission's recommendation to accept the 2011 state team program approval report thereby granting program approval of ECE/ECSC Blended, Elementary Education, English Language Arts, Foreign Language, Health, Mathematics, Physical Education, Professional Technical Education (Foundation Standards), Agriculture Education, Family and Consumer Science, Science (Foundation Standards), Biology, Earth and Space Science, Physics, Social Studies (Foundation Standards), Economics, Geography, , History Government/Civics, Drama, Visual/Performing Arts (Foundation Standards), Music-NASM Accredited, and Visual Arts at Brigham Young University - Idaho.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, 33-1258; Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

ALIGNMENT WITH STRATEGIC PLAN

Goal 4: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION

The Professional Standards Commission (PSC) is tasked with reviewing all State Board-approved teacher preparation programs. From October 23 through October 26, 2018, the PSC convened a State Review Team composed of twelve (12) content experts and two (2) state observers to conduct a full unit review of the Brigham Young University-Idaho (BYU-I) educator preparation program. As part of this review process, the Council for the Accreditation of Educator Preparation (CAEP) held a concurrent review with a separate CAEP Review Team.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at BYU-I meet state standards for initial certification. The standards used to validate the State Report were the State Board of Education-approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board-approved knowledge, performance, and

disposition indicators were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards, State Specific Requirements, and individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: required course syllabi, required course assignments and rubrics, required course exams, Praxis scores, area specific binder documentation provided by BYU-I, evidence room website/portal, as well as interviews with candidates, completers, BYU-I faculty and staff, mentor teachers, and supervisors, as well as district/school administrators. After the site visit and review of the State and CAEP Reports, BYU-I submitted rejoinders to the CAEP report, as well as supporting documentation. The Standards Committee of the PSC reviewed all documents at the PSC meeting on January 24, 2019. The State Team Report was recommended for approval.

The rejoinder to the CAEP Report addresses CAEP Standards 1-5. The Standards Committee of the PSC studied the rejoinder and supporting documents and recommended the full PSC granting BYU-I "Conditional Approval" for CAEP. The Standards Committee of the PSC also discussed and ultimately recommended that BYU-I be required to submit annual reports to further support continuous improvement, systematic changes, and alignment with the most recent CAEP and State educator preparation standards. Therefore, at the full PSC meeting on January 25, 2018, the PSC voted to recommend acceptance of the CAEP State Team Report and State Team Report as written, with the following changes: Moving the CAEP Program Approval to Conditional Approval for the unit on Standards 1 – 5. Additionally, in preparation for the State Mid-Cycle Focus Review in Fall 2021, the PSC recommends BYU-I submit Annual Reports to the PSC on June 1, 2020 and June 1, 2021 (following the *Standards for Initial Certification of Professional School Personnel for Program Reviews* after July 1, 2020).

IMPACT
The recommendations in this report will enable BYU-I to continue to prepare teachers in the best possible manner, ensuring that all state and CAEP teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS
Attachment 1 – 2018 BYU-I State Team Report
Attachment 2 – 2018 BYU-I CAEP State Team Report and Rejoinder

STAFF COMMENTS AND RECOMMENDATIONS
Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards

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

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

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

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to accept the 2018 Brigham Young University-Idaho State Team Report and CAEP State Team Reports and grant conditional approval for the units on standards 1-5 and continued approval for all other areas as identified in Attachments 1 and 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to accept the recommendation of the Professional Standards Commission to require Brigham Young University-Idaho to submit annual reports to the Professional Standards Commission on June 1, 2020 and June 1, 2021. The report will follow the standards identified in the 2020 *Standards for Initial Certification of Professional School Personnel* for Program Reviews after July 1, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE TEAM REPORT
Brigham Young University-Idaho
October 10-14, 2011

ON-SITE STATE TEAM:
Dr. Julie Newsom State NCATE Team Co-Chair
Stacey Jensen, State Team Co-Chair

Dr. Keith Allred
Dr. Rick Fletcher
Dr. Jann Hill
Janel Johnson
Dr. Gary Larsen
Tama Meyer
Dr. Dan Peterson
Karen Pyron
Jayne Heath-Wilmarth

Professional Standards Commission
Idaho State Board of Education

STATE
OBSERVERS/REVIEWERS

Christina Linder
Katie Rhodenbaugh

Introduction

Brigham Young University - Idaho (BYU-Idaho) is a private four-year university owned and operated by The Church of Jesus Christ of Latter-day Saints. Established in 1888, the institution's 255-acre campus is located in Rexburg, Idaho, an agricultural community in the heart of the Upper Snake River Valley.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Brigham Young University-Idaho (BYU-I) meet state standards for beginning teachers. The review was conducted by an eleven-member state program approval team accompanied by two state observers/reviewers.

The standards used to validate the Institutional Report were the State Board of Education–approved Idaho Standards for the Initial Certification of Professional School Personnel.   State Board–approved rubrics were used to assist team members in determining how well standards are being met.

Core standards, foundational standards as well as individual program enhancement standards were reviewed. Only foundational and enhancement standards are subject to approval. Core standards are not subject to approval, since they permeate all programs but are not in themselves a program.

Team members used a minimum of three sources of evidence to validate each standard, including but not limited to: course syllabi, intern student handbooks, course evaluations both formal and informal, course assignments, Praxis II , Praxis PLT, and Idaho Literacy Assessment test results, portfolios, work samples, letters of support, transcript analysis, surveys and access to BYU-I's accreditation site at www.box.net. In addition to this documentation, team members conducted interviews with candidates, completers, university administrators, full-time and adjunct university faculty, clinical supervisors, PreK-12 principals and cooperating teachers.

A written state team report will be submitted to the unit, which has the opportunity to submit a rejoinder regarding any factual item in the report or identify any area that might have been overlooked by the team. The final report and the rejoinder will be submitted to the Professional Standards Commission (PSC) for review and approval. Upon approval by the PSC, the report will be submitted to the State Board of Education for final approval. Final approval by the State Board will entitle the unit dean, or designee, to submit an institutional recommendation to the State Department of Education/Certification and Professional Standards noting that the candidate graduating from the approved program is eligible to receive pertinent state certification.

BYU Idaho Full Program Review State Report   1

PROGRAM RECOMMENDATIONS
Brigham Young University-Idaho
October 10-14, 2011

PROGRAMS	RECOMMENDATIONS	PAGE
Core Teacher Standards	Met	3
ECE/ECSC Blended	Approved	11
Elementary Education	Approved	18
English Language Arts	Approved	21
Foreign Language	Approved	26
Health	Approved	31
Mathematics	Approved	36
Physical Education	Approved	39
Professional Technical Education (Foundation Standards)	Approved	44
Agriculture Education	Approved (2010)	N/A
Family and Consumer Science	Approved	50
Science (Foundation Standards)	Approved	52
Biology	Approved	58
Chemistry	Conditionally Approved	59
Earth and Space Science	Approved	61
Physics	Approved	62
Social Studies (Foundation Standards)	Approved	63
Economics	Approved	65
Geography	Approved	66
Government/Civics	Approved	67
History	Approved	68
Visual/Performing Arts (Foundation Standards)	Approved	69
Drama	Approved	75
Music	NASM Accredited	N/A
Visual Arts	Approved	78

BYU Idaho Full Program Review State Report

2

College/University: <u>BYU Idaho</u>   Review Dates: <u>October 10-14, 2011</u>

<u>CORE</u>

RUBRICS – Idaho Core Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 BYU-I teacher education required coursework, required course syllabi, faculty interviews, Praxis II scores, clinical supervisor, cooperating teacher, and candidate survey results and observation evaluation sheets provide evidence that candidates demonstrate adequate knowledge of the content that they plan to teach. Required course reading assignments and faculty interviews indicate that candidates understand the ways new knowledge in the content area is discovered. Praxis II results as well as PLT Praxis reported results indicate that over eighty percent of the candidates meet or exceed the qualifying scores on Idaho State Board-required academic examination(s).   According to interviews and clinical practice checklists, candidates are required to pass their Praxis II exams prior to their clinical internship.

1.2 Observations of candidates and student teachers, evaluation sheets, work samples, portfolios, and interviews with faculty, candidates, supervisors, administrators, and cooperating teachers indicate that candidates create learning experiences that make the content taught meaningful to students. One candidate was observed teaching an explicit vocabulary lesson and she specifically in a short 15 minute observation found a way to make all the given vocabulary words from a 5th grade reading story meaningful to her students in multiple ways. It was obvious in that short amount of time that she knew her audience and their backgrounds well enough to create these connections.

BYU Idaho Full Program Review State Report   3

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

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	
2.2 Provide Opportunities for Development		X	

2.1 Perusal of required course syllabi, required course readings, reflections regarding the assignments, and interviews of candidates and cooperating teachers indicates that candidates demonstrate an adequate understanding of how students learn and develop.

2.2 Interviews with candidates, cooperating teachers, faculty, and clinical supervisors, and administrators as well as work samples, observations, and required course assignments indicate that candidates provide opportunities to support students' developmental stages and growth.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are modified for students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3.2 Modifying Instruction for Individual Learning Needs		X	

3.1 Required course syllabi, interviews with faculty regarding cohort meeting topics, required readings from coursework and interviews with faculty indicate that candidates demonstrate an adequate understanding of how students differ in their approaches to learning. The required courses SPED 310 for elementary education and ECE/ECSE majors and SPED 360 for

BYU Idaho Full Program Review State Report   4

secondary education students provides a broad overview of a variety of individual learning needs on both the high and low end of the learning continuum. Candidates are introduced to a variety of needs and perspectives throughout the course, required course readings and required coursework. Additional required coursework topics found in literacy and other content area syllabi provide the opportunity for more specific learning challenges in the various content areas.

3.2   Interviews with candidates, cooperating teachers, and faculty, as well as observations, lesson plans from required coursework and work samples reflect evidence that candidates modify instructional opportunities to support students with diverse needs. However, perusal of required course work including lesson plans from various courses, and assessment rubrics indicate that there are varied expectations throughout the program for making modification for individual learning needs. Some courses seemed to require extensive modification and lesson plans found were able to show this evidence, however other courses did not seem to have that as a part of the requirement as lesson plans from those courses did not have any place for modifications in the plan. Modifications found seemed to rely heavily on making modification for struggling and striving readers. No lesson plans were found indicating modification being made for student on the gifted and talented end of the learning spectrum. Interviews with cooperating teachers and candidates themselves suggested that candidates are weak in their knowledge of how to adapt and modify instruction for ELL students.

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

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple instructional strategies		X	
4.2 Application of multiple instructional strategies			X

4.1 Required course syllabi, faculty interviews, course assignments, and observation forms, and survey results indicate that candidates demonstrate an adequate understanding of instructional strategies. Multiple interviews indicated that candidates felt that faculty did a great job of modeling multiple instructional strategies in their delivery of content to the candidates in class.

4.2 Observations of student teachers, interviews with candidates, cooperating teachers, and formal evaluation forms as well as work samples and portfolios provide evidence that consistently and effectively use a variety of appropriate instructional strategies. In just one observation of a candidate, it was noted that the candidate utilized whole group direct instruction, kinesthetic learning, individual work, and cooperative learning groups to help reach her objective. Many interviews indicated that candidates were able to consistently use varied instructional strategies in order to help their students reach the learning goals.

BYU Idaho Full Program Review State Report   5

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

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills	X		
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments	X		

5.1 Required course syllabi, interviews with faculty, candidates, and cooperating teachers, as well as survey results, provide little or no evidence that all teacher candidates demonstrate an adequate understanding of the principles of motivation and management for safe and productive student behavior. Multiple times, ED 242- Motivation and Management was brought up as an excellent course that provided multiple opportunities to learn about motivation and management strategies in the classroom. However this is only a required course for elementary education and ECE/ECSE majors. Also it should be noted that there is quite a distinct difference in the goals, objectives, and course assignments between the 2 syllabi provided by faculty teaching this course. This reflects that candidates are receiving quite different instruction even within the same course.

5.2 Interviews with cooperating teachers, candidates, clinical supervisors, and administrators as well as observations and survey comments indicate that there is little or no evidence that all teacher candidates are able to create, manage, or modify learning environments to ensure they are safe and productive. Some programs including PE, and Drama, provided wonderful examples of how motivation and management techniques were utilized to promote positive and safe learning environments. However, data within other programs was more inconsistent as to how these techniques were included within the required curriculum.

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

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Communication Skills		X	

6.1 Syllabi, required course assignment instructions, rubrics, and work sample guidelines all indicate that candidates demonstrate an adequate ability to model and use communication skills appropriate to professional settings. All perused syllabi noted that standard English and grammar was a requirement for coursework turned in. Syllabi established a high expectation for quality work.

6.2 Observations of student teachers, interviews with cooperating teachers, work samples, portfolios, and other required course assignments indicated that candidates create learning experiences that promote student learning and communication skills. Several observations included instances where the candidate was requiring communication skills from her students and multiple times it was noted that best handwriting be utilized, correct punctuation was required, and/or a proper presentation voice be used.

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

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills		X	
7.2 Instructional Planning		X	

7.1 Perused syllabi, required course work including lesson plans, cooperating teacher surveys and evaluations, and field experience requirements provide evidence that candidates demonstrate an adequate understanding of how to plan and prepare instruction based upon consideration of knowledge of subject matter, students, the community, and curriculum goals.

BYU Idaho Full Program Review State Report   7

7.2 Work samples, portfolios, observed lesson plans, interviews, and student teacher evaluations indicate that candidates plan and prepare instruction based upon consideration of subject matter, students, the community, and curriculum goals. However, it should be noted that candidates in secondary education who take ED 361 for their content methods are allowed to choose between creating a work sample or creating a course calendar and therefore may not have many opportunities to create lesson plans based on knowledge of subject matter, students, the community and curriculum goals prior to student teaching. Interviews indicated that some secondary candidates felt the need for more practice with instructional planning prior to student teaching.

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

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

8.1 Required course syllabi, required course assignments, and interviews with faculty and candidates indicate that candidates demonstrate an adequate understanding of formal and informal student assessment strategies to evaluate and advance student performance. However, it should be noted that there was little evidence from syllabi and course requirements that all candidates receive instruction on how to utilize assessment strategies in order to determine teaching effectiveness.

8.2 Perused work samples and portfolios, interviews with cooperating teachers and candidates, lesson plans provided for required course work, and student teaching evaluation forms indicate that candidates use and interpret formal and informal assessment strategies to evaluate and advance student performance. Interviews with cooperating teachers as well and observations found an abundance of both formal and informal assessment strategies being utilized by candidates. However, there was not much evidence provided in observations, interviews and data that indicated that candidates were utilizing this assessment data to determine teaching effectiveness.

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

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and science of Teaching		X	

9.1 Perusal of required course syllabi, course assignments, lesson plan templates, and scoring rubrics as well as interviews with university faculty and students indicates that candidates demonstrate an adequate ability to be reflective practitioners who are committed to their profession. Candidates are required in several courses to reflect upon their lessons as well as observations, course readings, and in other course assignments.

9.2 Work samples, observed lesson plans, portfolios and interviews with candidates, cooperating teachers, and principals indicate that candidates display an adequate ability to engage in purposeful mastery of the art and science of teaching. Candidate interviews and work samples provided multiple evidences of reflection upon various teaching situations.

Standard 10: Partnerships – The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

10.1 Course assignments, stated expectations from syllabi, as well as interviews with candidates and university faculty indicate that candidates understand how to professionally and effectively collaborate with colleagues, parents, and other members of the community to support students' learning and well-being. Several course assignments require candidates to collaborate with each other and the community in order to complete the assignment successfully. Candidates are evaluated on their ability to work with each other.

10.2 Interviews with candidates, cooperating teachers, principals, and clinical supervisors as well as portfolios and work samples reflect that candidates interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being. Multiple interviews commended the BYU-I candidates in their abilities to take the initiative and in their professionalism.

College/University: <u>BYU Idaho</u>   Review Dates: <u>October 10-14, 2011</u>

<u>**ECE/ECSE BLENDED**</u>

RUBRICS – Blended Early Childhood Education/ Early Childhood Special Education

Standards-Based State Program Approval
Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Early Childhood Blended Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter			**X**
1.2 Making Subject Matter Meaningful		**X**	

BYU Idaho Full Program Review State Report   11

1.1 Interviews with ECSE teacher candidates, Praxis II scores, and student work samples demonstrate that ECSE candidates have an in-depth understanding of the traditional content areas and children's growth and development, theories and models of early childhood education as well as the comprehensive nature of what constitutes young children's well-being.

1.2 Observing ECSE teacher candidates, analyzing lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to create a balance of developmentally appropriate curriculum activities that helps young students (e.g., typically and atypically developing) successfully apply their skills to different situations and materials.

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

Element	Unacceptable	Acceptable	Target
2.1 Understanding Human Development and Learning		X	

2.1 Interviews with practicum candidates, pre-service candidates, cooperating teachers, in conjunction with examining Praxis II scores, and perusing student work samples, provide evidence that teacher candidates demonstrate an adequate understanding of typical and atypical development of young children and the impact of family systems on child development.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Understanding of Individual Learning Needs		X	
3. 2 Accommodating Individual Learning Needs		X	

BYU Idaho Full Program Review State Report   12

3.1 Examining ECSE student work samples, observing practicum and student teaching candidates, besides interviewing cooperating teachers provides evidence that candidates have an adequate understanding of the aspects of medical care for premature development, low birth weight, and other conditions of medically fragile babies, in addition to the concerns and priorities associated with these medical conditions, as well as their implications on child development and family resources.

3.2 Interviewing ECSE student teaching candidates and their cooperating teachers, and checking candidate work samples provide evidence that the candidates demonstrate an adequate ability to locate, access, use, and effectively share information about methods of care for young, medically fragile children who are in need of assistive technology. Some pre-service candidates reported that there was relatively little access to Assistive Technology devices & resources for young children with diverse special needs.

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

Element	Unacceptable	Acceptable	Target
4.1 Understanding of multiple learning strategies		X	
4.2 Application of multiple learning strategies		X	

4.1 Interviews with cooperating teachers, interviewing ECSE candidates, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (i.e., schedule, routines, and transitions).

4.2 Observing ECSE practicum and student teaching candidates, analyzing lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate repertoire of developmentally appropriate instructional strategies (i.e., child initiated, teacher directed, and play-based activities) in the learning environment.

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

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.1 Examining ECSE candidate work samples, observing candidates student teaching, and interviews with cooperating teachers provide evidence that ECSE candidates demonstrate an adequate understanding of factors that promote physically and psychologically safe and healthy environments for young children, including the applicable laws, regulations, and procedural safeguards regarding behavior management planning and plan implementation for young children with disabilities.

5.2 Interviewing university supervisors, analyzing ECSE candidate lesson plans and observing ECSE candidates demonstrate that candidates have adequate ability to create an accessible learning environment that promotes opportunities for young children in natural and inclusive settings as well as the ability to embed learning objectives within everyday routines and activities.

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

Element	Unacceptable	Acceptable	Target
6.2 Application of Thinking and Communication Skills		X	

6.2 Analyzing candidate lesson plans, and interviewing university supervisors along with ECSE student teacher candidates provide evidence that ECSE candidates demonstrate an appropriate ability to adjust language and communication strategies for the developmental age and stage of the child.

BYU Idaho Full Program Review State Report   14

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

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.1 Interviews with cooperating teachers and ECSE candidates, along with checking candidate work samples provide evidence that ECSE teacher candidates demonstrate a sufficient understanding of recommended professional practice for working with families and children (birth- age 2, ages 3-5, and grades K-3).

7.2 Observing ECSE teacher candidates, examining lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate the necessary ability to provide information about family-oriented services based on the Individualized Family Service Plan (IFSP) and to support transitions across programs for young children and their families.

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

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning			X
8.2 Using and interpreting program and student assessment strategies		X	

8.1 Interviews with ECSE cooperating teachers as well as ECSE candidates completing student teaching, and perusing candidate work samples provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of the characteristics of young children that affect testing situations and interpretations of results.

BYU Idaho Full Program Review State Report   15

8.2 Observing ECSE teacher candidates, examining candidate work samples, and interviewing ECSE cooperating teachers provide evidence that teacher candidates demonstrate an appropriate ability to screen major developmental domains (e.g., social-emotional, cognition) and involve families in relevant ways.

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

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and science of Teaching			X

9.1 Examining Praxis II scores, interviews with ECSE cooperating teachers, and interviewing ECSE candidates provide evidence that teacher candidates demonstrate an adequate understanding of NAEYC Licensure and DEC Personnel Standards.

9.2 Observing ECSE teacher candidates, interviewing Principals and ECDSE cooperating teachers, and interviewing university supervisors provide evidence that teacher candidates demonstrate an in-depth ability to practice behavior congruent with NAEYC Licensure and DEC Personnel Standards.

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

Element	Unacceptable	Acceptable	Target
10.1 Interacting with Colleagues, Parents, and Community in Partnerships			X
10.2 Supporting Students Learning and well-being			X

BYU Idaho Full Program Review State Report   16

10.1 Interviews with ECSE cooperating teachers, interviews with Principals, and observing ECSE student teacher candidates provide evidence that teacher candidates demonstrate an in-depth understanding of how to explain and practice behavior congruent with the NAEYC and DEC Code of Ethics and to advocate for resources for young children and their families.

10.2 Observing ECSE teacher candidates, interviewing Principals, as well as interviewing ECSE cooperating teachers provide evidence that teacher candidates demonstrate an in-depth ability to practice behavior congruent with the NAEYC and DEC Code of Ethics.

Recommended Action on ECE/ECSE Blended

    X   Approved
_____Approved Conditionally
_____Not Approved

BYU Idaho Full Program Review State Report   17

College/University: BYU Idaho   Review Dates: October 10-14, 2011

ELEMENTARY EDUCATION

RUBRICS – Idaho Elementary Education Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Elementary Teachers.

Standards 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge: Understanding Subject Matter and structure of the discipline		X	
1.2 Performance: Making Subject Matter Meaningful		X	

1.1 A review of required coursework from the university catalog, required course syllabi, candidate, cooperating teacher, and clinical supervisor surveys, indicate that candidates have adequate knowledge of elementary subject content, and understand the importance of integrated curriculum. In addition, the evidence indicates that candidates understand the relationship

BYU Idaho Full Program Review State Report   18

between inquiry and the development of thinking and reasoning. Methods' syllabi, as well as interviews with faculty indicate that candidates are provided with multiple examples of ways to integrate content curriculums within each other. In addition, lesson plans provide examples of candidates utilizing their students' prior knowledge and knowledge from other content areas to further explain current concepts.

1.2 Candidate work samples, mock lesson plans, interviews with cooperating teachers and candidates, as well as survey results indicate that candidates are able to demonstrate an adequate ability to use materials, instructional strategies and/or methods that illustrate and promote relevance and real life application making learning experiences and subject matter meaningful to most students. Interviews as well as observations of candidates provide evidence candidates are able to teach using inquiry and exploration.

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

Element	Unacceptable	Acceptable	Target
2.1 Knowledge: Understanding Human Development and Learning		X	
2.2 Performance: Provide Opportunities for Development		X	

2.1 Required course syllabi, cohort seminar topics, Praxis II scores and required course assignments indicate that candidates understand how young children and early adolescents learn. Evidence also indicates that candidates understand how literacy and language development influence learning and instructional decisions. Candidates are required to take multiple literacy courses which work together to build upon the knowledge and skill candidates receive in class. In addition, candidate field experiences are integrated within the coursework to allow them to observe, analyze and discuss the development of young children's learning and literacy development. Syllabi goals and objectives and faculty interviews indicate that candidates understand the role of cognition, inquiry and exploration in learning.

2.2 Candidate work samples, portfolios, course assignments, and interviews, as well as observations, surveys, and student teaching evaluations indicate that candidates demonstrate adequate knowledge of how young children and early adolescents learn. Work samples, lesson plans, and observations of student teachers all indicated appropriate content and instructional strategies being used at various times and with various ages of students. Evidence also indicates

BYU Idaho Full Program Review State Report   19

that candidates are able to design instruction and provide opportunities for students to learn through inquiry and exploration. Lesson plans were found to indicate opportunities for inquiry and exploration; however no actual observations were made of candidates teaching utilizing these methods.

Recommended Action on Elementary Education

____X__Approved
_____Approved Conditionally
_____Not Approved

College/University: <u>BYU Idaho</u>   Review Dates: <u>October 10-14, 2011</u>

<u>ENGLISH LANGUAGE ARTS</u>

RUBRICS – Idaho English Language Arts Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for English Language Arts Teachers.

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the English language arts and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, and perusing course syllabi provide evidence that teacher candidates demonstrate adequate knowledge and understanding of English language arts, including the nature, value, and approaches to a variety of literary texts, print and non-print media, composing processes, and language study.

BYU Idaho Full Program Review State Report   21

1.2 Interviews with and observing teacher candidates, interviews with supervising teachers and university supervisors, and perusing surveys of candidates completing student teaching provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that support instructional and curriculum goals that reflect effective teaching practice, and accurately reflect language arts content.

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

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning		X	
2.2 Performance-Provide Opportunities for Development		X	

2.1 Perusing course catalog (English and core), interviews with content instructors, reviewing Praxis II scores, and reviewing course syllabi provide evidence that teacher candidates demonstrate adequate knowledge of the role of maturation in growth in writing, language acquisition, and understanding of literary concepts.

2.2 Interviewing teacher candidates, perusing course syllabi (English and core), and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to recognize students' levels of language maturity and identify

BYU Idaho Full Program Review State Report   22

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

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding of multiple learning strategies		X	
4.2 Performance-Application of multiple learning strategies		X	

4.1 Interviews with cooperating teachers, Praxis II scores, and perusing course offerings and program requirements (English and core) provides evidence that teacher candidates demonstrate adequate knowledge of a variety of instructional strategies needed to develop students' critical thinking, problem solving, and performance skills at varying literacy levels.

4.2 Interviewing university supervisors and instructors, interviewing teacher candidates, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate ability to use a variety of basic instructional strategies to develop students' critical thinking, problem solving, and performance skills; and engage students through a variety of language activities (e.g. reading, writing, speaking, listening) and teaching approaches (e.g. small group, whole-class discussion, projects).

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

Element	Unacceptable	Acceptable	Target
8.1 Knowledge-Assessment of Student Learning		X	

8.2 Performance-Using and interpreting program and student assessment strategies		X	

8.1 Interviews with cooperating teachers, interviews with teacher candidates, reviewing Praxis II scores, and perusing course catalog course offerings and program requirements (core and English), provide evidence that teacher candidates demonstrate adequate knowledge of formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations).

8.2 Observing student teacher candidates, perusing the Formative Observation of Student Teaching, and interviewing cooperating teachers, provide evidence that teacher candidates demonstrate an adequate ability to use formal and informal student assessment strategies for evaluating and advancing student performance in reading, writing, speaking, listening, and viewing, and to determine teaching effectiveness (i.e., portfolios of student work, project, self- and peer assessment, journals, response logs, rubrics, tests, and dramatic presentations). It should be noted that a preponderance of evidence suggests that multiple standards are addressed in primarily one course, English 430.

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

Element	Unacceptable	Acceptable	Target
9.1 Knowledge-Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Performance-Developing in the Art and science of Teaching	X		

BYU Idaho Full Program Review State Report   24

9.1 Interviews with cooperating teachers, teacher candidates, and course syllabi, and reviewing Praxis II scores, provide evidence that teacher candidates demonstrate an adequate understanding of reflection and a commitment to their profession. .

9.2 Interviews with teacher candidates and university clinical supervisors provide little or no evidence that teacher candidates demonstrate an adequate ability to engage in reading and writing for professional and personal growth and an awareness of professional organizations and resources for English language arts teachers, such as the National Council of Teachers of English.

Areas for Improvement:
1. Teacher candidates will benefit from and become more adequately prepared if they recognize the need for and more intentionally participate in professional resources, conferences, and experiences. A rich exposure in journals (as opposed to "articles"), current best practices, joining appropriate state organizations, attending teacher in-services or seminars, etc. These and other "networking" affords critical conversation and collaborations with those in the field. Although BYU-I is not a "research" university, research and its application is an important component in the profession.

Recommended Action on English Language Arts

   X   Approved
_____ Approved Conditionally
_____ Not Approved

College/University: <u>BYU Idaho</u>   Review Dates: <u>October 10-14, 2011</u>

FOREIGN LANGUAGE

RUBRICS – Idaho Foreign Language Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Foreign Language Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate an

BYU Idaho Full Program Review State Report   26

adequate understanding of state and national foreign language standards, advanced language skills, and target cultures.

1.2 Observing foreign language teacher candidates, analyzing teacher lesson plans, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to articulate the value of foreign language learning and to plan, create, and execute a variety of language and cultural learning experiences in the target language.

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

Element	Unacceptable	Acceptable	Target
2.1 Knowledge-Understanding Human Development and Learning		X	
2.2 Performance-Provide Opportunities for Development		X	

2.1 Interviews with content instructors, reviewing course syllabi and perusing course catalog (Foreign Language) provide evidence that teacher candidates demonstrate an adequate understanding of the process and acquisition of second language learning including viewing, listening, speaking, reading, and writing skills.

2.2 Observing foreign language teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to build upon native language skills with new, sequential, long-range, and continuous experiences in the target language.

Standard 3: Adapting Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Element	Unacceptable	Acceptable	Target
3.1 Knowledge-Understanding of Individual Learning Needs		X	
3.2 Performance-Accommodating Individual Learning Needs		X	

3.1 Interviews with content teachers, reviewing student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate adequate understanding of how the roles of gender, age, socioeconomic background, ethnicity, and other factors relate to individual perception of self and others.

3.2 Interviewing teacher candidates, analyzing teacher lesson plans, and interviewing cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to use resources and learning activities that enable students to grasp the significance of cultural differences and similarities.

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

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding of multiple learning strategies		X	
4.2 Performance-Application of multiple learning strategies		X	

4.1 Interviews with cooperating teachers, perusing course offerings and program requirements and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of how to use and adapt authentic materials for foreign language instruction.

4.2 Interviewing university supervisors and instructors, interviewing and observing teacher candidates and perusing student work samples provide evidence that teacher candidates demonstrate an adequate ability to use and adapt authentic materials for foreign language instruction.

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

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills			X
7.2 Instructional Planning			X

7.1 Interviews with professors, cooperating teachers, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth understanding of how to incorporate the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities into instructional planning.

7.2 Observing foreign language teacher candidates, analyzing teacher lesson plans, and perusing candidate's work samples provide evidence that teacher candidates plan and prepare instruction based upon the ACTFL Standards for Foreign language learning of communication, cultures, connections, comparisons, and communities.

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

Element	Unacceptable	Acceptable	Target
8.1 Knowledge-Assessment of Student Learning		X	
8.2 Performance-Using and interpreting program and student assessment strategies		X	

8.1 Interviews with cooperating teachers, interviews with teacher candidates and perusing course catalog offerings and program requirements provide evidence that teacher candidates demonstrate adequate understanding of ACTFL assessment guidelines and the need to assess progress in the five language skills, as well as cultural understanding.

BYU Idaho Full Program Review State Report   29

8.2 Observing and interviewing clinical candidates, perusing the Formative Observation of Student Teaching and analyzing teacher lesson plans provide evidence that teacher candidates demonstrate adequate ability to use formal and informal assessment techniques to enhance individual student competencies in foreign language learning and modify teaching and learning strategies.

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

Element	Unacceptable	Acceptable	Target
10.1 Knowledge-Interacting with Colleagues, Parents, and Community in Partnerships			**X**
10.2 Performance-Utilization of community resources.			**X**

10.1 Interviews with professors, interviewing candidates, and perusing student work samples provide evidence that teacher candidates demonstrate in-depth understanding of foreign language career and life opportunities available to foreign language students, opportunities to communicate in the language with native speakers, and to participate in community experiences related to the target culture.

10.2 Interviewing clinical partners, candidates, and university supervisors provide evidence that teacher candidates demonstrate an in-depth ability to provide a variety of learning opportunities about career awareness, communication in the target language, and cultural enrichment.

Recommended Action on Foreign Language

   X   Approved
       Approved Conditionally
       Not Approved

College/University: <u>BYU Idaho</u>   Review Dates: <u>October 10-14, 2011</u>

<u>Health</u>

RUBRICS – Idaho Standards for Health Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, student candidate, and university faculty, Praxis scores, and analyzing student work samples, lesson plans, and syllabi provide evidence that teacher candidates demonstrate adequate understanding of health education; the importance of engaging

BYU Idaho Full Program Review State Report   31

students in identification of health risk behaviors; and the ability to describe for students the ways new knowledge in a content area is applied.

1.2 Observing health teacher candidates, analyzing teacher lesson plans, student work, and Praxis scores provide evidence that teacher candidates adequately instruct the students about health-enhancing behaviors, recognize the importance of modeling health-enhancing behaviors, and create learning environments that respect and are sensitive to controversial health issues.

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

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.1 Interviews with cooperating teachers, student candidates, and university faculty, reviewing the course catalog, course syllabi, and lesson plans provide evidence that teacher candidates demonstrate adequate understanding of the principles of and strategies for motivating students to participate in physical activity and other health-enhancing behaviors, and classroom management for safe physical activity and health-enhancing behaviors.

5.2 Observing health teacher candidates, analyzing teacher lesson plans, teacher evaluations, and student work provides adequate evidence that teacher candidates demonstrate an adequate ability to introduce, manage, and promote, health-enhancing behaviors related to personal and social choices.

BYU Idaho Full Program Review State Report   32

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

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

6.1 Observing health student candidates, interviews with cooperating teachers, university faculty, and student candidates, and analyzing the course catalog and syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how to model and use communication skills appropriate to the target audience and the terminology and slang associated with the at-risk behaviors.

6.2 Observing health teacher candidates, analyzing student work samples, and teacher evaluations provide evidence that teacher candidates demonstrate an adequate ability to create safe and sensitive learning experiences that promote student input, communication, and listening skills which facilitate responsible decision making and alternatives to high-risk behavior.

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

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

BYU Idaho Full Program Review State Report   33

7.1 Interviews with cooperating teachers, university faculty, and student candidates, analyzing lesson plans and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding of how to plan and prepare instruction based on knowledge health education, students, the community, and curriculum goals.

7.2 Observing health teacher candidates, analyzing teacher lesson plans, and student work provide evidence that teacher candidates demonstrate an adequate ability to plan and implement instruction reflective of current health research, trends, and local health policies compatible with community values and acceptable practices.

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

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	
9.2 Developing in the Art and Science of Teaching		X	

9.1 Interviews with cooperating teachers, university faculty, student candidates, and student alumni, reviewing course catalog and syllabi provide evidence that teacher candidates demonstrate an adequate understanding of laws and codes specific to health education and health services to minors.

9.2 Observing health teacher candidates, teacher evaluations, and interviewing teacher candidates and alumni provide evidence that teacher candidates demonstrate an adequate ability to engage in appropriate intervention following the identification or disclosure of information of a sensitive nature and/or student involvement in a high-risk behavior.

BYU Idaho Full Program Review State Report   34

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

Element	Unacceptable	Acceptable	Target
10.1 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	
10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

10.1 Interviews with cooperating teachers, university faculty, and student health candidates, and course catalog and syllabi provide evidence that teacher candidates understand methods of how to advocate for personal, family, and community health (e.g. letters to editor, community service projects, health fairs, and health races/walks).

10.2 Observing health teacher candidates, analyzing lesson plans, teacher evaluations and interviewing alumni provide evidence that teacher candidates demonstrate the ability to advocate for personal, family, and community health.

Recommended Action on Health Education

   X   Approved
       Approved Conditionally
       Not Approved

BYU Idaho Full Program Review State Report   35

College/University: <u>BYU Idaho</u>   Review Dates: <u>October 10-14, 2011</u>

<u>MATH</u>

RUBRICS – Idaho Math Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of mathematics and creates learning experiences that make these aspects of mathematics meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge: Subject Matter and Structure of Mathematics			X
1.2 Performance: Making Mathematics Meaningful		X	

BYU Idaho Full Program Review State Report   36

1.1 Interviews with cooperating teachers, student candidates, and university faculty, Praxis scores, course catalogs, syllabi and lesson plans provide evidence that teacher candidates demonstrate in-depth knowledge and understanding of mathematics, by meeting all of the Knowledge indicators as delineated in the Idaho Standards for Mathematics Teachers.

1.2 Observations of mathematics teacher candidates, analyzing teacher lesson plans, assessments and evaluations provide evidence that teacher candidates demonstrate an adequate ability to create meaningful learning experiences as delineated in the Idaho Standards for Mathematics Teachers.

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

Element	Unacceptable	Acceptable	Target
4.1 Knowledge: Understanding of Multiple Mathematical Learning Strategies		X	
4.2 Performance: Application of Multiple Learning Strategies		X	

4.1 Cooperating teachers, university faculty and candidate interviews, analyzing lesson plans and syllabus, analyzing student work samples provide evidence that teacher candidates demonstrate adequate understanding of a variety of mathematical instructional strategies as delineated by the Knowledge indicators in the Idaho Standards of Mathematics Teachers.

4.2 Observing mathematics teacher candidates, analyzing teacher lesson plans, work samples, and evaluations provide evidence that teacher candidates demonstrate an adequate ability to use a variety of mathematical instructional strategies as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

BYU Idaho Full Program Review State Report   37

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

Element	Unacceptable	Acceptable	Target
8.2 Performance: Assessing Students' Mathematical Reasoning.		X	

8.2 Observing mathematics teacher candidates, analyzing teacher lesson plans, student work samples and rubrics provide evidence that teacher candidates demonstrate an adequate ability to assess students' mathematical reasoning.

Standard 11: Connections among Mathematical Ideas – The teacher understands significant connections among mathematical ideas and their applications of those ideas within mathematics, as well as to other disciplines.

Element	Unacceptable	Acceptable	Target
11.1 Knowledge: Significant Mathematical Connections		X	
11.2 Performance: Application of Mathematical Connections		X	

11.1 Interviews with cooperating teachers, observation of student candidate, analyzing student work samples, lesson plans, and syllabi provide evidence that teacher candidates demonstrates adequate understanding of mathematical connections as delineated by the Knowledge indicators in the Idaho Standards for Mathematics Teachers.

11.2 Observation of mathematics teacher candidates, analyzing teacher lesson plans and evaluation forms provide evidence that teacher candidates demonstrate an adequate ability to help students make connections as delineated by the Performance indicators in the Idaho Standards for Mathematics Teachers.

Recommended Action on Math Education Program

  X Approved
      Approved Conditionally
      Not Approved

BYU Idaho Full Program Review State Report   38

College/University: BYU Idaho   Review Dates: October 10-14, 2011

PHYSICAL EDUCATION

RUBRICS – Idaho Standards for Physical Education Teachers

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

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of the Discipline		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Interviews with university faculty and student candidates, analyzing course catalog and syllabi, and Praxis scores provide evidence that teacher candidates demonstrate an adequate understanding of the components of physical fitness and their relationship to a healthy lifestyle; human anatomy and physiology (structure and function), exercise physiology appropriate rules, etiquette, instructional cues, and skills for physical education activities; Adaptive Physical Education and how to work with special and diverse student needs; and the sequencing of motor skills (K-12); opportunities for enjoyment, challenge, self-expression, and social interaction; and technology operations and concepts pertinent to physical activity.

BYU Idaho Full Program Review State Report   39

1.2 Analyzing teacher lesson plans and student work samples, and Praxis scores provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make physical education meaningful to students.

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

Element	Unacceptable	Acceptable	Target
2.2 Provide Opportunities for Development		X	

2.2 Analyzing teacher lesson plans, syllabi and course catalog, and interviewing university supervisors and student candidates provide evidence that teacher candidates demonstrate an adequate ability to assess the individual physical activity, movement, and fitness levels of students, make developmentally appropriate adaptations to instruction, and promote physical activities that contribute to good health.

Standard 3: Modifying instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse

Element	Unacceptable	Acceptable	Target
3.2 Accommodating Individual Learning Needs		X	

3.2 Analyzing teacher lesson plans, intervention plans, syllabi, and course catalog provide evidence that teacher candidates demonstrate an adequate ability to create opportunities that incorporate individual variations to movement and to help students gain physical competence and positive self-esteem.

BYU Idaho Full Program Review State Report   40

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

Element	Unacceptable	Acceptable	Target
5.1 Understanding of Classroom Motivation and Management Skills		X	
5.2 Creating, Managing, and Modifying for Safe and Positive Learning Environments		X	

5.1 Interviews with cooperating teachers and student candidates, analyzing course syllabi, course catalog, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of how to help students cultivate responsible personal and social behaviors.

5.2 Analyzing teacher lesson plans, peer and teacher evaluations provide evidence that teacher candidates demonstrate an adequate ability to effectively manage physical activity in indoor and outdoor settings and promote positive peer relationships and appropriate motivational strategies for participation in physical activity.

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

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

BYU Idaho Full Program Review State Report   41

7.1 Interviews with university faculty and teacher candidates, analyzing course catalog and syllabi, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of strategies to maximize physical education activity time and student success in physical education and how to expand the curriculum through the use of community resources.

7.2 Analyzing student work samples, test scores, and teacher evaluations provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction to maximize physical education activity time and student success and to utilize community resources to expand the curriculum.

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

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment Strategies		X	

8.1 Interviews with university supervisors and teacher candidates, analyzing course syllabi, and lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of how to select and use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals.

8.2 Analyzing lesson plans, teacher evaluations, test scores, and student work provide evidence that teacher candidates demonstrate an adequate ability to use a variety of developmentally appropriate assessment techniques (e.g., authentic, alternative, and traditional) congruent with physical education activity, movement, and fitness goals to evaluate student performance and determine program effectiveness.

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

BYU Idaho Full Program Review State Report   42

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	

9.1 Interviews with cooperating teachers, university supervisors, and student candidates, peer and teacher evaluations, and course syllabi provide evidence that teacher candidates demonstrate an adequate understanding that their personal physical fitness and activity levels may impact teaching and student motivation.

Standard 11: Safety – The teacher provides for a safe learning environment.

Element	Unacceptable	Acceptable	Target
11.1 Understanding of Student and Facility Safety		X	
11.2 Creating a Safe Learning Environment		X	

11.1 Interviews with cooperating teachers, university faculty, and student candidates, course catalog and syllabi, peer and teacher evaluations provide evidence that teacher candidates demonstrate and adequate understanding of CPR, First aid, and factors that influence safety in physical education activity settings and supervision and response required.

11.2 Analyzing teacher lesson plans, peer and teacher evaluations, and interviewing university supervisors provide evidence that teacher candidates demonstrate an adequate ability to provide and monitor for a safe learning environment and inform students of the risks associated with physical education activities.

Recommended Action on Physical Education

   X   Approved
       Approved Conditionally
       Not Approved

BYU Idaho Full Program Review State Report   43

College/University: <u>BYU Idaho</u>   Review Dates: <u>October 10-14, 2011</u>

PTE FOUNDATION STANDARDS

RUBRICS – Idaho Professional-Technical Education Teacher Standards

Standards-Based State Program Approval
Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Professional-Technical Teachers.

Principle 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Review of FACS programs of study, artifacts, student samples, interviews with cooperating teachers and Praxis II scores provide evidence that teacher candidates demonstrate an adequate

BYU Idaho Full Program Review State Report   44

understanding of the importance of engaging students in content development; and the role the work-community and families play in shaping the professional-technical discipline.

1.2 Observing FACS teacher candidates, interviewing teacher candidates, interviewing university supervisors and analyzing candidate lesson plans provide evidence that teacher candidates demonstrate an adequate ability to use materials and resources to contextualize instruction and curriculum to support instructional goals; use learning activities that are consistent with curriculum goals and reflect principles of effective instruction; integrate student organization leadership development concepts into the curriculum; and provide students with exposure to the work community through work-place experiences.

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

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Multiple Learning Strategies		X	
4.2 Application of Multiple Learning Strategies		X	

4.1 Interviews with FACS cooperating teachers, student samples, review of artifacts, evidence of use of software and technology such as "My Plate", and Praxis II scores provide evidence that teacher candidates demonstrate an adequate understanding of how to integrate general and professional-technical content.

4.2 Interviewing FACS teacher candidates, interviewing university supervisors, and analyzing course syllabi provide evidence that teacher candidates demonstrate an adequate ability to integrate general and professional-technical content.

BYU Idaho Full Program Review State Report   45

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

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills in Connection with Knowledge of Subject Matter and Curriculum Goals		X	
7.2 Instructional Planning Skills in Connection with Students' Needs and Community Contexts		X	

7.1 Interviews with FACS cooperating teachers, Praxis II scores, checking student files and transcripts, and perusing student work samples provide evidence that teacher candidates demonstrate an adequate understanding of subject matter, students, the community, curriculum goals, and the work place.

7.2 Observing FACS teacher candidates, interviewing teacher candidates, interviewing university supervisors and analyzing candidate lesson plans provide evidence that teacher candidates demonstrate an adequate ability to plan and prepare instruction based upon consideration of students' needs, work place needs, and community contexts.

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

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	
8.2 Using and Interpreting Program and Student Assessment strategies		X	

BYU Idaho Full Program Review State Report   46

8.1 Interviews with FACS cooperating teachers, Praxis II scores, student files and transcripts, and student work samples provide evidence that teacher candidates demonstrate an understanding of how to use formal and informal assessment strategies about student progress to evaluate work-readiness.

8.2 Interviewing FACS teacher candidates, interviewing university supervisors and analyzing candidate lesson plans provide evidence that teacher candidates use and interpret formal and informal assessment data from recent graduates and employers to modify curriculum, instruction, and the program.

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

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

9.2 Interviewing FACS teacher candidates, interviewing university faculty, reviewing sample long-range plans provide evidence that teacher candidates demonstrate an adequate ability to develop a professional development plan and evaluate educational and occupational professionalism.

Principle 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Element	Unacceptable	Acceptable	Target
10.1 Interacting in with Colleagues, Parents, and Community in Partnerships		X	

BYU Idaho Full Program Review State Report   47

10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

10.1 Review of FACS faculty professional development plans, student service activities, and involvement in the FCS Society (soon to be AAFCS) provide evidence that teacher candidates understand of how to utilize the employment community to validate occupational skills and interact effectively with colleagues and other stakeholders.

10.2 Interviewing FACS teacher candidates, interviewing faculty, discussing the activities of FCS provide evidence that teacher candidates utilize the employment community to validate occupational skills and to interact effectively with colleagues and other stakeholders.

Principle 11: Learning Environment – The teacher creates and manages a safe and productive learning environment.

Element	*Unacceptable*	*Acceptable*	*Target*
11.1 Knowledge- Create and Manage a Safe and Productive Learning Environment.		X	
11.2 Performance- Create and Manage a Safe and Productive Learning Environment.			X

11.1 Review of the FACS syllabi, interviews with candidates, faculty, and work samples provide evidence that teacher candidates have an adequate ability to create and manage a safe and productive learning environment.

11.2 Observing FACS teacher candidates, interviewing teacher candidates and analyzing candidate lesson plans provide evidence that teacher candidates demonstrate an in-depth ability to provide safety and productivity that are integrated into every strand of instruction.

Principle 12: Workplace Preparation—The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Element	*Unacceptable*	*Acceptable*	*Target*
12.1 Competing Demands and Responsibilities of the Workplace.		X	
12.2 Competing Demands of Balancing Work and Personal Life.		X	

12.1   Review of FACS artifacts, student samples, interviews with candidates and faculty provide evidence that teacher candidates have an adequate knowledge of how to prepare students to meet the competing demands and responsibilities of the workplace.

12.2 Observing FACS teacher candidates, interviewing cooperating teachers, and analyzing candidate lesson plans provide evidence that teacher candidates demonstrate an adequate ability to teach about how to manage the competing demands of balancing work and personal life.

Recommended Action on Professional Technical Education
   X   Approved
       Approved Conditionally
       Not Approved

College/University: BYU Idaho   Review Dates: October 10-14, 2011

FAMILY AND CONSUMER SCIENCES

RUBRICS – Idaho Standards for Family and Consumer Sciences Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Review of course requirements, interviews with cooperating teachers, and Praxis II scores provide evidence that teacher candidates have adequate knowledge of the significance of family and its impact on the well-being of individuals and society, and the resources associated with proper housing, nutrition, clothing and wellness.

BYU Idaho Full Program Review State Report   50

1.2 Observing FACS teacher candidates, interviewing teacher candidates, interviewing coordinating teachers and analyzing candidate lesson plans provide evidence that teacher candidates create learning experiences that make the content taught meaningful to students; and, evidence that teacher candidates demonstrate adequate knowledge of the significance of family and its impact on the well-being of individuals and society, and the resources associated with proper housing, nutrition, clothing and wellness.

Recommended Action on Family Consumer Sciences

   X   Approved
_____Approved Conditionally
_____Not Approved

BYU Idaho Full Program Review State Report   51

College/University: <u>BYU Idaho</u>   Review Dates: <u>October 10-14, 2011</u>

SCIENCES

RUBRICS – Idaho Foundation Standards for Science Teachers

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

In addition to the standards listed here, science teachers must meet Idaho Core Teacher Standards and at least one of the following: (1) Idaho Standards for Biology Teachers, (2) Idaho Standards for Chemistry Teachers, (3) Idaho Standards for Earth and Space Science Teachers, (4) Idaho Standards for Natural Science Teachers, (5) Idaho Standards for Physical Science Teachers, or (6) Idaho Standards for Physics Teachers. Rubrics for these standards are listed after the rubrics for the Foundation Standards for Science Teachers.

BYU Idaho Full Program Review State Report   52

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge- Subject Matter and Structure of Science		X	
1.2 Performance- Making Science Meaningful		X	

1.1 Evaluation of the required courses, examination of representative candidate and student teacher transcripts, review of the syllabi, performance on Praxis II exams and interviews with faculty and candidates provide evidence that teacher candidates demonstrate an adequate understanding of their science content and how to articulate the importance of engaging in the process of science.

1.2 Observation of Student Teachers, review of teaching observation reports and interviews with candidates, student teachers and alumni of the program provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. Evidence was marginal in the case of physics and even weaker in chemistry. There was only one student teacher to observe in physics and she was working in a middle school teaching physical science. There were no student teachers or alumni to observe or interview in chemistry. The institution can improve their case by presenting student work in the form of lesson plans and teaching portfolios.

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

Element	Unacceptable	Acceptable	Target
2.1 Knowledge- Understanding Human Development and Learning		X	

BYU Idaho Full Program Review State Report   53

2.2 Performance-Provide Opportunities for Development	X		

2.1 Review of the syllabi, interviews with faculty and candidates and review of student transcripts provide evidence that basic understanding of human development and learning comes from the core education courses, particularly Ed 304 and 361. Specific understanding of the conceptions students are likely to bring to class that can interfere with learning the science comes from science inquiry and methods courses, in particular Phys 311 and 411 and the methods courses taught in each content department.

2.2 Observation of a few Student Teachers and interviews with their Cooperating Teachers, and student reflections provided by biology suggest that teacher candidates probably demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science. In general, however, the lack of work evidence specific to science candidates in the core Education courses or in content courses like inquiry or methods provide little or no evidence that teacher candidates demonstrate an adequate ability to carry out activities that facilitate students' conceptual development in science.

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

Element	Unacceptable	Acceptable	Target
4.1 Knowledge-Understanding Multiple Learning Strategies		X	
4.2 Performance-Application of Multiple Learning Strategies		X	

4.1 Interviews with candidates, alumni, perusing course syllabi and interviews with faculty and department chairs provides evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

4.2 Observation and interviews with student teachers, interviews with cooperating teachers and perusing student teaching evaluations provide evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking,

BYU Idaho Full Program Review State Report   54

problem solving and performance skills. This assessment is somewhat speculative. It required too much dependence on anecdotal support. Increased documentation from chemistry and physics on candidates in the science education majors is necessary for a more confident assessment

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

Element	Unacceptable	Acceptable	Target
6.1 Knowledge-Communication Skills			X
6.2 Application of Thinking and Communication Skills	X		

6.1 Review of the curriculum, student work and presentations, evaluation of course syllabi and interviews with faculty and candidates provide evidence that teacher candidates demonstrate an in-depth knowledge of how to create and make appropriate use of forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific diagrams, scientific posters, and multimedia presentations).

6.2 Outside of biology, there was little or no evidence presented that teacher candidates demonstrate an adequate ability to engage students in the use of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). There was one interview with a physics alum that indicated use of new media in science classrooms but one piece of evidence is anecdotal.

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

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners		X	

BYU Idaho Full Program Review State Report   55

9.2 Developing in the Art and Science of Teaching		X	

9.1 Review of the syllabi of inquiry and methods courses, interviews with faculty, candidates and alumni, and research activity into educational research program provide evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

9.2 Student teacher observation, interviews with cooperating teachers and candidate work product provide evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction.

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

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

11.1 Student teacher observation, cooperating teacher interviews and alumni interviews and the required curriculum provide evidence that teacher candidates demonstrate an adequate ability to model safe practices in classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals.

BYU Idaho Full Program Review State Report   56

Principle 12: Laboratory and Field Activities – The science teacher demonstrates competence in conducting laboratory and field activities.

Element	Unacceptable	Acceptable	Target
12.1 Knowledge- Understanding of Laboratory and Field Experiences		X	
12.1 Performance- Effective Use of Laboratory and Field Experiences		X	

12.1 Content Area (Geology 405, Biology 403, Physics 311 & 411) Teaching Methods course syllabi, course schedules, candidate and faculty interviews indicate a heavy emphasis on laboratory and field activities demonstrating an adequate ability to explain the importance of laboratory and field activities in the learning of science.

12.2 Candidate produced lab demonstrations, candidate, completer and cooperating teacher interviews, as well as candidate observations provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

Area for Improvement:
Documentation of activities and work product from the education and content courses can effectively supplement the sparse number of observations that are possible with current number of student teachers and alumni.

The curriculum is clearly rich in teaching candidates to communicate effectively as scientists but there needs to be evidence that it is practiced in ways that teach others. Evidence in the form of lesson plans, activity plans, practice lessons, modeling labs or the development of educational media would be welcomed.

Recommended Action on Science Foundation

   X   Approved
_____Approved Conditionally
_____Not Approved

BYU Idaho Full Program Review State Report   57

IDAHO STANDARDS FOR BIOLOGY TEACHERS

Principle 1: Knowledge of Biology - The teacher understands the central concepts, tools of inquiry, and structures of Biology and creates learning experiences that make these aspects of Biology meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Subject Matter and Structure of Biology		X	
1.2 Performance-Making Biology Meaningful		X	

1.1 Review of Praxis reports indicate that BYUI Biology candidate's average scores are slightly above state and national averages. Interviews with faculty, cooperating teachers and alumni confirm that candidates are adequately prepared to teach in their content area. It is unclear if candidates earning minors in Biology are equally prepared, as no disaggregated data was available for analysis. Review of syllabi and materials used to advise candidates of required courses are in aligned to state content standards, and provided further evidence that teacher candidates demonstrate adequate understanding of biology content and the nature of biological knowledge.

1.2 Rich evidence of meeting the performance standards were found in BIO 405. Lesson planning for labs and teaching units combined with feedback from peers, faculty and candidate self-reflection indicate that teacher candidates demonstrate an ability to create learning experiences that make the concepts of biology meaningful to students. Use of learning activities, including laboratory and field activities, are consistent with curriculum goals and reflect principles of effective instruction. This area is close to target based upon review of documentation from BIO 405 and interview with the faculty member responsible for that course. Other evidence of adequate candidate performance was found through interviews with cooperating teachers, building administrators and university supervisors. Student teaching evaluation reports provided little detailed evidence, but appear to support candidate's having adequate levels of performance.

Recommended Action on Biology Teacher Program

___X___Approved
_____Approved Conditionally
_____Not Approved

BYU Idaho Full Program Review State Report   58

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

Principle 1: Knowledge of Chemistry - The teacher understands the central concepts, tools of inquiry, and structures of Chemistry and creates learning experiences that make these aspects of Chemistry meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Subject Matter and Structure of Chemistry		X	
1.2 Performance-Making Chemistry Meaningful	X		

1.1 Scores of standardized ACS exams, Praxis II scores, the curriculum of required courses and associated grade achievement and student transcripts provide evidence that teacher candidates demonstrate adequate knowledge and understanding of high school level chemistry, up to and including general chemistry, quantitative analysis, introductory organic chemistry, quantum chemistry and physical spectroscopy.

1.2 Overall, there is little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals.   There was little evidence that teacher candidates use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. There were no student teachers to observe and only two candidates in chemistry who were interviewed. They both were at a very early stage of education, with only one year of chemistry and one introductory level education course. There were no lesson plans found and no alumni that could be reached for interview. The Methods course in Chemistry is offered only as needed, which is infrequently. Faculty indicated the number reported in the program (14 majors) is greatly inflated and review of transcripts supports the claim. Content faculty claimed there are closer to 5 majors who have taken a year of chemistry and the others have not yet started content coursework.   Chemistry faculty claim there is no mechanism by which Chem Education Minors can be identified within that department so there is no tracking of progress of support of their success. There were no artifacts supplied by the institution that related to Chem Education Minors so it is difficult to assess the effectiveness of the minor in chemistry.

Areas for Improvement:
Areas for improvement are mainly in terms of documentation and support of teacher candidates with a major or minor in chemistry education. Details are indicated in the comments above. There is little doubt the few teacher candidates who move through the program receive the information and practice needed to succeed in chemistry education. The program is excellent.

 BYU Idaho Full Program Review State Report   59

Review of the program will be facilitated by more emphasis on documentation supporting teacher preparation and record-keeping. Comments from candidates indicate that more support for teacher preparation in the content department is also important for teacher candidate retention.

Recommended Action on Chemistry

_____Approved
___X___Approved Conditionally
_____Not Approved

IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

Principle 1: Knowledge of Earth and Space Science - The teacher understands the central concepts, tools of inquiry, and structures of Earth and Space Science and creates learning experiences that make these aspects of earth and space science meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Subject Matter and Structure of Earth and Space Science		X	
1.2 Making Earth and Space Science Meaningful		X	

1.1 Review of BYU Idaho 2010-11 catalog course descriptions, syllabi, class schedules, lab activities, and interviews with candidates and completers show a clear correlation to the Earth and Space Science Teacher standards. Interviews with Geology faculty confirm that state standards are forefront in course planning and delivery. Higher than average Praxis II exam scores indicate that candidates have attained the appropriate knowledge outlined in state standards. However, it is unclear if candidates earning minors in Earth Science education are equally prepared, as no disaggregated data was available for analysis.

1.2 Observation of candidate student teaching, cooperating teacher interviews, and lesson plan and lab activity review provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the concepts of earth and space science, tools of inquiry, structures of earth and space science knowledge, and the processes of earth and space science meaningful to students. Candidate interviews further indicate their appropriate use of materials and resources to support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. A greater emphasis on the collection and documentation of candidate work samples, candidate lesson planning, student teaching evaluation, and self-reflections would greatly enhance the evidence of what candidates know and are able to do.

Recommended Action on Earth and Space Science Education

   X   Approved
       Approved Conditionally
       Not Approved

BYU Idaho Full Program Review State Report   61

IDAHO STANDARDS FOR PHYSICS TEACHERS

Principle 1: Knowledge of Physics - The teacher understands the central concepts, tools of inquiry, and structures of physics and creates learning experiences that make these aspects of physics meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Subject Matter and Structure of Physics		X	
1.2 Performance-Making Physics Meaningful		X	

1.1 Evidence is presented in the required major and minor curricula, course syllabi, student work and exams, Praxis scores and checking student transcripts that teacher candidates demonstrate an adequate understanding of physics content. It is unclear that physics minors perform at similar levels due to a lack of data on that subpopulation.

1.2 Interviewing teacher candidates and observing a student teacher, interviewing faculty and alumni provide evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations , that are consistent with curriculum goals and reflect principles of effective instruction.

Recommended Action on Physics Education

    X   Approved
        Approved Conditionally
        Not Approved

College/University: BYU Idaho   Review Dates: October 10-14, 2011

SOCIAL STUDIES

RUBRICS – Idaho Standards for Social Studies

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments, rather than as an element-by-element checklist. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

BYU Idaho Full Program Review State Report   63

1.1 Praxis II scores, interviews with university faculty, analysis of course content, interviews with cooperating teachers, and interviews with candidates provide evidence that teacher candidates demonstrate adequate knowledge and understanding of their disciplines and the ways new knowledge in social studies is discovered; the ways governments and societies have changed over time; and the impact that certain factors have on historical processes.

1.2 Observing social studies teacher candidates, role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States, work samples of teacher candidates, and interviews with university faculty and cooperating teachers provide evidence that teacher candidates demonstrate an adequate ability to create focused learning opportunities, encourage and guide investigation of governments and cultures.

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

Element	Unacceptable	Acceptable	Target
2.1 Knowledge- Understanding Human Development and Learning		X	
2.2 Performance- Provide Opportunities for Development		X	

2.1 Interviews with cooperating teachers, Praxis II scores, student work samples, and interviews with faculty provide evidence that teacher candidates demonstrate adequate understanding of how leadership, groups, and cultures influence intellectual, social, and personal development.

2.2 Observing teacher candidates, teacher lesson plans, and interviews with cooperating teachers provide evidence that teacher candidates provide students with opportunities for engagement in civic life, politics, and government relevant to the social sciences.

Recommended Action on Social Studies Foundational Standards

　　X　Approved
　　　　Approved Conditionally
　　　　Not Approved

BYU Idaho Full Program Review State Report　　　　　　　　64

Idaho Standards for Economics Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.2 Interviews with cooperating teachers, Praxis II scores, interviews with university faculty, interviews with candidate teachers, and interviews with alumni, provide evidence that teacher candidates demonstrate an adequate understanding of basic economic concepts and models; the influences on economic systems; different types of economic institutions and how they differ from one another; and the principles of sound personal finance.

1.2 Interviews with university faculty, interviews with cooperating teachers, interviews with teacher candidates, and interviews with alumni provide evidence that teacher candidates demonstrate an adequate ability to engage students in the application of economic concepts.

Recommended Action on Economics Teachers

  _X_ Approved
  _____ Approved Conditionally
  _____ Not Approved

Idaho Standards for Geography Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge- Understanding Subject Matter		X	
1.2 Performance- Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, student work samples, and interviews with teacher candidates provide evidence that teacher candidates demonstrate an adequate understanding of the spatial organization of peoples, places, and environments; human and physical characteristics of places and regions; the physical processes that shape and change the patterns of earth's surface; the reasons for the migration and settlement of human populations; how human actions modify the physical environment and how physical systems affect humans; and the characteristics and functions of maps, globes, photographs, satellite images, and models.

1.2 Interviews with teacher candidates, teacher lesson plans, interviews with university faculty, interviews with clinical supervisors, and interviews with alumni provide evidence that teacher candidates demonstrate an adequate ability to use present and past events to interpret political, physical, and cultural patterns; instruct students in the earth's dynamic physical systems and their impact on humans; relate population dynamics and distribution to physical, cultural, historical, economic, and political circumstances; and relate the earth's physical systems and varied patterns of human activity to world environmental issues.

Recommended Action on Geography Teachers

　　__X__ Approved
　　_____ Approved Conditionally
　　_____ Not Approved

BYU Idaho Full Program Review State Report　　　　　　　　　　66

Idaho Standards for Government and Civics Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, Praxis II scores, interviews with university faculty and student work samples provide evidence that teacher candidates demonstrate an adequate understanding the foundations and principles of the United States political system; the organization and formation of the United States government and how power and responsibilities are organized, distributed, shared, and limited as defined in the United States Constitution; the significance of United States foreign policy; the role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States' .role of international relations in shaping the United States political system; an awareness of global perspectives; and the civic responsibilities and rights of all inhabitants of the United States.

1.2 Observing teacher candidates, teacher lesson plans, interviews with university faculty, and interviews with clinical supervisors provide evidence that teacher candidates demonstrate an adequate ability to create opportunities for students to engage in civic life, politics, and government.

Recommended Action on Government and Civics Teachers
   __X__Approved
   _____Approved Conditionally
   _____Not Approved

BYU Idaho Full Program Review State Report   67

Idaho Standards for History Teachers

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge-Understanding Subject Matter		X	
1.2 Performance-Making Subject Matter Meaningful		X	

1.1 Interviews with cooperating teachers, interviews with candidate teachers, Praxis II scores, and student work samples provide evidence that teacher candidates demonstrate an adequate understanding of historical themes and concepts; the political, social, cultural, and economic development of the United States and the world; how the development of the United States is related to international relations and significant conflicts; and the impact of gender, race, ethnicity, religion, and national origin on history.

1.2 Observing teacher candidates, teacher lesson plans, and interviews clinical supervisors, and interviews with university faculty provide evidence that teacher candidates provide opportunities for students to make connections between political, social, cultural, and economic themes and concepts; to enable students to incorporate the multiple social issues into their examination of history; to facilitate student inquiry on how international relationships impact the United States; to relate the role of conflicts to demonstrate an adequate ability to continuity and change across time.

Recommended Action on History Teachers

   X   Approved
_____Approved Conditionally
_____Not Approved

BYU Idaho Full Program Review State Report   68

College/University: BYU Idaho   Review Dates: October 10-14, 2011

VISUAL & PERFORMING ARTS

RUBRICS – Idaho Visual/Performing Arts Teacher Foundation Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Visual/Performing Arts Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Examining teacher candidate portfolios and art work samples, Praxis II scores and interviews with university faculty, provide evidence that the teacher candidates demonstrate an adequate understanding of the formal, expressive and aesthetic qualities of the visual arts; a variety of media styles and techniques in multiple art forms; and the historical and contemporary meanings of visual culture.

1.2 Observing teacher candidates in the process of creating, viewing teacher candidate project displays, and examining teacher candidate portfolio samples shows evidence that the teacher candidates demonstrate an adequate ability to help students create, understand, and participate in

BYU Idaho Full Program Review State Report   69

the traditional popular, folk and contemporary arts that are relevant to the students interests and experiences. Viewing video samples of university faculty-to-teacher candidates and teacher candidate self-critiques; and observing teacher candidate-led visiting-student art gallery critique session demonstrates teacher candidates ability to instruct students in interpreting and judging their own artwork, as well as the work of others.

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

Element	Unacceptable	Acceptable	Target
4.1 Understanding of Classroom Motivation and Management Skills		X	
4.2 Application of multiple instructional strategies		X	

4.1 Observing a faculty-led kinesthetic drama experience, observing a faculty sculpture demonstration and reading through catalog course descriptions and course syllabi provides evidence that teacher candidates gain adequate knowledge of how to integrate kinesthetic learning into arts instructions.

4.2 Observing visual art and drama teacher candidates in the process of creating, and examining teacher candidate lesson plans and portfolios provides evidence that teacher candidates demonstrate an ability to use variety of instructional strategies that integrate kinesthetic learning into arts instruction.

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

Element	Unacceptable	Acceptable	Target
6.1 Communication Skills		X	
6.2 Application of Thinking and Communication Skills		X	

BYU Idaho Full Program Review State Report   70

6.1 Reading teacher candidate portfolios, interviewing visual arts faculty and observing faculty classes that are in sync with the visual arts mission and guiding principles statements provides evidence that teacher candidates gain adequate knowledge of multiple communication techniques.

6.2 Viewing teacher candidates video samples, observing teacher candidates physically creating works of art using various media and observing teacher candidates verbally communicating in classes about what and how while they are creating their art provides evidence that teacher candidates demonstrate an adequate ability to use multiple communication techniques simultaneously in the arts classroom.

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

Element	Unacceptable	Acceptable	Target
7.1 Instructional Planning Skills		X	
7.2 Instructional Planning Skills		X	

7.1 Viewing teacher candidate portfolios, interviews with faculty, and analyzing course sequence and course syllabi demonstrates adequate knowledge that the processes and tools necessary for the communication of ideas in the arts are sequential, holistic and cumulative.

7.2 Analyzing teacher candidate portfolios, reading teacher candidates lesson plans and portfolios, interviewing teacher candidates and practicing students teachers provides evidence that teacher candidates plan, prepare and deliver instructional activities that are sequential, holistic and cumulative and facilitate students' ability to communicate through the visual arts.

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

Element	Unacceptable	Acceptable	Target
8.1 Assessment of Student Learning		X	

BYU Idaho Full Program Review State Report   71

8.2 Using and interpreting program and student assessment strategies		X	

8.1 Interviews with faculty, observing faculty-student candidate interactions, viewing video samples of teacher-to-student critiques and reading samples of teacher candidate critiques of their own work provides evidence that teacher candidates demonstrate adequate knowledge of how to assess students' learning and creative processes as well as finished products.

8.2 Viewing video samples of teacher candidates in the process of critiquing others' work, reading samples of teacher candidates reflections on their own work, interviewing teacher candidates preparing for a theatrical performance, and viewing displays of student artworks provides evidence that teacher candidates demonstrate an adequate ability to provide opportunities for students to display their own art, perform in all aspects of a theatrical performance and assess and reflect on what they know and can do as artists.

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

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

9.2 Interviewing teacher candidates, viewing student displays and observing students participating in the planning and creation of a theatrical performance provides evidence that teacher candidates demonstrate an ability to make personal contributions to the visual and performing arts. Teacher candidates are aware of the benefits as student-members of the national fine arts associations but have limited knowledge of the state resources available.

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

BYU Idaho Full Program Review State Report   72

Element	Unacceptable	Acceptable	Target
10.1 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	
10.2 Interacting Professionally and Effectively with Colleagues, Parents, and Community in Partnerships		X	

10.1 Interviews with practicing student teachers and teacher candidates, observing a teacher candidate-led gallery critique experience for students, and viewing teacher candidate generated posters and flyers for arts based events provides evidence that teacher candidates have an adequate knowledge of how to promote the arts for the enhancement of the school and the community.

10.2 Observing students participating in the planning and creation of a theatrical performance, viewing a teacher candidate visual arts display and interviews with faculty provides evidence that teacher candidates have adequate knowledge to promote the arts within their school and their community.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Element	Unacceptable	Acceptable	Target
11. 1 Knowledge- Safe learning environment		X	
11.2 Knowledge- Safe learning environment		X	

BYU Idaho Full Program Review State Report   73

11.1 Interviews with faculty, observing classroom facilities and observing teacher candidates provides evidence that teacher candidates have the adequate ability to instruct students in procedures that are essential to safe arts activities, to manage the simultaneous daily activities of the arts classroom and to operate/manage performance and/or exhibit technologies safely.

11.2 Observing teacher candidates create and perform tasks within their classroom environments, reading teacher candidate portfolio and lesson plans, and interviewing teacher candidates within their creative environments provides evidence that teacher candidates demonstrate an adequate ability to manage the simultaneous daily activities associated with arts-based activities, to instruct students of safety procedures when using art various media, to organize a safe classroom and to show diligence when interacting in an arts environment.

Recommended Action on Visual and Performing Arts

___X___ Approved
_____ Approved Conditionally
                              _____ Not Approved

College/University: <u>BYU Idaho</u>   Review Dates:<u> October 10-14, 2011</u>

DRAMA

RUBRICS – Idaho Standards for Drama Teacher

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubrics are used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubrics describe three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which a State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho Standards. The institution is expected to provide information about candidate performance related to the Idaho Core Teacher Standards (and Idaho Teacher Standards for specific preparation areas).

Standards 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Element	Unacceptable	Acceptable	Target
1.1 Knowledge Understanding Subject Matter		X	
1.2 Performance Making Subject Matter Meaningful		X	

1.1 Interviews with teacher candidates, examining faculty syllabi, analyzing the Theatre and Speech degree requirements, viewing teacher candidate work samples, and viewing examples of teacher candidate theatrical set designs provides evidence that teacher candidates adequately understand the history of theatre as a form of entertainment and as a societal influence; the basic

BYU Idaho Full Program Review State Report   75

theories and process of play writing and production, the history of and process of acting; and the elements and purpose of design.

1.2 Observing teacher candidates participating in the planning and creation of a theatrical performance, observing teacher candidates participating in class activities, viewing poster examples of past, current and future planned productions, and viewing a sample of teacher candidates performances provides evidence that teacher candidates have adequate ability to incorporate various styles of acting and production techniques to communicate the ideas of actors, playwrights and directors. Evidence also showed that teacher candidates demonstrated the ability to model and teach the values and ethical principles associated with the performing arts and showed their ability to perform individual interpretation of character, design, and other elements inherent to theater.

Standard 11: Learning Environment - The teacher creates and manages a safe, productive learning environment.

Element	Unacceptable	Acceptable	Target
11. 1 Knowledge- Safe learning environment		X	
11.2 Performance- Safe learning environment		X	

11.1 Interviews with faculty, observing teacher candidates participating in the planning and creation of a theatrical performance, observing the stage, back stage and set design facilities and reviewing teacher candidate work samples provide evidence that teacher candidates have adequate knowledge to operate and maintain the theatre facility and equipment and to operate/manage a performance and/or to exhibit technologies safely, however there was no evidence that state and OSHA standards were introduced to teacher candidates or posted in work areas.

11.2 Observing teacher candidates build a theatrical set, operate and work on crosswalks to set the lighting for a performance and listening to teacher candidate interactions with faculty provide evidence that teacher candidates have adequate ability to operate and maintain the theatre facility and equipment and operate equipment for and manage all aspects of a performance. However there was no evidence that teacher candidates adhered to state and OSHA standards.

Recommended Action on Drama

 BYU Idaho Full Program Review State Report   76

    __X__ Approved
    _____ Approved Conditionally
    _____ Not Approved

College/University: <u>BYU Idaho</u>   Review Dates: <u>October 10-14, 2011</u>

VISUAL ARTS

RUBRICS – Idaho Visual Arts Teacher Standards

State Program Approval Rubric for Teacher Preparation Programs

Candidate Performance Relative to the Idaho Standards

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

The following rubric is used to evaluate the extent to which teacher preparation programs prepare teachers who meet the standards. The rubric is designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science–Biology, etc.).

Consistent with NCATE accreditation standards, the rubric describes three levels of performance (i.e., unacceptable, acceptable, and target) for each of the Idaho Standards for Initial Certification. The rubric shall be used to make holistic judgments. Performance indicators provide the lens through which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards. The institution is expected to provide information about candidate performance related to the Idaho Standards for Visual/Performing Arts Teachers.

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for student.

Element	Unacceptable	Acceptable	Target
1.1 Understanding Subject Matter		X	
1.2 Making Subject Matter Meaningful		X	

1.1 Examining teacher candidate portfolios and art work samples, Praxis II scores, and interviews with university faculty, provide evidence that the teacher candidates demonstrate an adequate understanding of the formal, expressive and aesthetic qualities of the visual arts; a variety of media styles and techniques in multiple art forms; and the historical and contemporary meanings of visual culture.

BYU Idaho Full Program Review State Report   78

1.2 Observing teacher candidates in the process of creating, viewing teacher candidate project displays, viewing video samples of university faculty-to-teacher candidate critiques and teacher candidate-self critiques; and examining teacher candidate portfolio samples shows evidence that the teacher candidates apply adequate knowledge of formal and expressive aesthetic qualities to communicate ideas and instruct students in the historical and contemporary meanings of visual culture.

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

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

4.1 Interviews with faculty, interviews with practicing student teachers, and observing teacher candidates interacting with faculty and peers within a classroom environment and observing teacher candidates interacting with students provides evidence that the teacher candidates have an adequate knowledge of how to create an instructional environment that is physically, emotionally and intellectually safe however there is little evidence that teacher candidates adequately differentiate their lessons to meet the needs of diverse student populations.

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

Element	Unacceptable	Acceptable	Target
9.1 Professional Commitment and Responsibility as Reflective Practitioners			X
9.2 Developing in the Art and Science of Teaching		X	

BYU Idaho Full Program Review State Report   79

9.1 Interviewing faculty, interviewing teacher candidates and analyzing student work provides evidence that teacher candidates have in-depth knowledge of how to express his/her own feelings and values through the meaningful creating of his/her own artwork.

9.2 Observing teacher candidates in studio settings, viewing teacher candidate displays and viewing video samples of teacher candidate self-critiques provides evidence that teacher candidates demonstrate adequate studio skills and an adequate understanding of their own art making processes.

Recommended Action on Visual Arts

____X__ Approved
_____ Approved Conditionally
_____ Not Approved

List of Interviews

Program Candidates	Program Completers/ Alumni	Faculty	Administration	Cooperating Teachers
Casey Golledge	Gregg Baczucle	Sean Cannon		Travis Mitchell
Scott	Luke McCord	Gary Marshall	Brent Nelson	Ron Piper
Michael Steele	Adam Pinqel	Edwin A. Sexton	Bob Potter	Craig Sheehy
Andrew Hansen	Bill Storn	Rick Robbins	Doug McClaren	Janice Olsen
James Lauritsen		Marcia McManus	President Clark	Karly Binghame
Shane Keller		Dave Magleby	Larry Thurgood	Joann Clark
Devin Bickmore		Sandro Benitez	Ralph Kern	Wendy Meacham
Sandra Depew		Chris Wilson	Dean Cloward	Leeann Mitchell
Tennison Draney		Brian E. Felt	Kevin Stanger	Ryan Dunnells
Collette Maki		John J. Ivers	Fenton Broadhead	Paul McCarty
Spencer Wilcoxson		Jonathan Green		Julie Griggs
Matt Spencer		Scott Galer		Zairrick Wadsworth
James Schlegelmilch		Alan Taylor		Sharon Gustaveson
Brittney Welch		Lei Shen		Lori Baldwin
Johanna Hughes		Kirk Widdison		Mike Oliver
Kristina Arellano		James Lauritsen		Kim Bekkedahl
Todd Hale		Sheree Keller		Cory Woolstenhulme
Danielle Moore		Dean Cloward		
Erica Hunt		Joyce Anderson		
Talia Keller		Jillisa Cranmer		
Merinda Weston		Kevin Stanger		
Megan McLaughlin		Callie Thacker		
Karen Trevino		Suzette Gee		
Erin Densley		Kendell Grant		
Jenna Harding		Richard J. Clifford		
Chynna Hansen		Roger Merrill		
Cami Smith		Deanna Hovey		
Janelle Flake		JoAnn Kay		
Bryce Andrews		Jillisa Cranmer		
Valerie Jones		David Allen		
Samuel Head		VJ Lammons		
Katie Ludlow		Steve Dennis		
Rachel Johnson		Lary Duque		
Matt Allen		Bryan Pyper		

BYU Idaho Full Program Review State Report   81

Program Candidates	Program Completers/ Alumni	Faculty	Administration	Cooperating Teachers
Joseph Lawless		Steve Turcotte		
Jesse Arnold		John Cullen		
Chelsea Hill		Mark Pugh		
Josh Hobbs		London Jenk		
Beka Larson		Allison Saunders		
Matthew Holdcraft		Michael Stansel		
Chelsea Dueeden		Paul Johanson		
Alix Anderson		Mike Sweet		
AnnMarie Seagraves		Bob Christensen		
Laurel West		Annmarie Harmon		
Wesley Mowry		Lynn Firestone		
Karlee Evans		Julie Willis		
Kelli Taylor		David Belka		
Heidi Baker				
Jocelyn Larsen				
Kara Fielding				
Kassandra Zaugg				
Patrick Jones				
Kelly Taylor				
Jeremy Davis				
Tara Fife				
Hayley Marshall				
Madeline Fitch				
Josh McKinney				
Ryan Lilly				
Camille Balls				
Kylee Baldwin				

BYU Idaho Full Program Review State Report   82

Idaho State Department of Education
Council for the Accreditation of Educator Preparation (CAEP) State Team

Site Visit Report

Brigham Young University-Idaho
Department of Education
October 24-26, 2018

CAEP Team Members:

Dr. Dan Campbell
Ms. Amy Cox
Dr. LoriAnn Sanchez
Dr. Carrie Semmelroth
Dr. Heather Van Mullem

State Consultants:
Lisa Colon-Durham
Katie Mathias

Standard 1. CONTENT AND PEDAGOGICAL KNOWLEDGE

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
EPP needs to provide teacher observation data that is disaggregated when looking at the specific breakdown of Danielson sub domains along with candidate disposition data prior to student teaching.	Evidence partially verified. EPP provided disaggregated Danielson sub domain data. EPP did not provide candidate disposition data prior to student teaching.
EPP needs to provide completed feedback forms for each program representing levels of performance with instructor and/or mentor feedback. EPP also needs to provide completer/candidate work samples from each program representing all levels of performance with mentor/instructor feedback.	Evidence partially verified. EPP provided evidence found in the evidence room of completer/candidate work samples from programs with mentor and instructor feedback. EPP partially provided completed feedback forms (only from ELED, SPED, ECSE).
EPP needs to provide artifacts that support analysis of data by specialty licensure area.	Evidence not verified.

2. Summary regarding completeness and accuracy of evidence related to Standard 1:

Through its initial and revised self-study reports (SSR), responses to subsequent requests for additional data and on-site interviews, the EPP makes a case demonstrating that candidates develop a deep understand of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibility to advance the learning of all students toward attainment of college and career readiness standards. The quality of candidates is a continuing and purposeful part of the EPP's responsibility through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider further makes a case by addressing all components of Standard 1 that development of the candidate is the goal of educator preparation in all phases of their program.

The EPP provided data on its various programs in the form of Praxis and Danielson information. The data was disaggregated by specialty licensure area. However, the EPP stated that there is little to no analysis used from this data to drive instruction or change.

The general rules for Standard 1 in CAEP are as follows:

1. All data must be disaggregated by specialty licensure area for Standard 1.
2. At least three cycles of data must be submitted and analyzed. If a revised assessment is submitted with less than 3 cycles of data from the original assessment should be submitted.
3. Cycles of data must be sequential and be the latest available.
4. EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.
5. All components must be addressed in the self-study.
6. Evidence from Standard 1 is cited in support of continuous improvement and part of an overall system of review (Standard 5).
7. There are no required components for Standard 1.

Overall, the EPP, based on its provided data and using the CAEP Visitor Team Evaluation Rubric (2016) did not provide sufficient evidence demonstrating that it had met the General Rules for Standard 1. The main portions of Standard 1 general rules that were not met were as follows:

- The EPP provided Praxis and Danielson data that was disaggregated by specialty licensure area, however, only a partial attempt was made to interpret/analyze the data/evidence.
- The EPP has not provided evidence that EPP-created assessments are scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.
- Insufficient evidence from Standard 1 is cited in support of continuous improvement and part of an overall system of review (Standard 5).

Below you will find an analysis of the evidence presented broken down by individual component.

Component 1.1: In order for this component to be met using the CAEP evaluation rubric the following criteria must be at CAEP sufficient levels.

- All four of the InTASC categories are addressed with multiple indicators across the four categories.
  - The EPP addressed at four of the InTASC categories in the SSR
- Multiple indicators/measures specific to application of content knowledge in clinical settings are identified with performance at or above the acceptable level on rubric indicators.
  - The EPP provided Praxis scores, and course descriptions as indicators of applications of content knowledge. The EPP interpretations are supported by evidence from two data/evidence sets.
- Analysis of data/evidence includes identification of trends/patterns, comparisons, and/or differences.

- o Evidence was presented with 3-year trends using Danielson and Praxis scores, but analysis that includes identification of trends/patterns, comparisons and differences was not provided.
- Data/evidences supports interpretations and conclusions.
    - o EPP provided data evidence without interpretations and conclusions.
- Class average at or above acceptable levels on the EPP scoring guide indicators specific to the four categories of InTASC Standards.
    - o EPP provided data/evidence presented do not align with indictors.
- If applicable, providers demonstrate that candidate performance is comparable to non-candidate performance in the same courses or majors.
    - o EPP program structure is such that these criteria are not applicable.
- Specialty licensure area performance indicates competency and is benchmarked against the average licensure area performance of other providers (comparisons are made with scaled scores and/or state/national data when available).
    - o EPP provided Praxis data disaggregated by specialty licensure area shows competency when compared to national data.

Component 1.2: In order for this component to be met using the CAEP evaluation rubric the following criteria must be at CAEP sufficient levels.
- Data/evidence documents effective candidate use of research and evidence for planning, implementing and evaluation P-12 students' progress, with performance at or above acceptable level on rubric indicators.
    - o EPP provides multiple sources of documentation that support these criteria through candidate lesson plans, evaluations, reflections, rubrics and completed mentor feedback forms.
- Data/evidence document effective candidate use of data to reflect on teaching effectiveness and their own professional practice with performance at or above the acceptable level on rubric indicators.
    - o EPP provides multiple sources of documentation that support these criteria through candidate lesson plans, evaluations, reflections, rubrics and IPLPs.
- Data/evidence document effective candidate use of data to assess P-12 student progress and to modify instruction based on student data (data literacy), with performance at or above acceptable level on rubric indicators.
    - o EPP provides multiple sources of documentation that support these criteria through candidate lesson plans, evaluations, reflections and rubrics.

Component 1.3: In order for this component to be met using the CAEP evaluation rubric the following criteria must be at CAEP sufficient levels.

- The provider presents at least one source of evidence that candidates apply content and pedagogical knowledge at specialty licensure area levels (SPA or state reports, disaggregated specialty licensure area data, NBCT actions, etc.).
    - EPP provides evidence that candidates are exposed to content and pedagogical knowledge, however there is no application of either. The EPP provides charts and tables that show how standards apply to each class offered.

- A majority (51% or above) of SPA program reports have achieved National Recognition.
    - Not applicable
- OR documentation is provided on periodic state review of program level outcome data.
    - Not applicable
- Answers specific to specialty licensure area questions are complete and supported by an analysis and accurate interpretation of specialty licensure area data.
    - Answers to specific specialty licensure areas questions are incomplete and provide no analysis of data.
- The providers make comparisons and identifies trends across specialty licensure areas based on data.
    - EPP did not provide evidence to support this.
- Assessments submitted for the Program Review with Feedback option are at the minimal level of sufficiency.
    - EPP did not provide evidence to support this.

Component 1.4:
- Multiple indicators/measures specific to evaluating proficiencies for college- and career- readiness are scored at or above the EPP scoring guide indicators at the minimal level of sufficiency (acceptable level):
    - EPP provided evidence through candidate lesson plans that candidates are using and understand CCSS when planning.
        - candidates' ability to provide effective instruction for all students (differentiation of instruction).
            EPP evidence show candidate knowledge of differentiation, however there is partial application of differentiation for P-12 learners as shown through candidate lesson plans.
        - candidates' ability to have students apply knowledge to solve problems and think critically.
            EPP evidence show candidate knowledge of problem solving and critical thinking, however there is partial application for P-12 learners as shown through candidate lesson plans.

- candidates' ability to include cross-discipline learning experiences and to teach for transfer of skills.

  No or only two indicators of candidate's ability to include cross-discipline learning experiences and to teach for transfer of skills.

- candidates' ability to design and implement learning experiences that require collaboration and communication skills.

  EPP evidence show candidate knowledge of collaboration and communication skills, however there is partial application for P-12 learners as shown through candidate lesson plans.

Component 1.5

- Exiting candidates model and apply technology standards (e.g., ISTE) in coursework and clinical experiences.
  - No or only partial evidence specific to technology standards in coursework and/or clinical experience.
- Candidates demonstrate knowledge and skill proficiencies including accessing databases, digital media, and/or electronic sources with performance at or above the acceptable level on rubric indicators.
  - No or only partial evidence specific to demonstrated proficiencies in the use of technology.
- Candidates demonstrate the ability to design and facilitate digital learning with performance at or above the acceptable level on rubric indicators.
  - No or only partial evidence provided on candidates' ability to design and facilitate digital learning.
- Candidates demonstrate the ability to track and share student performance data digitally with performance at or above the acceptable level on rubric indicators.
  - No or partial evidence provided on candidates' ability to track and share student performance digitally.

a.   Analysis of Program-Level Data

The evidence referenced below is the same for both consistently and inconsistently meeting evidence sufficiency. It is listed in both categories because much of the information provided in consistent, however, it lacks analysis on how it is used by the EPP to drive decision making and change.

b.   Evidence that is consistent with meeting the standard
- Praxis data
- Danielson Framework Data
- Candidate Lesson Plans
- Supervisor and Mentor feedback forms
- Candidate reflections and rubric
- Interview with cooperating principals and superintendents
- Interviews with faculty

c.   Evidence that is inconsistent with meeting the standard
- Praxis data
- Danielson Framework Data
- Candidate Lesson Plans
- Interview with cooperating principals and superintendents
- Interviews with faculty

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Area for Improvement	Rationale
(1.4) There is limited or no evidence on college or career readiness levels of instruction.	Below acceptable levels for evidence.

Standard 2. CLINICAL PARTNERSHIPS AND PRACTICE

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
Use of technology by candidates or students to enhance learning, track progress, and assess growth.	Evidence partially verified. On-site interviews indicated candidates are required to complete one assignment/project prior to their student teaching experience to enhance learning. On-site evidence provided indicated the following: 1. The Math program evaluates candidates' integration of technology into lesson plans in (3) courses. Analysis of candidate scores across the program not provided. 2. Family and Consumer Sciences, World Languages, and Music require candidates to use technology for assignments. However, the assignments listed do not provide

	evidence of candidates' ability to enhance learning, track progress, and assess student growth. 3. Elementary Education and Early Childhood Special Education candidates complete an assignment in ED 443 that asks them to utilize technology to enhance learning. Analysis of candidate scores across program not provided. 4. Elementary Education, Early Childhood Special Education, and Special Education candidates complete an assignment in ED 344 that asks them to utilize technology to track progress. Analysis of candidate scores across program was not provided. 5. Elementary Education, Early Childhood Special Education, and Special Education candidates complete an assignment in SPED 424 that asks them to utilize technology to assess student growth. Analysis of candidate scores across program not provided. A description of an assignment completed by Secondary candidates in ED 361 was provided but did not address how technology was used to enhance learning. A description of an assignment completed by Secondary candidates in ED 461 was provided but did not address how technology was used to track progress.
Assessment of clinical experiences using performance-based criteria.	Evidence partially verified. 3 cycles of data were provided for candidate performance during the student teaching experience. Analysis of candidate scores not provided.
Formal assessment of candidate progress.	Evidence partially verified.

	The EPP provided a document addressing assessment of candidate progress points in the Elementary Education program but not for all programs across the unit.
Purposeful assessment of a candidates' impact on student learning and development with both formative and summative assessments in more than one clinical setting.	Evidence partially verified. All candidates must plan a lesson during their student teaching internship where after the conclusion of a pre-test on a topic, interns must document how they have adjusted their curriculum to address student learning needs, and then complete a post-test. Candidate artifacts were available for review. Analysis of candidate performance not provided. Descriptions of assignments completed by Elementary Education, Math, Biology, Special Education, and Early Childhood Special Education were provided. Candidate performance and corresponding analysis were not provided. Evidence of candidate engagement in more than one clinical setting was limited to Elementary Education and Early Childhood Special Education majors.
How is feedback from P-12 teachers and administrators gathered, measured, and analyzed? How is it used to drive program improvement?	Evidence partially verified. The SSR and interviews detail that P-12 teacher and administrator feedback is sought informally during school visits by EPP faculty and staff. This information is shared following the EPP chain of command and is considered by the ECC. Evidence documenting meeting minutes and resulting decisions were not provided. Responses to a partner administrator survey were provided (Appendix 87). Data analysis was not provided. Appendix 84 provided a description of Advisory Committee and Stakeholder feedback by instructional program.

	Additional evidence provided onsite included:
	1. Copies of emails documenting that meetings were scheduled by the Music program. Meeting minutes and corresponding actions from those meetings were not provided.
	2. A description of the purpose of the World Languages and TESOL Advisory Council, fall 2018 meeting minute notes (including data collected), and a description of actions taken as a result of the analysis of the data. Finally, a description of proposed changes to committee process was also provided.
	3. A description of the spring 2018 Family and Consumer Sciences Educator Day during which program changes, program goals, and program data was reviewed. Additionally, a copy of alumni survey data was provided. Data analysis was not provided.
	4. The spring 2018 advisory committee report for the Geology Department. Interview data, analysis of the data, and suggestions for program-level change were included.
	5. Meeting minute notes from a spring 2018 Science meeting. Information included suggest program strengths and weaknesses and comments specific to internships and GEOL 301. Not evident was the origin of this information or who this information was shared with. Additionally, evidence documenting how this information was used to impact program improvement was not provided.
	6. One copy of an email documenting communication between a Math

	faculty member and one member of their advisory committee. 7. ECC and Area Coordinator Meeting notes from October, 2018. Information shared focused on positive feedback and areas for improvement. Not identified was the origin of the information (i.e., survey, interview, etc.) shared in the minutes nor evidence of how this information was used to impact program improvement.
Does BYU-I use a shared responsibility model? If so, please share it. If not, what is the plan for implementation?	Evidence not verified. While community school partner feedback is sought, evidence of a system in place to consistently seek and utilize gathered feedback to influence programmatic change was not provided.
How do candidates request assistance?	Evidence was verified. Candidates have mentoring plans to provide assistance. On-site interviews indicate candidates have regular interaction during their internship experience with mentor teachers, supervisors, and members of their cohort.
Can the demographic data for "special placements" be provided?	Evidence not verified. Evidence not available for review.
Is the Danielson training offered face-to-face, online, or both? Are there other trainings? If so, how are the trainings selected? How do they become accessible?	Evidence partially verified. EPP documented that the Danielson training is web-based. Inter-rater reliability training is offered on a volunteer basis in a face-to-face format. Mentor teachers are provided a 1-day face-to-face training regarding program expectations, policies, and procedures.

2. Summary regarding completeness and accuracy of evidence related to Standard 2:

a.   Summary of findings

Three cycles of sequential data for PRAXIS scores by licensure area and Danielson performance of candidates during the student teaching experience were provided for review. One cycle of data was provided for review of mentor surveys and partner administrative surveys. However, analysis was not provided of the data. Evidence of assessment of EPP-created surveys being scored at the CAEP Sufficient Level was not provided. A description of EPP performance, by component, is provided below.

Component 2.1

The EPP described opportunities for candidates to observe and implement effective strategies linked to coursework. Candidates can be sent to one of six schools for field experience. Regardless of level and type of endorsement, candidates are engaged in multiple practicum experiences prior to the internship. The EPP articulated that if a candidate receives a score of less than a 2 in any area on the summative Danielson Framework for Teaching during a practicum experience, the candidate must repeat the practicum. If the concern is dispositional, a candidate is placed on an improvement plan. Examples of such plans were provided by the EPP for review.

The EPP described several meetings between EPP faculty and P-12 administrator and teachers throughout practicum and internship experiences during which informal conversations provide opportunities to share information regarding intern performance and EPP program delivery. One principal noted during an on-site interview the belief that feedback results in program changes/improvement. However, formal evidence which indicates that program design has been collaborative was not evident.

The EPP shared, "the Partner School Program has increased the quality of candidates' learning experience by evaluating the student teaching experience through ongoing and regular feedback. The program is a constant two-way communication…with accurate and timely feedback…". Feedback is gathered informally through conversation between community school partners and EPP faculty and staff and formally through mentor feedback. While program examples of the impact of feedback on program design were provided (i.e., Special Education and Technology), unit-wide evidence was not presented to document the results of informal and formal feedback and how feedback specifically resulted in program change or candidate improvement.

Evidence was not available to document that input is gathered from community school partners about entry/exit into clinical partnerships. Evidence was not available to show that instruments and evaluations are co-constructed or that criteria for selection of mentor teachers is co-constructed. Partner administrator survey results were provided to document P-12 school's perceptions of benefits of the relationship with the EPP. Evidence presented indicates that informal conversations regarding program strengths and areas for improvement occur frequently between mentor teachers, supervisors, and area coordinators. Area coordinators share informal feedback with the EPP ECC. A formal process for meaningful collaboration is not currently identified or practiced.

Although there is an interactive and engaged relationship between the EPP and their community school partners, there is no formal mechanism by which collaboration regarding program decision making occurs. The EPP determines construction of instruments and evaluations. P-12 administrators identify mentor teachers. Placement of candidates with mentor teachers happens through an interview process during which candidates interview with P-12 administrators at three different school districts. Principals and candidates rank their preferences for placement. The Field Services Office utilizes ranking information to place candidates in student teaching assignments. P-12 stakeholders share feedback with the EPP regarding candidates perceived strengths and weaknesses through a mentor feedback survey and informally with EPP faculty and staff. Mentor teachers, supervisors, and area coordinators provide feedback to individual candidates through informal interactions and during cohort meetings. The EPP provides feedback to candidates during their student teaching experience through lesson observations and summative evaluations. However, it was not evident how candidate performance data within or across programs was used to influence program improvement.

Component 2.2

Mentor teachers are identified by building principals. EPP area coordinators confirm with school district Human Resource Services offices that mentor teachers are certified in the area of endorsement in which a student teacher seeks classroom experience and have three years of teaching experience. P-12 Principals interview candidates. P-12 Principals and candidates rank their placement preferences. The Field Services Office makes final placement decisions based upon P-12 Principal and candidate rankings.

School-based clinical educators evaluate candidates but not EPP-based clinical educators. Candidate evaluation is provided formally to the EPP through mentor feedback forms. EPP-based clinical educators evaluate candidates but not school-based clinical educators. Candidate evaluation by EPP-based clinical educators is influenced by mentor survey submissions and is shared with candidates. Evaluation data of candidates is not shared win the aggregate with school-based clinical educators. Candidates evaluate mentor teachers and supervisors through completion of an exit survey. One cycle of exit survey data was provided. However, analysis of the data or how the data was used to inform program or unit improvement was not provided.

Evidence that EPP's and P-12 clinical educators use data collected to modify selection criteria, determine future assignments of candidates, and make changes in clinical experiences was not provided.

Danielson training, required of all candidate evaluators, is web-based. Mentor training, including expectations of mentors, EPP policies and procedures, is offered face-to-face during a 1-day training. Inter-rater reliability activities are offered on a volunteer basis. No additional trainings are offered.

No evidence was provided of the following:
1. All clinical educators are involved in the creation of professional development opportunities on the use of evaluation instruments.
2. All clinical educators receive professional development and are involved in the creation of professional development of evaluating professional dispositions of candidates.
3. All clinical educators receive professional development and are involved in the creation of professional development of setting specific goals/objectives of the clinical experience and providing feedback.

Component 2.3

The EPP provided demographic information about each of its' partner districts, however, if a student were to be placed outside of a partner district, data was not evident for each of those sites. The EPP provided a list and description of practicum experiences which describes the relationship between clinical experience and coursework. However, data documenting the effectiveness of this model was not evident.

Descriptions of assignments specific to candidates learning to use assessment to influence instruction completed by Elementary Education, Math, Biology, Special Education, and Early Childhood Special Education were provided. Additionally, all candidates must plan a lesson during their student teaching internship where after the conclusion of a pre-test on a topic, interns must document how they have adjusted their curriculum to address student learning needs, and then complete a post-test. Candidate artifacts were available for review. Evidence of candidate engagement in using assessment data to influence curriculum design and delivery in more than one clinical setting was limited to Elementary Education and Early Childhood Special Education majors.

Evidence that specific criteria for appropriate use of technology is identified was not provided. Candidate's performance during the student teaching experience is evaluated using the Danielson framework. Three cycles of scores were provided disaggregated by program. However, an analysis of this evaluation data was not provided. Formal assessment of candidate progress across programs is inconsistent.

b.   Analysis of Program-Level Data

Evidence that is consistent with meeting the standard:

1. List and description of practicum experiences prior to the internship
2. Appendix 7
3. Appendix 10
4. Appendix 47
5. Appendix 48
6. Appendix 50
7. Appendix 85

8. Appendix 88

Evidence that is inconsistent with meeting the standard:

1. Appendix 49 (not consistent across programs)
2. Appendix 84 and associated on-site evidence (not consistent across programs)
3. Appendix 86 (not consistent across programs)
4. Appendix 87 (one cycle of data)
5. Appendix 90 (data not analyzed)
6. Appendix 91 (one cycle of data)

3. Recommendations for new areas for improvement and/or stipulations, including a rationale for each:

Area for Improvement:

Area for Improvement	Rationale
(2.2) Partnerships effectively co-select, prepare, evaluate, support or retain clinical faculty	Limited evidence provided
(2.2) Pre-service measures monitored in clinical experience of "positive impact on all P-12 students' learning and development"	Inconsistent evidence provided between programs
(2.1) Limited evidence of a Shared Responsibility Model focused on clinical preparation	Limited evidence of internal consideration of the data for continuous improvement purposes by the EPP.

Standard 3. CANDIDATE QUALITY, RECRUITMENT, AND SELECTIVITY

General Rules for Standard 3:
1. At least three cycles of data must be submitted and analyzed. If a revised assessment is submitted with less than 3 cycles of data, the data from the original assessment should be submitted.
2. Cycles of data must be sequential and be the latest available.
3. EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.
4. All components must be addressed in the self-study.
5. Component 3.2 is required.

Through its initial and revised self-study reports (SSR), responses to subsequent requests for additional data and on-site interviews, the EPP makes a case demonstrating that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that

completers are prepared to teach effectively and are recommended for certification. The provider further makes a case by addressing all components of Standard 3 that development of candidate quality is the goal of educator preparation in all phases of their program.

Overall, the EPP, based on its provided data and using the CAEP Visitor Team Evaluation Rubric (2016) did not provide sufficient evidence demonstrating that it had met the General Rules for Standard 3.

Component 3.1

Recruitment plan, based on mission, with baseline points and goals (including academic ability, diversity, and employment needs) for five years

The EPP provides data regarding its recruitment plan for Math (p. 60), Science, SPED and ESL (p. 61). Interviews and supporting data show that recruitment efforts are primarily at the institutional level with individual programs recruiting from institutional students and at various events. Evidence of plan alignment to mission was provided in the SSR as were goals and baseline data for three, not five years. Responses to additional inquiries were answered with "*response The SSR only reports goals last year, this year and next year. To my knowledge, programs have not been asked to plan out 5 years.*"

Disaggregated data on applicants, those admitted, and enrolled candidates by relevant demographics including race/ethnicity, SES, and/or sex.

The EPP does provide data regarding EPP candidates relative to the overall institution disaggregated by gender and ethnicity (Table on P. 59).

Recruitment results are recorded, monitored, and used in planning and modification of recruitment strategies.

Limited evidence was provided to suggest or support that recruitment results are recorded, monitored or used in planning.

Knowledge of and action that addresses employment opportunities in schools, districts, and/or regions where completers are likely to seek employment

Interview data suggests that various programs within the EPP (SPED for example) are seeking out knowledge of employment opportunities where completers are likely to seek employment.

STEM and ELL, special education, and hard-to-staff school needs are explicitly addressed in analysis of shortage areas

Additionally, limited evidence beyond responses during interviews was provided to

support the concept that the EPP is collecting or using such data to identify or fill high-need areas beyond anecdotal evidence supplied during the interview phase.

The recruitment plan and its implementation have moved the provider toward the goal of greater candidate diversity and academic achievement.

Limited to no evidence was found to support that the EPP's recruitment plan is moving the provider towards greater candidate diversity and academic achievement. Supplemental requests for data regarding this criteria were addressed, via email to the review team, as follows; "As can be seen in the SSR, program goals generally focus on two areas: 1) meeting the teacher shortage by increasing the number of candidates in the program, 2) retaining the candidates we have and helping more candidates persist to graduation. It's unlikely that either of these foci would move toward greater diversity or achievement as those are not their intended goals."

Evidence that the provider monitors the influence of employment opportunities on enrollment patterns.

Again, there was limited to no evidence that the EPP is monitoring the influence of employment opportunities on enrollment patterns.

Component 3.2

All general rules for the Standard 3 are met.

All/data evidence is disaggregated by specialty licensure area, as well as aggregated.

There were several challenges presented in the SSR and supporting evidence to understanding EPP admission requirements. Structurally, the EPP does not have admission criteria as a function of institutional practice, rather the EPP documents in the SSR, confirms through subsequent data requests and interviews that any student who is admitted to the university in general would be eligible for admission to the EPP through a declaring of an education major."

One of the purposes of BYU-Idaho is to serve the "everyday student." The goal is to take students where they are and then increase their abilities so as to meet high standards at graduation. Three other key imperatives are to "substantially raise the quality of education, reach more students and to decrease the relative cost" (http://www.byui.edu/human-resources/training-and-development/spirit-of-ricks/three-great-imperatives). Thus programs are generally discouraged from having admittance criteria that would undermine any of those 4 mandates. Some programs around campus have even been discontinued in part because they had become so selective in who they admitted to their program such that they served less students at an increased cost and ignored the "everyday student." With this in mind, a general institutional student

becomes a teacher candidate as soon as s/he declares an education major, which may as early as on day 1 of their freshman year. (SSR Pg. 62)

Under this structural context, provided data were reviewed. Data provided on p. 63 provides three cycles of data regarding education majors, their high school GPA and their entering ACT scores. These data did not include the most current year available (17-18). When disaggregated by licensure area, the admission data continued to show ACT scores, above the 50th percentile, but the GPA provided were for candidates at graduation.

Component 3.3

The provider documents evidence of established non- academic criteria used during admissions.

The EPP did not provide data supporting any EPP established additional selectivity factors at admission were used. Evidence provided by the EPP indicates that there is only one type of non-academic criteria used during admission. The provider's evidence on established non-academic criteria used during admission was limited to institutional requirements for admission; analysis of which was not conducted as all individuals admitted to the institution must meet these institutional criteria.

The provider's rationale for established non-academic criteria makes an evidence-based case (existing literature or provider investigations) for the selection and implementation.

Two non-academic criteria pieces were identified from the evidence; the institutional criteria used during admission to the EPP and an unclear application of the Danielson Framework (Domain 4) used during practicum and student teaching (SSR p. 67). The rationale for institutional criteria is embedded within the institutional mission and is referenced numerous times. The EPP makes a case for using Domain 4 of the Danielson framework as the sole dispositional assessment of candidates during the program.

The EPP monitors candidate progress on established non- academic criteria at multiple points and takes appropriate actions based on results.

As discussed, the use of Domain 4 data is collected at Practicum and at the student teaching phase of the preparation program. Furthermore, the SSR, subsequent data requests and interview data were contradictory in the process by which the EPP conceptualizes the collection of data for analysis at multiple points. For example, the SSR (p 67) states that "*The FSO saves this disposition evidence in Taskstream, and in a filing system within their office.*". However, requests for data and analysis on dispositions were answered with "*We are moving to a new learning management system and it's been messy trying to get Taskstream working. We have not used it to collect dispositions from all the*

program areas. There currently is not common dispositions document.". Additionally, it was seen in the evidence and responses to subsequent requests for data that the EPP has been adapting, at the program level, the use of the Danielson framework in a variety of program-level created instruments (Appendicies 21, 52, 77). SSR, pg 76 states that:

"Data are just beginning to be collected using these measures. The department has a committee of math education faculty who worked together in the design of the assessment plan and will work together each semester in the analysis of the assessment data and improvement plan."

Written responses to additional data requests support this finding "*Each program has developed its own dispositional rubrics*". Furthermore, on these EPP created assessments No validity data was provided and as such would be insufficient on the CAEP Evaluation Rubric for EPP created assessments. Additionally, the EPP's monitoring of non-academic criteria at two key points (Practicum and Student Teaching) provided only narrative examples of how a limited number of candidates could be counseled out of the program if they did not meet the expected proficiency levels of performance.

The provider associates/correlates non-academic criteria with candidate and completer performance.

There was no data which assessed the association or correlation of non-academic criteria with candidate and completer performance.

Component 3.4

The provider documents two or more measures/gateways of candidate progression (from key decision points).

The SSR provides limited evidence to support the assertation that it monitors candidates throughout the program at two or more points. Specifically, Appendix 19 does map content knowledge to Idaho standards but not all program/licensure areas are addressed. This is a consistent theme throughout the data that programs and licensure as indicated in a written response to additional data request for additional evidence from programs that data are requarly reviewed using a coherent set of multiple measures. The response was as follows:

"Since all of our programs have functioned autonomously we (at the tpp/unit level) don't track each program. If you define "coherent set of measures" as "required at the unit level of all programs", then the answer is no."

Furthermore, after review of the provided evidence, another request for additional evidence specifically asking for <u>Performance evidence (and analysis) at two or more measures/gateways of candidate progression in Integration of use of technology by</u>

program area by licensure/program area. The written response was as follows:

" …. Again, we are not set up with a centralized EPP as much as we are set up with autonomous programs so individual programs may have other standards"

The provider presents explicit criteria for monitoring/assessing with a focus on candidate development throughout preparation.

Monitoring of candidate proficiencies during the program, is discussed in greater detail in Standards 1 and 5 sections of this report. Of note in this Standard were the evidentiary pieces submitted by the EPP on the integration of technology. The artifacts provided (Appendicies 40-44) show some areas of technology integration (Art, English, SPED, Science, Spanish/TESOL) but the evidence provided does not show any performance data for any cycles. Furthermore, the use of the Technology Competency Assessment; this appears to be an EPP created instrument with no validity or reliability testing provided making it insufficient on the CAEP Rubric for the evaluation of EPP created assessments. Additionally, limited to no performance data on this TCA assessment was provided.

Results and stated candidate progressions criteria align with evidence of actions taken such as the following:

Limited to no data were provided on performance or analysis of data relating to candidate progression criteria or evidence of actions taken based on that data.

Component 3.5

Evidence documents effective teaching, including positive impacts on P-12 student learning and development for all candidates as noted in Standard 1.

A summary of the evidence provided by the EPP relating to effective teaching, including positive impacts on P-12 student learning and development for all candidates is provided in Standard 1, Component 1 of this report.

Component 3.6

Evidence documents candidates' understanding of codes of ethics and professional standards of practice.

The EPP provides several artifacts that demonstrate content delivery (Appendices 22, 60-65). Each of these pieces indicates where issues relating to ethics for candidates are delivered. However, there is limited to no evidence demonstrating candidates

understanding of these codes of ethics. Specifically, Appendix 68 appears to be a statement of conduct that candidates may or may not be required to sign. No evidence was found as to if candidates sign this form or if they are retained.

Evidence documents candidates' knowledge of relevant laws and policies (e.g., 504 disability provisions, education regulations, bullying, etc.).

Appendix 66 mentions that issues of bullying and suicide prevention may be brought up in the ART 314. This piece appears to be an isolated artifact support for similar content was not found in the data for candidates in areas outside of art.

A supplemental request for data regarding performance evidence and analysis documenting candidates' knowledge of relevant laws and policies was addressed as follows: *"The additions we added to CAEP 3.6 show that are candidates have performance evidence but to my knowledge these are not routinely analyzed."*

    a. Evidence that is consistent with <u>partially</u> meeting the standard:
- Teacher preparation Programs Table
- HS GPA and Entering ACT Scores for ED Candidates (63)
- Entering numbers by program area (64)
- Appendix 85: Praxis and Danielson breakdowns
- Appendix 77: Math Ed Tracking Sheet
- Appendix 19
- Appendix 39
- Appendix 68: Code of Ethic brochure

    b. Evidence that is inconsistent with meeting the standard
- Recruitment Plans Tables Recruitment goals - inconsistent across programs or missing a 5-year projection
- Enrollment numbers (pg 65-66) - Unclear how enrollment numbers support selectivity
- Appendix 46 - assessment examples - Data missing for some programs
- Idaho Summative Evaluation (pg 67) - Not most recent data
- Program breakdown for Danielson (pg 68) – lack of validity in data across programs
- Appendix 6 - Does not provide data relating to IRR, process only
- Appendices 48A, B, and C - Limited data as to monitoring of candidates – validity of assessment not established
- Appendix 52 - FCS only, other program areas use of instrument or validity of other EPP/program instrument not clear through evidence.

- Appendix 21 – Science Disposition form - Different from other available program areas. Validity of apparent EPP created assessment not available.
- Supplemental Statement via data inquiry - "Each program has developed its own dispositional rubrics" No validity of EPP created assessments
- Data and analysis of dispositions by program area for three most recent cycles - Email response – "We are moving to a new learning management system and it's been messy trying to get Taskstream working. We have not used it to collect dispositions from all the program areas. There currently is not common dispositions document."
- Appendices 40-44 - Provides limited examples of technology integration through selected assignments. Performance data, analysis not available.
- Appendices 60-65 - No performance data on candidate performance relating to ethics assignment (data or analysis), also incomplete syllabus in outcomes module on Ethics [Appendix 64] and No performance data on candidates [Appendix 65]
- Appendix 22 – Secondary Ed required course (ED 200 Syllabus) - No performance data on candidate performance relating to ethics assignment (data or analysis)
- Appendix 66 – ART 314 - No performance data on candidate performance relating to ethics assignment (data or analysis)
- Appendix 67 – Science Methods **–** Unclear if ethics or laws are addressed – syllabus only
- Appendix 69 – Ethics assignment Instructions - No performance data on candidate performance relating to ethics assignment (data or analysis)

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Area for Improvement	Rationale
(3.6) Documentation of candidate understanding of the expectations of the profession, including codes of ethics, professional standards of practice, and relevant and policies.	There is limited or no evidence of internal consideration of the data for continuous improvement purposes by the EPP.
(3.3) EPP establishes and monitors attributes and dispositions beyond academic ability that candidates must demonstrate at admission and during the program	There is limited or no evidence of internal consideration of the data for continuous improvement purposes by the EPP

Stipulations:

Stipulation	Rationale
(3.1) The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission.	There is no realistic recruitment plan at the EPP level.
(3.2) The EPP has no formal admission process.	The EPP's argument that it monitors candidate quality continuously and purposefully throughout preparation indicates significant gaps.

BYU-IDAHO REJOINDER TO STIPULATION 3.1
"There is no realistic recruitment plan at the EPP level."

This CAEP standard asks us to have a realistic recruitment plan to recruit high-quality candidates within the mission of the University.

BYU-Idaho Mission Statement

Brigham Young University-Idaho was founded and is supported and guided by The Church of Jesus Christ of Latter-day Saints. Its mission is to develop disciples of Jesus Christ who are leaders in their homes, the Church, and their communities.

The university does this by:

- Building testimonies of the restored gospel of Jesus Christ and fostering its principles in a wholesome academic, cultural, and social environment.
- Providing a high-quality education that prepares students of diverse interests and abilities for lifelong learning and employment.
- Serving as many students as possible within resource constraints.
- Delivering education that is affordable for students and the Church.

BYU-Idaho Education Preparation Program 5-year Recruitment Plan

In order to address the concerns of recruitment in the CAEP, the committee has developed a 5-year plan, based on the mission of BYU-Idaho, using the baseline data of 2018. This plan, when implemented, will support our goal of recruiting high quality teacher candidates with increased diversity and varying backgrounds. Our overall goals we are targeting with this plan are:

1) Consistently increase the quality of our candidates in each of the next 5 years as measured by incoming college GPA and ACT scores.
2) Increase our graduation rate consistently over 5 years.

3) Increase the breadth and diversity of our candidates over 5 years particularly in terms of increasing the number of non-traditional candidates and ethnically diverse candidates.

4) Help meet the needs in Idaho and the surrounding region by increasing our total number of graduates as mentioned in #2 above.

5) Help meet the demands in high-needs areas by increasing the number of candidates in STEM, SPED, ESL and FCS.

Below is the specific 5-year plan we will implement in order to achieve these goals. Target deadlines are included at the end of each strategy. Each strategy below also indicates which of the above 5 goals it attempts to achieve.

Recruitment Efforts

Potential Recruit Populations:

- High School Students
- College students in content-specific majors
- Transfer students
- Undecided major students
- Online students

Currently, the admissions office collects interest cards from students while attending high school college fairs. Up to this point those cards have not been forwarded along to our education programs on campus. Beginning in January of 2019, they will forward all the cards indicating an interest in an education field to the office of the Dean of Teacher Preparation, who will then send an invitation to declare an education major and provide a link to pertinent information. The cards will then be forwarded to the individual program area indicated on the card. Individual program areas will follow up by contacting those students and inviting them to visit the BYU-Idaho campus. The Admissions Office plans to reach a more demographically diverse population by reaching out to more rural schools. This will also help to fill the state need for more teachers in those areas. The Associate Dean of Teacher Preparation, in conjunction with the Data Specialist will create a database from the cards received, track the number of contacts collected, the number of education declarations that result from those contacts and total completers from those contacts. Target Deadline – Feb 2019, helps meet Goals 3 & 4 above.

Ensure that each program area creates a 5-year recruitment plan for their content area. Several programs already have plans such as Math, FCS, Science, SPED, and ECSE, but other programs do not. Each plan will include specific goals, as well as, a manageable and effective data strategy. Each program will summarize and review these data annually. Plans will be revised and updated as needed at least every three years during program reviews, in support of

continual improvement in recruitment practices and results. Target Deadline – Winter 2019, Goals 3, 4 & 5.

Continue developing relationships with our partner school districts (11 districts in Idaho, Utah, Arizona, and Nevada) and mentor teachers to not only encourage placement of teacher candidates during their student teaching experiences, but explore the potential to expand these relationships to recruit top students from these school districts to select a degree in education and attend BYU-Idaho. Target Deadline – Winter 2019, Goals 1, 2, 3, 4 & 5.

An EPP-level advisory board of stakeholders representing various backgrounds will be created where ideas for recruiting a more diverse population of teacher candidates will be solicited. (See CAEP 5.5 for details). Target Deadline – June 2019, Goal 3.

In order to increase the academic quality of our candidate pool at the EPP level, a report of GPA's to indicate top performers in a subject area will be generated and each high performing student in that content area will be sent an email communication asking them to consider a career in education. For example, if someone is receiving top grades as an English major, we will invite them to consider switching from a general English major to an English Education major. This will include all education areas across campus. We will collect data on students who switch majors to education majors to determine the impact of this invitation. Target Deadline – Fall 2019, Goals 1, 2 & 5.

The office of the Dean of Teacher Preparation Programs will create an EPP-level website and brochure to promote all of the education programs available at BYU-Idaho. The website will link with our CAEP annual reporting measures website (see CAEP 5.4 rejoinder) and will advertise placement statistics and other information regarding the teaching profession. The website will also include information for teacher candidates regarding job openings in education fields, and links to education posting sites for Idaho and surrounding states in which completers typically teach. It will also provide a first contact for anyone interested in BYU-Idaho education programs, and will be included as a link in the correspondence from the Dean. The brochures will be used by the Admissions Office during their visits to high school college fairs, in the advising office, as well as for individual program recruitment efforts. These brochures will also be available when students complete a campus tour and express interest in an education major.

Our Education Society (student club for education majors) will use social media to highlight educational job openings, especially those indicated as "high-need". Up to this point we have primarily relied on our University Career Placement Office to advertise openings. Target Deadline – Jan 2020, Goal 1, 2, 3, 4 & 5.

Money will be allocated to program areas to attend state and local high school conferences and competitions in an effort to make connections with students and invite them to consider coming to BYU-Idaho and earning an education degree in their respective fields (i.e. Science department can attend state science fairs; History- State National History Day; FCS - State FCCLA conferences, etc.). If the individual program areas are unable to fund these trips, the Dean of Teacher Preparation will fund them (some funding is available now and on February 15,

2019, a request was submitted for increased funding for 2020). Preference will be given to programs listed on the US Department of Education's teacher shortage list for Idaho. Attendance at these conferences will allow for recruiting of a more diverse population. Target Deadline – Jan 2020, Goals 1, 2, 3, 4 & 5.

Currently mathematics, FCS, and science host students on campus for annual competitions or events. All program areas will be encouraged to host academic events on the campus of BYU-Idaho in an effort to bring more students to campus that have an interest in specific education areas. This will allow students to meet and talk with faculty members in the field they are interested in studying. Additionally, BYU-Idaho hosts an Education conference twice a year and we will begin inviting high school juniors and seniors who are interested in a career in education. Partnerships will be created with local high school content teachers to identify these students and encourage them to attend. Personal invitations will be mailed to the students' home address. Target Deadline – 2021, Goals 1, 2, 3, 4 & 5.

As our population from which we draw students is not particularly culturally or racially diverse, our best opportunity to increase our racial and cultural diversity at BYU- Idaho is to recruit more of our international students. Traditionally we have not catered our education programs to their needs because the certification requirements in each country can be so very different. We are at a point where we would like to cater more fully to those students. We have begun exploring licensing requirements for teachers in the most common countries our students come from so we can better meet their needs. Target Deadline – 2022, Goals 3 & 4.

At BYU-Idaho we have nearly 10,000 online students who currently are not able to declare an Education major (choice of majors is limited for online students). From our research, we know that education is one of the top requested majors for our online students. The administration of BYU-Pathway Worldwide, who oversees our online programs, has also expressed an interest in making this available to our online students. As the average age of our online students is 34 years old, this will also increase the breadth and diversity of our candidates. In addition, more than 10% of these students are international student. Target Deadline – 2023, Goals 1, 2, 3, 4 & 5.

Our FSO will reach out and work with alumni working in the field to recruit more teacher candidates from around the nation and in specifically designated "need areas." By 2023 the EPP will have tracked employed graduates more systematically for 4 years (see CAEP 5.1) which will enable teachers currently in the field to act as a resource to fill educator pipelines in high need areas. This will also help in the recruitment of diverse teacher candidates. Target Deadline – 2023, Goals 1, 2, 4 & 5.

Overall Retention Efforts of the BYU-Idaho Education Preparation Program (EPP)

Many of our retention efforts stem from the overall emphasis of the university to improve our freshman retention rates. These efforts include:

- Assign a faculty mentor as soon as a student has been accepted to BYU-Idaho.
- Continually improve the quality of programs/courses with a focus on serving student needs.

- Faculty proactively reach out to struggling students and 1st generation college student.
- Develop and distribute clearly marked pathways to student success in I-plan (our computer system for students to track their overall progress toward a major including what additional classes they need to take and when they plan to take the needed classes).
- Engage student learning through collaborative teaching strategies, and learning communities.
- Require a college success course during the freshman year.
- Immediately immerse students in major content courses to engage them in the education field rather than early completion of GE requirements.
- Establish checkpoints throughout the program to track and counsel with students as outlined in CAEP 3.2.
- More university efforts for freshman retention are discussed at:
    - http://www.byui.edu/student-support/peer-mentoring/new-student-mentor-program
    - http://www.byui.edu/alumni/mentoring
    - http://www.byui.edu/mentoring

Recruitment & Retention Data Points

To help facilitate the collection of relevant data, we will use the tables in Appendix 1.

BYU-IDAHO REJOINDER TO STIPULATION 3.2
"The EPP has no formal admission process... The EPP's argument that it monitors candidate quality continuously and purposefully throughout preparation indicates significant gaps."

BYU-Idaho students are required to declare a major upon acceptance to the university. Previously, students could immediately declare their major in the specific education program of their choice. The only academic admittance criteria into the major were the same criteria to be admitted into the university which is a 16 ACT and a high school GPA of 2.0. As the stipulation states, there is a need for a more formal admission process into our education majors involving continuous and purposeful monitoring throughout teacher candidate preparation. Although we already met the CAEP minimum ACT and GPA standards with our previous general university admittance criteria (CAEP requires a minimum average group ACT of 21 and a minimum average group GPA of 3.0), these additional admittance and monitoring criteria described below will further ensure that we continue to exceed those CAEP minimums.

Starting a year ago in Winter 2018, we developed a task force to develop a more comprehensive plan to ensure quality with Knowledge checkpoints, Performance checkpoints, Professional Dispositions checkpoints and selectivity from admission through graduation. This plan provides a formal admission process into education programs, and establishes criteria for a continuous and purposeful monitoring of candidate quality. The plan is summarized below in

the three areas: Knowledge check points, Performance checkpoints, and Professional dispositions checkpoints.

Knowledge Checkpoints
The admission process is that each student will have to be admitted into teacher candidacy at the end of his/her freshman year (completion of 30 credits with a minimum cumulative GPA of 2.5). As can be seen in Appendix 2, this will require a full 34% of our freshmen to improve their GPA prior to being admitted into the education program. Our hope is that we can help these students succeed rather than losing 34% of all of our education majors on campus. Additional knowledge content checks will occur throughout the candidates' time at BYU-Idaho. Those checks are: minimum cumulative GPA of 2.5 at the end of the sophomore year, minimum cumulative GPA of 2.5 prior to student teaching and passing the appropriate Praxis exams prior to student teaching.

Performance Checkpoints
Completion of 10-20 hours of volunteer work in schools prior to admittance into the major as well as Danielson scores of 2 or greater for each sub-domain in practicum courses and during student teaching.

Professional Dispositions Checkpoints
Maintain a minimum average of 2.5 on the dispositions rubric scores (completed by the instructor at the end of every education class). Checkpoints will be at the beginning of the sophomore, junior, and senior year. This plan should also ameliorate the "area for improvement" for standard 3.3.

Candidates failing to meet any of the above criteria will be given options for remediation or will be counseled out of the program. The tables below provide more detail of checkpoints and options in case of failure (fail options) at each checkpoint. The results of following this plan will include continual cycles of data on individual students that will better inform decisions for their personal improvement and/or continuation in the path of becoming a public educator. The results will also better inform programs of weaknesses and strengths in their individual teacher preparation program. There is a gatekeeper associated with each checkpoint who will be responsible to report results for each candidate using the following terms:
- Continuation: All requirements met.
- Continuation with stipulations: Significant requirement(s) not met (low cumulative GPA, lacking in teaching or disposition areas with recognition of the problem). With any of these, the student is on a contract for improvement.
- Continuation Denied: Significant requirement(s) not met and significant concerns exist (extremely low GPA, lacking dispositions for teaching without ability or foresight for improvement, or poor field experience reports with Danielson scores less than a 2 in each sub-domain).

The gatekeepers, listed in the chart below, will provide general status reports and individual student's concerns to the Associate Dean of Teacher Preparation. The Program Director and/or the Associate Dean of Teacher Preparation will discuss concern(s) with the student. A hold will be placed on that student's registration until that discussion occurs wherein one of two things will happen: (1) continuation with stipulations or (2) continuation is denied. If the student receives a continuation denied, then he or she is referred to Academic Advising to find another field of study.

Admission:

Task	Gatekeeper	Pass	Fail Options	CAEP	Year
Declare Major as Education (in General)	University Admissions (students directed to directors of specific programs of interest)	Open enrollment to all students	NA		freshman
Admittance into Specific Education Program Major	Academic Advising & Program Director	Minimum of 2.5 GPA in first 30 credits	Meet minimum standard before completion of sophomore year	3.2	sophomore

Knowledge:

Task	Gatekeeper	Pass	Fail Options	CAEP	Year
Content Check #1	Academic Advising & Program Director	2.5 GPA minimum (overall) at the end of their freshman year or first semester at BYU-I for transfer students	Program Director could give options: stipulation for improvement within two semesters, retake courses, or find a new major.	3.2, 3.5	End of freshman year and transfer students
Content Check #2	Report from Data Specialist to Program Director	2.5 GPA at the end of content methods courses	Program Director could give options: stipulation for improvement within two semesters,	3.2, 3.5	End of sophomore/ beginning of junior year

			retake courses, or find a new major.		

Content Check #3	Records and Registration & Field Services	2.5 GPA prior to student teaching	Retake the course(s) or counseled out of program	3.2, 3.5	Prior to student teaching
Content Check #4	Field Services	Praxis	Retake Praxis	3.5	Senior year

Performance: Teaching Skills and Instructional Practice:

Task	Gatekeeper	Pass	Fail Options	CAEP	Year
Teaching Skills Check #1	Introduced in ED 200

(Program Director becomes the gatekeeper) | Students must complete 10-20 hours of job shadowing/service OR substitute teaching on their off track (school context).They must fill out a simple form of self-assessment on teaching skills. (Local students will be given a list of school options that would not interfere with other practicums). | Would complete during an on-track semester. | 2.2, 2.3, 3.4 | Must complete within first 30 credits and before ED 361 |
| Teaching Skills Check #2 | Practicum class faculty | The candidate must receive an average of 2 or better in all sub-domains of Danielson | Repeat the class or the teaching experience. Faculty discusses with candidate if this is correct major. Program director notified. | 2.2, 2.3, 3.4 | Early junior year |

Teaching Skills Check #3	Senior Practicum Teacher	The candidate must receive an average of 2 or better in all sub-domains of Danielson.	Repeat Practicum. Faculty discusses with candidate if this is correct major. Program director notified.	2.2, 2.3, 3.4	junior or senior year

Professional Dispositions:

Task	Gatekeeper	Pass	Fail Options	CAEP	Year
Professional Dispositions Check #1	Data Specialist who emails Program Director	Average of 2.5 in ED classes dispositions rubric (Any 1s will be flagged)	Improvement Plan to be checked at next checkpoint	2.2,2.3,3.3	Beginning of sophomore year
Professional Dispositions Check #2	Data Specialist who emails Program Director	Average of 2.5 in all education classes dispositions rubric (Any 1s will be flagged)	Improvement Plan to be completed by next checkpoint. Encouraged to change major.	2.2,2.3,3.3	Beginning of junior year
Professional Dispositions Check #3	Data Person who emails Program Director	Average of 3 or better in education classes disposition rubrics	Improvement Plan must be satisfactorily completed before student teaching	2.2,2.3,3.3	Beginning of senior year

Admission to Student Teaching:

Task	Gatekeeper	Pass	Fail Options	CAEP	Year
Pass all exams including Praxis	Field Services	Student Teach	Retake exam(s)	3.5	Semester before

					student teaching by midterm. Final check is between semesters.
Danielson of 2 or better in practicums and dispositions.	Practicum Teachers (faculty)/Public School Mentors	Student Teach	Repeat practicum	2.2, 2.3, 3.3, 3.4	junior through senior years
Cumulative GPA 2.5	Records and Registration & Field Services	Student Teach	Retake the course(s)	3.2, 3.5	freshman to senior
Professional Dispositions average of 3 or better	Data Specialist sends to Program Director	Student Teach	Counseled out of program	2.2, 2.3, 3.3	End of junior year
Coursework completed semester before student teaching by midterm. Final check is between semesters.	Field Services	Student Teach	Finish coursework	3.5	freshman to senior
Submit cover letter, resume and notice of intent	Field Services	Student Teach			End of junior year

Recommendation for Certification:

Task	Gatekeeper	Pass	Fail Options	CAEP	Year
Student Teach	Field Services: • Submit final copy of IPLP • Have a 2 minimum in every sub-domain	Certification	Repeat student teaching if appropriate or explore alternative degree options	2.2, 2.3	senior

	of Danielson				
Assignment to review and reflect on Idaho Code of Ethics	Field Services	Certification	Retake assignment	3.6	senior
Institutional Recommendation upon request	Dean of Teacher Preparation	Certification			senior

Standard 4. PROGRAM IMPACT

"The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation" (CAEP Handbook, May 2018, p. 45).

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
Standard 4.1, Task 1: Determine if EPP uses direct measures to assess completer impact on P-12 student learning.	Evidence was not verified that the EPP uses direct measures to assess completer impact on P-12 student learning. Evidence presented was one cycle of data from candidates (Pretest Posttest Winter 2018).
Standard 4.2, Task 1: Determine if EPP examines completers' effective application of professional knowledge, skills, and dispositions for which they were prepared.	Evidence was not verified that the EPP examines completers' effective application of professional knowledge, skills, and dispositions for which they were prepared. Evidence presented was one cycle of data from the ICEP employer survey.
Standard 4.3, Task 1: Determine if the EPP is able to provide additional evidence of employer satisfaction in employment milestones.	The EPP is not able to provide additional evidence of employer satisfaction in employment milestones.
Standard 4.3, Task 2: Obtain an analysis and interpretation of ICEP Employer Survey responses	The EPP did not provide an analysis and interpretation of ICEP Employer Survey responses
Standard 4.4, Task 1: Determine if the EPP is systematically gathering, analyzing, and interpreting completer satisfaction based on representative data.	Evidence was verified that the EPP is not systematically gathering, analyzing, and interpreting completer satisfaction based on representative data. ICEP alumni survey data is insufficient, limited by the number of cycles (2) and low response rate (13-17%).

2. Summary regarding completeness and accuracy of evidence related to Standard 4:

Special rules for Standard 4:
1. All components are required.
2. All components must be met for the standard to be considered met.

3. All phase-in requirements are met.

In addition to the General Rules:
1. All components must be addressed in the SSR,
2. At least three cycles of data must be submitted and analyzed. If a revised assessment is submitted with less than 3 cycles of data, the data from the original assessment should be submitted.
3. Disaggregated data is provided on enrolled candidates for main and branch campuses, if any, for technology-based preparation and for individual preparation (licensure or certification area) programs.
4. Cycles of data must be sequential and be the latest available.
5. EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.

a. Summary of findings

Impact on P-12 Student Learning and Development

4.1 Required component – "The provider documents, using multiple measures that program completers contribute to an expected level of student-learning growth. Multiple measures shall include all available growth measures (including value-added measures, student growth percentiles, and student learning and development objectives) required by the state for its teachers and available to educator preparation providers, other state-supported P-12 impact measures, and any other measures employed by the provider" (CAEP Handbook, May 2018).

Pretest Posttest assignment data from winter 2018 was submitted as evidence in the self-study report by the EPP as an artifact of the effectiveness of completers on P-12 student learning growth. The data was disaggregated by licensure, but represented a single cycle of data from pre-service candidates in student teaching. CAEP standard 4 requires the analysis of three cycles of data, which is recent and sequential, and that the data is from EPP completers. Data recording performance of pre-service teachers does not meet the sufficiency criteria for Standard 4 (CAEP Evaluation Rubric, March 2016).

*   No, limited, or inappropriate in- service data provided.
*   Analysis or evaluation of evidence is incomplete or superficial and not supported by data.
*   No or inappropriate context or description of the source of P-12 learning.

Additional evidence submitted in the EPP Response to Formative Feedback Report included antidotal comments from a Utah high school principal and assistant superintendent. An appropriate description of the source of P-12 learning was not provided, resulting in a determination of insufficiency for the data.

Indicators of Teaching Effectiveness

4.2 Required component – "The provider demonstrates, through structured and validated observation instruments and/or student surveys, that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve." (CAEP Handbook, May 2018).

Teaching effectiveness of EPP completers is required in standard 4.2 in the form of classroom observations of in-service teachers and/or P-12 student surveys. The EPP submitted data from the ICEP Employer Survey as evidence for teacher effectiveness. The Employer Survey is not a direct, structured observation of teacher effectiveness and/or P-12 student learning (CAEP Standard 4 Evidence Resource for EPPs, 2017). Additionally, CAEP evidence sufficiency criteria are not met in the Employer Survey artifact based on the single cycle of data presented, and the 14.5% response rate of employers, which falls below the 20% survey response rate required by CAEP in the evidence sufficiency guidelines (CAEP Evaluation Rubric, March 2016).
.
- Survey return rates were 15%, below the minimum required return rate, or survey data were limited to one or two licensure areas.
- Validity descriptions were not submitted, or were inappropriate, and failed to meet research-based standards for establishment of validity, or no specific type of validity was identified.

Satisfaction of Employers

4.3 Required component – "The provider demonstrates, using measures that result in valid and reliable data and including employment milestones such as promotion and retention, that employers are satisfied with the completers' preparation for their assigned responsibilities in working with P-12 students" (CAEP Handbook, May 2018).

Evidence for employer satisfaction in EPP completers was submitted in the EPP report by presenting qualitative responses to two questions from eleven (11) responders on the Employer Survey. As stated above in 4.2, CAEP evidence sufficiency criteria are not met in the Employer Survey submission based on the single cycle of data presented, and the 14.5% response rate of employers, which falls below the 20% survey response rate required by CAEP in the evidence sufficiency guidelines.   Representativeness of the sample was not addressed in the EPP report, nor were EPP completer employment milestones. Employer satisfaction specific to licensure areas was not addressed in the EPP report, and the system for gather employer satisfaction data is inadequate (CAEP Evaluation Rubric, March 2016).

- No system for gathering employer satisfaction data is in place or is inadequate.

Satisfaction of Completers

4.4 Required component – "The provider demonstrates, using measures that result in valid and reliable data, that program completers perceive their preparation as relevant to the

responsibilities they confront on the job, and that the preparation was effective" (CAEP Handbook, May 2018).

Completer satisfaction was addressed by the EPP, and supported with submitted evidence from 2015 and 2016 ICEP Alumni Survey response data and BYU-I OIRA Alumni Survey response data. The ICEP Alumni Survey represented two cycles of data, 2015 and 2016, which falls short of the CAEP evidence sufficiency requirements. Additionally, the survey response rates for both years of administration fall below the CAEP evidence sufficiency requirement of 20% (13%; 2015 and 17%; 2016). The ICEP Alumni Survey data was presented in a table within the 4.4 narrative, however, interpretation and analysis of the data was not evident (CAEP Evaluation Rubric, March 2016).

- Interpretation and analysis of data are incomplete or conclusions are not supported by data.
- Only one or two of the following were provided:
  - system for gathering data
  - adequate response rates (20% or more)
  - description on the representativeness of the sample
  - multiple comparison points
  - trends over time.

EPP evidence from the BYU-I OIRA Alumni Survey was submitted as an artifact to demonstrate completer satisfaction. The EPP CAEP Report states on page 90, "80% of respondents agreed that their BYU-Idaho experience fully prepared them for the responsibilities of their employment." The combined percentage of responses in the following categories of agreement support the statement: "Somewhat Agree" (30.4%), "Agree" (39.13%), and "Strongly Agree" (10.88%).   However, the BYU-I OIRA Alumni Survey was a single administration to 1st and 5th year alumni of the entire university, in which data were presented in aggregate, and the EPP alumni response rate was 8%. All of these factors fail to meet CAEP evidence sufficiency guidelines (CAEP Evaluation Rubric, March 2016).

- Interpretation and analysis of data are incomplete or conclusions are not supported by data.
- Only one or two of the following were provided:
  - system for gathering data
  - adequate response rates (20% or more)
  - description on the representativeness of the sample
  - multiple comparison points
  - trends over time.

Additional evidence items were submitted in the EPP Response to Formative Feedback Report during the onsite visit including the following:

1. End of Student Teaching Graduating Candidates (Appendix 73)

2. One cycle of data on Alumni Survey (Appendix 72)
3. Letter from Weber School District and Partner Administrator Survey (Appendix 87)
4. One cycle of data on Partner Administrator Survey Results 2018 (Appendix 91)
5. One cycle of data on Alumni Survey (Appendix 92)

None of the additional pieces of evidence met the CAEP sufficiency levels for Standard 4 based on one or more of the following attributes.

- Survey return rates were too low (15% or below) for the data to be useful or survey data were limited to one or two licensure areas.
- Validity descriptions were not submitted or were inappropriate and failed to meet any research based standard for establishment of validity or no specific type of validity was identified.
- No system for gathering employer satisfaction data is in place or is inadequate.
- Interpretation and analysis of data are incomplete or conclusions are not supported by data.
- Only one or two of the following were provided:
  - system for gathering data
  - adequate response rates (20% or more)
  - description on the representativeness of the sample
  - multiple comparison points
- trends over time.

Analysis of Program-level data

a. Evidence that is consistent with meeting the standard
   1. None of the evidence submitted met the General Rules for Standard 4
      a. All phase-in requirements are met.
      b. All component for Standard 4 are required.
      c. At least three cycles of data must be submitted and analyzed. If a revised assessment is submitted with less than 3 cycles of data, the data from the original assessment should be submitted.
      d. Cycles of data must be sequential and be the latest available.
      e. EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.
      f. All components must be addressed in the self-study.

b. Evidence that is inconsistent with meeting the standard
   1. 4.1: student teaching Pretest Posttest assignment from candidates
   2. 4.1: one cycle of data for Pretest Posttest assignment (Winter 2018)
   3. 4.2: ICEP employer survey is an inconsistent measure for component 4.2
   4. 4.2: 14.5% response rate on ICEP employer survey (Appendix 70)
   5. 4.2: one cycle of data on ICEP employer survey

6. 4.3: 14.5% response rate on ICEP employer survey
7. 4.3: one cycle of data on ICEP employer survey
8. 4.3: data not specific for licensure areas
9. 4.4: 13% response rate on 2015 ICEP alumni survey (Appendix 71)
10. 4.4: 17% response rate on 2016 ICEP alumni survey (Appendix 71A)
11. 4.4: two cycles of data for ICEP alumni survey
12. 4.4: 8% response rate on BYU-I OIRA alumni survey (Appendix 72)
13. 4.4: single cycle of data on BYU-I OIRA alumni survey
14. End of Student Teaching Graduating Candidates (Appendix 73)
15. Antidotal comments from a Utah high school principal and assistant superintendent
16. One cycle of data on Alumni Survey (Appendix 72)
17. Letter from Weber School District and Partner Administrator Survey (Appendix 87)
18. One cycle of data on Partner Administrator Survey Results 2018 (Appendix 91)
19. One cycle of data on Alumni Survey (Appendix 92)

4. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Area for Improvement	Rationale
(4.4) The EPP did not provide sufficient evidence of requirement 4.4. Analysis and interpretation of completer satisfaction data was incomplete.	Evidence for component 4.4 was limited. Analysis and interpretation of completer satisfaction with their preparation was insufficient. Only two cycles of completer survey data were provided for review. Additionally, each year of presented data had a lower than CAEP acceptable response rate.

Stipulation:

Stipulation	Rationale
(4.1) The EPP did not provide sufficient evidence for required component 4.1. Data are not direct measures of completers and their impact on P-12 student learning.	Submitted evidence is a single cycle of data from pre-service student teachers' winter 2016 Pre-test/Post-test assignment. This evidence is not a measure of in-service completer impact.
(4.2) The EPP did not provide evidence required for component 4.2. Data are not direct measures of completers' effective application of professional knowledge, skills, and /or dispositions.	The provided data are from Employer Survey responses and are not direct measures of completer effectiveness and/or P-12 student learning.

(4.3) The EPP did not provide evidence required for component 4.3. Data on significant components of employer satisfaction were missing.	The EPP provided no evidence for employment milestones and representativeness of the data. One cycle of data was provided from a survey that did not meet the CAEP sufficiency response rate expectation.

BYU-IDAHO REJOINDER TO STIPULATION 4.1

"The EPP did not provide sufficient evidence for required component 4.1. Data are not direct measures of completers and their impact on P-12 student learning."

The states where our completers are commonly employed (Idaho, Utah, Arizona, Nevada) have confirmed that they cannot share student impact data with us (in terms of ISAT scores and the like). Recently the Idaho State Department of Education has made excellent progress on finding a way to potentially share standardized achievement test scores from the P-12 students of our completers. If these efforts proceed to fruition, this will provide us with direct impact measures from our completers to their students. In addition to these data, our Field Services Office will contact our 11 partner districts each year to collect Danielson observation data for our newly hired completers. As Danielson scores have been shown to impact student learning (Milanowski, 2011 https://pdfs.semanticscholar.org/7ca8/a5e5ab978347b7da709d45e32ccdcf281c39.pdf), this will be our measure of impact on public school students. This is a similar strategy to example 1 that is found in the *CAEP Standard 4 Evidence: A Resource for EPPs* (pages 2-4, http://caepnet.org/~/media/Files/caep/standards/guidancecomponent41september2017.pdf?la=en)

- To date (January 30, 2019) 8 of our 11 partner districts have agreed to send us these data each year. These districts include:
  - Mesa (Arizona)
  - Weber (Utah)
  - Madison (Idaho)
  - Rigby (Idaho)
  - Bonneville (Idaho)
  - Fremont (Idaho)
  - Blackfoot (Idaho)
  - Granite (Utah)

- Still waiting for permission from:
  - Vegas (Nevada)
  - Jordan (Utah)
  - Davis (Utah)

These 11 districts regularly hire 42% of our new completers who obtain employment each year. We will be performing an analysis each year to ensure that these completers employed in the

above districts are representative of our overall population of newly employed completers in terms of age, gender, race, socio-economic status and program content area.

These data will be collected the first week of June each year. This will allow completers to finish a year of teaching and will allow administrators to finish the school year but will be before they leave for their summer break. Data collection will be completed by the Data/Accreditation specialist under the direction of the Associate Dean for Teacher Preparation Programs.

Two of our partner districts already have given us their numbers from last year and the averages as well as the quality of the data are promising as can be seen below.

Mesa Arizona – New BYU-I completer teaching effectiveness scores (1-4 with 4 being the highest)

Yr Grad	Grade Level	17-18	16-17	15-16	14-15	13-14
Fall 16	Social Studies - World History	2-Effective	2-Effective	x	x	x
Spr 16	English	2-Effective	x	x	x	x
Fall 18	6th	x	x	x	x	x
Fall 18	4th	x	x	x	x	x
Fall 17	1st	x	x	x	x	x
Spr	3rd	2-Effective	1-Developing	x	x	x
Fall 16	English 7th gr.	2-Effective	2-Effective	x	x	x
Fall 18	3rd	x	x	x	x	x
Win 18	2nd	x	x	x	x	x
Fall 14	Choir 9-12	2-Effective	3-Highly Effective	2-Effective	x	x
Win 13	Orchestra	3-Highly Effective	3-Highly Effective	3-Highly Effective	2-Effective	2-Effecti
Fall 16	English	1-Developing	x	x	x	x
Win 18	2nd	x	x	x	x	x
Win 15	Choir 7-8	2-Effective	x	x	x	x
Fall 13	Orchestra	x	x	x	x	x
Win 18	Math Honor Geometry & Geometry	x	x	x	x	x

Spr 14	Math Geometry & Honors Geometry	2-Effective	2-Effective	2-Effective	1-Developing	2-Effecti
win 15	Social Studies - World History	3-Highly Effective	2-Effective	2-Effective	2-Effective	2-Effecti
fall 18	SLD 3/4	x	x	x	x	x
Fall 17	Special Ed. MOMD	2-Effective	x	x	x	x
	6th	2-Effective	x	x	x	x
Win 18	6th	x	x	x	x	x
Fall 16	Special Ed. LD k-3	3-Highly Effective	x	x	x	x
	4th	x	x	x	x	x
	2nd	3-Highly Effective	x	x	x	x
	2nd	3-Highly Effective	3-Highly Effective	2-Effective	2-Effective	x
Fall 16	5th	3-Highly Effective	x	x	x	x
	Special Ed. LD k-3	3-Highly Effective	3-Highly Effective	x	x	x
Fall 17	4th	2-Effective	x	x	x	x
Averages		2.47	2.33	2.2	1.75	2

The data from Weber School District in Utah are even more promising because they include a P-12 student growth metric for each instructor as can be seen below. (1-4 scale with 4 being the highest)

	Professional Performance	Student Growth	Total Evaluation Score	Overall Effectiveness
	1.52	3	1.82	Effective
	1.43	2	1.54	Developing/Emerging
	2.33	2	2.26	Effective
	2.05	1	1.84	Effective
	1.71	3	1.97	Effective
	1.52	3	1.82	Effective
	1.95	3	2.16	Effective

Averages	1.79	2.43	1.92	Effective

Although this includes only 2 of our 8 districts who have agreed to send us their data by next June, we are eager to obtain the rest of the data and to see if other districts include P-12 student growth scores similar to Weber School District. This would give us an additional direct measure of impact on P-12 student growth.

BYU-IDAHO REJOINDER TO STIPULATION 4.2

"The EPP did not provide evidence required for component 4.2. Data are not direct measures of completers' effective application of professional knowledge, skills, and /or dispositions."

As indicated in our response to stipulation 4.1, we will be collecting Danielson Summative Evaluations from 42% of our recently employed completers by working with our 11 partner districts. Knowledge, skills and dispositions will be tracked through the scores following on the Danielson Framework for Teaching.

The Danielson Framework accesses teaching **"Knowledge"** by using the following sub-domains:
        1a – Demonstrating Knowledge of Content and Pedagogy
        1e – Designing Coherent Instruction
        1f – Designing Student Assessments

Completers show their **knowledge** by providing artifacts/evidence in the forms of lesson plans, unit plans, lesson objectives that are tied to state standards, assessment plans, rubrics, etc.

The Danielson Framework assesses teaching **"Performance/Skills"** by using the following sub-domains:
        2a – Creating an environment of Respect and Rapport
        2b – Establishing a Culture for Learning
        2c – Managing Classroom Procedures
        2d – Managing Student Behavior
        3a – Communicating with Students
        3b – Using Questioning and Discussion Techniques
        3c – Engaging Students in Learning
        3d – Using Assessments in Instruction
        3e – Demonstrating Flexibility and Responsiveness

Completers show their **skills** by providing artifacts and classroom evidence that shows their interactions with students, student interactions with students, expectations for learning and achievement, transitions, instructional groups, classroom routines, monitoring student behavior, directions for activities, explanation of content, discussion techniques, student engagement, and response to student's interests.

The Danielson Framework assesses **"Dispositions"** by using the following sub-domains:

4d – Participating in a Professional Community

4e – Growing and Developing Professionally

4f – Showing Professionalism

Completers show their **Dispositions** by providing artifacts and classroom evidence that shows their relationships with colleagues, participation in school/district projects, receptivity to feedback, service to the school, ethical conduct, service to students, and their compliance with school and district policies.

- To date (January 30, 2019) 8 of our 11 partner districts have agreed to send us these data each year. These districts include:
    - Mesa (Arizona)
    - Weber (Utah)
    - Madison (Idaho)
    - Rigby (Idaho)
    - Bonneville (Idaho)
    - Fremont (Idaho)
    - Blackfoot (Idaho)
    - Granite (Utah)

- Still waiting for permission from:
    - Vegas (Nevada)
    - Jordan (Utah)
    - Davis (Utah)

These 11 districts regularly hire 42% of our new completers who obtain employment each year. We will be performing an analysis each year to ensure that these completers employed in the above districts are representative of our overall population of newly employed completers in terms of age, gender, race, socio-economic status and content areas.

These data will be collected the first week of June each year. This will allow completers to finish a year of teaching and will allow administrators to finish the school year but will be before they leave for their summer break. Data collection will be completed by the Data/Accreditation specialist under the direction of the Associate Dean for Teacher Preparation Programs.

In case the reviewer for 4.2 is not the same reviewer as 4.1, we've again included the data tables below. Two of our partner districts already have given us their numbers from last year and the averages are promising as can be seen below.

Mesa Arizona

Yr Grad	Grade Level	17-18	16-17	15-16	14-15	13-14

Fall 16	Social Studies - World History	2-Effective	2-Effective	x	x	x
Spr 16	English	2-Effective	x	x	x	x
Fall 18	6th	x	x	x	x	x
Fall 18	4th	x	x	x	x	x
Fall 17	1st	x	x	x	x	x
Spr	3rd	2-Effective	1-Developing	x	x	x
Fall 16	English 7th gr.	2-Effective	2-Effective	x	x	x
Fall 18	3rd	x	x	x	x	x
Win 18	2nd	x	x	x	x	x
Fall 14	Choir 9-12	2-Effective	3-Highly Effective	2-Effective	x	x
Win 13	Orchestra	3-Highly Effective	3-Highly Effective	3-Highly Effective	2-Effective	2-Effecti
Fall 16	English	1-Developing	x	x	x	x
Win 18	2nd	x	x	x	x	x
Win 15	Choir 7-8	2-Effective	x	x	x	x
Fall 13	Orchestra	x	x	x	x	x
Win 18	Math Honor Geometry & Geometry	x	x	x	x	x
Spr 14	Math Geometry & Honors Geometry	2-Effective	2-Effective	2-Effective	1-Developing	2-Effecti
win 15	Social Studies - World History	3-Highly Effective	2-Effective	2-Effective	2-Effective	2-Effecti
fall 18	SLD 3/4	x	x	x	x	x
Fall 17	Special Ed. MOMD	2-Effective	x	x	x	x
	6th	2-Effective	x	x	x	x
Win 18	6th	x	x	x	x	x
Fall 16	Special Ed. LD k-3	3-Highly Effective	x	x	x	x
	4th	x	x	x	x	x

	2nd	3-Highly Effective	x	x	x	x
	2nd	3-Highly Effective	3-Highly Effective	2-Effective	2-Effective	x
Fall 16	5th	3-Highly Effective	x	x	x	x
	Special Ed. LD k-3	3-Highly Effective	3-Highly Effective	x	x	x
Fall 17	4th	2-Effective	x	x	x	x
Averages		2.47	2.33	2.2	1.75	2

The data from Weber School District in Utah also show the effectiveness of our completers employed there.

	Professional Performance	Student Growth	Total Evaluation Score	Overall Effectiveness
	1.52	3	1.82	Effective
	1.43	2	1.54	Developing/Emerging
	2.33	2	2.26	Effective
	2.05	1	1.84	Effective
	1.71	3	1.97	Effective
	1.52	3	1.82	Effective
	1.95	3	2.16	Effective
Averages	1.79	2.43	1.92	Effective

Although this includes only 2 of our 8 districts who have agreed to send us their data next June, we are eager to see the rest of the data.

Strategy for Tracking Employed Completers

Standards 4.1-4.4 all rely on our ability to track our employed completers. As an EPP, we have not done this in the past but have relied on data collected with our alumni survey that the university sends out 1-year and 5 years after graduation.

The EPP will now more formally track completers by:
- The Field Services Office has now updated the exit survey required of all student teachers to include updated contact information including their cell phone number and a personal e-mail address (not their student e-mail address from BYU-Idaho). In addition, the survey now asks about any offers of employment that the candidate has

already received. This revision took place in time for our Dec. 2018 student teachers to complete the survey (See Appendix 3).

- Each August, our Field Services Records Coordinator will also send out a list of student teaching candidates from the past year to the Area Coordinators.
- Area Coordinators will report back to the Field Services Office any employment information they are aware of for those completers.
- The Office of Institutional Research administers a survey at graduation and one year after graduation for all graduates at BYU-Idaho. They will also begin administering an additional survey 90 days after graduation starting with the April 2019 graduates. All of these surveys ask about up-to-date personal and employer contact information.
- At the beginning of August of each year, the Data Specialist will also send out a short survey to completers in their first 3 years asking for: updated contact information and place of employment. This will hit the teachers before they get busy at the beginning of the school year.
- For those who don't complete this short survey, we will contact the alumni office for current information they have on file.
- These data will be funneled to our Data Specialist for the purposes of tracking down employed completers in time to submit our information to Boise State University for their ICEP survey of completers and employers. All of these efforts will allow us to more fully fulfil CAEP 4.1-4.4.

BYU-IDAHO REJOINDER TO STIPULATION 4.3
"The EPP did not provide evidence required for component 4.3. Data on significant components of employer satisfaction were missing."

We will use the ICEP Employer Survey (Appendix 4) to send to all of our completers 1-year after graduation. Previously we only had this survey sent to employers in Idaho but starting in the Dec. 2018 survey we had it sent to our employers outside of Idaho as well. As we more fully implement our tracking plan above, we will have more complete contact information for our completers and their employers outside of Idaho. In an effort to maximize response rates, Boise State gives us a list of those who haven't responded a week before the survey closes. Starting in January 2019, we made personal calls to each of those employers asking them to complete the survey.

Once data are returned to BYU-Idaho, the Data Specialist will receive the report and combine the information with data from previous years. S/he will prepare this information for the Dean and Associate Dean of Teacher Preparation Programs and will also present the information annually to the Education Coordinating Council at the beginning of the Fall Semester. All of these players will analyze the data for their appropriate level (the Dean, Associate Dean and the Education Coordination Council for the EPP-level analysis and the programs and program directors for the program-level analysis).

As the ICEP survey does not address promotion, retention and employment milestones, BYU-Idaho will annually send out a survey to a sample of our employed completers 3 years after graduation. This survey will ask directly about if the completer is still employed in a school system after 3 years (retention and tenure milestone). Additionally, we will ask about any promotions or other milestones such as additional certifications, leadership positions, etc., that the completer may have achieved in that 3-year time frame.

BYU-IDAHO REJOINDER TO _AFI_ 4.4

"The EPP did not provide sufficient evidence of requirement 4.4. Analysis and interpretation of completer satisfaction data was incomplete."

Although we did not receive a stipulation for CAEP 4.4, we feel the need to change our procedures here to better meet the standard. The changes below will allow us to be in line with the rest of the state and will provide more consistency in our data collection each year. This should also address the AFI for 4.4. We will use the ICEP Alumni Survey to send to all of our completers 1-year after graduation (See Appendix 5).

Previously we only had this survey sent to completers employed in Idaho but starting in the Dec. 2018 survey we had it sent to our completers outside of Idaho as well. As we more fully implement our tracking plan delineated previously, we will have more complete contact information for our completers outside of Idaho.

To ensure a sufficient response rate, we are reminding our candidates at the end of their program (in the exit survey in student teaching) (see Appendix 3) that it is important for them to complete this survey. Boise State also gives us a list of those who haven't responded a week before the survey closes. Starting in January 2019, we made personal calls to each of those completers asking them to complete the survey.

As with 4.3 above, once data are returned to BYU-Idaho, the Data Specialist will receive the report and combine the information with data from previous years. S/he will prepare this information for the Dean and Associate Dean of Teacher Preparation Programs and will also present the information annually to the Education Coordinating Council at the beginning of the Fall Semester. All of these players will analyze the data for their appropriate level (the Dean, Associate Dean and the Education Coordination Council for the EPP-level analysis and the programs and program directors for the program-level analysis).

Standard 5. PROVIDER QUALITY ASSURANCE AND CONTINUOUS IMPROVEMENT

General rules for Standard 5:
- Components 5.3 and 5.4 are required.
- At least three cycles of data must be submitted and analyzed. If a revised assessment is submitted with less than 3 cycles of data, the data from the original assessment should be submitted.

- Cycles of data must be sequential and be the latest available.
- EPP-created assessments should be scored at the CAEP Sufficient Level as defined on the CAEP Assessment Evaluation Rubric.

1. Findings for each offsite report task to be verified onsite:

Task(s)

Task	Evidence was or was not verified
5.1 Provider evidence documents that the system supports disaggregation of data by specialty licensure area and other dimensions (e.g., over time, by race/ethnicity, gender, etc.), and regularly uses these data to inform operational effectiveness and continuous improvement.	Evidence was partially verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. These reviews include an outcomes and assessment system that programs are responsible for reporting to the university. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided.
5.1 Provide evidence of a quality assurance system for all programs, with regular reviews for operational effectiveness. This should include data review and analyses using a coherent set of multiple measures.	Evidence was partially verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. These reviews are based on outcomes and assessments specific to the program. However, evidence that these program reviews completed for the university are aligned with CAEP standards was not provided.
5.2 Evidence of at least 75% of EPP-created assessments used in quality assurance systems are scored at the minimal level of sufficiency as defined by the CAEP Assessment Rubric.	Evidence was not verified. References to Praxis tests and Framework for Teaching observations were made in the SSR and during the site visit specifically to this standard component. No evidence was provided that any EPP-created assessments are scored at the minimal level of sufficiency per the CAEP Assessment Rubric.

Task	Evidence was or was not verified
5.2 Documentation that EPP-created assessments (except for surveys) have: a. Established content validity b. Interrater reliability or agreement at .80 or 80% or above (except for surveys)	Evidence was not verified. No evidence was provided that any EPP-created assessments are scored at the minimal level of sufficiency per the CAEP Assessment Rubric, nor were there any specific references to content validity or interrater reliability.
5.2 Documentation that evidence is relevant (related to standard), verifiable (accuracy of sample), representative (specificity on sample characteristics), cumulative (3 cycles or more), and actionable (in a form to guide program improvement).	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided. References to the Praxis test scores and the Framework for Teaching were also made for this task. Missing from the references were analyses of the evidence in support of standard 5.2.
5.2 Documentation that interpretations of evidence are consistent, accurate and supported by data/evidence.	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided.
5.3 The provider documents that it regularly and systematically: reviews quality assurance system data, identifies patterns across preparation programs (both strengths and weaknesses), uses data/evidence for continuous improvement, and tests innovations. Evidence that data-driven changes are ongoing and based on systematic assessment of performance, most (80% or more) program modifications are linked back to evidence/data with specific	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided.

Task	Evidence was or was not verified
examples provided, and evidence/data from standards 1 through 4 are cited and applied.	
5.3 Specific examples that most (80% or more) change and program modifications are linked back to evidence/data for all programs.	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided.
5.3 Evidence/data from Standards 1-4 are cited and applied for all programs.	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. Also during the site visit, the EPP referenced that annual reviews of Praxis and Framework for Teaching summative data are reviewed, but evidence of these analyses was not provided. Multiple follow-up requests were made for evidence that connect the university program reports to CAEP standards. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided.
5.3 Documentation that EPP regularly and systematically does the following for all programs: 1. Reviews quality assurance system data 2. Identifies patterns across preparation programs (both strengths and weaknesses) 3. Uses data/evidence for continuous improvement	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. While these reviews demonstrate some of the efforts described for this task, missing was evidence that these reviews are aligned with CAEP standards.
5.4 CAEP's eight outcome and impact measures are monitored and reported together with the following:	Evidence was not verified. During the site visit, the EPP provided limited evidence for some of the annual measures.

Task	Evidence was or was not verified

a. Analysis of trends
    b. Comparison with benchmarks
    c. Data inform future directions
	Missing was analysis of the collected data and how it can be used to inform continuous improvement.

5.4 Evidence that the eight outcome and impact measures and their trends are posted on the EPP's website.	Evidence was not verified. During the site visit, the EPP stated that the measures are not publicly available.
5.4 CAEP's eight outcome and impact measures are systematically monitored and reported together with: relevant analysis of trends, comparisons with benchmarks, evidence of corresponding resource allocations, and alignment of results to future directions anticipated.	Evidence was not verified. During the site visit, the EPP provided limited evidence for some of the measures. Missing was relevant analysis of the collected data that inform the indicators in standard 5.4 for all of the eight measures.
5.5 Provider documents specific evidence of diverse stakeholder involvement through multiple sources in each of the following areas: decision-making, program evaluation, and selection and implementation of changes for improvement.	Evidence was not verified. During the site visit, interviews with stakeholders provided some evidence of informal involvement. Missing was formal documentation/system of any of these stakeholder involvements or processes, as well as: how data are collected, and how these data are used to inform decision-making, program evaluation, and selection and implementation of changes for improvement.
5.5 Data/evidence of collected feedback for decision-making, program evaluation, and selection and implementation of changes for improvement from diverse stakeholder involvement through multiple sources.	Evidence was not verified. During the site visit, the EPP provided triannual/annual reviews that programs complete for the university as evidence of data systems. Evidence that these program reviews completed for the university are aligned with CAEP standards was not provided. Interviews conducted on site provided evidence of some informal processes for stakeholders to provide input. Missing was evidence that feedback is collected within a quality assurance system

Task	Evidence was or was not verified
	that inform decision-making, program evaluation, and selection and implementation of changes for improvement.

Summary regarding completeness and accuracy of evidence related to Standard 5

a. Summary of findings

In the Self-Study Report (SSR), the EPP noted that the quality assurance system is multifaceted through the university-level annual Outcomes and Assessment reports, the Field Services Office (FSO), and at the program level. Along with the evidence items submitted with the SSR, statements about processes and examples of forms were provided.

In the Formative Feedback Report (FFR), evidence in need of verification of the quality assurance system centered around four areas representative of standard 5:

1. Three cycles of candidate data for all referenced assessments, disaggregated by programs when appropriate, and analyzed.
2. Evidence of at least 75% of EPP-created assessments used in quality assurance systems are scored at the minimal level of sufficiency as defined by the CAEP Assessment Evaluation Rubric.
3. CAEP's eight outcome and impact measures are monitored and reported, along with analysis of trends, comparison with benchmarks, and data used to inform future directions.
4. Data/evidence of collected feedback for decision-making, program evaluation, and selection and implementation of changes for improvement.

During the site visit, the EPP provided a written response to these requests, and along with additional items, emphasized two particular pieces of evidence: Appendix 82: Quality Assurance Systems by Program, and Appendix 83: Evidence of Data-Based Decisions-Quality Assurance Systems. These two items were also referenced during onsite follow-up requests for evidence. In short, these items were provided as the primary evidence of quality assurance systems that function at the program level.

b. Analysis of Program-Level data

1. Evidence that is consistent with meeting the standard

As indicated in the standard 1-4 reviews, the EPP is committed to the development of teacher candidates. This commitment was further revealed during the onsite visit through interviews with EPP faculty and staff, school partners, candidates, and completers. These interviews indicated that there are some informal processes in place to gather data that could potentially inform some aspects of program improvement. For example, some of the principals indicated

that they were partners in some of the placement decisions, and believed that they had a collaborative, informative voice as a stakeholder.

2.   Evidence that is inconsistent with meeting the standard

Throughout the evidence review processes involving the SSR, the onsite visit, and the follow-up requests, it became clear that the EPP does not function as a unit, and as a result, does not have a quality assurance system that informs the unit as a whole, nor the programs as connected parts within the unit. The EPP has self-identified that this approach to a quality assurance system is inconsistent with meeting the standard, and has focused the selected improvement plan goal on standard 5.1.

As described in the reviews above of standards 1-4, some of the evidence provided by the EPP does not meet the general rules for each standard. Additionally, the majority of evidence provided lacks critical pieces that prevent the item from meeting sufficiency requirements. For example, in standard 1, three cycles of Praxis scores and observation scores from the Framework for Teaching were provided, which were also disaggregated by programs. However, missing was an analysis of the trends, patterns, comparisons, and/or differences of these data, and how they support standard 1 components. Another example, from standard 2, includes evidence collected through the SSR and interviews that stakeholders provide input and influence programmatic changes. Again, missing from this evidence item is the analysis of these collected data: how the data were collected, documented, and analyzed for continuous improvement consistently across all programs.

Upon reviewing all evidence provided in the SSR and collected during the site visit, the EPP's current approach to a quality assurance system is inconsistent with meeting almost all components of standard 5, including the general rules for the standard. The EPP has received one AFI for standard 5.1, and four stipulations for standards 5.2-5.5.

1. Preliminary Findings

In the SSR, the EPP centers the quality assurance system discussion around two main principles:

1.   Programs are responsible for reporting to the university on an annual and triannual basis.
2.   The program reviews are based on assessment and outcomes.

The processes and data used to build these program reports to the university are referenced throughout the SSR as the quality assurance system for the unit. Missing throughout these references (for program reporting for the university) as the quality assurance system for the EPP is: direct connection to the CAEP standards and how these program reports inform program improvement across the unit.

In response, the formative feedback report (i.e., preliminary findings) for standard 5 included a list of tasks for additional evidence to be provided in the response from the EPP. The response and additional evidence were provided during the site visit. The formative feedback report also included preliminary findings for two AFIs and three stipulations:

Areas for Improvement	Rationale
AFI (5.1) Documentation that the EPP uses evidence/data from a coherent set of multiple measures to inform operational effectiveness and support all CAEP standards.	While multiple measures are part of the data review, the system is disjointed with an incoherent set of assessments. Limited evidence is provided of a coherent set of multiple measures to inform operational effectiveness and support all CAEP standards.
AFI (5.5) Specific evidence of diverse stakeholder involvement is documented through multiple sources in decision-making, program evaluation, selection and implementation of changes for improvement.	Limited evidence is provided on ways diverse stakeholders and their input are involved in the decision-making, program evaluation, selection and implementation of changes for improvement processes.

Stipulations	Rationale
Stipulation (5.2) Evidence of at least 75% of EPP-created assessments used in quality assurance systems are scored at the minimal level of sufficiency as defined by the CAEP Assessment Rubric.	Limited to no evidence that EPP-created assessments have: established content validity, interrater reliability or agreement at .80 or 80% or above, evidence that is cumulative, sequential and current (3 cycles or more), nor interpretations that are consistent, accurate and supported by data/evidence.

Stipulation (*5.3) A comprehensive plan that the EPP regularly and systematically: reviews quality assurance system data, identifies strengths and areas of improvement across programs, applies evidence/data from standards 1-4, uses evidence/data for most (80% or more) for program changes and modifications.	Evidence provided is limited. While specific examples are provided (e.g., Spanish program changes, surveys administered by the FSO), evidence of data from a quality assurance **system** as defined by CAEP is missing.
Stipulation (*5.4) A comprehensive plan that CAEP's eight outcome and impact measures are systematically monitored and reported together with: relevant analysis of trends, comparisons with benchmarks, evidence of corresponding resource allocations, and alignment of results to future directions.	Evidence/direct reference to annual reporting of the eight outcome and impact measures is missing.

2. Onsite Visit

As described in the reviews above of standards 1-4, some of the evidence provided by the EPP does not meet the general rules for each standard. Additionally, the majority of evidence provided lacks critical pieces that prevent the item from meeting sufficiency requirements.

During the onsite visit, the EPP provided the review team with a response to the formative feedback report. The EPP's response also included some of the requested evidence items listed in the tasks. Follow up requests were made during the site visit for missing or additional evidence items.

Responses from the EPP to the follow-up requests made during the site visit were similar to what was stated in the SSR and the rejoinder: quality assurance systems operate at the programmatic level, primarily as a response to the university's assessment and outcomes reporting requirements.

Of the responses received from follow-up requests for evidence for standard 5, there are five responses that are of particular importance for the stipulations determined in this review.

Response #1:

In a follow-up request made during the site visit for general evidence requirements for standard 5:

*"-Provide three cycles of **candidate** data for **all** referenced assessments by each program (e.g., all key assessments listed by programs in Appendices 82 and 83).*
*-Provide an **analysis** of these data relevant to the standard."*

The EPP response:

"Short answer – Not at the Teacher Preparation Unit level
Long answer – The items that are required by our EPP of all programs, namely Praxis II and Danielson summative scores for senior practicum and student teaching, do meet this standard.
Plan – Once our new instructional core is in place, we plan to greatly centralize key assessments collection in the core and reduce the number of key assessments across all our programs. This will allow us to more effectively use TaskStream as well. Having a full-time permanent data analyst as well as an associate dean tasked with doing all of this will help immensely."

Missing from this written response is evidence of, or specific references to, evidence items that indicate: 1) three cycles of candidate data for all referenced assessments by each program in appendices 82 and 83, and 2) analyses of these data relevant to the standard.

Response #2:
In a follow-up request for EPP-created assessment sufficiency requirements:

"-For EPP-created assessments listed in the SSR and rejoinder (e.g., Appendices 82 and 83), provide evidence that at least 75% meet the minimal level of sufficiency as defined by the CAEP Assessment Rubric."

The EPP response:

"I suspect the majority do, but the only programs that have formally established reliability and validity measures are Math and some of the assessments in ELED, ESCE & SPED."

Missing from this response is evidence of, or specific references to, evidence items that indicate minimal level of sufficiency as defined by the CAEP Assessment Rubric for the referenced assessments in Math, ELED, ESCE and SPED.

Response #3:
In a follow-up request for evidence of the eight impact and outcome measures:

"-Provide evidence that all eight outcome and impact measures are monitored and reported annually, along with analysis of trends, comparison with benchmarks, and data used to inform future directions."

The EPP response:

"1. Impact – Pre-service - collected (pre-posttest assignment in student teaching), not reported in past, not analyzed, not compared, not used for decisions. In-service, not collected.
2. Teaching effectiveness - preservice – yes, meets all the criteria, in-service is not collected.
3. Employer surveys – ICEP survey used and analyzed. Positive results so no huge changes made. We missed deadline for one of the surveys so only have 2 years of data. We recently collected our own (shared in CAEP 4 feedback response report), very positive results in analysis, no comparison/trends since not collected previously.
4. Completer surveys – Alumni survey is collected 1 year and 5 years post-graduation. Monitored, reported, analyzed, and used to inform decisions, but alumni survey tends to have very low return rates but it does provide trends.
5. Grad rates – meets all the standards
6. meets all the standards
7. collected in alumni surveys, same answer as #4
8. collected, very low, not analyzed. I believe this is primarily something that CAEP wants to track for their purposes."

Missing from this response is evidence of or specific references to evidence items that meet each annual reporting measure, along with evidence that analyses of trends, comparisons with benchmarks, and data are used to inform future directions for programs.

Additionally, in a follow-up request for publicly available annual reporting data:

"-Provide evidence these data are publicly available"

The EPP response:

"Have not been shared publicly"

This response self-identifies publicly available annual reporting data as an area for future improvement for the EPP.

Response #4:

In a follow-up request for evidence of stakeholder involvement through multiple sources:

"-Provide evidence from programs that stakeholder involvement through multiple source are used for decision-making, program evaluation, and selection and implementation of changes for improvement. As with ALL evidence items submitted for consideration, data should meet the following criteria:
*Disaggregated by program where appropriate
*Three cycles of data
*Sequential and latest available

*Analysis of data provided"

The EPP response:

"The evidence we have are in Appendix 83 and 84"

Although the EPP response specifically references evidence items, the follow-up requests were made after review of these evidence items determined they were insufficient for meeting general standard guidelines. That is, appendices 83 and 84 did not provide evidence that stakeholder involvement is used for decision-making, program evaluation, and selection and implementation of changes for improvement within a quality assurance system.

Response #5:
In follow-up requests for evidence of a quality assurance system that the EPP regularly and systematically uses, the EPP responded with the following:

Follow-up request:
"-Provide documentation (e.g., through analysis of data) that evidence is relevant, verifiable, representative, cumulative and actionable."

EPP response:
"Certainly, the Praxis and Danielsons are. The program reviews (I'll put in caep evidence room) would need to be analyzed program by program (again, we haven't been set up with a centralized EPP structure). However, the program review data do show that evidence collected is relevant (they document that they made decisions and changes based on the data), verifiable (they have to document the data, representative (typically data presented are based on ALL students and not just on a representative sample), cumulative (program reviews must present a summary of at least 3 years of data) and actionable as evidenced by the fact that program reviews also document changes made based on the data."

Follow-up request:
-Provide documentation that interpretations of evidence (i.e., analyses of data) are consistent, accurate and supported by data/evidence.

EPP response:
In program reviews, programs must present the data, explain how they made decisions based on those data. This is the documentation we have.

Follow-up request:
-Disaggregated by programs, provide the evidence/data used to inform most (80% or more) change and program modifications.

EPP response:

Program reviews should indicate that all the stated changes are linked back to the data since that's how the report is set up. I don't think most programs document all of their decisions and changes so it would be impossible to calculate a percent, not knowing the denominator.

Follow-up request:
-Evidence/data from Standards 1-4 are cited and applied for all programs within their quality assurance systems.

EPP response:
Every 3 years, every program must go before the University Curriculum Council (the Dean of Teacher Preparation Programs served on this committee during the previous round of program reviews so sees the reviews of each program). Every program must submit a yearly outcomes and assessment report (which feeds into the program reviews).
At the EPP level, we regularly (at least yearly) review with the Education Coordinating Council all disaggregated Praxis and Danielson summative data.

Missing from these responses are evidence of or specific references to evidence items that meet/ support the indicators defined in standard 5.3.

3. Recommendations for new areas for improvement and/or stipulations including a rationale for each

Area for Improvement:

Areas for Improvement	Rationale
AFI (5.1) Documentation that the EPP uses evidence/data from a coherent set of multiple measures to inform operational effectiveness and support all CAEP standards.	Limited to no evidence provided that a coherent set of multiple measures to inform operational effectiveness and support all CAEP standards are used within a unit-level quality assurance system. This standard component was self-identified by the EPP for the selected improvement plan.

Stipulations:

Stipulation	Rationale
Stipulation (5.2) Evidence of at least 75% of EPP-created assessments used in quality assurance systems are scored at the minimal level of sufficiency as defined by the CAEP Assessment Rubric.	No evidence that EPP-created assessments have: established content validity, interrater reliability or agreement at .80 or 80% or above, evidence that is cumulative, sequential and current (3 cycles or more),

	nor interpretations that are consistent, accurate and supported by data/evidence.
Stipulation (*5.3) A comprehensive plan that the EPP regularly and systematically: reviews quality assurance system data, identifies strengths and areas of improvement across programs, applies evidence/data from standards 1-4, uses evidence/data for most (80% or more) for program changes and modifications.	Evidence of data from a quality assurance system for the unit is missing. In the SSR, specific examples are provided (e.g., Spanish program changes, surveys administered by the FSO) for program-level reporting for the university. However these program reports for the university operate separately from one another, and are not connected within a unit, nor are they aligned with CAEP standards. This finding was verified and confirmed by the EPP during the site visit.
Stipulation (*5.4) A comprehensive plan that CAEP's eight outcome and impact measures are systematically monitored and reported together with: relevant analysis of trends, comparisons with benchmarks, evidence of corresponding resource allocations, and alignment of results to future directions.	In the SSR, evidence and/or direct reference to annual reporting of the eight outcome and impact measures were not included. In follow-up requests for these measures, the EPP provided a written response, but evidence items or references to specific evidence items were not provided.
Stipulation (5.5) Specific evidence of diverse stakeholder involvement is documented through multiple sources in decision-making, program evaluation, and selection and implementation of changes for improvement.	In the SSR and during the visit, limited evidence (e.g., informal conversations not connected to formal data collection) was provided on ways diverse stakeholders and their input are involved in the decision-making, program evaluation, selection and implementation of changes for improvement processes.

BYU-IDAHO REJOINDER TO _AFI_ 5.1

"Documentation that the EPP uses evidence/data from a coherent set of multiple measures to inform operational effectiveness and support all CAEP standards... Limited to no evidence provided that a coherent set of multiple measures to inform operational effectiveness and support all CAEP standards are used within a unit-level quality assurance system."

Although 5.1 was not a stipulation, in order to fully enact the plan for the other components of CAEP standards 4 and 5, we need to significantly revise our Quality Assurance System. This

should ameliorate the AFI for 5.1 as well. This was also the focus of our Selected Improvement Plan for CAEP.

Goals and Objectives

To achieve improvement in 5.1, we will need to accomplish several sequential but related goals:

- Restructure the education programs on campus so as to emphasize a centralized EPP. We have had a functioning Education Coordinating Council with representatives from each college with an education program in it, however, we are currently structured with a non-centralized EPP where programs are independent, autonomous and have the power to implement what they see fit with little governance by the EPP generally. A change is necessary to ensure the ability to implement a Quality Assurance System at the EPP level.
- Establish the leadership and personnel necessary to fully implement a Quality Assurance System that meets CAEP 5.1. This will necessitate establishing an Associate Dean position as well as a Data/Accreditation Specialist position.
- Establish common EPP-wide forms, policies, rubrics and assessments necessary to begin to more coherently meet CAEP 3, 4 and all of standard 5.

Strategies for Interventions

Some may see these goals as far from realistic and achievable, however, we have been planning and laying the groundwork for these steps for over a year now. The following strategies have been implemented:

- Restructuring of Education Programs – Timeline: Completed Fall 2018
  - In September and October 2018, proposals were submitted and presented to the President and Academic Vice President of the university to restructure our education programs. The purpose of this restructuring was, in part, to more fully establish a centralized EPP. The approved plan was announced on October 26, 2018. This plan:
    - Moved the common instructional core faculty out of the Elementary and Special Education Department and into the content areas to better facilitate a connection between these faculty and the content areas. This change also clearly establishes that the common instructional core is not owned by one department but overseen by the EPP. This provides clearer responsibility for the EPP to meet Idaho Core Teaching Standards by collecting and tracking data on the effectiveness of the common instructional core.
    - Clearly establish the Dean of Teacher Preparation Programs as the head of our EPP unit.
    - Provided the Dean the authority to enact EPP-wide policies and procedures (such as enacting the Quality Assurance System).

- Leadership and Personnel – Timeline: Completed January 1, 2019 and March 2019
    - In October 2018 we were able to announce an Associate Dean for Teacher Preparation Programs. Dr. Jackie Nygaard began his duties in January 2019. We were pleased that the administration recommended this be a 50% administrative position even though we had originally only asked for a 25% position (how often does that happen?).
    - Hire a data and accreditation specialist. We proposed this position in March of 2018. We have received approval for this position and should be able to post the announcement in February 2019. All campus-level approvals have been received and we are just awaiting final board approval.

- Common Forms and Policies – Timeline: 2019
    - A common dispositions rubric was completed in December 2018 (Appendix 6).
    - A common selectivity and tracking/checkpoints document was approved July 2018 and the revised version received final approval in December 2018 (see CAEP 3.2 rejoinder).
    - Established procedures for CAEP 4. Completed December 2018 (See CAEP 4 rejoinder).
    - Our new common instructional core will go into effect April 2019. Key assessments were identified in Winter 2018.
    - Programs will narrow down and clearly define key assessments (Winter 2019).
    - Establish a data management computer system fully with integration with our learning management system. The university is working to establish a university-wide data management system. During Fall 2018 the university put out a RFP and narrowed the options down to 3 providers. In December, those providers made presentations to the university. We are now in the process of finalizing a decision. Over the summer of 2019, systems integration will be performed and we will be able to start using the new system Fall 2019. In the meantime, we are using Task Stream and other temporary methods to collect and track data.

- Implementation of Procedures – Timeline: Fall 2018-2021
    - This timeline will allow us time to fully collect 3 cycles of data prior to our mid-cycle accreditation visit.

Capacity to Implement and Complete Plan

As 80-90% of the foundational structure of the plan has already been completed (new positions, restructuring departments and establishing our EPP), we feel confident that this plan is realistic. The costliest parts of this plan, a ½ time Associate Dean and a permanent Data

Specialist, have already been implemented and/or approved at the campus level. The necessary structural changes for our colleges, departments and education programs have also already been approved and implemented. The data collection and analysis plans in CAEP 4, 5.2, 5.3, 5.4 and 5.5 are underway.

Timeline to More Fully Implement Quality Assurance System (See CAEP 5.2-5.5 for more details)

- Winter 2019 - Clarification of what standards are covered by the new instructional core and what standards are covered by the specific programs.
- Winter 2019 - Each program does a crosswalk between yearly Outcomes and Assessment reports (required by the university for all programs) and State standards.
- Winter 2019 - Narrow down the number of KEY assessments used to assess and track program level outcomes and state standards.
- Winter 2019 – The Associate Dean for Accreditation develops a new Annual Outcomes and Assessment report template to be completed by each program to better tie the report to state and CAEP standards.
- Fall 2019 - The Outcomes and Assessment annual report will now be the same as accreditation yearly update.
- Winter 2020 – Based on an established schedule, each program will report every other year to the Education Coordinating Council on their Outcomes and Assessment annual reports. At this time each program will also updates its electronic evidence room with updated artifacts. The ECC assigns 2 members to review the program and its artifacts similar to an accreditation visit for that program.

BYU-IDAHO REJOINDER TO STIPULATION 5.2
"Evidence of at least 75% of EPP-created assessments used in quality assurance systems are scored at the minimal level of sufficiency as defined by the CAEP Assessment Rubric." And "No evidence that EPP-created assessments have: established content validity, interrater reliability or agreement at .80 or 80% or above, evidence that is cumulative, sequential and current (3 cycles or more), nor interpretations that are consistent, accurate and supported by data/evidence."

The primary assessments of our Quality Assurance Plan are:
(Note: *= EPP-created assessments)

Knowledge
- Praxis Scores
- Key Assessments in our Common Instructional Core classes:
  - ED 200 – Teaching as a Profession - *Philosophy Statement

- o ED 304 – Educational Psychology and Cognitive Development - *Pre-post Knowledge-Based Assessment
- o ED 344 – Literacy I - Idaho Comprehensive Literacy Assessment
- o ED 361 - Principles of Teaching – *Lesson Plan
- o ED 461 – Reading in the Content - State Literacy Assessment
- o SPED 360 – Inclusive Diverse Education and Learning - *Case Study-Ethnographic Interview
- o ED 492 – Student Teaching – *Unit

Since our Common Instructional Core is new, some of the above assessments will be developed in Winter Semester 2019 to go live in our Spring Semester 2019.

Performance
- Danielson Summative Observations during:
  - o Early Practicum
  - o Senior Practicum
  - o Student Teaching

Dispositions
- Our *Common Dispositions Rubric (Appendix 6)
  - o The Professionalism section is given in each required education class each semester. The ISDE Dispositions indicators are administered in each practicum class and in student teaching.

Note: No survey or assessment used to meet Standard 4 is EPP-created.

Meeting CAEP Sufficient Guidelines for EPP-Created Assessments

Under the direction of the Associate Dean for Teacher Preparation, in conjunction with the Data/accreditation Specialist, each EPP-created assessment will be validated based on the BYU-I EPP Guide to Assessment Quality (Appendix 7). This will be done for EPP level assessments as well as program level assessments. The purpose of this guide is to outline a process by which the quality of EPP key assessments are documented and tracked. The CAEP Evidence Guide highlights that "Perhaps the most important takeaways are that evidence comes from multiple sources, its validity is systematically examined, and, especially, the data are used by the EPP for purposes of continuous improvement." The BYU-I EPP Guide to Assessment Quality (Appendix 7) documents the systematic examination of overall assessment quality and validity for the use in continuous improvement.

The Assessment Quality Assurance System at BYU-I will be made up of three main components 1) an Assessment Tracking Document (Appendix 8), 2) Assessment Specification Document (Appendix 9), and 3) Key Assessments. The purpose of the Assessment Tracking Document is to

provide an index for all key assessments. This document provides an overview of each EPP-created assessment and links out to detailed assessment documentation. The Assessment Specification Document provides a detailed description of the assessment including the administration, purpose, content, scoring, reliability of data, and validity of inferences. The key assessments are simply the assessment artifacts.

The Assessment Tracking Document (Appendix 8) is an Excel file that is used to index and provide a brief overview of key assessments. The following are a description of the columns in the document:

- **Program Name:** contains the name of the program associated with the key assessment
- **Assessment Name:** the name of the key assessment
- **ASD:** a hyperlink to the Assessment Specifications Document for the key assessment
- **Assessment Description:** This brief description of the key assessment should provide a general overview of the assessment
- **Content Overview:** Provides a brief description of the content of the assessment
- **Assessment type:** A description of the nature of the assessment (e.g., multiple-choice, free response, essay, observation, etc.)
- **Delivery Method:** A description of how the assessment is administered (e.g., Learning Management System, Classroom, Practicum)
- **Course:** If applicable, the course in which the assessment resides
- **Linked Outcomes:** List of program-level or EPP-level outcomes associated with the assessment
- **Semester(s) Administered:** List of the semester(s) in which the assessment is administered
- **Target Audience:** A description of assessment participants
- **Scheduled Review:** The semester in which the Assessment Specifications Document will be reviewed.
- **Owner:** The name and email of the individual responsible for the maintenance and delivery of the assessment

The purpose of the Assessment Specification Document is to help ensure key program assessments are of high quality. Academic programs will use the information and prompts in the document to describe and then self-evaluate key program assessments (including surveys used as assessments) in the following areas:

1. Administration and Purpose
2. Content
3. Scoring
4. Reliability of data
5. Validity of inferences

The detailed descriptions of the assessment, as described in the document, should cumulatively address the eight CAEP general principles of a quality assessment, namely 1) validity, 2) reliability, 3) relevance, 4) representativeness, 5) cumulativeness, 6) fairness, 7) robustness, and 8) actionability (http://caepnet.org/~/media/Files/caep/knowledge-center/caep-evidence-guide.pdf?la=en pages 16-21).

The Assessment Specifications Document will be reviewed by EPP administrators (Associate Dean & Data Specialist) prior to being accepted as a key assessment and included as a core program document.

Timeline for completion: Initial vetting of EPP-created instructional core assessments – Winter 2019, Program-level key assessments - ongoing and reviewed during the program's bi-annual program outcomes and assessment review.

BYU-IDAHO REJOINDER TO STIPULATION 5.3

"A comprehensive plan that the EPP regularly and systematically: reviews quality assurance system data, identifies strengths and areas of improvement across programs, applies evidence/data from standards 1-4, uses evidence/data for most (80% or more) for program changes and modifications." "Evidence of data from a quality assurance system for the unit is missing. In the SSR, specific examples are provided (e.g., Spanish program changes, surveys administered by the FSO) for program-level reporting for the university. However, these program reports for the university operate separately from one another, and are not connected within a unit, nor are they aligned with CAEP standards."

Structural Changes to Establish a Centralized EPP

In order to fully achieve the requirements of CAEP standard 5.3, we have had to make significant structural changes. As mentioned in our CAEP 5.1 rejoinder, we have not functioned previously as an EPP unit. Programs have functioned quite autonomously. The following changes have established the organizational structure to allow us to function coherently as an EPP:

4/2016 – We established a Dean of Teacher Preparation Programs for the first time with responsibilities to coordinate all education programs on campus.
9/2017 – We began work on a fully Common Instructional Core for all education programs.
12/2017 – Common Instructional Core was approved with specific classes, outcomes and mapping to InTASC standards.
3/2018 – Request for a full-time position for a data/accreditation specialist (approved by university, will start sometime in the beginning of Spring 2019).
7/2018 – The Education Coordinating Council approved a checkpoints document to facilitate Standard 3.2.

7/2018 – The Education Coordinating Council approved a comprehensive quality assurance plan.

10/2018 - Associate Dean of Teacher Preparation approved (Dr. Jackie Nygaard, Ed.D. began January 2019).

10/2018 – Made structural changes to the Teacher Education Department to further emphasize the centrality of the EPP (moved some faculty, changed the name of the department and moved the Common Instructional Core under the EPP rather than just under one department).

12/2018 – Moved all EPP positions to one common location in the Hinckley Building (previously the positions have all been in different buildings). The dean, the associate dean, and the Field Services Office will all be together to facilitate communication, coordination and emphasize the EPP unit.

All of these changes have worked together to build a foundation whereby we can truly function as an EPP unit. We are excited to now have this foundation so that we can have a formal system in place to regularly and systematically review our data, make data-based decisions and track the effectiveness of those decisions.

Plan to "Regularly and Systematically Review Quality Assurance System Data."

Data will be updated each year during our August recess by our new Data Specialist under the direction of the Associate Dean of Teacher Preparation. These data will include EPP-level data such as: Praxis scores, Danielson Summative Evaluations, dispositions scores, key assessments from the Common Instructional Core (including student teaching assessments), recruitment numbers (CAEP 3.1), and the 8 CAEP annual reporting measures. At the beginning of the school year (September), EPP-level analyses will be completed by the Dean, Associate Dean, the Data Specialist and the directors of the Field Services Office. At the first meeting of the Education Coordinating Council in September, EPP-level recommendations will be discussed. The Education Coordinating Council will make decisions regarding those recommendations and implement action plans.

Reports and data disaggregated by program will also be presented so that individual programs can analyze their data and trends in time for their yearly outcomes and assessment report (due in January each year). This will allow programs time to determine if curriculum changes are in order based on the data. Curriculum changes are due each year in March. Additional program-level data will also be collected by the program areas and reported in their annual University Outcomes and Assessment Report and their bi-annual report to the Education Coordinating Council.

The University requires all programs to participate in a program review every 3 years. This is a formal report and presentation to the Associate Vice President for Curriculum and the University Curriculum Council. The presentation is a compilation, summary and analysis of the yearly Outcomes and Assessment Reports. In the past, only individual programs participated in this review but the EPP as a unit was not involved. The University will now also require the EPP

to report in these program reviews and will require the EPP to submit its own annual Outcomes and Assessments reports.

Further, the EPP will conduct a mid-cycle review of each education program (1.5 years after the program's Program Review). This mid-cycle review will be presented to the Education Coordinating Council and will present data from key assessments which support program outcomes and will include specific ties to State and CAEP standards as well as an update of their artifacts in our Accreditation evidence room for that program.

Another important piece to our plan to ensure alignment to State standards and code is that any proposed curriculum changes by programs are now reviewed by the Dean of Teacher Preparation Programs to ensure alignment to standards. For changes affecting multiple programs (such as changes to core classes), the Education Coordinating Council also reviews the changes. Curriculum changes cannot proceed for full approval until this standards review is complete.

Ensuring that Changes and Decisions are Based on Data and Tracked

As a means to better track data, decisions and subsequent follow-up data on those decisions, we have put into place the Decision Tracking Tool (Appendix 10). This will be used to track decisions as well as the impact and efficacy of those decisions at the EPP level. This Decision Tracking Tool will also be shared with programs so that they too can track their program-level decisions and impacts.

This document will be populated and updated with Education Coordinating Council meeting decisions, Field Services Office meeting decision, yearly EPP Advisory Committee meeting decisions and with decisions based on the yearly data presentations from the Data Specialist to the Education Coordinating Council. In this way, all major changes can be documented and their impact on candidate quality and eventual impact on P-12 students can be tracked.

BYU-IDAHO REJOINDER TO STIPULATION 5.4
"A comprehensive plan that CAEP's eight outcome and impact measures are systematically monitored and reported together with: relevant analysis of trends, comparisons with benchmarks, evidence of corresponding resource allocations, and alignment of results to future directions…In the SSR, evidence and/or direct reference to annual reporting of the eight outcome and impact measures were not included."

Although we had collected data previously on some of the 8 annual reporting measures, no regular analysis was completed and there was no website created for presenting these measures for public consumption. We have now created our webpage at http://www.byui.edu/education-human-development/annual-reporting, posted our data and have established procedures for more fully collecting, analyzing and publishing the data and their trends. Our responses to CAEP 4 and 5 detail how these data are collected. Our response

to CAEP 5.3 documents how we will analyze trends, make decisions based on these data and track the effectiveness of those decisions.

Six of the 8 reporting items were gathered and reported in the initial CAEP report. Items 1 and 2 will now be regularly collected as part of our plan for Standard 4. We have been able to work with some of our partner districts (where we place our student teachers) during December to collect preliminary data for items 1 and 2. These will all be reported on our new EPP webpage at http://www.byui.edu/education-human-development/annual-reporting. As we enact our new Quality Assurance System, the completeness, depth and quality of the data reported on the website will increase.

These numbers will be updated each year during our August recess by our new Data Specialist under the direction of the Associate Dean of Teacher Preparation. At the beginning of the school year (September), EPP-level analysis will be completed by the Dean, Associate Dean, the Data Specialist and the directors of the Field Services Office. At the first meeting of the Education Coordinating Council in September, EPP-level recommendations will be presented along with reports and data disaggregated by program so that individual programs can analyze their data and trends in time for their yearly outcomes and assessment report (due at the end of each calendar year). This will also allow programs time to determine if curriculum changes are in order based on the data. Curriculum changes are due each year in March.

BYU-IDAHO REJOINDER TO STIPULATION 5.5

"Specific evidence of diverse stakeholder involvement is documented through multiple sources in decision-making, program evaluation, and selection and implementation of changes for improvement…In the SSR and during the visit, limited evidence (e.g., informal conversations not connected to formal data collection) was provided on ways diverse stakeholders and their input are involved in the decision-making, program evaluation, selection and implementation of changes for improvement processes."

BYU-Idaho assures appropriate stakeholders, including alumni, employers, practitioners, school and community partners, student teachers, mentor teachers, and BYU-I faculty will be involved in the EPP program evaluation, improvement plans, and implementation of changes for improvement processes.

Program Evaluation and Improvement

Program evaluation and decisions for program changes are informed through regular surveys of teacher candidates, annual surveys of completers, annual partner school personnel feedback (administrators, mentor teachers), annual survey of program faculty members, and annual advisory council meetings. We will document our practices and plans for each activity below.

Teacher Candidates

At the end of the student teaching semester, teacher candidates complete an online survey (Appendix 3) regarding their BYU-Idaho preparation experiences. Survey items ask teacher candidates to identify strengths and weaknesses related to (1) academic programs, (2) student teaching supervisors, and (3) mentor teachers. The survey will also include open-response items to allow teacher candidates to provide suggestions for improvement. Survey results will be summarized and reviewed annually with the Education Coordinating Council (ECC). The ECC includes a program director or leads from each of the education programs at BYU Idaho. Each education program will include survey results data and analysis in the program review or annual program review update. The survey analysis will be used to inform program reviews and related improvement plans.

Completers

BYU-Idaho surveys completers one year after teacher candidates complete their respective programs with the ICEP completer survey. The survey is administered by Boise State University. In addition, the BYU-Idaho Alumni Association surveys completers at the time of graduation, and post-graduation at the one and five-year marks. The Alumni survey asks completers to identify specific areas of strength and weakness and solicits open-ended improvement feedback. Survey results will be summarized and reviewed annually with the Education Coordinating Council. Each education program will include survey results, data and analysis in their program review or bi-annual outcomes and assessment update. The survey analysis will be used to inform program reviews and related improvement plans.

Employers/Partner School Districts

Each semester, Partner School Districts interview and select the teacher candidates that are placed in their building for student teaching. Principals provide detailed written feedback regarding students whose interviews were considered to be deficient (Appendix 11). An analysis of feedback will be shared with the ECC and the respective programs. Partner School District level administrators and principals will be given a yearly online survey. The survey will provide information about the strengths and weaknesses in the student teaching experience, programs, student teaching supervisors and area coordinators. The survey will also solicit open-ended improvement feedback on how individual programs might be improved. Survey results will be summarized and reviewed annually in the ECC data review meeting.

Mentor Teachers

Mentor Teachers are given an online survey at the end of each semester they serve as a mentor (Appendix 12). This survey asks mentors specifics regarding strengths and weaknesses in programs, supervisors, and area coordinators. This survey also asks their opinion on how our programs might be improved. The results of these surveys will be summarized and shared in ECC.

BYU-Idaho Education Faculty

BYU-Idaho education faculty will be given a yearly survey. This survey asks them specifics regarding program and EPP strengths and weaknesses. This survey also asks their opinion on

how our programs might be improved. The results of these surveys will be summarized and shared in our ECC.

Advisory Council

BYU-Idaho will form an EPP-level advisory council. In the past we have had program-level but not an EPP-level advisory council. Advisory council members will include: at least one partner school principal, mentor teachers from the elementary and secondary levels, one Area Coordinator, parent of a school-age student, employed completers who are working in the elementary and secondary levels, an employed Special Education completer, and others as identified or needed. All meetings will be documented through attendance logs, agendas, and minutes. The advisory council will meet annually to discuss pertinent issues, review relevant data including survey and teacher candidate performance information, and develop written improvement recommendations. Advisory council recommendations will be shared with the ECC during the annual data review meeting.

Selection and Implementation of Changes for Improvement Process
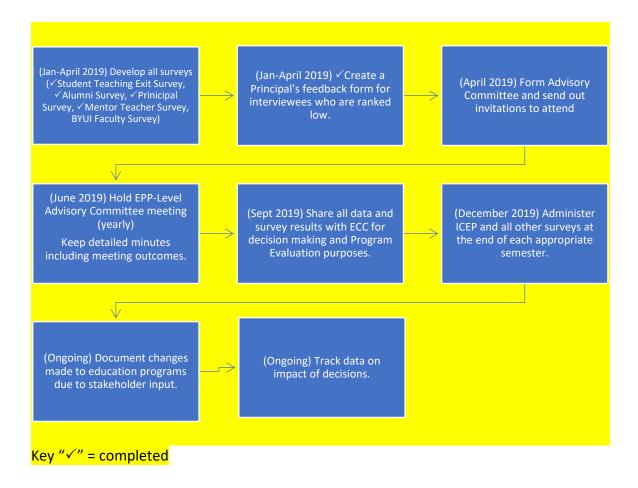
Stakeholders will be involved in the implementation of the changes and in the improvement plans as the process continues to cycle through annual iterations. BYU-Idaho will track stakeholder decisions, implementation and supporting data through our tracking tool which we identified in standard 5.3.   Those changes will feed back into the process to provide future data which will help us regularly reevaluate our programs and continually make decisions leading to continual improvement. Dates, summaries of changes, etc. will be reported out to the ECC on a yearly basis.

Summary Chart for 5.5 Plan

Stakeholder	Involvement in Program Evaluation	Involvement in Decision-Making, Improvement Plan, and Implementation of Changes
Candidates & Student Teachers	• Exit Survey • Course Evaluations • Graduate Survey	• ECC and Programs use evaluation results to establish improvement plans.

Completers	• Advisory Committee • ICEP Completer Survey • 1 year & 5-year post-graduation surveys	• Advisory Committee makes recommendations to EPP and Programs. • ECC and Programs use evaluation results to establish improvement plans.
Employers and Districts	• ICEP Employer Survey • Admin/principal survey • Advisory Committee • Principal interviews and selection input of candidates. (When principals give a "1", they fill out a form explaining why).	• Advisory Committee makes recommendations to EPP and Programs. • ECC and Programs use evaluation results to establish improvement plans.
Mentor Teachers and other Teachers	• Mentor Teacher Survey to include: programs, student teaching experience, student teaching supervisors and area coordinators • Advisory Committee recommendations	• Advisory Committee makes recommendations to EPP and Programs. • ECC and Programs use evaluation results to establish improvement plans.
BYUI Faculty and Programs	• BYUI Faculty Survey • ECC minutes • Key common assessments in the core classes • Advisory Committee	• ECC and Programs use evaluation results to establish improvement plans. • EPP-level decisions made in ECC.
Parents of P-12 Students	• Advisory Committee	• Advisory Committee makes recommendations to EPP and Programs.

Timeline for 5.5 Plan

(Jan-April 2019) Develop all surveys (✓Student Teaching Exit Survey, ✓Alumni Survey, ✓Prinicipal Survey, ✓Mentor Teacher Survey, BYUI Faculty Survey)

(Jan-April 2019) ✓Create a Principal's feedback form for interviewees who are ranked low.

(April 2019) Form Advisory Committee and send out invitations to attend

(June 2019) Hold EPP-Level Advisory Committee meeting (yearly)
Keep detailed minutes including meeting outcomes.

(Sept 2019) Share all data and survey results with ECC for decision making and Program Evaluation purposes.

(December 2019) Administer ICEP and all other surveys at the end of each appropriate semester.

(Ongoing) Document changes made to education programs due to stakeholder input.

(Ongoing) Track data on impact of decisions.

Key "✓" = completed

CROSS-CUTTING THEME: TECHNOLOGY

From the May 2018 CAEP Accreditation Handbook (p. 53):

The technology crosscutting theme addresses incorporation of technology to improve the effectiveness of school and district functions, enhance instruction, and manage student and assessment data while engaging students in the applications of technology to learning experiences.

The CAEP standards make explicit references to applications of technology in the following areas:
• Standard 1
   o "Providers ensure that candidates model and apply technology standards as they design, implement, and assess learning experiences to engage students and improve learning and enrich professional practice."
• Standard 2

- o "Partners co-construct mutually beneficial P-12 school and community arrangements for clinical preparation, including technology-based collaborations."
- o "Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple, performance-based assessments at key points…to demonstrate candidates' development of the knowledge, skills, and professional dispositions…associated with a positive impact on the learning and development of all P-12 students."
- Standard 3
  - o "Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains."

a. Summary regarding adequately and accurately use of evidence related to technology

In the SSR, the EPP occasionally references the use of technology throughout the standards. The importance of preparing candidates to work with technology in the preparation of teacher candidates is a recognized value in the SSR narrative provided by the EPP. In alignment with CAEP's definition of the cross-cutting theme of technology, the formative feedback report identified three specific areas in standards 1-3 in need of additional evidence. Partial evidence was provided in the Response to the FFR, and requests for additional evidence were made during the site visit.

b. Evidence that adequately and accurately demonstrates integration of cross-cutting theme of technology
1. Partial evidence specific to technology standards in coursework or clinical experience (Standard 1, component 5).
2. Partial evidence specific to demonstrated proficiencies in the use of technology by candidates (Standard 1, component 5).
3. Partial evidence provided on candidates' ability to design and facilitate digital learning (Standard 1, component 5).
4. Limited evidence that candidate and students use technology to enhance learning (Standard 2, component 3).
5. Limited evidence that candidates used technology to track student progress and growth (Standard 3, component 4).

c. Evidence that inadequately demonstrates integration of cross-cutting theme of technology
1. No evidence provided on candidates' ability to track and share student performance data digitally (Standard 1, component 5).

2. No submitted evidence demonstrated candidates' uses of data to guide instructional decision-making (Standard 2, component 3).
3. No submitted evidence identified specific criteria for the appropriate use of technology (Standard 2, component 3).
4. No submitted evidence of monitoring proficiencies of candidates at two or more measures/gateways of candidate progression of integration of use of technology (Standard 3, component 4).

CROSS-CUTTING THEME: DIVERSITY

From the March 2016 CAEP Accreditation Handbook (p. 13):
- Standard 1
  - Emphasizes "candidates" must demonstrate skills and commitment that provide all P-12 students access to rigorous college and career standards.
- Standard 2
  - Clinical experiences that prepare candidates to work with all students.
- Standard 3
  - Providers committed to outreach efforts to recruit a more able and diverse candidate pool.
  -

From the CAEP Accreditation Handbook:

"All students" is the focus in Standard 1, and InTASC standards that comprise component 1.1 imply, also, the full range of allied InTASC performances, essential knowledge, and critical dispositions that are extensions of those standards. Those characteristics also incorporate scores of references to cultural competence, individual differences, creativity and innovation, and working with families and communities (p. 81).

   a. Summary regarding adequately and accurately of evidence related to diversity

In the SSR, the EPP references themes of diversity throughout the standards. The importance of recruiting and preparing candidates to work with all P-12 learners is a recognized value in the SSR narrative provided by the EPP. In alignment with CAEP's definition of the cross-cutting theme of diversity, the formative feedback report identified three specific areas in standards 1-3 in need of additional evidence. Partial evidence to support these claims were provided in the SSR, and requests for additional evidence were made in the formative feedback report and during the site visit.

b. Evidence that adequately and accurately demonstrates integration of cross-cutting theme of diversity

1. The EPP provided interviews with faculty, candidates, and completers. (Standard 1)
2. A list of practicum sites was provided (Standard 2).
3. Candidate demographic data was provided (Standard 3).

c. Evidence that inadequately demonstrates integration of cross-cutting theme of diversity
1. The EPP did not provide multiple indicators/measures specific to evaluating proficiencies for candidates to show knowledge in differentiation, critical thinking, transfer of skills and collaboration to meet the minimum sufficiency requirements to inform P-12 students in college and career readiness. (Standard 1)
2. Placement/demographic data was not provided for all clinical experiences that inform preparation of candidates to work with all learners (Standard 2).
3. Evidence of data used in planning and modification of recruitment strategies not verified (Standard 3).

Response: SELECTED IMPROVEMENT PATHWAY

The EPP has identified a plan to address Standard 5, specifically 5.1. No plan was provided in the SSR. At the on-site visit, identification of the standard of focus was shared. Four primary goals and corresponding deadlines have been identified by the EPP. Monetary resources to meet the stated goals have already been dedicated by campus administration. Individuals responsible for each goal have not been identified. Evidence for how the plan will lead to a higher level of excellence beyond what is provided in the standards was not provided.

Rubric for Evaluating the Selected Improvement Initiative Plan

Indicator	Undefined	Emerging	Meets Expectation	Exceeds
Focal area alignment and rationale for selection driven by self-study	Selected area is unrelated to any CAEP standard(s), components, or thread of diversity or technology. The choice of the selected area is based on such things as faculty interest and expertise and is	Selected area is aligned to multiple CAEP standard(s), components, or thread of diversity or technology without identifying the relationship between the standards and/or	Selected area is aligned to CAEP standard(s), component(s), or thread of diversity or technology. The rationale for the selected area is grounded in data from the self-study and supports the choice of the	Selected area is directly aligned to specific CAEP standard(s), component(s) and/or thread of diversity or technology. The rationale for the choice of the selected area is grounded in data from the self-study and is

	not supported by data from the self-study. No baseline is established for future improvement.	components. The rationale provides general statements on the selection that are not grounded in data provided from the self-study. Limited data from the self-study support the choice of the selected area as needing improvement and/or no baseline is established.	selected area as needing improvement. A baseline is established for future improvement.	a natural extension of the data analysis. Data support the selection of the area as needing improvement. A baseline is established for future improvement.
Goals and objectives are identified and align with selected area	Goals and objectives do not align with the identified selected area for improvement and are stated in vague, poorly defined terms. Stated goals and objectives do not lend themselves to measurement and simply define expectations or processes. Potential to have a positive impact on the provider or its candidates is not addressed.	Goals and objectives are ill-defined and lack specificity. Goals and objectives are identified, but marginally align with the identified area or limited to a few programs. Goals and objectives do not identify the desired outcome or indicators of success making evaluation of project problematic. Selected goals and objectives would not document a	Goals and objectives are appropriate, specific and well-defined. Goals and objectives align with selected area, involve multiple programs in the provider, and are stated in measurable and performance based outcomes. Desired outcomes and indicators of success are identified and have the potential to	Goals and objectives are appropriate, specific and well-defined. Goals and objectives directly align with selected area for improvement, involve most programs in the provider, and are stated in measureable performance based outcomes. Desired outcomes and indicators of success are identified and

		positive impact on the provider.	document a positive impact on the provider.	have the potential to document a positive impact on the provider.
Strategies for intervention	General guidelines are presented for making program improvements. No specific strategies, initiatives, or interventions are identified. No timeline for achieving goals and objectives is provided.	Series of activities or initiatives are identified, but lack clarity and specificity. Identified activities or initiatives are only marginally aligned to selected area for improvement. A general timeline is included, but lacks specificity.	Strategies, initiatives and/or interventions are identified and linked to goals and objectives for selected area for improvement. A yearly timeline is included. Plan includes criteria for evaluation and monitoring of strategies and interventions.	Detailed description of strategies, initiatives and/or interventions is provided & linked to goals and/or objectives. Yearly timeline identifies goals to be achieved yearly. Plan includes specific criteria for evaluation and monitoring of strategies and interventions.
Data collection and analysis	A generalized plan is presented for data collection, but lacks specificity and details. No description is provided on how assessments were selected, how the process would be monitored, and how data were to be analyzed.	The presented assessment plan is underdeveloped and does not include how improvement will be assessed based on baseline data from the self-study. Plan does not link back to goals and objectives. A description for collecting, monitoring, and analyzing data is	Includes an assessment plan to measure improvement based on baseline data from the self-study. Plan is clearly described and assessments are linked to goals and objectives. Plan for collecting, monitoring, and analyzing data is provided. A description of how	A detailed assessment plan is included that measures the amount of improvement in the selected area. Plan clearly describes how each goal and objective will be measured. Plan for collecting, monitoring, and analyzing data is detailed and complete. A description and

		not provided. No description or rationale for selection of assessment is provided.	assessments were selected is provided.	rationale for the selection of assessments were provided.
Capacity to implement and complete plan	The provider's capacity to implement and complete the SIP is not apparent. A general description of the overall plan is provided, but specific criteria on indicators, actions, evaluation, and monitoring processes are not provided or are incomplete.	The provider's capacity to implement and complete the SIP is inconsistently defined. No specific costs are identified in terms of staff time and/or other expenses identified with implementation and data collection.	Specific capacity resources are identified and described including cost associated with staff and faculty time, faculty expertise, and travel cost. The provider's capacity to implement and complete the SIP is documented.	A detailed description of specific capacity resources are identified and described including staff and faculty time, faculty expertise, travel and training cost, and other resources associated with data collection, monitoring, and analysis. The provider's capacity to implement and complete the SIP is well-defined and documented.
Overall evaluation of the SIP	When reviewed as a whole, the proposal lacks specificity, clarity, and coherency. While one or more areas may meet expectations, the overall plan is incomplete or inappropriate.	When reviewed as a whole, the overall proposal shows promise, but there are significant areas for improvement that must be addressed. These areas must be clarified or enhanced to	When reviewed as a whole, the overall plan meets expectations. While there may be one or two weaknesses (lacks specificity, etc.), these weaknesses do not impact the overall SIP.	All components of the plan meet expectations and no weaknesses were identified.

		meet expectations.		

BYU-Idaho Appendices for the Rejoinder

Appendix 1
Relevant Data Collection for Recruitment and Retention Plan

	Actual (2017-2018)	Actual (2018-2019)	Benchmark (2019-2020)	Target (2020-2021)	Target (2021-2022)
# of high school fairs visited by admissions					
# of high school students indicating interest in education majors (interest card submitted)					
Efforts on Academic Ability					
Average sophomore GPA of teacher candidates (after 30 credits)	3.26				
Average HS ACT scores of teacher candidates	22.31				
# of high school students attending content-specific high school conferences/ competitions at					

BYU-I					
Diversity					
Scholarships awarded (needs based/SES status/Pell Eligible)	General Scholarships: 602 Academic Scholarships: 274 Internship Scholarships: 1 Leadership Scholarships: 4 Merit Scholarships: 3 Legacy Scholarships: 7 Talent Scholarships: <u>24</u> TOTAL AWARDS GIVEN: 915				

# of rural schools visited					
# of states represented by Ed students					
# minority teacher candidates	14.1%				
# EL teacher candidates					
%Male %Female candidates	18% 82%				
Employment Needs					
# Candidates employed in STEM					
# Candidates employed in ELL					
# Candidates employed in Special Education					
# Candidates employed in [other areas of shortage]					

To facilitate targeting students in high need areas, the educational hiring websites from local states will be disaggregated according to the following chart to help teacher candidates identify "high need" areas.

Job Openings Listed on State Websites by Area

For this section, we will be highlighting states in which most of our students seek employment. We will use each state's education posting websites as our primary source of information to track the impact of employment availability on our recruitment numbers. Since most education jobs are posted in the Spring, we will gather this data each Spring.

Websites: Wyoming   Idaho   Utah   Arizona   Nevada

	Actual (Nov 2018)	Actual (Spring 2019)	Actual (Spring 2020)	Actual (Spring 2021)	Actual (Spring 2022)
IDAHO					
Art Education					
Early Childhood/Special Education					
Elementary Education	4				
English Education	3				
Family and Consumer Sciences Education					
History Education					
Math Education	3				
Music Education					
Science Education	3				
Special Education					
Theater Education	1				
World Languages/ENL Education					

UTAH					
Art Education	1				
Early Childhood/Special Education	1				
Elementary Education	20				
English Education	4				
Family and Consumer Sciences Education	2				
History Education	4				
Math Education	11				
Music Education	5				
Science Education	7				
Special Education	35				
Theater Education	2				
World Languages/ENL Education	14				
WYOMING					
Art Education	3				
Early Childhood/Special Education					
Elementary Education	9				
English Education	1				

Family and Consumer Sciences Education	2				
History Education					
Math Education	4				
Music Education	2				
Science Education	2				
Special Education	8				
Theater Education					
World Languages/ENL Education	4				
ARIZONA					
Art Education	8				
Early Childhood/Special Education	25				
Elementary Education	36				
English Education	8				
Family and Consumer Sciences Education					
History Education	5				
Math Education	10				
Music Education	10				
Science Education	8				

Special Education					
Theater Education	1				
World Languages/ENL Education	14				
NEVADA					
Art Education	2				
Early Childhood/Special Education	7				
Elementary Education	51				
English Education	8				
Family and Consumer Sciences Education					
History Education	2				
Math Education	6				
Music Education	8				
Science Education	6				
Special Education	38				

Theater Education					
World Languages/ENL Education	5				

 The following is a data chart that will be used to determine enrollment trends in teacher education for the 2018-2019 school year. This form will be used in subsequent years to track student enrollment in specific programs.

Teacher Candidates by Program Area
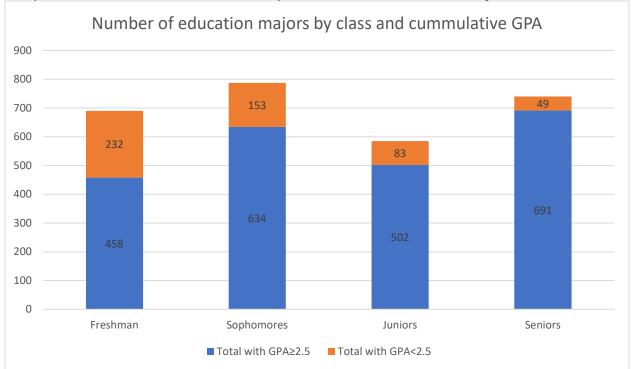
	Actual (2016-2017)	Actual (2017-2018)	Actual (2018-2019)**	Target (2019-2020)	Target (2020-2021)
Art Education	184	165	170		
Early Childhood/Special Education	416	431	395		
Elementary Education	1439	1410	1251		
English Education	284	280	262		
Family and Consumer Sciences Education	128	121	104		

History Education
    -Social Studies
    - Minors
	173
	95
		228
		75
			196
			59
			55		

Math Education	179	154	140		
Music Education	212	211	220		
Science Education -Biology Education	78	90	75		

- Chemistry Education - Earth Science - Physics	9 33 17	16 24 13	13 16 14		
Special Education	216	200	171		
Theater Education	72	54	51		
World Languages/ENL Education 　- Minor TESOL 　- Minor French 　- Minor Spanish	122	107	92 123 12 42		

**The number of students minoring in each of the areas was only available in the current year and will be available for subsequent year.

Appendix 2
BYU – Idaho GPA Analysis by Class

Snapshot of 2.5 student GPA cutoff impact on current Education majors

Number of education majors by class and cummulative GPA

Freshman		
Total in Class with GPA	690	
Total with GPA≥2.5	458	66%
Total with GPA<2.5	232	34%
Total with no GPA	132	

Juniors		
Total in Class with GPA	585	
Total with GPA≥2.5	502	86%
Total with GPA<2.5	83	14%
Total with no GPA	17	

Sophomores		
Total in Class with GPA	787	
Total with GPA≥2.5	634	81%
Total with GPA<2.5	153	19%
Total with no GPA	35	

Seniors		
Total in Class with GPA	740	
Total with GPA≥2.5	691	93%
Total with GPA<2.5	49	7%
Total with no GPA	2	

As you are completing your student teaching experience, what are your upcoming plans?
- Seek employment as a teacher
- Seek employment in a different occupation
- Continue with a graduate program
- I will not be seeking employment

In what state are you planning to seek employment as a teacher?
- Idaho
- Utah
- Arizona
- Nevada
- Other

If you are seeking employment as a teacher, please include an email address or phone number where you can be reached to help us further evaluate our programs during your first few years of teaching.
Indicate the education major (or first endorsement) you earned through your preparation program.
- Art
- Biology
- Chemistry
- ECSE
- Earth Science
- ELED
- English
- Family Consumer Science
- History
- Math
- Music
- Physics
- Spanish
- SPED K-12
- Social Studies
- Theater

Indicate the minor (or second endorsement) you earned through your preparation program.
- American Government
- Art
- Biology
- Chemistry
- Chinese
- Earth Science
- Economics
- Elementary Middle School Language Arts
- Elementary Middle School Math
- Elementary Middle School Science
- Elementary Middle School Social Studies
- English
- French

- Geography
- German
- Health
- History
- Math
- Natural Science
- PE
- Physical Science
- Physics
- Russian
- Spanish
- TESOL
- Theater
- Other

In which state did you student teach?
- Idaho
- Utah
- Arizona
- Nevada

Have you already accepted employment as a teacher in that state?
- Yes
- No

If you have already accepted employment, please share the name of the district and school in which you will be teaching. Please share the grade level and content area in which you will be teaching, along with an email address (one you plan to use once you leave BYUI) and cell phone number so that we can keep in contact with you to help us further evaluate our programs during your first few years of teaching.

While student teaching, were you able to teach in your major and/or minor content areas?
- Yes
- No

In what grade level did you student teach?
- Kindergarten
- 1st
- 2nd
- 3rd
- 4th
- 5th
- 6th
- 7th
- 8th
- 9th
- 10th
- 11th
- 12th
- Special Ed/Resource

Do you feel your preparation program prepared you to use Danielson's Framework for Teaching to guide your personal teaching practice?

- Agree
- Neutral
- Disagree

In which of the following areas do you feel your professional preparation program was strong in preparing you for teaching?

- Content and Pedagogy
- Practicum (prior to student teaching)
- Technology to enhance learning
- Management of procedures/transitioning
- Self-reflection in an effort to be flexible and responsive
- Maintaining accurate records
- Communicating with parents
- Collaborating with colleagues
- Differentiating to meet diverse needs
- Helping students assess their own learning
- Supporting English language learners (ELL)
- Teaching methods and strategies
- Assessment
- Engagement
- Motivation and Management

In which of the following areas do you feel your professional preparation program was weak in preparing you for teaching?

- Content and Pedagogy
- Practicum (prior to student teaching)
- Technology to enhance learning
- Management of procedures/transitioning
- Self-reflection in an effort to be flexible and responsive
- Maintaining accurate records
- Communicating with parents
- Collaborating with colleagues
- Differentiating to meet diverse needs
- Helping students assess their own learning
- Supporting English language learners (ELL)
- Teaching methods and strategies
- Assessment
- Engagement
- Motivation and Management

Would you recommend BYU-Idaho place another teacher candidate with your mentor teacher?

- Yes
- No

If you answered NO to the above question, please indicate who that mentor is, the school, and the reasons for your answer.
In regard to your mentor teacher, how effective was his/her coaching and feedback?

- Extremely effective

- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

In regard to your mentor teacher, how effective was he/she in modeling best practices and being professional?
- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

How effective, in terms of being constructive and helpful, was the feedback given by your supervisor following observations?
- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

If your experience with your supervisor was not effective at all, please identify who your supervisor was and give some feedback regarding that individual.
Evaluate the effectiveness of your cohort experience during student teaching.
- Extremely effective
- Very effective
- Moderately effective
- Slightly effective
- Not effective at all

If your cohort experience was not effective at all, please share some ways in which the experience could be improved in future semesters.
Rate your overall student teaching experience.
- Exceptional
- Satisfactory
- Unsatisfactory

If your student teaching experience was unsatisfactory, please explain why.

Thank you for filling out this Exit Survey. In order to continue to improve our programs here at BYU-Idaho, there will be times that you will be asked to participate in surveys that will be sent out by the University and also by the state of Idaho through Boise State University (the ICEP Alumni Survey). Please watch for such invitations and be willing to complete these surveys as you teach in public schools during the next few years.

- I will do my best to respond to such correspondence in an effort to help improve the program for those who follow me.

Please rate the teacher/employee on this scale: Unsatisfactory (1), Basic (2), Proficient (3), Distinguished (4)

(1) The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.

(2) The teacher/employee uses instructional strategies that promote active learning.

(3) The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.

(4) The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs.

(5) The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.

(6) The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.

(7) The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.

(8) The teacher/employee uses strategies that support new English language learners.

(9) The teacher/employee helps learners assess their own learning.

(10) The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.

(11) The teacher/employee honors diverse cultures and incorporates culturally- responsive curriculum, programs, and resources.

(12) The teacher/employee has a positive effect on student achievement according to state assessments.

(13) The teacher/employee uses technology to enhance learning and learning environments.

(14) The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs.

(15) The teacher/employee uses self-reflection as a means of improving performance.

(16) The teacher/employee maintains accurate records.

(17) What do you consider to be the major strengths of the teacher preparation program?

(18) What improvements would you suggest for the teacher preparation program?

Alumni are asked "As a result of my professional preparation, I feel prepared to do the following according to this scale (Unsatisfactory, Basic, Proficient, Distinguished, Not Applicable).

(1) Teach the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.

(2) Use instructional strategies that promote active learning.

(3) Use knowledge of learning, subject matter, curriculum, and learner development to plan instruction.

(4) Use a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs.

(5) Choose teaching strategies for different instructional   purposes and to meet different learner needs.

(6) Evaluate the effects of his/her actions and modifies plans accordingly.

(7) Encourage students to see, question, and interpret ideas from diverse perspectives.

(8) Teach in ways that support new English language learners.

(9) Helps students assess their own learning.

(10) Teach students with a wide variety of exceptional needs.

(11) Honors diverse cultures and incorporates culturally- responsive curriculum, programs, and resources.

(12) Have a positive effect on student achievement according to state assessments.

(13) Use technology to enhance learning and learning environments.

(14) Understand the value of working with colleagues, families, and community agencies to meet learner needs.

(15) Use self-reflection as a means of improving performance.

(16) Maintain accurate records.

Professional Dispositions Assessment

Dispositions: Attitudes, values, and beliefs as demonstrated by words and actions related to being an effective educator.

andidate's Name:	
viewer's Name:	
eckpoint:	te:

Procedures: The following rubric will be used to assess the dispositions of candidates at each checkpoint in the teacher preparation program. Faculty members, practicum and student teaching supervisors, and lead teachers are encouraged to provide comments related to the indicators of a candidates' disposition at any point in a candidate's program. Comments related to dispositions will be kept in the candidate's file by the Dean of Teacher Preparation. This form will be completed at each checkpoint in the program. This rubric is to be used as a tool to assist candidates as they develop the dispositions of a successful teacher. Any area that is identified as being unacceptable or developing will be discussed with the candidate. If the candidate wishes to continue in the teacher preparation program, a plan for improvement with assessment points and a timeline will be developed by the candidate and his or her program advisor. Progress on the plan will be reviewed at or before the candidate's next checkpoint.

Reviewer: For each of the dispositions listed on the rubric, please mark the group of characteristics that best describes the candidate. If you are completing this form by hand, please circle the level in each category. If you wish to complete this form on the computer, please go to this link:

Comments:

Rubric is on the back of this page.

Professional Disposition Assessment			
Professional Commitments			
Category	**4 – Exemplary**	**3 – Proficient**	**2 – Developing**	**1 – Unacceptable**

Category	4 – Exemplary	3 – Proficient	2 – Developing	1 – Unacceptable
Commitment to Individual Learners (nelson 2, ISDE 1, 2, 3)	Candidate demonstrates the belief that all students can learn. Strongly committed to serving those who are sometimes underserved. Persistent and responsive in trying to meet the needs of all learners. Respectful of diverse perspectives and cultures. Prepares for and values the uniqueness of the individual learner.	Candidate demonstrates the belief that most students can learn. Committed to serving those who are sometimes underserved in schools. Becoming responsive in trying to meet the needs of all learners. Respectful of diverse perspectives and cultures. Recognizes uniqueness of individual learner.	idate inconsistent in belief of individual learning and role of uniqueness in learning. Inconsistent in meeting individual needs. Inconsistent in respect of diverse perspectives and cultures.	Candidate does not demonstrate the belief that all students can learn. Candidate does not show commitment to serving those who are sometimes underserved in schools. He/she may lack persistence and responsiveness in trying to meet the needs of all learners.
Commitment to Improving Understanding (anielson 3, ISDE 4)	Seeks ways to improve content knowledge and teaching skills. Evaluates personal beliefs and suggestions made by others objectively. Accepts constructive criticism and is willing to modify behavior or practice. Takes time to reflect on work. Is aware of personal strengths and weaknesses and seeks to improve. Is flexible.	Understands need to improve content knowledge and skills. Cognizant of personal beliefs, understanding, strengths, and weaknesses, but inconsistent in improving. Listens to constructive criticism and makes efforts to modify behavior or practice. Reflects on work and experience.	erstands need to improve content knowledge and skills. Unaware of some personal beliefs, understanding, or weaknesses that need improving. nsistent in accepting constructive criticism and modifying behavior or practice based on feedback. Inconsistent in reflecting on work or experiences.	Disagrees with need to improve in one or more areas. Rarely listens to constructive criticism or outwardly rejects it. Rarely works to change behavior or practice and rarely reflects on work or experiences.
Commitment to Teaching (on 1, ISDE 5, 6, 7, 8)	Is consistent and diligent in planning for instruction and assessment. Strives to use a variety of teaching strategies appropriate for his/her content area and needs of students. Consistent and diligent in using assessment and other strategies as ways to improve student learning and personal practice.	Consistent in planning for instruction and assessment. Uses multiple teaching strategies appropriate for content area and needs of students. Uses assessments to reflect on student learning and personal practice.	nsistent in planning of instruction and assessment. Uses only a few or limited teaching strategies, some of which are intentional for content area or needs of students. Assessments used, but inconsistent in using them to reflect on student learning and personal tice.	Rarely plans instruction or assessment, or is negative about the need to do so. Uses only a few teaching strategies, often not intentional for content area and rarely based on needs of students. Assessments may be given, but never used to reflect or negative toward use of assessments.
Commitment to Profession and Collaboration (on 4, ISDE 9, 10)	Collaborates with students, community and peers. Strives to find and use research-based teaching practices. Embraces and promotes collaborative planning and work opportunities. Creates professional and classroom learning communities	Understands the need to collaborate in the learning process, and works to do so. Uses research-based teaching practices. Engages in professional learning communities and encourages classroom learning communities.	nsistent in collaboration with others and sometimes uses research-based teaching practices. Inconsistent in engaging in professional learning communities or encouraging the use of such in the classroom.	Negative toward the use of research-based teaching practices or the need to collaborate with others in professional learning communities. Does not encourage or use learning communities in the classroom.
Professional Behaviors			
Category	**4 – Exemplary**	**3 – Proficient**	**2 – Developing**	**1 - Unacceptable**
Social-Emotional and Cognitive Presence	idate consistently demonstrates self-confidence, enthusiasm, and a positive demeanor. Uses exceptionally good judgment. Demonstrates a strong ability to conceptualize by putting theory into practice. Habits of self- assessment and reflection are strong. Displays an inquiry and self-efficacy dset.	idate generally demonstrates self-confidence, enthusiasm, and a positive demeanor. Judgment appears to be solid. Demonstrates ability to conceptualize by putting theory into practice. Habits of self-assessment and reflection are satisfactory.	idate inconsistent in demonstrating self-confidence, enthusiasm, and a positive demeanor. Judgment inconsistent. Inconsistent in ability to conceptualize by putting theory into practice. Habits of self-assessment and reflection are nearing satisfactory.	idate is lacking in self-confidence, enthusiasm, and/or a positive demeanor. Candidate's judgment may not always be adequate. Candidate demonstrates a difficulty with conceptualization in terms of putting theory into practice. ts of self-assessment and reflection need improvement.
Compliance	complies with and encourages BYUI, school, district, and state regulations. Fully and consistently complies with and is positive about expectation of program and/or compliance such as dress and grooming, attendance and punctuality, and participation and assignment pletion.	plies with BYUI, school, district, and state regulations. Consistently complies with expectation of program and/or compliance such as dress and grooming, attendance and punctuality, and participation and assignment completion.	plies with BYUI, school, district, and state regulations, but inconsistent in positive attitude about compliance. nsistent in complying with expectation of program and/or compliance such as dress and grooming, attendance and punctuality, and participation and assignment pletion.	ly complies with BYUI, school, district, and state regulations. Rarely complies with expectation of program and/or compliance such as dress and grooming, attendance and punctuality, and participation and assignment completion. Has negative attitude about compliance.

Professional Behavior	**Communication**	sistently demonstrates confidentiality in professional communication with all stakeholders in oral, electronic, or written forms. onstrates appropriate use of social media. Does not utilize device for personal or non-educational purposes. Communicates as necessary with supervisors, teachers, mentors, or students. Written and verbal communication clear, organized, professional, and consistent with essional educator.	erstands need to be confidential in communication. Demonstrates confidentiality and use of various communication methods. Usually communicates with others when necessary. Written and verbal communication usually clear, organized, professional, and consistent with professional educator. Candidate is a thoughtful, responsive listener.	nsistent in confidentiality or use of communication methods. Sometimes communicates with others when needed. Some error and unprofessional elements in written and/or verbal communication. Candidate usually listens well to others.	propriate communication with any stakeholder, including a breach of confidentiality in oral, electronic, or written forms. Utilizes social media inappropriately. Consistently utilizes device(s) for personal or non-educational purposes. Written or verbal expression contains errors that signal potential credibility problems for a future teacher. Candidate's listening skills may not be adequate.
	Ethical and	mitted to the highest levels of integrity, honesty, and follow-through. Candidate uses exceptionally good judgment. Candidate demonstrates effective interpersonal skills. He/she collaborates with others and is seen as a team player. Respects self and others. Serves as a positive role model for the ession	ays high standards of integrity, honesty, and follow-through. lidate's judgment appears to be solid. Candidate demonstrates effective interpersonal skills. He/she collaborates with others and is seen as a team player. Respects self and others.	her is inconsistent in integrity, honesty, and follow-through. ement not always solid, and sometimes exhibits poor interpersonal skills. Inconsistent in working with and being respectful of others.	her displays a lack of integrity, honesty, and/or follow-through. Does not exhibit fairness or equity in all situations. Does not follow ethical standards for the profession. Is less than honest when communicating with others. Does not adhere to school policies. Does not represent the essions in a positive manner.

Candidates dispositions are presumed to be at the Proficient level, unless data is presented to raise or lower the score

Appendix 7
BYU-Idaho EPP Guide to Assessment Quality

BYU-I EPP Guide to Assessment Quality

The purpose of this guide is to outline a process by which the quality of EPP key assessments are documented and tracked. Assessment quality is an important characteristic of using data to support continuous improvement. As noted in the CAEP Evidence Guide, "Educator Preparation Providers (EPPs) gather data on all aspects of their preparation programs and use them for continuous improvement. Data are not an end in themselves, but the basis for beginning a conversation." Assessment data is one form of evidence that can be used to start these conversations. The Evidence Guide also highlights that "Perhaps the most important takeaways are that evidence comes from multiple sources, its validity is systematically examined, and, especially, the data are *used* by the EPP for purposes of *continuous improvement*." The BYU-I EPP Guide to Assessment Quality is an attempt to document the systematic examination of overall assessment quality and validity for the use in continuous improvement.

Assessment Quality Assurance System

The Assessment Quality Assurance System at BYU-I is made up of three main components 1) an Assessment Tracking document 2) Assessment Specification Documents, and 3) Key Assessments. The purpose of the Assessment Tracking document is to provide an index for all key assessments. This document provides an overview of each assessment and links out to detailed assessment documentation. The Assessment Specification Document provides a detailed description of the assessment including the administration and purpose, content, scoring, reliability of data, and validity of inferences. The key assessments are simply the assessment artifacts.

Assessment Tracking (AT)

The Assessment Tracking document is an Excel file that is used to index and provides a brief overview of key assessments. The following are a description of AT columns:

- **Program Name:** contains the name of the program associated with the key assessment
- **Assessment Name:** the name of the key assessment
- **ASD:** a hyperlink to the Assessment Specifications Document for the key assessment
- **Assessment Description:** This brief description of the key assessment should provide a general overview of the assessment
  - *Content Overview:* Provides a brief description of the content of the assessment
  - *Assessment type:* A description of the nature of the assessment (e.g., multiple-choice, free response, essay, observation, etc.)
  - *Delivery Method:* A description of how the assessment is administered (e.g., LMS, Classroom, Practicum)
  - *Course:* If applicable, the course in which the assessment resides
- **Linked Outcomes:** List of outcomes associated with the assessment
- **Semester(s) Administered:** List of the semester(s) in which the assessment is administered

- **Target Audience:** A description of all assessment participants
- **Scheduled Review:** The semester in which the Assessment Specifications Document will be reviewed.
- **Owner:** The name and email of the individual responsible for the maintenance and delivery of the assessment

Assessment Specification Documents (ASD)

The purpose of the Assessment Specification Document (ASD) is to provide a detailed description of the assessment including the administration and purpose, content, scoring, reliability of data, and validity of inferences. The structure of the ASD closely follows the CAEP Evaluation Framework for EPP-Created Assessments. Many of the levels of sufficiency have been taken directly from the CAEP framework. Each Section of the ASD should be completed before being submitted to EPP administrators for approval as a key assessment. The detailed descriptions of the assessment, as documented in the ASD, should cumulatively address the eight CAEP general principles of a quality assessment namely 1) validity, 2) reliability, 3) relevance, 4) representativeness, 5) cumulativeness, 6) fairness, 7) robustness, and 8) actionability.

Key Assessments (KA)

A copy of the key assessment will be submitted to the EPP, along with the ASD, to be recognized as an approved key assessment.

Appendix 8
Assessment Tracking Document

			Key Program Assessments Tracking Document								
Program Name	Assessment Name	ASD	Assessment Description				Linked Outcomes	Semester(s) Administered	Target Audience	Scheduled Review	Owner (Name & Email)
			Content Overview	Assessment Type	Delivery Method (e.g., LMS, in class)	Course					
EPP Example	Key Assessment Number 1	ASD Link	Bloom's Taxonomy in elementary education	Multiple-choice, Free response	LMS	ED202	PLO 1.3, PLO 3.4, & PLO 7	Every Fall Semester	All students enrolled in Introduction to Pedagogy	Winter 2021	Elementary Education - eled@byu.edu

Appendix 9
Assessment Specification Document

Assessment Specifications Document

[Assessment Name]|[Program Name]

The purpose of the Assessment Specification Document (ASD) is to help ensure key program assessments are of high quality. Please use the information and prompts below to describe and then evaluate key program assessments (including surveys used as assessments) in the following areas.

1. Administration and Purpose
2. Content
3. Scoring
4. Reliability of data
5. Validity of inferences

The detailed descriptions of the assessment, as documented in the ASD, should cumulatively address the eight CAEP general principles of a quality assessment namely 1) **validity**, 2) **reliability**, 3) **relevance**, 4) **representativeness**, 5) **cumulativeness**, 6) **fairness**, 7) **robustness**, and 8) **actionability**.

This ASD will be reviewed by program leaders and then included as a core program document.

Note: The structure of the ASD closely follows the CAEP Evaluation Framework for EPP-Created Assessments including self-evaluation rubrics. A *Recourse* section has been added to the end of this document which includes a copy of the CAEP Evaluation Framework for EPP-Created Assessments and selections from the CAEP Evidence Guide.

Administration and Purpose(s)

Assessment purpose(s) and administration procedures are key elements to evaluating assessment quality. Provide a detailed description of assessment purpose(s) and administrative procedures in the following sections.

Description of Assessment Purpose(s)

The purpose of an assessment can be considered the keystone in building a quality assessment. Varying forms of evidence of a quality assessment work together to support the use of the assessment for the intended purpose. Clearly defining the purpose of an assessment provides the context in which pieces of evidence of assessment quality are considered.

Additional Information: CAEP Evidence Guide

In the space below, please provide a detailed description of the purpose(s) for this assessment.

Self-Evaluation of Assessment Purpose(s)

Please use the rubric below to evaluate the sufficiency of the purpose(s) described above.
The purpose for this assessment is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Assessment Purpose(s) Rubric		
Below Sufficient	Sufficient	Above Sufficient
Use or purpose(s) are ambiguous or vague	The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate. Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/professional and state standards.	The purpose of the assessment and its use in candidate monitoring or decisions are consequential. Candidate progression is monitored and information is used for mentoring.

Description of Assessment Administration

Assessment administration includes procedures used to systematically deliver the assessment (including an administration schedule) and communicating purposes and instructions to students.
Additional Information: CAEP Evidence Guide

In the space below, please provide a detailed description of assessment administration.

Self-Evaluation of Assessment Administration

Please use the rubric below to evaluate the sufficiency of assessment administration described above.

The assessment administration is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Assessment Administration Rubric		
Below Sufficient	Sufficient	Above Sufficient
There is limited or no basis to know what information is given to candidates. Instructions given to candidates are incomplete or misleading. The criterion for success is not provided or is not clear.	The point or points when the assessment is administered during the preparation program are explicit. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous. The basis for judgment (criterion for success, or what is "good enough") is made explicit for candidates (or respondents to surveys).	Candidates are informed how the instrument results are used in reaching conclusions about their status and/or progression.

Assessment Content

The content of an assessment should align with the purpose of the assessment, educational standards, and appropriate levels of understanding/difficulty.
Additional Information: CAEP Evidence Guide

Description of Assessment Content

In the space below, please provide a detailed description of assessment content.

Self-Evaluation of Assessment Content

Please use the rubric below to evaluate the sufficiency of the assessment content described above.

The assessment content is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Assessment Content Rubric		
Below Sufficient	Sufficient	Above Sufficient
Indicator alignment with CAEP, InTASC, national/ professional or state standards is incomplete, absent or only vaguely related to the content of standards being evaluated. Indicators fail to reflect the degree of difficulty described in the standard. Indicators not described, are ambiguous, or include only headings. Higher level functioning, as represented in the standards, is not apparent in the indicators. Many indicators (more than 20% of the total score) require judgment of candidate proficiencies that are of limited importance in CAEP, InTASC, national/professional, and/or state standards.	Indicators reflect the degree of difficulty or level of effort described in the standards. Indicators unambiguously describe the proficiencies to be evaluated. When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply). For example, when a standard specifies that candidates' students "demonstrate" problem solving, then the indicator is specific to candidates' application of knowledge to solve problems. Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.	Almost all indicators (95% or more of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.
NOTE: the word "indicators" is used as a generic term for assessment items. For content tests, the term refers to a question. For projects or assignments, it refers to a prompt or task that the candidate is to perform. For an observation, an indicator might be a category of performance to observe or a specific aspect of candidate performance that a reviewer would record. For a survey, an indicator would stand for a question or statement for which a response is to be selected.		

Assessment Scoring

The methods used to score an assessment have a direct impact on the data produced. Consequently, the appropriate use of scoring methods provides evidence of assessment quality. Proficiency Level Descriptors (PLDs) should be developed to articulate various levels of proficiency. PLDs should represent developmental progressions which allow faculty to evaluate student progress toward desired proficiencies. A plan should be developed to share assessment results (scores) with students as actionable feedback on their performance.
Additional Information: CAEP Evidence Guide

Description of Assessment Scoring

In the space below, please provide a detailed description of assessment scoring.

Self-Evaluation of Assessment Scoring

Please use the rubric below to evaluate the sufficiency of assessment scoring described above.
The assessment scoring is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Assessment Scoring Rubric		
Below Sufficient	Sufficient	Above Sufficient
Rating scales are used instead of rubrics; e.g., "level 1= significantly below expectation" "level 4 = significantly above expectation." Proficiency Level Descriptors (PLDs) do not align with indicators. PLDs do not represent developmental progressions. PLDs provide limited or no feedback to candidates specific to their performance. Proficiency level descriptors are vague or not defined, and may just repeat the language from the standards.	The basis for judging candidate performance is well defined. Each Proficiency Level Descriptor (PLD) is qualitatively defined by specific criteria aligned with indicators. PLDs represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and for providing candidates with explicit feedback on their performance). Feedback provided to candidates is actionable—it is directly related to the preparation program and can be used for program improvement as well as for feedback to the candidate. Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms. [NOTE: If a less actionable term is used such as "engaged," criteria are provided to define the use of the term in the context of the category or indicator.]	Higher level actions from Bloom's or other, taxonomies are used in PLDs such as "analyzes" or "evaluates."

Reliability of Data

The reliability of assessment data refers to the degree to which data produced by the assessment are consistent or stable. Reliability is a characteristic of the data produced by an assessment and not a characteristic of the assessment itself. Many methods can be used to assess the reliability of assessment data such as test-retest, parallel forms, inter-rater, and internal consistency. The CAEP Evidence Guide notes that evidence of reliability can come in many forms including, but not limited to, rater agreement, the stability of scores over time, and internal consistency.
Additional Information: CAEP Evidence Guide

Description of Assessment Reliability

In the space below, please provide a detailed description of assessment reliability.

Self-Evaluation of Assessment Reliability

Please use the rubric below to evaluate the sufficiency of assessment reliability described above.
The assessment reliability is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Assessment Reliability Rubric		
Below Sufficient	Sufficient	Above Sufficient
Description of or plan to establish reliability does not inform reviewers about how it was established or is being investigated. Described steps do not meet accepted research standards for reliability. No evidence, or limited evidence, is provided that scorers are trained, and their inter-rater agreement is documented. Described steps do not meet accepted research standards for reliability.	A description or plan is provided that details the type of reliability that is being investigated or has been established (e.g., test-retest, parallel forms, inter-rater, internal. consistency, etc.) and the steps the EPP took to ensure the reliability of the data from the assessment. Training of scorers and checking on inter-rater agreement and reliability are documented. The described steps meet accepted research standards for establishing reliability.	Raters are initially, formally calibrated to master criteria and are periodically formally checked to maintain calibration at levels meeting accepted research standards. A reliability coefficient is reported.

Validity of Inferences

As cited in the CAEP Evidence Guide, "validity is defined in the literature of measurement and testing as 'the extent to which evidence and theory support the interpretations of test scores'" (p. 17). Validity is not a direct characteristic of the assessment but the inferences drawn from assessment results. The validity of inferences is based on the quality of the evidence and argumentation used to support the inferences. The Standards for Educational and Psychological Testing (APA, AERA, and NCME, 2014) classify validity into two main types 1) empirical, and 2) procedural. The standards note several sources of validity evidence including, internal structure, test content, responses processes, and relations to other measures. The CAEP Evidence Guide also lists several types of evidences that can be used to support inferences. These evidence are, but not limited to, expert validation, predictive abilities.
Additional Information: CAEP Evidence Guide

Description of the Validity of Assessment Inferences

In the space below, please provide a detailed description of the validity of assessment inferences.

Self-Evaluation of the Validity of Assessment Inferences

Please use the rubric below to evaluate the sufficiency of the validity of assessment inferences described above.

The validity of assessment inferences is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Validity of Assessment Inferences Rubric		
Below Sufficient	Sufficient	Above Sufficient
Description of or plan to establish validity does not inform reviewers about how it was established or is being investigated. The type of validity established or investigated is miss- identified or not described. The instrument was not piloted before administration. Process or plans for data analysis and interpretation are not presented or are superficial. Described steps do not meet accepted research standards for establishing validity. For example, validity is determined through an internal review by only one or two stakeholders.	A description or plan is provided that details steps the EPP has taken or is taking to ensure the validity of the assessment and its use. The plan details the types of validity that are under investigation or have been established (e.g., construct, content, concurrent, predictive, etc.) and how they were established. If the assessment is new or revised, a pilot was conducted. The EPP details its current process or plans for analyzing and interpreting results from the assessment. The described steps meet accepted research standards for establishing the validity of data from an assessment.	Types of validity investigated go beyond content validity and move toward predictive validity. A validity coefficient is reported.

Survey Content

Many of the same principles addressed with assessment content apply to surveys as well. However, surveys have a few unique properties. An excerpt from the CAEP Evidence Guide provides a general overview of the use of surveys. Please refer to the full guide for additional details.

Surveys allow EPPs to gather information to use for program improvement and can provide valuable insights on candidate preparation from a broad spectrum of individuals. EPPs often use surveys to gather evidence on candidate, graduate, and employer satisfaction as well as the perceptions of clinical faculty of candidates' preparedness for teaching.

The quality of the evidence provided by surveys is directly linked to the quality of the survey with an emphasis on the accuracy, reliability and validity of the results. To this end, surveys should be carefully designed, systematically collect data related to the topic of the survey, measure the property the survey is claimed to measure, and produce data that are clear and usable. If ratings are based primarily on a candidate self-report, they should wherever possible be triangulated or supported by other evidence.

Additional Information: CAEP Evidence Guide

Description of Survey Content

In the space below, please provide a detailed description of survey content.

Self-Evaluation of Survey Content

Please use the rubric below to evaluate the sufficiency of the survey content described above.
The survey content is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Survey Content Rubric		
Below Sufficient	Sufficient	Above Sufficient
Questions or topics are not aligned with EPP mission or standards. Individual items are ambiguous or include more than one subject. There are numerous leading questions. Items are stated as opinions rather than as behaviors or practices. Dispositions surveys provide no evidence of a relationship to effective teaching.	Questions or topics are explicitly aligned with aspects of the EPP's mission and also CAEP, InTASC, national/professional, and state standards. Individual items have a single subject; language is unambiguous. Leading questions are avoided. Items are stated in terms of behaviors or practices instead of opinions, whenever possible. Surveys of dispositions make clear to candidates how the survey is related to effective teaching.	Scoring is anchored in performance or behavior demonstrably related to teaching practice. Dispositions surveys make an explicit connection to effective teaching.

Survey Data Quality

Survey data quality is a compilation of many aspects including:

1. How the survey is used
2. How the survey is constructed
3. How results are scored and reported

Additional Information: CAEP Evidence Guide

Description of Survey Data Quality

In the space below, please provide a detailed description of survey content.

Self-Evaluation of Survey Data Quality

Please use the rubric below to evaluate the sufficiency of the survey content described above.
The survey data quality is rated: _____ *(Below Sufficient, Sufficient, Above Sufficient)*

Survey Data Quality Rubric		
Below Sufficient	Sufficient	Above Sufficient
Scaled choices are numbers only, without qualitative descriptions linked with the item under investigation Limited or no feedback provided to the EPP for improvement purposes No evidence that questions/items have been piloted	Scaled choices are qualitatively defined using specific criteria aligned with key attributes. Feedback provided to the EPP is actionable. EPP provides evidence that questions are piloted to determine that candidates interpret them as intended and modifications are made if called for.	EPP provides evidence of survey construct validity derived from its own or accessed research studies.

Resources

CAEP Evaluation Framework for EPP-Created Assessments

CAEP Council for the Accreditation of Educator Preparation

CAEP EVALUATION FRAMEWORK FOR EPP-CREATED ASSESSMENTS

For use with: Educator preparation provider (EPP)-created assessments, including subject and pedagogical content tests, observations, projects, assignments, and surveys

For use by: EPPs to evaluate their own assessments and by CAEP site teams to review evidence in self-study submissions

CAEP uses the term "assessments" to cover content tests, observations, projects or assignments, and surveys. All of these assessment forms are used with candidates. Surveys are often used to gather evidence on aspects of candidate preparation and candidate perceptions about their own readiness to teach. Surveys are also useful to measure the satisfaction of graduates or employers with preparation and the perceptions of clinical faculty about the readiness of EPP completers.

Assessments and scoring guides are used by faculty to evaluate candidates and provide them with feedback on their performance. Assessments and scoring guides should address relevant and meaningful attributes of candidate knowledge, performance, and dispositions, aligned with standards. Most assessments that comprise evidence offered in accreditation self-study reports will probably be used by an EPP to examine candidates consistently at various points from admission through exit. These are assessments that all candidates are expected to complete as they pass from one stage of preparation to the next, or that are used to monitor progress of candidates' developing proficiencies during one or more stages of preparation.

CAEP site teams will follow the guidelines in this evaluation tool and it can also be used by EPPs when they design, pilot, and judge the adequacy of the assessments they create.

EXAMPLES OF ATTRIBUTES **BELOW** SUFFICIENT LEVEL	**CAEP SUFFICIENT LEVEL**	EXAMPLES OF ATTRIBUTES **ABOVE** SUFFICIENT LEVEL
–	**1. ADMINISTRATION AND PURPOSE** (informs relevancy)	**+**
a. Use or purpose are ambiguous or vague. b. There is limited or no basis for reviewers to know what information is given to candidates. c. Instructions given to candidates are incomplete or misleading. d. The criterion for success is not provided or is not clear.	a. The point or points when the assessment is administered during the preparation program are explicit. b. The purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate. c. Instructions provided to candidates (or respondents to surveys) about what they are expected to do are informative and unambiguous. d. The basis for judgment (criterion for success, or what is "good enough") is made explicit for candidates (or respondents to surveys). e. Evaluation categories or assessment tasks are aligned with CAEP, InTASC, national/professional and state standards.	a. The purpose of the assessment and its use in candidate monitoring or decisions are consequential. b. Candidate progression is monitored and information is used for mentoring. c. Candidates are informed how the instrument results are used in reaching conclusions about their status and/or progression.
–	**2. CONTENT OF ASSESSMENT** (informs relevancy) a. Indicators assess explicitly identified aspects of CAEP, InTASC, national/professional and state standards.	**+**

EXAMPLES OF ATTRIBUTES **BELOW** SUFFICIENT LEVEL	CAEP SUFFICIENT LEVEL	EXAMPLES OF ATTRIBUTES **ABOVE** SUFFICIENT LEVEL
a. Indicator alignment with CAEP, InTASC, national/ professional or state standards is incomplete, absent or only vaguely related to the content of standards being evaluated. b. Indicators fail to reflect the degree of difficulty described in the standard. c. Indicators not described, are ambiguous, or include only headings. d. Higher level functioning, as represented in the standards, is not apparent in the indicators. e. Many indicators (more than 20% of the total score) require judgment of candidate proficiencies that are of limited importance in CAEP, InTASC, national/professional, and/or state standards.	b. Indicators reflect the degree of difficulty or level of effort described in the standards. c. Indicators unambiguously describe the proficiencies to be evaluated. d. When the standards being informed address higher level functioning, the indicators require higher levels of intellectual behavior (e.g., create, evaluate, analyze, & apply). For example, when a standard specifies that candidates' students "demonstrate" problem solving, then the indicator is specific to candidates' application of knowledge to solve problems. e. Most indicators (at least those comprising 80% of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards. [NOTE: the word "indicators" is used as a generic term for assessment items. For content tests, the term refers to a question. For projects or assignments, it refers to a prompt or task that the candidate is to perform. For an observation, an indicator might be a category of performance to observe or a specific aspect of candidate performance that a reviewer would record. For a survey, an indicator would stand for a question or statement for which a response is to be selected.]	a. Almost all indicators (95% or more of the total score) require observers to judge consequential attributes of candidate proficiencies in the standards.
– a. Rating scales are used instead of rubrics; e.g., "level 1= significantly below expectation" "level 4 = significantly above expectation." b. Proficiency Level Descriptors (PLDs) do not align with indicators. c. PLDs do not represent developmental progressions. d. PLDs provide limited or no feedback to candidates specific to their performance. e. Proficiency level descriptors are vague or not defined, and may just	**3. SCORING** (informs reliability and actionability) a. The basis for judging candidate performance is well defined. b. Each Proficiency Level Descriptor (PLD) is qualitatively defined by specific criteria aligned with indicators. c. PLDs represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and for providing candidates with explicit feedback on their performance). d. Feedback provided to candidates is actionable—it is directly related to the preparation program and can be used for program improvement as well as for feedback to the candidate. e. Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms. [NOTE: If a less actionable term is used such as "engaged," criteria are provided to define the use of the term in the context of the category or indicator.]	**+** a. Higher level actions from Bloom's or other, taxonomies are used in PLDs such as "analyzes" or "evaluates."

Version 1 | January 2017 | 2

EXAMPLES OF ATTRIBUTES **BELOW** SUFFICIENT LEVEL	CAEP SUFFICIENT LEVEL	EXAMPLES OF ATTRIBUTES **ABOVE** SUFFICIENT LEVEL
repeat the language from the standards.		
− a. Description of or plan to establish reliability does not inform reviewers about how it was established or is being investigated. b. Described steps do not meet accepted research standards for reliability. c. No evidence, or limited evidence, is provided that scorers are trained, and their inter-rater agreement is documented. d. Described steps do not meet accepted research standards for reliability.	**4. DATA RELIABILITY** a. A description or plan is provided that details the type of reliability that is being investigated or has been established (e.g., test-retest, parallel forms, inter-rater, internal. consistency, etc.) and the steps the EPP took to ensure the reliability of the data from the assessment. b. Training of scorers and checking on inter-rater agreement and reliability are documented. c. The described steps meet accepted research standards for establishing reliability.	**+** a. Raters are initially, formally calibrated to master criteria and are periodically formally checked to maintain calibration at levels meeting accepted research standards. b. A reliability coefficient is reported.
− a. Description of or plan to establish validity does not inform reviewers about how it was established or is being investigated. b. The type of validity established or investigated is miss-identified or not described. c. The instrument was not piloted before administration. d. Process or plans for data analysis and interpretation are not presented or are superficial. e. Described steps do not meet accepted research standards for establishing validity. For example, validity is determined through an internal	**5. DATA VALIDITY** a. A description or plan is provided that details steps the EPP has taken or is taking to ensure the validity of the assessment and its use. b. The plan details the types of validity that are under investigation or have been established (e.g., construct, content, concurrent, predictive, etc.) and how they were established. c. If the assessment is new or revised, a pilot was conducted. d. The EPP details its current process or plans for analyzing and interpreting results from the assessment. e. The described steps meet accepted research standards for establishing the validity of data from an assessment.	**+** a. Types of validity investigated go beyond content validity and move toward predictive validity. b. A validity coefficient is reported.

Version 1 | January 2017 | 3

EXAMPLES OF ATTRIBUTES **BELOW** SUFFICIENT LEVEL	CAEP SUFFICIENT LEVEL	EXAMPLES OF ATTRIBUTES **ABOVE** SUFFICIENT LEVEL
review by only one or two stakeholders.		

	WHEN THE INSTRUMENT IS A SURVEY: Use Sections 1 and 2, above, as worded and substitute sections 6 and 7, below for sections 3, 4 and 5.	
– a. Questions or topics are not aligned with EPP mission or standards. b. Individual items are ambiguous or include more than one subject. c. There are numerous leading questions. d. Items are stated as opinions rather than as behaviors or practices. e. Dispositions surveys provide no evidence of a relationship to effective teaching.	**6. SURVEY CONTENT** a. Questions or topics are explicitly aligned with aspects of the EPP's mission and also CAEP, InTASC, national/professional, and state standards. b. Individual items have a single subject; language is unambiguous. c. Leading questions are avoided. d. Items are stated in terms of behaviors or practices instead of opinions, whenever possible. e. Surveys of dispositions make clear to candidates how the survey is related to effective teaching.	**+** a. Scoring is anchored in performance or behavior demonstrably related to teaching practice. b. Dispositions surveys make an explicit connection to effective teaching.
– a. Scaled choices are numbers only, without qualitative descriptions linked with the item under investigation b. Limited or no feedback provided to the EPP for improvement purposes c. No evidence that questions/items have been piloted	**7. SURVEY DATA QUALITY** a. Scaled choices are qualitatively defined using specific criteria aligned with key attributes. b. Feedback provided to the EPP is actionable. c. EPP provides evidence that questions are piloted to determine that candidates interpret them as intended and modifications are made if called for.	**+** a. EPP provides evidence of survey construct validity derived from its own or accessed research studies.
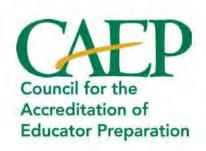
Criteria listed below are evaluated during the stages of the accreditation review and decisionmaking:
- *EPP provides evidence that assessment data are compiled and tabulated accurately*
- *Interpretations of assessment results are appropriate for the items and resulting data*
- *Results from successive administrations are compared (for evidence of reliability)*

Version 1 | January 2017 | 4

Selections from the CAEP Evidence Guide

1

CAEP Evidence Guide

January 2015
Version 2.0

January 2015

16

Guidelines for Appropriate Data Design, Collection and Analysis

SECTION 5: VALIDITIY AND OTHER PRINCIPLES OF GOOD EVIDENCE

Key characteristics of evidence and useful data for improvement begin with validity and reliability. They also include data relevance, representativeness, cumulativeness, fairness, robustness, and actionability.

This section draws together important attributes of evidence found in three sources. One was a paper prepared by Peter Ewell for the CAEP Commission on Standards and Performance Reporting[18]. A second reference is the National Academy of Education report on Evaluation of Teacher Preparation Programs, released in the fall of 2013[19], and third is additional review and consideration by CAEP's Data Task Force.

The principles below were developed to combine material in these three sources. They are intended as a guide to EPPs in making their own determination of the adequacy of measures proposed for use in the CAEP accreditation process.

    a) **Validity and Reliability.** All measures are in some way flawed and contain an error term that may be known or unknown. In general, the greater the error, the less precise—and therefore useful—the measure. But the level of precision needed depends on the circumstances in which the measure is applied. To be used in accreditation decisions, measures need to be founded upon reliable measurement procedures, but they also need to be designed to operate under less-than-ideal measurement conditions. Even the most rigorous measures, moreover, may not embrace the entire range of validities—construct, concurrent, and predictive.

    The meaning of *validity* has evolved and has come to embrace the appropriateness of the use to which the measure is put ("consequential validity" as in Messick, 1995). This means, for example, that studies of value added measures (VAM) that explicitly consider their use as program evaluation indicators, rather than as a component of teacher or school evaluation, are more applicable for preparation program review situations.

    In its data analyses to support continuous improvement and accreditation self-studies, accredited EPPs meet accepted research standards for validity and reliability of comparable measures and, among other things, rule out alternative explanations or rival interpretations of reported results. Validity can be supported through evidence of:[20]
- Expert validation of the items in an assessment or rating form (for convergent validity)
- A measure's ability to predict performance on another measure (for predictive validity)
- Expert validation of performance or of artifacts (expert judgment)
- Agreement among coders or reviewers of narrative evidence.

---

[18] Principles for Measures Used in the CAEP Accreditation Process, Ewell, Peter, prepared for the CAEP Commission on Standards and Performance Reporting, May 2013. Retrieved at: http://caepnet.files.wordpress.com/2012/12/caep-measure-principles.pdf

[19] Feuer, J. J., Floden, R. E., Chudowsky, N., and Ahn, J. (2013). *Evaluation of teacher preparation programs: Purposes, methods, and policy options.* Washington, DC: National Academy of Education. Retrieved from: http://www.naeducation.org/xpedio/groups/naedsite/documents/webpage/naed_085581.pdf

[20] CAEP Standards, pp. 33, 34

January 2015

17

Excerpt from National Academy of Education report,
Evaluation of Teacher Preparation Programs[21]

NOTE: "TPP" = Teacher
Preparation Program

Validity

Validity is defined in the literature of measurement and testing as "the extent to which evidence and theory support the interpretations of test scores" (Messick, 1989; American Educational Research Association, American Psychological Association, and National Council on Measurement in Education, 1999). There is a vast literature about the concept of test validity that goes back many decades (in addition to Messick, 1989, see, for example, Cronbach and Meehl, 1955; Shepard, 1993).

Evaluations typically make use of multiple measures rather than a single test, but key questions about validity, including the following, apply to TPP evaluation:

- To what extent does the evaluation measure what it claims to measure? (This is sometimes referred to as *construct validity*.)
- Are the right attributes being measured in the right balance? (This is sometimes referred to as *content validity*.)
- Is there evidence that teachers graduating from highly rated TPPs prove more effective in the classroom? (This is sometimes referred to as *predictive validity*.)
- Is a measure subjectively viewed as being important and relevant to assessing TPPs? (This is sometimes referred to as *face validity*.)

The committee takes the view that *consequences* are central to judging the soundness of a TPP evaluation system. Questions about consequential validity—an aspect of validity that addresses the intended and unintended consequences of test interpretation and use (Messick, 1989)—include the following:

- To what extent does the evaluation affect the behavior of teacher educators in the ways intended?
- To what extent does the evaluation create perverse incentives such as "gaming" of the system on the part of teacher educators, lead to policy decisions with unknown or unwanted long-term effects, or create other unintended consequences?

Although debate continues among education and measurement researchers about whether consequences should be included in the formal definition of validity (Messick, 1989; Linn, 1997; Popham, 1997; Shepard, 1997; Feuer, 2013a), there is widespread agreement that monitoring consequences of an assessment system is crucial in determining the system's soundness and value. For discussion of a particularly important aspect of consequential validity, see Principle 5[22].

---

[21] Feuer et al, NAE, 2013. P. 14
[22] The reference is to "Principle 5" in the NAE report, which the report summarizes (p. 6): Evaluation systems may have differential and potentially unfair effects on diverse populations of prospective teachers and communities.

January 2015

18

At the heart of *reliability* is the question "can the evidence be corroborated?" Because all evidence is of variable or unknown quality and coverage, it should always be backed up or "triangulated" by evidence from other sources that provide results that are consistent with those already shown. These sources, which can include qualitative data as well as quantitative, should be as different from one another as possible, and the more of them that are presented, the better. A second basic question related to reliability is "can the finding be replicated?" Additional confirmation of what any evidence shows can be provided by clear documentation that would allow the finding to be replicated.

Reliability in its various forms can be supported through evidence of:
- Agreement among multiple raters of the same event or artifact (or the same candidate at different points in time).
- Stability or consistency of ratings over time.
- Evidence of internal consistency of measures.

b) **Relevance.** The measures advanced ought to be demonstrably related to a question of importance that is being investigated. This principle implies validity, but it goes beyond it by also calling for clear explanation of what any information put forward is supposed to be evidence of and why it was chosen.

The principle implies two things with respect to CAEP accreditation. First, any evidence that is advanced by an EPP for accreditation should be appropriately related to a particular CAEP Standard or Standards that the program is claiming it meets. Furthermore, multiple items or measures of evidence will ideally be brought together so that there will be information about several elements of a Standard, or portions of several Standards. Evidence that only attempts to document atomized bits of learning is discouraged. The best evidence involves forms of assessment in which candidates are asked to perform tasks similar to those they will face in their initial employment as education professionals.

Second, evidence that is advanced by an EPP should be demonstrably related to desired candidate proficiencies. Candidates need opportunities to develop proficiencies that are assessed on a test and to be informed prior to its administration what is expected from them.
- The EPP curriculum and experiences should prepare candidates for what is to be tested.
- Unit and program leaders should be clear and explicit about their expectations for candidate proficiencies in relation to standards, and candidates should know and understand what those expectations are so they can effectively strive to achieve them.
- Faculty expectations may be conveyed in narrative descriptive material, perhaps including examples, *in advance* of any assessment.
- Faculty have a responsibility to provide clear directions covering what candidates are supposed to do, how their responses to any assessments of these expectations are to be prepared.

c) **Representativeness.** Any measure put forward should be typical of an underlying situation or condition, not an isolated case. If statistics are presented based on a sample, therefore, evidence of the extent to which the sample is representative of the overall population ought to be provided, such as the relative characteristics of the sample and the parent population. If the evidence presented is in the form of case studies or narratives, multiple instances should be

January 2015

19

documented or additional data shown to indicate how typical the examples chosen really are. CAEP holds that sampling is generally useful and desirable in generating measures efficiently. But in both sampling and reporting, care must be taken to ensure that what is claimed is typical and the evidence of representativeness must be subject to audit by a third party.

There are occasions when a "purposeful" sample is preferable or necessary, a sample that is designed to meet a particular and intentionally limited objective. This approach might be appropriate when access to data are limited, or when issues of practicality intrude. An example might be a case study that gathers P-12 student learning data or teacher observation evaluations only from a particular school district that happens to employ a significant group of the EPPs completers. In a case of this type, the EPP needs to be explicit about what part of the whole population is being represented. For example, the proportion of completers from a particular academic year who were employed by District X, spelling out how those completers were similar to, or different from, the cohort of that year's completers. In addition, such a study might be a part of a larger plan comprised of a cluster of studies that, over time, would accumulate to results that are more generally representative of completers or of hired completers.

The guiding question for this principle should always be "is the evidence drawn from situations that are typical and potentially generalizable?" All evidence should be drawn from situations that are typical. A given case study advanced as evidence should therefore be closely examined to determine if a similar case study in another situation or setting might show something else.

d) **Cumulativeness.** Measures gain credibility as additional sources or methods for generating them are employed. The resulting triangulation helps guard against the inevitable flaws associated with any one approach. The same principle applies to qualitative evidence whose "weight" is enhanced as new cases or testimonies are added and when such additions are drawn from different sources. Both imply that the entire set of measures used under a given standard should be mutually reinforcing. The EPP should provide an explanation as to the way these measures are reinforcing and, if they are not, an explanation for that lack of congruence.

Providers using qualitative methods to analyze qualitative data (e.g., candidate reflections and journals, mentor teacher qualitative feedback, etc.) should describe the method used to analyze those data. Usually this involves triangulation of the data using one or more methods. The three most frequently employed types of triangulation are described below:
- *Data Triangulation* involves using different sources of information in order to increase the validity of the study. This includes such processes as in-depth interviews with a variety of stakeholders being interviewed to determine areas of agreement or divergence. And it includes time (collecting data at various points in time), space (collecting data at more than one site), and person (collecting data at more than one level of person) triangulation.
- *Investigator Triangulation* involves using different (more than two investigators) in the analysis process. Each investigator examines the data using the same qualitative method to reach an independent determination. The findings are compared and areas of agreement and divergences are sought.
- *Methodological Triangulation* involves the use of multiple qualitative and/or quantitative methods. For example, the results from surveys are compared to focus groups and in-depth interview to determine if similar results are found.

January 2015

20

The purpose of using triangulation is to ensure completeness and to confirm findings. In qualitative research validity and reliability are aligned with the concept of "trustworthiness." By using triangulation, the "trustworthiness" of the findings can be confirmed or replicated.

All aspects of a preparation program from recruitment and admissions, through completion and into on-the-job performance should be informed by multiple measures. These measures will[23]:

- Document and monitor effects of EPP admissions selection criteria.
- Monitor candidate progress.
- Monitor completer achievements.
- Monitor provider operational effectiveness.
- Demonstrate that the provider satisfies all CAEP Standards.
- Trace status and progress of the EPP on measures of program impact—
  - P-12 student learning and development,
  - Indicators of teaching effectiveness,
  - Results of employer surveys and including retention and employment milestones, and
  - Results of completer surveys
- Trace status and progress of the EPP measures of program outcomes—
  - Completer or graduation rates,
  - Ability of completers to meet licensing (certification) and any additional state accreditation requirements, and
  - Ability of completers to be hired in education positions for which they are prepared.
  - Other consumer information, including student loan default rates for completers.

A first guiding question for this principle is "is the evidence theoretically grounded?" Every body of evidence is situated within a larger theoretical or conceptual framework that guides the entire investigation. Every new piece of evidence generated or applied builds upon this framework to create new understanding. For example, case descriptions of candidate teaching in a clinical setting are located within and made sense of through frameworks that describe sound teaching practice.

A second guiding question is "is the evidence part of a coherent and explicit chain of reasoning?" Sound evidence requires the development of a logical chain of reasoning from questions to empirical observations that is coherent, transparent, and persuasive to a skeptical outsider.

e) **Fairness.** Measures should be free from bias and be able to be justly applied by any potential user or observer. Potential sources of bias might be introduced by the values or beliefs of those applying the measure, such as the conviction that a particular result should be observed. Other sources of bias are situational, such as the limited perspective of an untrained observer undertaking a classroom observation or applying a rubric. In this sense, fairness is a special case of reliability: a fair measure will return the same result even if applied by different observers under different circumstances or at different points in time. With this principle in place, it follows that all evidence should be systematically reviewed to ensure fairness.

---

[23] CAEP Standard 5

January 2015

21

Another aspect of fairness is that a sound set of measures should respect a range of client perspectives including the program, the student, the employer, and the state or jurisdiction. Taken as a whole, a set of measures should potentially support the establishment of an informed dialogue among the appropriate parties. A statistic on the employment rates of program completers, for example, can be summarized from the candidate point of view as the probability of being placed, from the program's point of view as a placement rate, and from an employer's point of view as the proportion of job openings filled each year. To reflect stakeholder interests, moreover, proposed measures should be neither arcane nor overly academic.

f) <u>Robustness</u>. A robust body of evidence will lead to the same set of conclusions in the face of a good deal of "noise" or measurement error. Triangulation and replication will bolster the credibility of any set of measures in this respect. A guiding question here should be, "is the evidence direct and compelling?" Evidence should be directly related to the underlying condition or phenomenon under investigation. For example, if the effectiveness of candidate preparation is the object, student testimony through surveys indicating that they feel that they have received effective preparation should not be the only form of evidence submitted.

All measures are also to some extent vulnerable to manipulation. This is one reason to insist upon triangulation and mutual reinforcement across the measures used under each Standard. For example, program graduation and licensure passage rates depend a great deal on which students are included in the denominator. Because the incentives to perform well on such measures are considerable, programs may identify ways to construct these denominators that yield maximum values on these measures regardless of what they are actually doing.

g) <u>Actionability</u>. Good measures, finally, should provide programs with specific guidance for action and improvement. Many promising measures fail simply because they are too expensive, too complex, too time consuming, or too politically costly to implement. Often, the simplest are best, even if they seem less technically attractive. A guiding question here is "why is the evidence important? The intent of the evidence presented should be clear and the evidence should directly suggest program improvements. For example, the potential results of a given case study should be important or significant enough to trigger actions to modify the program.

Actionability also depends on the evidence having clear standards of comparison. Without clear standards of comparison, the interpretation of any measure is subject to considerable doubt. Measures can be compared across programs, against peers, against established "best practices," against established goals, against national or state norms, or over time. For every measure under each Standard, CAEP should be able to indicate an appropriate benchmark against which a given program's performance can be judged. This principle also suggests that any measure should be able to be disaggregated to reveal underlying patterns of strength and weakness or to uncover populations who could be served more effectively. Finally, the measures provided should be reflectively analyzed and interpreted to reveal specific implications for the program.

January 2015

22

SECTION 6: EVIDENCE CREATED AND ADMINISTERED BY EPPs

Guidelines for preparation of evidence on assessments and assignments, surveys, and case studies.

This section describes the desired attributes of evidence offered by an EPP beyond CAEP's eight annual report measures, and beyond commercial and/or state required assessments, to demonstrate that it meets CAEP Standards. This evidence is designed, constructed, administered and scored by EPP faculty and includes assessments and assignments, surveys of candidates and stakeholders, and case studies. In judging the adequacy of such measures, the following background points should be considered—*taken together*:

- The evidence presented should broadly relate to the overriding objective: impact on P-12 student learning.
- Every example does not have to be consistent with every attribute.
- Evidence should collectively address multiple aspects of the program; it should be *comprehensive*.
- EPPs should provide the reasons why they chose the evidence they provide; this should be an "intentional and conscious" selection much like the entries in a student portfolio.
- Attributes may play out differently for EPPs with different kinds of governance structures (e.g. large research university with decentralized departments vs. proprietary institution with lots of adjuncts and a centrally-developed curriculum or a residential-type alternative pathway).

The following additional guides should be applied to evidence that an EPP is planning to submit as part of its self-study, including assessments/assignments, surveys, and case studies:

- The evidence should be linked/mapped to standards and should inform specific aspects of standards.
    - The standards may be those of CAEP (and InTASC), or ones from states.
- The EPP's self-study should describe how the evidence relates to its particular niche or mission.
    - The EPPs selects its own examples.
    - The EPPs self-study would say why the particular evidence was included—and what aspects of niche or mission?
- The collection of evidence demonstrates intentionality and coherence.
    - It is clear what the evidence is evidence of, and why the EPP has chosen to include it.
    - The individual pieces of evidence are worked out in sufficient detail to make clear what they show about important aspects of the EPP's program.
    - There is evidence of faculty buy-in, involvement, and dialogue (where appropriate to the governance structure of the institution).
- The evidence includes both formative and summative examples
    - The evidence supports an EPP's process of continuous improvement.
    - The evidence can inform an accreditation decision by CAEP.

a) Assignments/Assessments and Scoring Guides

An assessment in combination with a scoring guide is a tool faculty use to evaluate candidates and provide them with feedback on their performance. Assessments and scoring guides should address relevant and meaningful attributes of candidate knowledge, performance, and dispositions aligned with standards.

January 2015

For the most part, the assessments submitted by an EPP will not include examples taken from the day to day formative assessments administered by individual faculty members. Instead, most assessments that comprise the evidence offered for accreditation will probably represent assessments used by an EPP to examine all candidates consistently at various points from admission through exit. These are assessments that all candidates are expected to complete as they pass from one part of preparation to the next, or that are used to monitor progress of a candidate's developing proficiencies during one or more stages of preparation.

The box below contains lists of guideline questions that Visitor Teams and the CAEP early instrument reviewers will follow. "NOTES" are interspersed in the list to serve as reminders about how providers can know they are following the principles of good evidence described in section 5, above, and can document that their data are "relevant, verifiable, representative, cumulative and actionable", in the phrase from CAEP's Standard 5, component 2.

1. **HOW THE ASSESSMENTS ARE USED**
   - Is the point in the curriculum at which the assessment is administered clear (e.g. first year, last year, etc.)?
     - At entry, exit, mid-point, etc.?
     - While the emphasis should be on exit, are there examples of assessments or assignments at other points?
     - Are the curricular points an identified part of a clear developmental sequence?
   NOTE: This information would be part of the documentation that the assessments are relevant.

2. **HOW THE INSTRUMENTS ARE CONSTRUCTED**
   - Are assessments aligned with CAEP Standards and not treated as a substitute for Standards? If so, then:
     - the same or consistent categories of content appear in the assessment that are in the Standards;
     - the assessments are congruent with the complexity, cognitive demands, and skill requirements described in the Standards; and that
     - the level of respondent effort required, or the difficulty or degree of challenge of the assessments, is consistent with Standards and reasonable for candidates who are ready to teach or to take on other professional educator responsibilities.
   NOTE: Information on these aspects of assessments can be used by the provider to demonstrate construct or content validity and relevance.

3. **HOW THE INSTRUMENTS ARE SCORED**
   - Is there a clear basis for judging the adequacy of candidate work?
     - A rubric or scoring guide is supplied.
     - Multiple raters or scorers are used.
     - There is evidence that the assignment measures what it purports to measure *(NOTE: this information would be part of the evidence for construct validity or content validity and relevance) and that results are consistent across raters and over time (NOTE: this would be evidence of reliability).*
     - If good performance on one attribute can make up for poor performance on another, the EPP self-study explains the implications in terms of readiness to

January 2015

24

teach.
- ○ If weights are used, they are explained or justified.
- What do the performance levels represent?
  - ○ There are three, four or five distinct levels, and they are clearly distinguishable from one another.
  - ○ Levels are constructed in parallel with one another in terms of the attributes and descriptors used.
  - ○ For each level of performance, attributes are described that are related to actual classroom performance; attributes are not simply mechanical counts of particular attributes.
  - ○ Levels represent a developmental sequence in which each successive level is qualitatively different from the prior level.
  - ○ Headings clearly describe which levels are acceptable and which are not acceptable.
  - ○ It is clear which level represents exit proficiency (ready to practice).
  - ○ A "no data" or "unobserved" category is included.

NOTE: Information in this category would help documents that the evidence is actionable—it is in forms directly related to the preparation program and can be used for program improvement and for feedback to the candidate.

- Are the levels described in language that is readily understandable?
  - ○ The levels should communicate to broad audiences including educators, stakeholders, and school partners.
  - ○ Any special terms used are clearly defined.
- Is there evidence of efforts to achieve consistency in scoring?
  - ○ Multiple scorers are used.
  - ○ Consistent training of reviewers is present.
  - ○ Evidence of consistency such as inter-rater reliability is supplied.

NOTE: This information can be used by the provider to document reliability of the assessment.

4. **HOW THE DATA ARE REPORTED**
   - Are data reported?
     - ○ Data are needed to show that the assessment is actually in use.
     - ○ Data distributions (e.g. across rubric levels, disaggregated by area of specialty/ licensure preparation and by demographic groups) are reported and interpreted.
     - ○ The EPP uses the data and its interpretation to suggest changes in the preparation program.
     - ○ All candidates who completed the assessment are included or the cases included constitute a representative sample.

   NOTE: this information would be appropriate for the providers to use in demonstrating that the data are representative.

   - How are results aggregated for reporting?
     - ○ Scores are reported in terms of a percentage distribution of candidates scoring at each level or a mean with a range and not just a single central tendency (e.g. mean).
   - Are there comparisons?

January 2015

25

o   The EPP explains how it determines that an answer is "good enough".
o   Comparisons should be criterion based.
o   The EPP describes other kinds of comparisons that are used (e.g. fixed standard or target, normative, improvement over time, comparison with peers in a state or region or nationally).
NOTE: The information from reporting is linked with the actionability principle since it determines how closely the information aligns with particular preparation programs or experiences and with groups of candidates.

5.   **INFORMING THE TEST TAKERS**
   •   Is there a mechanism for supplying feedback?
       o   To candidates.
       o   To the EPP for purposes of continuous improvement.
   •   Are candidates given information about the bases on which they will be scored/ judged?
   NOTE: This information can be used by the provider as part of their documentation that assessments are fair.

   b) **Surveys**

Surveys allow EPPs to gather information to use for program improvement and can provide valuable insights on candidate preparation from a broad spectrum of individuals. EPPs often use surveys to gather evidence on candidate, graduate, and employer satisfaction as well as the perceptions of clinical faculty of candidates' preparedness for teaching.

The quality of the evidence provided by surveys is directly linked to the quality of the survey with an emphasis on the accuracy, reliability and validity of the results. To this end, surveys should be carefully designed, systematically collect data related to the topic of the survey, measure the property the survey is claimed to measure, and produce data that are clear and usable. If ratings are based primarily on a candidate self-report, they should wherever possible be triangulated or supported by other evidence. The box, below contains a list of guideline questions that Visitor Teams and the CAEP three-year-out reviews will follow.

1.   **HOW THE SURVEYS ARE USED**
   •   Are the purpose and intended use of the survey clear and unambiguous?
   •   Is the point in the curriculum at which the survey is administered clear (e.g., first year, last year, etc.)?
       o   At mid-point, exit, pre-service, in-service, etc.?
       o   Are surveys being used at different points so comparisons can be made? (For example, are candidates surveyed at the completion of the program as well as one or two years after completion?)
   NOTE: This information would be part of the documentation that surveys are relevant.

2.   **HOW THE SURVEYS ARE CONSTRUCTED**
   •   Is it clear how the EPP developed the survey?
       o   It should be clear who developed the survey.

January 2015

26

- o Documentation should include evidence that prior research was used to develop the content and format of the survey questions.
- o The survey was pilot tested or otherwise tried out in advance.
- Are the individual items or questions in the survey constructed in a manner consistent with sound survey research practice?
  - o Questions should be simple and direct; lengthy questions should be avoided.
  - o Questions should have a single subject and not combine two or more attributes.
  - o Vague language or language that can be interpreted in more than one way should be avoided; if frequency questions (e.g. "occasionally") are included, they should be defined in numerical terms (e.g. "3-5 times").
  - o Questions should be stated positively.
  - o Questions should maintain a parallel structure throughout the survey.
  - o Leading questions should be avoided.
  - o Response choices should be mutually exclusive and exhaustive.

NOTE: Information of this type would be a part of the documentation that surveys are valid in terms of construct or fact validity and they are relevant.

3. **HOW RESULTS ARE SCORED AND REPORTED**
   - What efforts were made to ensure an acceptable return rate for surveys? Has a benchmark been established?
     (NOTE: This information can be used by the EPP to document representativeness)
   - What conclusions can or cannot be determined by the data based on return rate? Is there a comparison of respondent characteristics with the full population or sample of intended respondents?
   - How are qualitative data being evaluated?
   - How are results summarized and reported? Are the conclusions unbiased?
   - Is there consistency across the data and are there comparisons with other data?
   NOTE: This information can be used by the EPP, in part, to document reliability.

4. **SPECIAL NOTE ON SURVEYS OF DISPOSITIONS**
   - If surveys that address professional dispositions are included, does the EPP provide an explanation/justification of why they are included and how they are related to effective teaching and impact on P-12 student learning?
     - o Judgments of dispositions are anchored in actual performance and are demonstrably related to teaching practice.
     NOTE: This information would be related to actionability.
     - o Language describing dispositions is conceptually framed well enough to be reliably inferred from an observation of performance.

5. **INFORMING SURVEY RESPONDENTS**
   - Is the intent of the survey clear to respondents and reviewers?
     - o A cover letter or preamble explains what respondents are being asked to do and why.
     - o The sequence of questions makes sense and is presented in a logical order.
     - o Individual items or questions are grouped under appropriate headings and subheadings.

January 2015

- Are clear and consistent instructions provided to respondents so they know how to answer each section?
  - Instructions are provided where needed as the respondent progresses through the survey.
  - Instructions are written in simple, easy-to-understand language.
  - Clear references document the timeframe or context that the respondent should consider (e.g. "over the last year" or "in all my classes").
  NOTE: This information could be a part of a self-study documentation that the survey is fair.

c) Case Studies

The CAEP Commission's final report includes an appendix with 79 illustrative examples of evidence across the five Standards and annual reporting recommendations[24]. A quarter of those illustrative examples describe exhibits such as case studies, documentation of particular program features, or demonstrations of the consequences of practice. Among them are examples in which the EPP would develop and evaluate new measures, such as these:

- Assess the effects of a change in admissions that define criteria for "grit," persistence and leadership abilities, as an "innovation"—*for Standard 3 on candidate quality and Standard 5 on continuous improvement/quality assurance*;
- Pilot a new assessment constructed to show developing candidate proficiencies for use of an assessment to enhance learning during clinical experiences—*for demonstration of one InTASC standard in CAEP Standard 1 on content and pedagogical knowledge*; or
- Conduct a case study of completers that demonstrates the impacts of preparation on P-12 student learning and development—*for part of the evidence under Standard 4*.

Evidence of this kind is generally most useful in generating hypotheses or ideas, and is less useful or applicable in confirmatory analysis. In assembling such evidence, moreover, the standards that apply to research for peer review and publication cannot be implemented rigidly or in all situations.
The case study guidelines are founded on four assumptions:

- **Focus on results**—Data used for improvement efforts and accreditation should ultimately aim to enhance preparation performance outputs related to P-12 student learning;
- **Always improve**—Data for accreditation should be some portion of the data that an EPP uses for its own continuous improvement efforts. A successful EPP builds capacity for improvement rather than for compliance;
- **Rely on data**—Collecting valid and reliable data from multiple sources to inform decision making is an essential component of a continuous improvement system; and
- **Engage stakeholders**—EPPs engage stakeholders as an integral part of the on-going effort to improve programs.

In developing and implementing systems that use evidence for continuous improvement, providers may consider questions posed under the following headings: identify the topic; generate ideas for change; define the measurements; test promising solutions; sustain and scale solutions; and share knowledge.

---

[24] Council for the Accreditation of Educator Preparation (CAEP). (2013). *CAEP Accreditation Standards* (p. 41-57). Washington, DC: CAEP. Retrieved from http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

January 2015

i. Identify the topic to study. Questions, and the case study designs developed to investigate them, should reflect a solid understanding of relevant prior theoretical, methodological, and empirical work. Tony Bryk of the Carnegie Foundation for the Advancement of Teaching asks, "what specifically is the problem we are trying to solve?"[25] And he observes that engaging key participants early and often at this and later stages is enlivening and important. Questions that EPPs can pose include these:

- Is your improvement work focused on Identifying and solving specific problems of practice that are measurable and whose solutions are reasonably attainable?
- What evidence have you used to identify the problem?
- Does your problem statement (question of inquiry) reflect a solid understanding of relevant prior theoretical, methodological, and empirical work on this topic?

ii. Generate ideas for change. Developing ideas to address the identified problem is not just a matter of brainstorming. Bryk cautions that it is hard to improve what you do not fully understand. He advises: "Go and see how local conditions shape work processes. Make your hypotheses for change public and clear." Generating ideas should be a deliberative process that considers such questions as the following:

- Do you have a disciplined process in place for generating promising ideas for solving the problem?
- Does the process involve key stakeholders and end users?
- Are the ideas based upon a strong theoretical framework?
- Are the ideas clearly and directly aligned with the problem to be addressed?

iii. Define the measurements. What measures can be used to determine whether the change is an improvement? The National Academy of Education report on teacher preparation evaluation constructed a table listing commonly used measures of provider quality, together with brief descriptions of the strengths and limitations of each. This table is provided as Appendix III and EPPs may find it a useful tool as they define metrics for case studies. Bryk notes that measures should be embedded to gauge key outcomes and processes, tracking change and supporting judgments that the changes are actually improvements. He also reminds EPPs to anticipate unintended consequences and to measure those as well.[26]

iv. Test promising solutions. Bryk reminds us that the critical issue at this stage of studying an issue is not only what works, but rather what works, for whom, and under what set of conditions? He further urges EPPs to adopt a *Plan-Do-Study-Act cycle*[27], and observes "that failures may occur is not the problem; that we fail to learn from them is"[28]. Key questions embodied in this process include:

---

[25] *Improvement Research*. Carnegie Foundation for the Advancement of Teaching. Retrieved from http://www.carnegiefoundation.org/improvement-research/approach
[26] *Improvement Research*. Carnegie Foundation for the Advancement of Teaching. Retrieved from http://www.carnegiefoundation.org/improvement-research/approach
[27] Langley, G. J., Moen, R., Nolan, K. M., Nolan, T. W., Norman, C. L., & Provost, L. P. (2009). *The improvement guide: A practical approach to enhancing organizational performance (2nd ed.)*. San Francisco, CA: Jossey-Bass. Retrieved from http://www.ihi.org/resources/Pages/HowtoImprove/default.aspx
[28] *Improvement Research*. Carnegie Foundation for the Advancement of Teaching. Retrieved from http://www.carnegiefoundation.org/improvement-research/approach

January 2015

- Does the EPP have a system in place to test ideas in authentic settings, rapidly collect and analyze results, make adjustments, and test interventions in additional contexts?
- Is the EPP using the measures set up in section iii to test promising solutions?
- Is the EPP able to determine if the change is an "improvement" based upon the evidence?
- Is the EPP able to determine through evidence what works, for whom, and under what set of conditions?

v. Sustain and scale solutions. A key goal of improvement work is the effort to transform promising ideas into sustainable solutions that that achieve effectiveness reliably at scale. The term "scaling up" is popularly used to indicate moving from a limited effort to one that is much more widely implemented. Within an EPP, the concept might pertain to moving from piloting a "promising solution" with, say, half of the elementary teacher candidates, to the entire elementary preparation program. Or it might mean adapting a successful "promising solution" developed for the elementary preparation program to secondary preparation or preparation of special education teachers.

Issues of sustainability and scaling should be built into the solution's design from the outset and not be done as an afterthought of the improvement process. Bryk writes: "Accelerate improvements through networked communities. Embrace the wisdom of crowds. We can accomplish more together than even the best of us can accomplish alone."
Here are questions to consider at the early stages and into the later steps:

- Does the EPP intend to implement the solution in other programs or contexts over time?
- What level of evidence does the EPP need to begin to scale the solution?
- At what point will the EPP need to conduct an impact study?
- Will scaling require changes in the design of the solution? How will these changes affect performance?

vi. Share knowledge. Bryk emphasizes that building the field's capacity to "learn in and through practice to improve" is a critical need[29]. Thus sharing new knowledge about both the solution and the improvement process for developing it is a critical element of this improvement work. Here are several questions to consider:

- What conclusions and inferences can be drawn from the solutions generated through the process?
- How will the EPP share the findings?
- What lessons has the EPP learned about the continuous improvement process itself?
- What kinds of adjustments are needed in the EPP's continuous improvement process?
- What more does the EPP need to know about the solution and continuous improvement?

---

[29] Bryk, A. S., et al. (2013, June). *Improvement Research Carried Out Through Networked Communities: Accelerating Learning about Practices that Support More Productive Student Mindsets* (p. 3). Retrieved from http://www.carnegiefoundation.org/sites/default/files/improvement_research_NICs_bryk-yeager.pdf

January 2015

35

Appendix I

Applying Principles of "good evidence"
To typical accreditation measures

The seventy-nine measures included in the appendix to the CAEP Standards[37] adopted by the CAEP Board of Directors on August 29, 2013 are of different kinds, as described below:

- Examinations. Prospective teachers take examinations in the course of their training and in order to be licensed to practice. Dimensions of interest for examinations include their content coverage, the level at which this content is tested, the depth at which various kinds of knowledge is probed (which affects the duration of the examination), how items are structured (e.g. constructed response or multiple choice), and whether or not responses can be compared across test-taking populations (degree of standardization). The results of examinations can be reported on an absolute basis or in the form of Value-Added Measures (VAM).

- Surveys. Students in teacher preparation programs are frequently surveyed as they progress and after they are employed. Dimensions of interest for surveys strongly resemble those for examinations except that items are self-reported. Another important coverage dimension involves the extent to which survey items are directed at actions or behaviors, or are self-reports on knowledge or skill outcomes. This is important because students are generally more accurate commentators on the former than the latter. Surveys are also administered to the employers of teachers and to their students to help provide evidence of the effectiveness of teacher training.

- Observations. Observations of teacher candidates in field placements and of newly employed program graduates are also used as quality measures. Dimensions of interest parallel those of surveys but employ an element of peer judgment embodied in a trained observer using a well-developed observational protocol.

- Statistics. Various behavioral statistics are used as outcome measures for teacher training programs. The most prominent examples are completion rates and job placement rates. Dimensions of interest include the outcome of interest (the numerator), the population to which the rate applies (its denominator), and the time period over which the calculation is run (e.g. "one-and-a-half times catalog length of program" or "within one year").

- Curricular Features. The CAEP Standards address various aspects of teacher training curricula, so some of the proposed measures address descriptive aspects of the programs themselves such as the extent to which students are taught assessment methods or reflect upon professional expectations. Dimensions of interest here are the aspect of the program in question and the extent or duration of coverage.

---

[37] Council for the Accreditation of Educator Preparation (CAEP). (2013). *CAEP Accreditation Standards.* Washington, DC: CAEP. Retrieved from http://caepnet.files.wordpress.com/2013/09/final_board_approved1.pdf

January 2015

36

- Case Studies. Where quantitative measures are unavailable, the CAEP Standards call for qualitative investigations termed "case studies" (for example, "case studies of districts in which a large number of program graduates are employed"). Dimensions of interest include the question to be investigated through the case study, baseline conditions, the intervention or phenomenon of interest, the goal of the intervention, observed results, and implications for action.

To illustrate how the principles can be used, this Appendix applies each of the principles to three measures: licensure passage rates, employment rates, and case studies of districts where a large number of program graduates are employed.

Validity and Reliability
- Examinations example: Licensure Passage Rates. Although state licensure examinations differ by provider, the two main test vendors have established rigorous standards of test development and regularly report statistics on validity and reliability. As a result, this measure fully meets the principle.

- Statistics example: Employment Rates. These are also well-defined measures that are valid and reliable so long as they are properly calculated. Because of the latter, they should be examined carefully for threats to validity and reliability such as exclusions from the denominator or changed conditions over repeated annual measures.

- Case Studies example. Case studies are a bit more problematic with respect to this principle because their validity depends on the type of information collected and the extent to which the same procedures are used across cases and over time. This will naturally be a peer judgment.

Relevance
- Examinations example: Licensure Passage Rates. Insofar as licensure tests faithfully reflect content knowledge and knowledge of pedagogical practice, program completers' performance on them constitutes relevant information about the quality of the program.

- Statistics example: Employment Rates. Many things can affect employment rates that are not directly related to program quality including local job market conditions or the general state of the economy. As a result, this measure does not fully meet the principle.

- Case Studies example. So long as the topics addressed in the case study are selected to reflect important dimensions of program performance—for example, the ability of program graduates to effect learning growth in their pupils or their demonstration of ethical and professional practices—the principle of relevance is met.

Representativeness
- Examinations example: Licensure Passage Rates. The examined population is the population of interest with the denominator representing the parent population. So long as these populations are correctly constituted, the measure is representative.

- Statistics example: Employment Rates. These will typically be representative but when measured over time, they may not be if labor market conditions change.

January 2015

37

- Case Studies example. These must be carefully examined to determine if the districts chosen are typical of many districts to which the program sends graduates as employees. This could be done if the requisite documentation was supplied.

Cumulativeness

- Examinations example: Licensure Passage Rates. Although these are precise, they are sole source measures so there is not much ability to triangulate results. One indication of "weight of evidence" might be recording performance over time or correlating test score performance with other evidence of academic achievement on the part of program graduates such as grades in course examinations or portfolios.

- Statistics example: Employment Rates. The same situation largely applies here as to licensure passage rates. A possible exception is if this information is collected both by surveys and by tapping wage record databases.

- Case Studies example. Case study results will be bolstered by the presence of other measures such as teacher observations or student surveys that show similar conclusions. They also can be examined for consistency over time. Finally, the construction of case studies themselves is important: if they involve mutually reinforcing lines of inquiry or investigation, their credibility is strengthened.

Fairness

- Examinations example: Licensure Passage Rates. These are supplied by third parties, so there should normally be little opportunity for bias. Where this could occur is when EPPs themselves report these rates.

- Statistics example: Employment Rates. If states collect these data on behalf of EPPs using surveys or by tapping wage record databases, the measure should be unbiased. Again, if EPPs themselves conduct the surveys, bias could enter.

- Case Studies example. Because they are conducted by EPPs entirely and are used to advance a particular quality claim, case studies are unlikely to be entirely unbiased.

Robustness

- Examinations example: Licensure Passage Rates. These data are not likely to vary much across contexts and are fairly robust, so long as a large number of cases are present. Being supplied by third parties, moreover, they are unlikely to be deliberately misrepresented.

- Statistics example: Employment Rates. These may vary by changes in economic conditions that may lead to different chances for employment from place to place or from time to time.

- Case Studies example. These can be moderately robust if they are constructed so that multiple case studies reinforce one another's conclusions or can be corroborated by other kinds of evidence.

Actionability

January 2015

38

- <u>Examinations example: Licensure Passage Rates</u>. The ability to take action on the results of this measure depends a good deal on the amount of information on test performance that is available. If sub-scores on these examinations are provided, there is some diagnostic information to inform action. Similarly, disaggregating the tested population to determine who passed and who did not can aid intervention.

- <u>Statistics example: Employment Rates</u>. The case here is similar. Disaggregating the population can determine who is not completing and this would aid intervention. There is no analog to sub-scores for employment rates, but some information on when and in what jobs and circumstances graduates obtain employment might inform action.

- <u>Case Studies example</u>. Actionability will depend entirely on the contents of the case and how thoroughly this is discussed and actionable implications drawn. Actionability can be aided by constructing the case study in a way that explicitly emphasizes actionable conclusions.

January 2015

Appendix 10
Decision Tracking Tool

Date	Program	Issue/Change/Innovation	Rationale	Intended outcome or Goal	Indicator/measure	Scheduled review	Context for Review	Outcome	Links to Evidence
		(E.g. one of the 8 impact measures; Data from standards 1-4, with emphasis on 3; a change in curriculum based on data; etc.)	*(Why do we care about this? Why are we trying this innovation? What data prompted this idea?)*	*(Description of what success looks like)*	*(This sets up specific criteria/measures or evidence for success)*	*(When will we analyze if we met the intended outcome/goal?. This defines the agenda for select meetings across department.)*	*(What regularly scheduled meeting? Who needs to be involved in the review?)*	*(Notes on concerns, progress, next steps, etc.)*	*(reports, presentations, statistical analysis, etc. used in the analysis)*

Appendix 11

Principal Interview Form
Rating Form
Interviewees that receive a low score during partnership interviews

Name of Candidate: _____
Endorsement Areas: _____
Please give comments in the following categories to help us know why this candidate received the lowest interview rating. Thank you.

Professional appearance	
Professional demeanor/presence and confidence	
Communication Skills	
Other Comments	

Bottom portion to be filled out by FSO in collaboration with the candidate's program lead or other faculty member who has had prior experience in evaluating said candidate.

Classroom management skills	
Knowledge of pedagogy	
Content Knowledge (Praxis scores and feedback from program)	
Other Comments?	

Appendix 12
Mentor Teacher Survey

Mentor Teacher Survey administered through Qualtrics

What is the last semester that you had a student teacher?

○ Spring 2018

○ Fall 2018

○ Winter 2019

Please provide the name of the school where you teach.

[   ]

Did the BYU-I supervisor and/or Area Coordinator arrange and conduct an initial meeting with teacher candidates and you, the mentor teacher, as part of the orientation process?

○ Yes

○ No

Did the BYU-I supervisor assist the teacher candidate in analyzing their teaching and coaching them in developing new teaching skills?

○ Yes

○ No

Please explain your response

[   ]

Did the BYU-I supervisor and/or Area Coordinator assist you (the mentor teacher) in dealing with any problems you or the teaching candidate may have been experiencing?

○ Yes

○ No

Please explain your response

[   ]

Did the BYU-I supervisor and/or Area Coordinator assist you (the mentor teacher) in dealing with any problems you or the teaching candidate may have been experiencing?

○ Yes

○ No

Please explain your response

[   ]

Did the BYU-I supervisor conduct an exit interview with the teacher candidate to review the Summative Teacher Candidate Evaluation Form and the Individualized Professional Learning Plan (IPLP)?

○ Yes

○ No

Did the BYU-I supervisor and/or Area Coordinator perform their duties in a professional and respectful manner?

○ Yes

○ NO

Please explain your response

[   ]

Would you like to see any changes in the BYUI student teaching programs?

○ Yes

○ No

Please explain your response

[   ]

We thank you for your time spent taking this survey.
Your response has been recorded.

PROFESSIONAL STANDARDS COMMISSION

SUBJECT
> Idaho State University 2018 Educator Preparation Program Review: Idaho State Program Review Team Report

REFERENCE

June 2016	Board accepted the Professional Standards Commission's recommendation to accept the 2015 State Team Report as submitted, and grant Conditional Approval based on the additional documentation submitted by Idaho State University for their English, English as a New Language, and Economics programs.

APPLICABLE STATUTE, RULE, OR POLICY
> Sections 33-114, 33-1254, 33-1258; Idaho Code
> Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

ALIGNMENT WITH STRATEGIC PLAN
> Goal 4: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION
> The Professional Standards Commission (PSC) is tasked with reviewing all State Board-approved teacher preparation programs. From November 10-13, 2018, the PSC convened a State Review Team composed of twelve (12) content experts and two (2) state observers to conduct a full unit review of the Idaho State University (ISU) educator preparation program. The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at ISU meet state standards for initial certification. The standards used to validate the State Report were the State Board of Education approved Idaho Standards for the Initial Certification of Professional School Personnel. State Board approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Individual program foundation and enhancement standards were reviewed as well as state specific requirements. Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: course syllabi and other course materials (lessons/assignments, readings, exams, etc.); candidate performance on key indicators such as Praxis exams and other performance-based assessments; examples of lesson plans and unit plans created by candidates; evaluations from candidate student teaching placements; and interviews with current candidates, recent program completers, and university faculty.

After the site visit and review of the State Report, ISU submitted a rejoinder to the State Report, as well as supporting documentation. The Standards Committee of the PSC reviewed all documents at the PSC meeting on January 24, 2019.

The rejoinder to the State Report addresses the Special Education Director program. The Standards Committee of the PSC studied the rejoinder and supporting documents and recommended to the full PSC acceptance of the Idaho State University State Team Report and Rejoinder; moving Special Education Director to Conditionally Approved due to insufficient evidence and lack of completers.

IMPACT

The recommendations in this report will enable ISU to continue to prepare teachers in the best possible manner, ensuring that all state teacher preparation standards are being effectively embedded in their teacher preparation programs.

ATTACHMENTS

Attachment 1 – 2018 ISU State Review Team Report
Attachment 2 – 2018 ISU Rejoinder to State Review Team Report

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

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

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

study completed or Pupil Service Certificate as applicable to the area of study. The specific programs reviewed and recommendations are listed in Attachment 1 starting on page 5.

BOARD ACTION

I move to accept the recommendation from the Professional Standards Commission to accept the 2018 Idaho State Team Report and Rejoinder and approve the programs identified for continued approval as indicated in Attachments 1 and 2 with conditional approval for the Special Education Director program due to insufficient evidence and lack of completers.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO EDUCATOR PREPARATION
PROGRAM REVIEW

STATE TEAM REPORT- MID-CYCLE FOCUS VISIT
IDAHO STATE UNIVERSITY
NOVEMBER 10–13, 2018

Micah Lauer, Team Chair

Stacey Jensen, Team Co-Chair

Jeff Brandt

Amy Cox

Ken Cox

Kristi Enger

Esther Henry

Dr. Jonathan Lord

Erin McCracken

Dr. Tracey Meyerhoeffer

Dr. Shannon Panfilio-Padden

Dr. Jennifer Snow

Gretchen Spooner

Katie Mathias, State Observer

Lisa Colón Durham, State Observer

Professional Standards Commission
Idaho State Board of Education
Idaho State Department of Education

TABLE OF CONTENTS

INTRODUCTION

"Idaho State University, a Carnegie-classified doctoral research and teaching institution founded in 1901, attracts students from around the world to its Idaho campuses. At the main campus in Pocatello, and at locations in Meridian, Idaho Falls and Twin Falls, ISU offers access to high-quality education in more than 250 programs. Over 12,000 students attend ISU, receiving education and training in those programs. Idaho State University is the state's designated lead institution in health professions.

Idaho State University faculty and students are leading the way in cutting-edge research and innovative solutions in the areas of energy, health professions, nuclear research, teaching, humanities, engineering, performing and visual arts, technology, biological sciences pharmacy and business. Idaho State University combines exceptional academics amidst the grand natural beauty of the West. ISU is at the heart of an outdoor-lover's paradise and a short drive to some of America's greatest natural wonders and exciting outdoor recreation opportunities."

(Source: https://www.isu.edu/about/)

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at Idaho State University meet state standards for initial certification. A twelve-member state program approval team, accompanied by two state observers, conducted the review. The standards used to validate the State Report were the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Individual program foundation and enhancement standards were reviewed as well as state specific requirements.

Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: course syllabi and other course materials (lessons/assignments, readings, exams, etc.); candidate performance on key indicators such as Praxis exams and other performance-based assessments; examples of lesson plans and unit plans created by candidates; evaluations from candidate student teaching placements; and interviews with current candidates, recent program completers, and university faculty.

The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report.

- **Candidate.** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).

- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP.

- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.

- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.

- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).

- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
State Specific Requirements: Idaho Comprehensive Literacy Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	Standard 3.2 performance, unacceptable: *Due to insufficient evidence*
State Specific Requirements: Pre-Service Technology Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements: Model Pre-Service Student Teaching Experience	☒ Approved ☐ Conditionally Approved ☐ Not Approved	Standard 2 (EPP supervisor), unacceptable: *Due to insufficient evidence*
State Specific Requirements: Institutional Recommendations	☒ Approved ☐ Conditionally Approved ☐ Not Approved	Standard 9, Administrator certificate only, unacceptable: *Due to insufficient evidence*
Idaho Standards for Bilingual Education and English as a New Language (ENL) Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	Standard 9.2 performance: unacceptable *Due to insufficient evidence*
Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	*Conditionally approved due to no evidence collected for early childhood specific indicators*
Idaho Foundations Standards for Communication Arts Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	4.2 performance, unacceptable, 9.2 performance, unacceptable: *Due to lack of evidence due to lack of completers* *Conditionally approved due to lack of completers*

Standards/Program	Recommendation	Notes
Idaho Standards for Journalism Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	4.2 performance, unacceptable: *Lack of evidence due to lack of completers* *Conditionally approved due to lack of completers*
Idaho Standards for Speech and Debate Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	4.2 performance, unacceptable: *Insufficient evidence due to lack of completers* *Conditionally approved due to lack of completers*
Idaho Standards for English Language Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Exceptional Child Generalists	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Special Education Teachers of Students who are Deaf/Hard of Hearing	☐ Approved ☒ Conditionally Approved ☐ Not Approved	Standards 1.2, 2.2, 3.2, 4.2, 5.2, 6.2, 7.2, 8.2, 9.2, 10.2 performance, standard 7.1 knowledge: unacceptable *Due to lack of completers* *Conditionally approved due to insufficient evidence and lack of completers*
Idaho Standards for Mathematics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

Standards/Program	Recommendation	Notes
Idaho Foundation Standards for Professional-Technical Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	Standards 1.2, 4.2, 7.2, 8.2, 9.2, 10.2, 11.2, 12.2 performance: unacceptable *Each marked unacceptable due to lack of completers* *Conditionally approved due to lack of completers*
Idaho Standards for Family and Consumer Science Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	Standards 1.2, 2.2, 5.2, 7.2, 8.2, 9.2 performance: unacceptable *Insufficient evidence due to lack of completers* *Conditionally approved due to lack of completers*
Idaho Foundation Standards for Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	5.1 knowledge, 5.2 performance, 9.2 performance: unacceptable *Each marked unacceptable due to lack of completers*
Idaho Standards for Chemistry Teacher	☐ Approved ☒ Conditionally Approved ☐ Not Approved	4.2 performance: unacceptable *Due to lack of completers and insufficient evidence* *Conditionally approved due to insufficient evidence and lack of completers*
Idaho Standards for Physics Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	4.2 performance: unacceptable *Due to lack of completers* *Conditionally approved due to lack of completers*
Idaho Foundation Standards for Social Studies Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

Standards/Program	Recommendation	Notes
Idaho Foundation Standards American Government/Political Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	4.1 knowledge: exemplary
Idaho Standards for Economics	☐ Approved ☐ Conditionally Approved ☒ Not Approved	4.1 knowledge, 4.2 performance: unacceptable *Due to lack of evidence* *Unapproved due to lack of evidence*
Idaho Foundation Standards for Visual and Performing Arts Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	*Conditionally approved due to lack of completers*
Idaho Standards for Theatre Arts Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	*Conditionally approved due to lack of completers*
Idaho Standards for Visual Arts Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	*Conditionally approved due to lack of completers*
Idaho Foundation Standards for World Languages Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	Standard 6.2, 7.2, 8.2, 10.2 performance: unacceptable *Due to lack of evidence* *Conditionally approved due to lack of evidence*
Idaho Standards for Online Teachers	☐ Approved ☒ Conditionally Approved ☐ Not Approved	Standards 7.2, 8.2, 9.2 performance: unacceptable *Each marked insufficient due to lack of completers*
Idaho Foundation Standards for the Preparation of School Administrators	☐ Approved ☐ Conditionally Approved ☐ Not Approved	*Not reviewed, prerequisite for Special Education Directors*

Standards/Program	Recommendation	Notes
Idaho Standards for Special Education Directors	☐ Approved ☒ Conditionally Approved ☐ Not Approved	5.1 knowledge, 5.2 performance 10.1 knowledge, 10.2 performance, 12.1 knowledge, 12.2 performance: unacceptable *Insufficient evidence and lack of completers* In April 2019, the PSC accepted ISU's rejoinder and voted to move Special Education Director to Conditionally Approved due to insufficient evidence and lack of completers.

STATE PROGRAM APPROVAL RUBRICS

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

The following rubrics are used to evaluate the extent to which educator preparation programs prepare educators who meet the standards. The rubrics are designed to be used with each individual preparation program (i.e., Elementary, Special Education, Secondary English, Secondary Science– Biology, etc.).

The rubrics describe three levels of performance: unacceptable, acceptable, and exemplary for each of the Idaho Standards for Initial Certification. The rubrics shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards.

Unacceptable	Acceptable	Exemplary
• **The program provides evidence that candidates meet fewer than 75% of the indicators.**	• The program provides evidence that candidates meet 75%-100% of the indicators • The program provides evidence candidates use assessment results in guiding student instruction (when applicable).	• The program provides evidence that candidates meet 100% of the indicators. • The program provides evidence of the use of data in program improvement decisions. • The program provides evidence of at least three (3) cycles of data of which must be sequential.

STATE SPECIFIC REQUIREMENTS

IDAHO COMPREHENSIVE LITERACY STANDARDS

Standard I: Foundational Literacy Concepts. The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction. (Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)

Knowledge

1(a)   The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.

1(b)   The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.

1(c)   The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

Standard 1 Foundational Literacy Concepts	*Unacceptable*	*Acceptable*	*Exemplary*
1.1 Knowledge		X	

1.1 Analysis – Course syllabi, including course assignments, rubrics, and guidelines indicate knowledge standards are met for Foundational Literacy Concepts. Reports on pass percentages for different standards of the Idaho Comprehensive Literacy Assessment indicate Standard 1 (Foundational Literacy Concepts) have a lower initial pass rate than Standards 2 and 3.

Sources of Evidence

- Course Syllabi (EDUC 3321, 3322)
- Basal Inquiry Report rubrics
- Reports of ICLA
- Case study guideline and rubrics

Performance

1(d)   The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.

1(e)   The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.

1(f)   The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

Standard 1 Foundational Literacy Concepts	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Course syllabi, including course assignments, rubrics, and guidelines adequately address standards for Foundational Literacy Concepts. Reports on pass percentages for different standards of the Idaho Comprehensive Literacy Assessment indicate Standard 1 (Foundational Literacy Concepts) has a lower initial pass rate than Standards 2 and 3. Course assignments indicate they could demonstrate performance standards via candidate artifacts. The Basal Inquiry Report analyzes how one might use a basal reader to teach reading; however, no lesson plans are included. Evidence of planning for 1d and 1e is not provided. The adaptations portfolio identifies selection and modification of reading instructional strategies and routines for comprehension and, potentially, fluency (1f).

Sources of Evidence

- Course Syllabi (EDUC 3321, 3322)
- Basal Inquiry Report
- Reports of ICLA

Standard II: Fluency, Vocabulary Development and Comprehension. The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners. (Applies to all endorsements that can be added to a Standard Instructional Certificate)

Knowledge

2(a)   The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.

2(b)   The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.

2(c)   The teacher understands text complexity and structures and the importance of matching texts to readers.

2(d)   The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2(e)   The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.

2(f)   The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

Standard 2 Fluency, Vocabulary, Development, and Comprehension	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Course syllabi and pass scores on ICLA reports serve as acceptable evidence for knowledge standards for Standard 2, Fluency, Vocabulary, Development, and Comprehension. Interviews with candidates also indicated they practiced writing lesson plans for literacy concepts and were observed in early field experiences.

Sources of Evidence

- Course Syllabi (EDUC 3322, 4419)
- Pass Scores on ICLA
- Interviews

Performance

2(g)   The teacher identifies a variety of high-quality literature and texts within relevant content areas.

2(h)   The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.

2(i)   The teacher can analyze texts to determine complexity in order to support a range of readers.

2(j)   The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2(k)   The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.

2(l)   The teacher uses oral and silent reading practices selectively to positively impact comprehension.

Standard 2 Fluency, Vocabulary, Development, and Comprehension	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate pass rates indicated on ICLA reports run in Taskstream demonstrate meeting performance standards for ICLS 2. Course assignments, such as the annotated bibliography, indicate candidates are asked to review multiple text genres and instructional strategies. The lesson plans and reflections provided for Standard 2 indicate performance standards for vocabulary.

Sources of Evidence

- Story Hour 2 PowerPoint slides with lesson plan, reflection and differentiation for English Language Learners provided
- Adaptations Portfolio
- Interviews with Candidates

Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders. (Applies to the following endorsements: All Subjects K-8, Blended Early Childhood Education/Early Childhood Special Education Birth through Grade 3 and Pre-K through Grade 6, Deaf/Hard of Hearing K-12, Early Childhood Special Education Pre-K-3, and Exceptional Child Generalist K-8, 6-12, and K-12, and Visual Impairment K-12)

Knowledge

3(a)   The teacher understands terms related to literacy assessment, analysis, and statistical measures.

3(b)   The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.

3(c)   The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.

3(d)   The teacher understands how to use literacy assessment results to inform and guide intervention processes.

3(e)   The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.

3(f)   The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

Standard 3 Literacy Assessment Concepts	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Course syllabi and ICLA scores indicate Standard 3 Literacy Assessment Concepts are met. Interviews with mentor teachers indicate candidates practice Idaho Reading Indicator assessments and progress monitoring in field experiences.

Sources of Evidence

- Course syllabi (EDUC 3322, 4419)
- ICLA Scores
- Interviews

Performance

3(g)   The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.

3(h)   The teacher utilizes literacy assessment results to inform and guide intervention processes.

3(i)   The teacher can measure and determine students' independent, instructional, and frustration reading levels.

3(j)   The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

Standard 3 Literacy Assessment Concepts	Unacceptable	Acceptable	Exemplary
3.2 Performance	X		

Analysis – Assignments and rubrics from EDUC 4419 indicate performance standards are addressed for literacy assessment. Candidates complete a case study assignment engaging in reading diagnosis and assessment. Mentor teachers indicate candidates do practice with "state-specific literacy assessments." Adaptations portfolio artifacts indicate candidates could suggest different strategies for differentiating instruction; however, these are not connected directly to "literacy assessment results." Minimal evidence was provided for 3g "The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments" as these lesson plans and adaptations were created as conjecture and no evidence was provided for authentic implementation (and evaluation) in a field experience setting.

Sources of Evidence

- Adaptations Portfolio
- EDUC 4401 and 4419 assignment

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	3	0	3	0
Performance	3	1	2	0

Areas for Improvement

- More attention to Standard III, Indicator 3g (selecting, administering, and interpreting assessments), would provide evidence for meeting diagnostic literacy assessment practices.

Recommended Action on Idaho Comprehensive Literacy Standards

☒   Approved

☐   Conditionally Approved

☐ Insufficient Evidence
☐ Lack of Completers
☐ New Program

☐ Not Approved

PRE-SERVICE TECHNOLOGY STANDARDS

ISTE STANDARDS FOR TEACHERS

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. *Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.*

   a. Promote, support, and model creative and innovative thinking and inventiveness

   b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

   c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes

   d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Standard 1	*Unacceptable*	*Acceptable*	*Exemplary*
Facilitate and Inspire Student Learning and Creativity		X	

Standard 1 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate Standard 1 Facilitate and Inspire Student Learning and Creativity are addressed in coursework. Interviews with candidates, completers, supervisors and mentor teachers indicated ISU candidates are well-prepared for preparing instructional activities supported by technology. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard.

   Sources of Evidence

   - EDUC 3311 Syllabus
   - EDUC 3311 assignments and rubrics/guidelines
   - ISTE Project Rubric; Webquest Rubric; Virtual Group Assignments
   - Performance reports by standard indicate 1b and 1c are 64% and 69% respectively
   - Tech Portfolios from 3311

2. *Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.*

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

Standard 2	*Unacceptable*	*Acceptable*	*Exemplary*
Design and develop digital age learning experiences and assessments		X	

Standard 2 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate that Standard 2 Design and develop digital age learning experiences and assessments are addressed in coursework. Interviews with supervisors and mentor teachers indicated ISU candidates plan lessons with technology (including assessments) in their student teaching field experiences. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard.

Sources of Evidence

- 3311 Webquest assignment
- 3311 Tech portfolios
- Interviews with candidates, completers, and mentor teachers

3. ***Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.***

a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

Standard 3	Unacceptable	Acceptable	Exemplary
Model digital age work and learning		X	

Standard 3 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate that Standard 3 Model digital age work and learning are addressed in coursework. Interviews with candidates, completers, supervisors and mentor teachers indicated ISU candidates implement technology-based lessons in their student teaching placements. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard.

Sources of Evidence

- Weebly website examples for communicating with students, peers, parents, and community members
- Candidate discussion forums during 3311 coursework
- 3311 syllabus and rubrics/guidelines

4. *Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.*

    a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

    b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

    c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

    d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

Standard 4	Unacceptable	Acceptable	Exemplary
Promote and model digital citizenship and responsibility		X	

Standard 4 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate Standard 4 Promote and model digital citizenship and responsibility are addressed in coursework. Candidate interviews indicated Assistive Technology coursework and assignments addresses how to meet diverse needs of all learners. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard. Minimal attention is paid global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

Sources of Evidence

- 3311 Portfolios
- 3311 Syllabus, Rubrics, Guidelines
- Taskstream analysis reports of scores per standards

5. ***Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources***.
   a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

   b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

   c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

   d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community

Standard 5	Unacceptable	Acceptable	Exemplary
Engage in professional growth and leadership		X	

Standard 5 Analysis – EDUC 3311 Syllabus and assignment descriptions with rubrics and guidelines demonstrate Standard 5 Engage in professional growth and leadership are addressed in coursework. Reflections in the portfolios indicate specific attention to leadership and research for growth in professional practice. Self-renewal is evident in candidate artifacts. Interviews indicate candidates are well-prepared and exhibit leadership in technology pedagogy. Candidate work artifacts demonstrate candidate reflection and attention to each ISTE Standard.

Sources of Evidence

- 3311 Portfolio reflections
- 3311 discussion board forums
- Syllabus
- Interviews

Summary

Summary	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Pre-Service Technology Standards	5	0	5	0

Areas for Improvement

- Interviews with mentor teachers indicate teacher candidates and completers are very well-prepared to use technology in their teaching and professional activities. A potential area for attention in the program is having a "back-up plan" for when instructional technology fails in the classroom due to technical difficulties.

Recommended Action on Pre-Service Technology Standards

☒   Approved

☐   Conditionally Approved
        ☐   Insufficient Evidence
        ☐   Lack of Completers
        ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.

1(a)   The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.

1(b)   The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.

1(c)   The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.

1(d)   The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.

1(e)   The mentor teacher is co-selected, prepared, evaluated, supported, and retained.

1(f)   The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

Standard 1	*Unacceptable*	*Acceptable*	*Exemplary*
Mentor Teacher		X	

Standard 1 Analysis – Institutional documents and a mentor teacher survey demonstrate that indicators 1a through 1c are met. Interview with Field Experience Supervisor indicates initial contact with administrators listing these requirements is the first step while the follow-up survey confirms these attributes are met. Interviews with mentor teachers and supervisors indicate there are different levels of co-planning and co-teaching. Mentor teachers do conduct observations and provide feedback on candidate teaching. The mentor teachers are not evaluated by candidates.

Sources of Evidence

- Mentor Teacher Survey
- Placement Request Email to Principals
- Interviews

Standard 2: Educator Preparation Program (EPP) Supervisor. The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.

2(a)   The EPP supervisor has P-12 education certified field experience.

2(b)   The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.

2(c)   The experienced EPP supervisor receives positive candidate and school professional evaluations.

2(d)   The EPP supervisor demonstrates evidence of dispositions of a professional educator.

Standard 2	*Unacceptable*	*Acceptable*	*Exemplary*
Educator Preparation Program (EPP) Supervisor	X		

Standard 2 Analysis – Institutional documents (e.g., supervisor survey) indicate teaching experience is required. Interviews with supervisors and Director indicate "proficiency in assessment of teacher performance with ongoing rater reliability" are not present requirements for EPP supervisors. A plan for moving forward in meeting this standard is being outlined. EPP supervisor interviews indicate they do receive some feedback from candidate evaluations. Systems for documenting Standard 2 requirements are being discussed and should be in place in near future.

Sources of Evidence

- Interviews with candidates and supervisors
- Institutional documents
- Interview with Director of Field Experiences

Standard 3: Partnership.

3(a)   The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.

3(b)   The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

Standard 3	*Unacceptable*	*Acceptable*	*Exemplary*
Partnership		X	

Standard 3 Analysis – Mentor teachers indicate they receive support from EPP representatives in their work. There is evidence of shared observations in files where mentor teachers and supervisors work together. An interview with the Director of Field Experiences indicates full-day seminars where candidates engage in development in ideas connected to school district focus areas (e.g., trauma and resilience). The Director also visits each placement classroom to provide support to mentor teachers and candidates. There is limited evidence connected to partnership systems and structures being in place to sustain activities or connected to the conceptual framework.

Sources of Evidence

- Interview with Director
- Interview with Mentor Teachers
- Notes from a partner meeting

Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.

4(a)   Passed background check

4(b)   Competency in prior field experience

4(c)   Passed all required Praxis tests

4(d)   Completion of all relevant coursework

4(e)   Possesses dispositions of a professional educator

Standard 4	*Unacceptable*	*Acceptable*	*Exemplary*
Student Teacher		X	

Standard 4 Analysis – Interviews with candidates, the Director, and a review of candidate files indicate 4a – 4e requirements are being met. Institutional Recommendation Audit indicates Praxis assessments are passed prior to student teaching. The Director interviews all candidates individually before placing them for student teaching, and there is an interview with dispositional criteria to be formally admitted to Teacher Education.

Sources of Evidence

- Interview with candidates
- Interview with Director
- Review of candidate files

Standard 5: Student Teaching Experience

5(a)   At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework

5(b)   At least three formative assessments by the mentor teacher

5(c)   One common summative assessment based on state teacher evaluation framework

5(d)   Performance assessment including influence on P-12 student growth

5(e)   Recommended minimum 14 weeks student teaching

5(f)   Development of an Individualized Professional Learning Plan (IPLP)

5(g)   Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*

5(h)   Relevant preparatory experience for an Idaho teacher's certificate

Standard 5	Unacceptable	Acceptable	Exemplary
Student Teaching Experience		X	

Standard 5 Analysis – Candidate files hold multiple observations from mentor teachers and supervisors. There are 10 observations required over the course of 13 weeks of student teaching. Interviews with candidates, supervisors and the Director indicate a common summative assessment, Individualized Professional Learning Plan, and influence on student learning are all documented in student teaching. 5g will be evidenced through this process per individual programs.

Sources of Evidence

- Candidate files
- Interview with Director
- Interview with candidates and supervisors

Summary

Summary	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice Student Teaching Experience Standards	5	1	4	0

Areas for Improvement

- Creation of a plan for "proficiency in assessing teacher performance with ongoing rater reliability" for all EPP supervisors.
- Documentation of "proficiency" for all EPP supervisors meeting teacher observation/evaluation state requirements.
- Creation of system for candidate and school professional evaluations of supervisors.

Recommended Action on Model Preservice Student Teaching Experience Standards

☒   Approved

☐   Conditionally Approved
        ☐   Insufficient Evidence
        ☐   Lack of Completers
        ☐   New Program

☐   Not Approved

INSTITUTIONAL RECOMMENDATIONS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Standard 1: State Board Approved Program - Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate's institutional recommendation.

Standard 1	Unacceptable	Acceptable	Exemplary
State Board Approved Program		X	

Standard 1 Analysis – All areas of endorsement indicated on the randomly selected institutional recommendations were State Board approved preparation program areas. There were a total of four (4) institutional recommendations for mathematics, of which two (2) were for grades 6-12. Both did not include the minimum 20 credit requirement in mathematics, and one (1) did not include the requirement of second year calculus.

Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.

Standard 2	Unacceptable	Acceptable	Exemplary
Content Knowledge Assessment		X	

Standard 2 Analysis – Ninety-three percent (93%) of the institutional recommendations provided evidence the candidate passed the State Board approved content area assessment. One institutional recommendation did not include the corresponding history assessment, and one included the incorrect mathematics assessment.

Standards 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.

Standard 3	Unacceptable	Acceptable	Exemplary
Pedagogy		X	

Standard 3 Analysis – Eighty four (84%) of the institutional recommendations provided evidence the candidate completed a methods course in all areas of endorsement. Elementary math methods was used for candidates completing the Mathematics - Basic (5-9) in conjunction with an All Subjects (K-8) endorsements. Candidates completing a Mathematics (6-12) did not complete any math methods coursework. IDAPA Rule requires at least two (2) semester credits must be focused on secondary mathematics pedagogy for all mathematics endorsements. Institutional recommendations included a common summative assessment indicating competency in pedagogy of the area of endorsements.

Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.

Standard 4	Unacceptable	Acceptable	Exemplary
Performance Assessment		X	

Standard 4 Analysis – Random selection of institutional recommendations included common summative assessments with a basic or higher rating in all components.

Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.

Standard 5	Unacceptable	Acceptable	Exemplary
Clinical Experience		X	

Standard 5 Analysis – Approximately sixty-five percent (65%) of randomly selected institutional recommendations included evidence that candidates completed clinical experience in all areas of endorsements. Majority of the lack of evidence was from the additional content area for elementary candidates; there was evidence for the elementary placement, but not evidence for the specific 5-9 grade level endorsement. All randomly selected institutional recommendations had at least one clinical experience based on their endorsements.

Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.

Standard 6	*Unacceptable*	*Acceptable*	*Exemplary*
Student Achievement		X	

Standard 6 Analysis – Evidence provided that candidates have the ability to produce measurable student achievement/success and create student learning objectives for those candidates whose information was stored in Taskstream.

Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).

Standard 7	*Unacceptable*	*Acceptable*	*Exemplary*
Individualized Professional Learning Plan		X	

Standard 7 Analysis – Random selection of institutional recommendations included individual professional learning plan.

Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.

Standard 8	*Unacceptable*	*Acceptable*	*Exemplary*
Adding Endorsement Only		X	

Standard 8 Analysis – All areas of endorsement indicated on the randomly selected institutional recommendations, including adding endorsements, were approved preparation program areas by the State Board of Education.

Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation.

Standard 9	Unacceptable	Acceptable	Exemplary
Administrator Certificates Only	X		

Standard 9 Analysis – Randomly selected institutional recommendations for administrators included training in conducting evaluations. There is no evidence that the administrators have demonstrated proficiency. This is an area that the program will need to develop in order to include evidence that administrator candidates are proficient.

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Institutional Recommendations	9	1	8	0

Areas for Improvement

- Include a secondary mathematics methods course to all mathematics endorsements, including grade 5-9 and 6-12 in order to meet IDAPA Rule.

- Include a process for measuring proficiency in administrator ability to conduct teacher evaluations based on the statewide framework for evaluation.

Recommended Action on Institutional Recommendations

☒   Approved

☐   Conditionally Approved
        ☐   Insufficient Evidence
        ☐   Lack of Completers
        ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR BILINGUAL EDUCATION AND ENGLISH AS A NEW LANGUAGE (ENL) TEACHERS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (08.02.02: Rules Governing Uniformity).

The following knowledge and performance statements for the Bilingual-ENL Teacher Standards are widely recognized, but not all-encompassing or absolute, indicators that teacher candidates have met the standards. The evidence validating candidates' ability to demonstrate these standards shall be collected from a variety of settings including, but not limited to, courses, practicum, and field experiences. It is the responsibility of a teacher preparation program to use indicators in a manner that is consistent with its conceptual framework and that assures attainment of the standards.

An important component of the teaching profession is a candidate's disposition. Professional dispositions are how the candidate views the teaching profession, their content area, and/or students and their learning. Every teacher preparation program at each institution is responsible for establishing and promoting a comprehensive set of guidelines for candidate dispositions.

* *This language was written by a committee of content experts and has been adopted verbatim*

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge
1. The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.
2. The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.
3. The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.
4. (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).
5. (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

6. (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.

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

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		x	

1.1 Analysis – Candidates have knowledge and understanding of key components and structure found in a language rich environment as demonstrated by documentation of course realignment by education department and stakeholders, autonomy candidates have to structure course sequence for the endorsement as needed, and evidence listed on syllabi for variety of assignments,

Sources of Evidence

- Changes made to course list for English as a New Language endorsement program (copy of Google document and meeting minutes)
- Assignments listed on syllabi (Linguistic Forum, Linguistics Reading Groups, field reports)
- Assignments designed for understanding language rich environments (reading, writing, listening and speaking)

Performance
1. (Bilingual only) The teacher is articulates in key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.

2. (ENL only) The teacher is articulate in key linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.

3. The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.

4. The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.

5. The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Candidates are given a variety of opportunities to conduct interviews with parents and English Language teachers in a variety of settings. Candidates demonstrate knowledge and understanding of instructional strategies by creating lessons taught in schools.

Sources of Evidence

- Syllabus indicates candidate creates and teaches lesson plans after observing English Language Learners
- Evidence of candidate work sample of observations conducted in schools and experience reflection
- Culture and community interview assignment

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

Knowledge

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

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Syllabi and assignment criteria demonstrate that candidates have knowledge and understanding of how students learn and develop the process of second language acquisition, and the advantages of bilingualism and biliteracy.

Sources of Evidence

- Syllabi: Linguistic Reading Groups assignment/Linguistic Forum
- Syllabi: ESL textbook evaluation assignment and rubric
- Literature Review assignment

Performance

1. The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.

2. The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.

3. The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.

4. The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

Standard 2 *Knowledge of Human Development and Learning*	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		X	

2.2 Analysis – There is acceptable evidence that candidates observe and teach lessons during practicum experiences. Reflections after these observations indicate a depth of understanding of the way culture influences learning a second language.

> ***Sources of Evidence***
>
> *   Syllabus lists requirement for lesson plan design and teaching
> *   Course-standard Alignment Matrix: (Knowledge and Performance)
> *   Candidate reflection includes evidence of observation and evaluation of student learning
> *   Candidate lesson plan and reflection in English Learner Profile assignment
> *   Cooperating teacher and university supervisor evaluations using Danielson and WiDA framework.

Standard 3: Modifying Instruction for Individual Needs - *The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.*

Knowledge

1. The teacher understands the nuances of culture in structuring academic experiences.

2. The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).

3. The teacher understands there is a distinction between learning disabilities/giftedness and second language development.

4. The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Evidence from course syllabi, assignments from core education courses, and an interview with the English language program coordinator indicates that candidates understand the distinctions between identification processes and appropriate accommodations/scaffolding for both English Language Learners and special education students.

Sources of Evidence

- Interview with ISU English Language Learner program coordinator who described in-class discussions and lecture with candidates about the distinction between special education and English Learner identification
- Assignment identifying the distance between a first language and learning a second language and how culture can influence the distance between the two
- UDL lesson plan identifying the distinction between accommodations written for special education students and English language learners

Performance

1. The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

2. The teacher utilizes strategies that advance accuracy in students' language production and socio- culturally appropriate usage with an understanding of how these are influenced by the first language.

3. The teacher collaborates with other area specialists to distinguish between issues of learning disabilities/giftedness and second language development.

4. The teacher provides appropriate accommodations that allow students to access academic content.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Evidence indicates that candidates develop relationships with cooperating teachers, community members, parents, and students to develop an understanding of how culture can influence learning a second language.

Sources of Evidence

- English Language Learner coordinator interview discussing course assignments
- Field experiences including candidate interviewing community members and parents of students from diverse cultures
- Field experiences including 40 hours of practicum experience in schools with diverse learning populations. Field experiences can include teaching two or more lessons to English language learners

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

Knowledge

1. The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

2. The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi and a variety of course assignments, especially in methods and cultural diversity courses, indicate that candidates have knowledge of adaptation processes to curriculum and technology resources.

Sources of Evidence

- English as a Second Language textbook review assignment.
- Software evaluation assignment
- Understanding WiDA (standards for language learners) standards assignment

Performance

1. The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.

2. The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Faculty interview, candidate lesson plans, and syllabi demonstrate that candidates are able to apply strategies used to support English Language Learners*.*

Sources of Evidence

- Candidates develop lessons during practicum experience to teach to English Language Learners
- Interview with English Language Learner program coordinator who shared strategies taught to candidates and integrated into lesson plans taught during practicum experience
- Candidate evidence of integration of language rich strategies to support English Language Learners

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

Knowledge

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

Standard 5 Classroom Motivation and Management Skills	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The program provides acceptable evidence throughout coursework assignments that candidates have a good understanding of how culture influences motivation in a K-12 classroom setting.

Sources of Evidence

- English Language Learner candidate Philosophy Paper indicating specifics on how culture can influence student progress
- Candidate classroom observations
- Informed Belief Statement on Diversity assignment

Performance

1.   The teacher demonstrates a culturally responsive approach to classroom management.

Standard 5 *Classroom Motivation and Management Skills*	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis – The program provides acceptable evidence that candidates understand the importance of being culturally responsive when planning classroom management techniques.

Sources of Evidence

- Candidate reflection paper written after observation experience discussing teacher interviews and classroom environment
- Candidate discusses student adaptability to regular classroom instruction
- Cooperating teacher disposition evaluation of candidate

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

Knowledge

1.   The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

2.   The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.

3.   The teacher understands the extent of time and effort required for language acquisition.

Standard 6 *Communication Skills*	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – The program provides acceptable evidence of the four modalities of a language rich environment throughout course curriculum.

Sources of Evidence

- Course syllabi
- Interview with English Language Learner program coordinator of course discussions and lectures given to candidates
- Candidate demonstrate knowledge of the distance between learning a first and second language on class assignments

Performance

1. The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

2. The teacher uses active and interactive activities that promote proficiency in the four domains of language.

3. The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – The program provides some evidence of candidate understanding of facilitating students' acquisition through lesson plans and candidate reflections, stakeholder interviews, and student data. Evidence was lacking in the area of using active and interactive activities to promote student learning.

Sources of Evidence

-   Community and parent interviews conducted by candidate
-   Pre-post student data taken by candidate
-   Candidate lesson plan reflection

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

Knowledge

1. The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Candidate work shows evidence of how to take into consideration students' diverse cultural backgrounds and support instruction utilizing specific strategies for English Language Learners.

Sources of Evidence

-   English Language Development Standard (WiDA) assignments
-   Class discussion and assignments focused on Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP) along with relationship between first language (L1) and second language (L2)
-   Candidate observation during multicultural assignment

Performance

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

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – The EPP provides acceptable evidence that candidates deliver lesson plans in a K-12 setting.

Sources of Evidence

- Disposition evaluations done by cooperating teachers on candidates after practicum hours are finished
- English Learner profile assignment
- Lesson plans taught by candidate and indicated on course matrix

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

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

2. (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.

3. (ENL only) The teacher understands how to measure the level of English language proficiency.

4. The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.

5. The teacher is familiar with the state English language proficiency assessment.

6. The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.

7. The teacher understands appropriate accommodations for language learners being tested in the content areas.

8. The teacher understands how to use data to make informed decisions about program effectiveness.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – The EPP provides sufficient evidence of how candidates are taught to use WiDA (World-Class Instructional Design and Assessment) state specific English Language Learner standards and assessment, instructional strategies that help to scaffold learning for English learners, and how to assess areas including reading, writing, listening, and speaking.

> ### Sources of Evidence
>
> - Course assignments focused on state specific English Language Learner standards
> - Pre and post assessment data
> - Syllabi indicating how to write accommodations for English learners

Performance

1. The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.

2. The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

3. The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

4. The teacher uses appropriate accommodations for language learners being tested in the content areas.

5. The teacher uses data to make informed decisions about program effectiveness.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Acceptable evidence was provided by the EPP to demonstrate that candidates use assessment when instructing English Language Learners.

> ### Sources of Evidence
>
> - Candidate lesson plans
> - Cooperating and university supervisor evaluations
> - Portfolio assignment

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

Knowledge

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

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – The EPP provided evidence of candidates continuing to learn and grow through first-hand experiences required during course work. This included but was not limited to volunteering for community events related to cultural experiences, observation hours in schools, collaboration with cooperating teachers to support English learners, and parent interviews. A variety of course assignments helped candidates recognize the complexity of supporting English learners with understanding the importance of developing ongoing relationships with families, communities, and other stakeholders.

> *Sources of Evidence*

- Syllabi
- Observation hours connected to courses and practicum experience
- Portfolio assignment

Performance

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

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis– The endorsement program has had a limited number of completers at time of review. In an interview, a professor from World Languages indicated she had taken courses from the education department and has changed coursework because of this experience. No other evidence was available from alumni, completers, or candidates.

> *Sources of Evidence*

- Faculty interview

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

Knowledge

1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.

2. The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The EPP provided considerable evidence of the importance of investing in community stakeholders when supporting English learners. A focus is placed on the way in which the culture influences the way an English Language Learns*.*

> *Sources of Evidence*

> - Portfolio assignment
> - Community experiences and parent interviews
> - Observation hours spent in schools and participation in community cultural events

Performance

1. The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.

2. The teacher collaborates with colleagues to promote opportunities for language learners.

3. The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – Candidates are required to spend observation hours within the community. Candidates interview parents, meet with community members, attend public school board meetings, volunteer at a local food bank, teach and support English learners, and meet with cooperating teachers.

> *Sources of Evidence*

> - Interviews
> - Observation hours
> - Practicum requirements

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	0	10	0
Performance	10	1	9	0

Areas for Improvement

- It could be beneficial for education faculty to develop a lesson plan template candidates could use which includes the four modalities.
- Candidate knowledge of how to assess (both formative and summative) in the four modalities would be helpful when candidates move to practicum and internship experiences.
- Not enough evidence was provided on whether or not candidates maintained a high level of proficiency according to the ACTFL guidelines.

Recommended Action for Bilingual Education and ENL

☒   Approved

☐   Conditionally Approved
   ☐   Insufficient Evidence
   ☐   Lack of Completers
   ☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR BLENDED/EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The early childhood educator knows that family systems are inextricably tied to child development.

2. The early childhood educator understands the typical and atypical development of infants' and children's attachments and relationships with primary caregivers.

3. The early childhood educator understands how learning occurs and that children's development influences learning and instructional decisions.

4. The early childhood educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

5. The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child's mental health.

6. The early childhood educator understands the importance of supportive relationships on the child's learning, emotional, and social development.

7. The early childhood educator understands the role of adult-child relationships in learning and development.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – The EPP provides sufficient evidence (assignments, rubrics, student lesson plans, candidate and program faculty interviews) of all knowledge indicators for Standard 1. Evidence demonstrates the program ensures 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.

Sources of Evidence

- Candidate work samples: motivation and management case study, classroom management plan assignment, instructional sequence plan, common summative assessment assignment, UDL lesson plan, severe disabilities strategies project
- Early childhood education and special education syllabi
- Candidate Interview
- Faculty interviews

Performance

1. The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

2. The early childhood educator collaborates with parents, families, specialists and community agencies to identify and implement strategies to minimize the developmental consequences of toxic (strong, frequent, and/or prolonged) stress and trauma, while increasing protective factors and resilience.

3. The early childhood educator establishes and maintains positive interactions and relationships with the child.

Standard 1 *Learner Development*	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		X	

1.2 Analysis – Interviews with candidates, candidate work samples (lesson plans, case studies, and classroom management plan), student teaching observation, family meeting conference, and candidate reflections provide evidence that teacher candidates demonstrate an adequate ability to meet Standard 1 performance indicators.

Sources of Evidence

- Candidate work samples: candidate reflection on student teaching observation, child observations, family meeting conference, development reflection essay
- Candidate interviews
- Faculty interviews
- Candidate reflection on development

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The early childhood educator understands the continuum of medical care for premature development, low birth weight, children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2. The early childhood educator understands variations of beliefs, traditions, and values across cultures and the effect of these on the relationships among the child, family, and their environments.

3. The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

4. The early childhood educator knows how to access information regarding specific children's needs and disability- related issues (e.g. medical, support, service delivery).

5. The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children's learning differences, and to provide access to an inclusive learning environment.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – The EPP provides sufficient evidence for all knowledge indicators to demonstrate that the program is designed to meet Standard 2 suggesting the teaching candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Evidence reviewed includes syllabi, course assignments and rubrics, ECE (Early Childhood Education) Praxis scores, as well as interviews with program candidates and program faculty.

   Sources of Evidence

   - Candidate work samples: classroom management plan assignment, assessment: comprehensive evaluation guidelines
   - Severe disabilities strategies rubric
   - Early childhood education and special education syllabi
   - Candidate interviews
   - Faculty interviews
   - ECE praxis scores

Performance

1. The early childhood educator locates, uses, and shares information about the methods for the care of children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

2. The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Interviews with candidates and faculty, review of candidate work samples, and student teaching observations provide evidence that performance indicators for Standard (2) are addressed completely.

Sources of Evidence

- Candidate interviews
- Candidate work samples: technology portfolio (assistive technology project), tool kit case study, position and mobility project
- Student teaching observations
- Faculty interviews

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The early childhood educator understands the importance and use of routines as a teaching strategy.

2. The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.

3. The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.

4. The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.

5. The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.

6. The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

7. The early childhood educator understands that the child's primary teacher is the parent.

8. The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – The EPP provides sufficient evidence regarding all knowledge indicators for Standard 3 demonstrating the teacher candidate 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. Evidence reviewed included candidate work samples and rubrics, syllabi, and candidate and program faculty interviews.

Sources of Evidence

- Candidate work samples: common summative assessment, safety plan
- Literacy case study rubric
- Early childhood syllabi
- Candidate interviews
- Faculty interviews

Performance

1. The early childhood educator promotes opportunities for all children in natural and inclusive settings.

2. The early childhood educator embeds learning objectives within everyday routines and activities.

3. The early childhood educator creates an accessible learning environment, including the use of assistive technology.

4. The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

5. The early childhood educator creates an environment that encourages self-advocacy and increased independence.

6. The early childhood educator plans and implements intervention consistent with the needs of children.

7. The early childhood educator conducts functional behavior assessments and develops positive behavior supports, and creates behavior intervention plans.

8. In collaboration with the parent, the early childhood educator applies evidence-based strategies that support development at all stages in home, community, and classroom environments.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Interviews with candidates and faculty, review of candidate work samples, and framework for teaching observations provide evidence that performance indicators for Standard (3) are addressed by the EPP.

Sources of Evidence

- Framework for teaching observation of candidate
- Candidate work samples: teaching and learning plan reflection, IPLP, IEP meeting and attendance, UDL lesson plan
- Candidate interviews
- Faculty interviews

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement).

2. The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) Preparation Standards.

3. The early childhood educator understands the process of self-regulation that assists children to identify and cope with emotions.

4. The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

5. The early childhood educator understands the elements of play and how play assists children in learning.

6. The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

7. The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

8. The early childhood educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).

9. The early childhood educator understands the comprehensive nature of children's well being in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

10. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 4 to demonstrate that 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. Evidence reviewed included candidate work samples, rubrics, and candidate and program faculty interviews.

Sources of Evidence

- Candidate work samples: menu assignment, USDA guideline assignment, unit plan, instructional planning sequence, UDL lesson plan
- Literacy case study rubric
- Candidate interviews
- Faculty interviews

Performance

1. The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.

2. The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.

3. The early childhood educator differentiates practices for the acquisition of skills in English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate work samples, framework for teaching observation, and an IEP meeting checklist provide evidence that all performance indicators for Standard (4) are addressed by the EPP.

Sources of Evidence

*   Candidate work samples: lesson plan, student teaching assignment, common summative assessment, unit plan 1, classroom management plan, IEP meeting reflection
*   Framework for teaching observation
*   IEP meeting checklist

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.

2. The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.

3. The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.

4. The early childhood educator understands how to promote the development of executive functioning in children birth through age 8 (e.g. impulse control, problem solving, exploration).

5. The early childhood educator knows the importance of facilitating emergent literacy and numeracy.

6. The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 5 suggesting the teacher candidate 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. Evidence reviewed included test scores from the National Occupational Competency Testing Institute (NOCTI), syllabi, student work samples, rubrics, and candidate and program faculty interviews.

Sources of Evidence

- National Occupational Competency Testing Institute (NOCTI) test scores
- Early Childhood Education (ECE) syllabi
- Candidate work samples: common summative assessment, instructional sequence plan, Universal Design for Learning (UDL) lesson plan
- Severe disabilities strategies rubric
- Faculty interviews

Performance

1. The early childhood educator effectively creates and maintains an environment that facilitates overall growth and development of all children (e.g. routines, materials and equipment, schedules, building relationships, assistive technology).

2. The early childhood educator builds positive relationships with children and families and encourages cultural sensitivity among children to foster social and emotional development of all children.

3. The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.

4. The early childhood educator effectively utilizes explicit instruction to facilitate the development of executive functioning (e.g. impulse control, problem solving, exploration).

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate work samples, assignment guidelines and rubrics, practicum observations, and framework for teaching observations provide evidence that all performance indicators for Standard (5) are addressed by the EPP.

Sources of Evidence

- Candidate work samples: lesson plans, student teaching, student reflection, UDL lesson plan

- Role playing assignment
- Practicum observation
- Framework for teaching observation
- Social problems rubric

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.

2. The early childhood educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.

3. The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

4. The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 6 demonstrate that the teacher candidate 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. Evidence reviewed includes candidate work samples, syllabi, and candidate interviews.

Sources of Evidence

- Candidate work samples: unit plan, lesson plan, common summative assessment, assessment comprehensive evaluation report
- ECE syllabi
- Candidate interviews

Performance

1. The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).

2. The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.

3. The early childhood educator collaborates with families and professionals involved in the assessment process of children.

4. The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

5. The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g. observation, checklists, norm-referenced).

6. The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Candidate work samples as well as candidate and program faculty interviews provide evidence that all performance indicators for Standard (6) are addressed by the EPP.

Sources of Evidence

- Candidate work samples: environment reflection, student teaching work sample, lesson plan, environment design project, IEP meeting candidate reflection, classroom management plan, unit plan
- Candidate interviews
- Faculty interviews

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The early childhood educator understands theory and research that reflect currently recommended professional practice for engaging with families and children (from birth through age 2, ages 3-5, and grades K-3).

2. The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 7 suggesting the teacher candidate 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. Evidence reviewed included student work samples (case study, classroom management plans, technology portfolio), ECE syllabi, NOCTI test scores, and program faculty interviews.

Sources of Evidence

- NOCTI tests scores
- Candidate work samples: case study, classroom management plan, technology portfolio
- ECE syllabi
- Faculty interviews

Performance

1. The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.

2. The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) Individualized Education Programs (IEP).

3. The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).

4. The early childhood educator analyzes activities and tasks and uses procedures for monitoring children's skill levels and progress.

5. The early childhood educator evaluates children's skill development in relation to developmental norms and state-adopted standards.

Standard 7 *Planning for Instruction*	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – Candidate work samples as well as candidate and program faculty interviews provide evidence that all performance indicators for Standard (7) are addressed by the EPP. Evidence reviewed included student work samples, candidate interviews, assignment rubrics, and practicum observations.

Sources of Evidence

- Candidate work samples: candidate reflection, unit plan, common summative assessment, UDL lesson plan, student teaching work sample

- Candidate interview
- Instructional sequence rubric
- Practicum observations

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).

2. The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 8 demonstrate the teacher candidate understands and uses a variety of instructional strategies to encourage learners to develop a deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Evidence reviewed included student work samples (environment design project, classroom management plan, assessment comprehensive evaluation, NOCTI exam scores, technology portfolio, and development appropriate practice lesson plan), ECE and SPED syllabi, and candidate interviews.

Sources of Evidence

- Candidate work samples: environment design project, classroom management plan, assessment-comprehensive evaluation report, NOCTI exam scores, technology portfolio (assistive technology), developmentally appropriate practice lesson plan
- ECE and SPED syllabi
- Candidate interviews

Performance

1. The early childhood educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open- ended questioning, group discussion, problem solving, cooperative learning, inquiry and reflection experiences).

2. The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate work samples as well as candidate and program faculty interviews provide evidence that all performance indicators for Standard (8) are addressed by the EPP. Evidence reviewed included student work samples, faculty interviews, and practicum observations.

Sources of Evidence

- Candidate work samples: developmentally appropriate lesson plan, UDL lesson plan, practicum observation, student teaching work samples, student reflection, case study
- Practicum observation
- Faculty interviews

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The early childhood educator understands the NAEYC Standards for Early Childhood Professional Preparation and the CEC/DEC Initial Preparation Standards.

2. The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.

3. The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 9 suggesting 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*.* Evidence reviewed included student work samples, NOCTI exam scores, technology portfolio, syllabi, and faculty interviews.

Sources of Evidence

- Candidate work samples: technology portfolio, article reading and reflection, NOCTI exam scores, director lens project
- ECE syllabi
- Faculty interviews
- NOCTI exam scores

Performance

1. The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.

2. The early childhood educator practices behavior as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

Standard 9 *Professional Learning and Ethical Practice*	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance		X	

9.2 Analysis – Candidate work samples, program faculty and candidate interviews and checklists provide evidence that all performance indicators for Standard (9) are addressed by the EPP.

Sources of Evidence

- Candidate work samples: technology portfolio, candidate reflection, director lens project
- Faculty interviews
- Director/lead teacher checklist and feedback form
- Candidate interviews

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The early childhood educator knows about state and national professional organizations (e.g., NAEYC and CEC/DEC.

2. The early childhood educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

3. The early childhood educator knows community, state, and national resources available for children and their families.

4. The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.

5. The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

6. The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.

7. The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The EPP provides sufficient evidence to address all knowledge indicators for Standard 10 demonstrate that the teacher candidate 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. Evidence reviewed included candidate work samples, optional conference attendance, director feedback checklist form, syllabi, field trip resource activity, portfolio, National Association for the Education of Young Children (NAEYC) student membership, ECE library advisory agendas, and candidate and program faculty interviews.

Sources of Evidence

- Candidate work samples: final case study, unit plan, severe disabilities strategies project, candidate reflection, student teaching work sample
- Conference attendance (optional)
- Director feedback checklist form
- Candidate interview
- Faculty interviews
- ECE syllabi
- Field trip (local childcare resource center for Idaho Stars)
- Portfolio guidelines
- National Association for the Education of Young Children (NAEYC) member requirement
- ECE Library Advisory Board agendas
- NAEYC accreditation

Performance

1. The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child's development and learning.

2. The early childhood educator identifies and accesses community, state, and national resources for children and families.

3. The early childhood educator advocates for children and their families.

4. The early childhood educator creates a manageable system to maintain all program and legal records for children.

5. The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

6. The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

10.2 Analysis – Candidate work samples, program faculty and candidate interviews and checklists provide evidence that all performance indicators for Standard (10) are addressed by the EPP.

> ### Sources of Evidence
>
> - Candidate work samples: final case study, unit plan, severe disabilities strategies project, candidate reflection, student teaching work sample
> - Conference attendance (optional)
> - Director feedback checklist form
> - Final exam questions
> - Candidate interviews
> - Faculty interviews

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	0	10	0
Performance	10	0	10	0

Areas for Improvement

- For two reviews in a row, there has been no evidence for the Early Childhood specific indicators available to reviewers, nor a systematic process defined to assess competencies.
- Early Childhood standards and evidence are not embedded in offered coursework in a documented way.
- See Conditional Approval Note

Recommended Action for Blended Early Childhood Education/Early Childhood Special Education

☐   Approved

☒   Conditionally Approved

          ☒   Insufficient Evidence
                  No evidence provided for early childhood specific indicators
          ☐   Lack of Completers
          ☐   New Program

☐   Not Approved

IDAHO FOUNDATION STANDARDS FOR COMMUNICATION ARTS TEACHERS

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.

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.

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.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands how values and ethics affect communication.

2. The teacher understands the importance of audience analysis and adaptation in differing communication contexts.

3. The teacher knows the components and processes of communication.

4. The teacher understands the interactive roles of perceptions and meaning.

5. The teacher understands how symbolism and language affect communication.

6. The teacher understands the role of organization in presenting concepts, ideas, and arguments.

7. The teacher knows methods and steps of problem solving in communication arts.

8. The teacher understands the impact of outside social structures and institutions—including historical, political, social, economic, and cultural perspectives—on communication processes and messages.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Required course syllabi, PRAXIS scores, faculty interviews and College Course Catalog descriptions provide minimal but acceptable evidence that candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. Evidence for these indicators relies heavily on course syllabi which have been updated to show correlating standards for Communication Arts Teachers, Journalism teachers, and Speech and Debate Teachers. Although these have been updated, it was often difficult to determine within the rest of the syllabus just how these standard are being met within the teaching of the course. Interviews were able to fill some of these gaps. Journalism teachers do not have to take a PRAXIS; therefore PRAXIS scores provided by the EPP are not able to be used as evidence for Journalism teachers meeting standards.

Sources of Evidence

- Required course syllabi (separate classes for Speech and Debate Teachers and Journalism teachers)
- College Course Catalog course descriptions http://coursecat.isu.edu/undergraduate/education/secondaryeducation/#programs text
- PRAXIS scores for Speech and Debate Teachers
- Faculty interview CMP 1110 instructor

Performance

1. The teacher emphasizes to students the importance of values and ethics relevant to the communication process in a variety of formats (e.g., speeches, interpersonal interactions, journalistic writing, social media, debate).

2. The teacher provides instruction and practice in conducting and applying research.

3. The teacher creates lessons that stress the importance of audience analysis and adaptation.

4. The teacher presents communication as a process consisting of integral components.

5. The teacher explains various methods of organization and their effects on the communication process.

6. The teacher delivers instruction that facilitates student analysis and evaluation of message contexts, including historical, political, social, economic, and cultural perspectives.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – There have been only 2 completers with a Communications endorsement in the last 3 years. Neither candidate provided evidence within this endorsement area so therefore no performance evidence was provided. Journalism has not had a completer in the last 3 years, therefore no performance evidence was provided. In addition, lack of a required methods course for both Speech and Debate and Journalism teachers makes the performance portion of this standard difficult to attain. This lack of methods coursework also makes it challenging for candidates to be able to create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

> ### Sources of Evidence
>
> - No evidence

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.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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.

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.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands contemporary legal standards relating to communication and media.

Standard 9 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Course syllabi, College catalog course descriptors, faculty interview, and assignment descriptions indicate that both communications and journalism endorsement candidates have the opportunity to gain the knowledge required in the professional learning and ethical practice standard. The required courses CMP 2205 for Communication Endorsement and CMP1110 for Journalism endorsement cover these topics well.

> ### Sources of Evidence
>
> - CMP 2205 & CMP 1110 syllabi
> - Required Course assignment details
> - ISU Course catalog descriptors for required courses:
>   http://coursecat.isu.edu/undergraduate/education/secondaryeducation/#programs
>   text

Performance

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

Standard 9 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – There have been only 2 completers with a Communications endorsement in the last 3 years. Neither candidate provided evidence within this endorsement area so therefore no performance evidence was provided. Journalism has not had a completer in the last 3 years, therefore no performance evidence was provided. Due to lack of a required methods course, evidence for the performance portion of this standard where the candidate is expected to adapt practice to meet the needs of each learner would be difficult to attain.

Sources of Evidence

> - No evidence

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	2	0	2	0
Performance	2	2	0	0

Areas for Improvement

- Required methods course

Recommended Action for Foundations of Communications

☐ Approved

☒ Conditionally Approved

    ☐ Insufficient evidence

    ☒ Lack of Completers

    ☐ New Program

☐ Not approved

IDAHO STANDARDS FOR JOURNALISM TEACHERS

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.

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.

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.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher comprehends the fundamentals of journalistic style (e.g., news, feature, editorial writing).

2. The teacher understands the elements of design and layout.

3. The teacher understands the purposes and elements of photojournalism (e.g., composition, processing).

4. The teacher understands the purposes, types, and rules of headline and caption writing.

5. The teacher possesses knowledge of interviewing skills.

6. The teacher knows how to organize and equip a production area.

7. The teacher knows how to organize and supervise a student staff (e.g., editors, writers, photographers, business personnel).

8. The teacher knows how to adapt journalistic techniques to various media (e.g., radio, television, Internet).

9. The teacher understands advertising and finance.

10. The teacher knows the fundamentals of editing.

11. The teacher understands processes of effective critiquing.

12. The teacher understands journalistic and scholastic press law and ethics.

13. The teacher understands the role of journalism in democracy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Required course syllabi, College catalog course descriptors, and interviews provide minimal but acceptable evidence that candidates seeking a journalism 20 credit endorsement would be able to understand the central concepts, tools of inquiry. No evidence was provided to demonstrate that candidates would know how to organize and equip a production area (indicator 6), organize and supervise a student staff (indicator 7), or understand advertising and finance (indicator 9) unless they take CMP 3311 as one of their optional courses.

Sources of Evidence

- Required course syllabi
- Course Catalog:
  http://coursecat.isu.edu/undergraduate/education/secondaryeducation/#programs text
- Faculty interviews

Performance

1. The teacher instructs students in the fundamentals of journalistic style across a variety of journalistic platforms.

2. The teacher student application of design and layout techniques.

3. The teacher integrates the purposes and elements of photojournalism into the production process.

4. The teacher instructs students in the purposes, types, and rules of headline and caption writing.

5. The teacher provides opportunities for students to practice and use interviewing skills.

6. The teacher teaches editing skills and provides opportunities for student practice.

7. The teacher provides opportunities for students to critique and evaluate student and professional work.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis - Journalism has not had a completer in the last several years, therefore no performance evidence was provided. In addition, lack of a required methods course for Journalism teachers would make the performance portion of this standard, as well as creating learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, difficult to attain.

>   *Sources of Evidence*

- No evidence

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.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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.

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.

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.

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- Required methods course

Recommended Action for Journalism

☐   Approved

☒   Conditionally Approved

        ☐   Insufficient evidence

        ☒   Lack of Completers

        ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR SPEECH AND DEBATE TEACHERS

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.

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.

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.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1.   The teacher understands the models of interpersonal communication.

2.   The teacher knows the processes and types of active listening.

3.   The teacher knows the nature of conflict and conflict resolution strategies in the speech process.

4.   The teacher knows the dynamics of group communication (e.g., roles, functions, systems, developmental stages, problem solving).

5.   The teacher understands rhetorical theories and practices.

6.   The teacher understands types of public speaking (e.g., informative, persuasive, ceremonial).

7.   The teacher understands the steps of speech preparation, rehearsal, presentation, and constructive feedback.

8.   The teacher understands the necessity of adapting public speaking styles and skills to various media.

9.   The teacher understands the principles of competitive debate theory (e.g., categories and styles of debate).

10. The teacher knows the theories and practices of argumentation.

11. The teacher knows the precepts of logical reasoning (e.g., syllogistic, categorical, disjunctive, fallacies).

12. The teacher knows the various types of competitive speaking events (e.g., impromptu, extemporaneous, oratory, debate).

13. The teacher knows how to identify and minimize communication anxiety.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Required course syllabi, college course catalog course descriptors, and PRAXIS scores provide evidence that candidates applying for a communications 20 credit endorsement understand the central concepts, tools of inquiry, and structures of the discipline he or she teaches. However, no evidence was provided to support that candidates understand types of public speaking, (indicator 6), the steps of speech preparation, rehearsal, presentation, and constructive feedback (indicator 7), or knows how to identify and minimize communication anxiety (indicator 13). In addition, evidence was limited in how the teacher knows the various types of competitive speaking events except for debate.

Sources of Evidence

- Required course syllabi (no speech syllabi were supplied and 1 4000 or above speech course if required)
- Course Catalog: http://coursecat.isu.edu/undergraduate/education/secondaryeducation/#programs text
- PRAXIS scores

Performance

1. The teacher instructs in the process of effective interpersonal communication (e.g., effective listening, components of verbal and nonverbal communication, conflict resolution).

2. The teacher explains the components and dynamics of group communication and provides opportunities for student implementation.

3. The teacher provides opportunities for students to prepare, practice, and present various types of speeches.

4. The teacher provides instruction integrating digital media and visual displays to enhance presentations.

5. The teacher instructs in the theory, principles, and practices of debate (e.g., argumentation, logical reasoning, competitive speaking).

6. The teacher provides opportunities for students to participate in debate and speaking events.

7. The teacher explains various methods of organization and their effects on the communication process.

8. The teacher provides strategies for assessing and minimizing communication anxiety (e.g., personal anxiety assessment, repetition, visualization).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – There have been only 2 completers with a Communications endorsement in the last 3 years. Neither candidate provided evidence within this endorsement area so therefore no performance evidence was provided. In addition, lack of a required methods course for Speech and Debate teachers would make the performance portion of this standard, as well as creating learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, difficult to attain.

Sources of Evidence

*   No evidence

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.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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.

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.

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.

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- Requiring a methods course for Speech and Debate candidates, as well as creating learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content, will serve these teacher-candidates well.
- Provide opportunities that support candidate understanding of types of public speaking and the steps of speech preparation, as well as how to identify and minimize communication anxiety.

Recommended Action for Speech and Debate

☐   Approved

☒   Conditionally Approved

              ☐   Insufficient evidence
              ☒   Lack of Completers
              ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

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. Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.
2. Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).
3. Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Syllabi requiring developmental analysis of student reading texts, candidate work samples of unit plans, classroom student diversity analysis, examples of student work, and college supervisor observation notes of candidates' teaching observations show that candidates meet the criteria for Learner Development Standard 1 Performance 1.2

Sources of Evidence

- Student diversity analysis records, candidate lesson plan units
- Course syllabi requiring analysis of adolescent literature and instruction methods
- Candidate teaching evaluations completed by college supervisor

Standard 2: Learning Difference - The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Performance

1. Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.
2. Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Standard 2 Learning Difference	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Course descriptions and syllabi, candidate student teaching lesson plans, student work handouts and samples, and candidate student teaching observations provide evidence that teacher candidates demonstrate performance of Standard 2 Learning Difference Performance 2.2.

Sources of Evidence

- English 2211 and 3311 Course syllabi
- Student teaching lesson plans, student work handouts
- Student work samples, candidate observations from college student teaching supervisor

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.

Performance

1. Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g., workshops, project based learning, guided writing, Socratic seminars, literature circles etc.).

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Student differentiation chart showing accommodations for specific students, candidate lesson plan with assignment description, and other candidate work samples show that the candidates use knowledge of students' abilities and interests to create projects and show evidence of completion of Standard 3.2.

Sources of Evidence

- Student Differentiation chart showing interventions/accommodations for students
- Assignment description/lesson plan, projects
- Candidate work samples

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.

Performance

1. Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
2. Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.
3. Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g., planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.
4. Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

Standard 4 *Content Knowledge*	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – Candidate interviews, lesson plans, work samples, and observation notes from student teaching supervisors provide evidence that teacher candidates demonstrate performance of Standard 4.2 Content Knowledge.

Sources of Evidence

- Candidate interviews, lesson plans
- Candidate unit plan work samples
- Student teaching observation notes from supervisors

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.

Performance

1. Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.

2. Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
3. Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.
4. Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 5.2 Application of Content.

Sources of Evidence

*   Candidate interviews
*   Candidate work samples
*   Candidate lesson plans

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

1. Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
2. Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
3. Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.
4. Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Candidate interviews, work samples, student diversity differentiation and accommodations, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 6.2 Assessment.

Sources of Evidence

- Candidate interviews
- Candidate work samples and lesson plans
- Student diversity differentiation and accommodations

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.

Performance

1. Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
2. Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
3. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
4. Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 7.2 Planning for Instruction.

Sources of Evidence

- Candidate interviews
- Candidate work samples
- Lesson plans

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.

Performance

1. Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media, and knowledge about students' linguistic and cultural backgrounds.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 8.2 Instructional Strategies.

Sources of Evidence

- Candidate work samples
- Candidate interviews
- Candidate lesson plans

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.

Performance

1. Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 9.2 Professional Learning and Ethical Practice.

   Sources of Evidence

- Candidate interviews
- Candidate work samples with reflections
- Candidate lesson plans

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.

Performance

1. Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – Completer and candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of Standard 10.2 Leadership and Collaboration.

   Sources of Evidence

- Completer and candidate interviews
- Candidate work samples
- Candidate lesson plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	0	0	0	0
Performance	10	0	10	0

Areas for Improvement

- Completers asked for better guidance in preparation for the Praxis II ELA Content Knowledge test in both 6-12 and Middle School English Language Arts.
- First time pass rates for the last 4 years of data show a steady decline in 6-12: 100% in 14-15 (18), 94% in 15-16 (17), 84% in 16-17 (13), 63% in 17-18 (11). The Middle School results are even lower, though uneven in the trend line: 68% in 14-15 (19), 72% in 15-16 (22), 45% in 16-17 (11), 64% in 17-18 (17).
- Alignment between course offerings and Praxis preparation is not clearly delineated, and school districts' emergency hires may be contributing to the lower pass rate percentages.

Recommended Action for English Language Arts

☒   Approved
☐   Conditionally approved
        ☐   Insufficient evidence
        ☐   Lack of completers
        ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Knowledge

1. The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
2. The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
3. The teacher understands how exceptionalities can interact with development and learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Required course syllabi, faculty interviews, required course assignments and assignment rubrics as well as PRAXIS scores indicate that candidates understand how exceptionalities may interact with development and learning. Interviews as well as course assignments provide evidence that candidates understand how language, culture, and family background influence the learning of individuals with exceptionalities as well as understanding how exceptionalities can interact with development and learning.

Sources of Evidence

- Required course syllabi
- Required course assignments
- Required course assignment rubrics
- Faculty interviews

Performance

1. The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.
2. The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – Faculty and candidate interviews, required course assignments, lesson plans, and Framework for Teaching Observation forms provide evidence that candidates are able to use their knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Sources of Evidence

- Required course assignment samples
- Faculty interviews
- Candidate interviews

Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Knowledge

1. The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
2. The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
3. The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
4. The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g., positive behavioral supports, functional behavioral assessment and behavior plans).

Standard 2 Learning Environments	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Syllabi, faculty and candidate interviews, required course assignments, and assignment rubrics indicate that candidates are able to create safe, inclusive, and culturally responsive learning environments. Candidate interviews as well as work samples from required courses provided sufficient evidence that candidates have the knowledge to create and modify learning environments in relationship to the learners' exceptionalities.

Sources of Evidence

- Required course syllabi
- Required course assignments

- Case study rubrics
- Faculty interviews
- Candidate interviews

Performance

1. The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.
2. The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.
3. The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.
4. The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

Standard 2 Learning Environments	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Faculty and candidate interviews, required course work samples, as well as observation forms indicate that candidates are able to create safe, inclusive, culturally responsive learning environments. Candidate interviews indicated that they felt very well prepared in the knowledge and skills regarding preparing appropriate learning environments for exceptional learners.

Sources of Evidence

- Required course syllabi
- Required course assignment work samples
- Candidate interviews
- Faculty interviews

Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Knowledge

1. The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

2. The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.

3. The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Required course syllabi, required course assignments and assignment rubrics as well as candidate and faculty interviews provide evidence that candidates have knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate interviews indicate that an area for growth in content knowledge is the topic of literacy and literacy development.

Sources of Evidence

- Required course syllabi
- Faculty interviews
- Required course assignments
- Required course assignment rubrics

Performance

1. The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.

2. The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.

3. The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

Standard 3 Curricular Content Knowledge	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Faculty and candidate interviews, required course work samples, lesson plans, common summative assessments, as well as framework for teaching observation forms provide evidence that candidates are able to use their knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Candidate interviews indicated a desire for additional coursework or knowledge in the area of literacy and literacy development. Candidates reported that their knowledge of mathematics and mathematics curricula was very strong.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course work samples
- Required course lesson plans
- Required course assessments,
- Framework for Teaching Observation Forms

Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions

Knowledge

1. The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.
2. The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.
3. In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.
4. The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
5. The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.
6. The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).
7. The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Required course syllabi, required course assessments and assignments as well as interviews provide evidence that candidates are able to use multiple methods of assessment and data-sources in making educational decisions. Candidates are able to utilize a variety of assessments, and have learned how assessment results can be used to guide educational decisions for individuals. In addition, candidates learn how to engage individuals with exceptionalities to work toward quality learning and provide guidance feedback.

> *Sources of Evidence*

- Required course syllabi
- Required course assignment guidelines
- Faculty interviews

Performance

1. The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.
2. The teacher gathers background information regarding academic, medical, and social history.
3. The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.
4. The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.
5. The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

Standard 4 Assessment	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate and faculty interviews, required course assignment work samples, lesson plans and unit plans all provide evidence that candidates are able to use multiple methods of assessment and data-sources to make educational decisions for the students they teach. Candidate interviews indicate that although they have not created actual IEP plans or transitional plans, they have utilized assessment data to create mock IEP goals and IEP plans as well as transition plans and behavior plans. All candidates interviewed felt very confident in their abilities to create those types of plans once they are employed.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course assignments

Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Knowledge

1. The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
2. The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.
3. The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
4. The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.
5. The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
6. The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.
7. The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
8. The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.
9. The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Standard 5 Instructional Planning and Strategies	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Required course syllabi, required course assignments, and interviews provide evidence that candidates are able to acquire the knowledge which helps them to select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.

Sources of Evidence

- Faculty interviews
- Required course syllabi
- Required course assignments
- Candidate interviews

Performance

1. The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.
2. The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.
3. The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.
4. The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.
5. The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
6. The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Standard 5 Instructional Planning and Strategies	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Interviews, required course work samples including multiple lesson and unit plans, and framework for teaching observation forms provide evidence that candidates are able to select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities. Interviews indicated that candidates believe their knowledge of best practices and evidence-based instructional strategies surpasses those of colleagues in the field and candidates from other programs that they know.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course assignments
- Framework for Teaching Observation forms

Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Knowledge

1. The teacher understands how foundational knowledge and current issues influence professional practice.
2. The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
3. The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.
4. The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.
5. The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

Standard 6 *Professional Learning and Ethical Practices*	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – Required course syllabi, faculty interviews, and required course assignments and rubrics provide evidence that candidates are able to gain foundational knowledge of the field and the professional Ethical Principles and Practice Standards. Although acceptable evidence was provided to meet this standard, interviews with faculty and candidates demonstrated that it is an area of concern. Interviews with faculty indicate that new classes and program structures are being put into place in response.

   Sources of Evidence

   • Required course syllabi
   • Candidate interviews
   • Faculty interviews
   • Required course assignments

Performance

1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
2. The teacher provides guidance and direction to paraeducators, tutors, and volunteers.

3.   The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
4.   The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

Standard 6 Professional Learning and Ethical Practices	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Faculty and candidate interviews, required course work samples, and required course assessments provide evidence that candidates are able to use their foundational knowledge of the field and their professional Ethical Principles and Practice standards to inform special education practice to engage in lifelong learning and to advance the profession. Although sufficient evidence was found to mark this performance standard as acceptable, candidate and faculty interviews indicate that collaboration and knowledge of laws may be areas of growth for the program. In response, new program classes and guidelines are being put into place.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course assignments
- Required course assessments

Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Knowledge

1.   The teacher understands the theory and elements of effective collaboration.
2.   The teacher understands how to serve as a collaborative resource to colleagues.
3.   The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
4.   The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
5.   The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.

6. The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Standard 7 Collaboration	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Candidate and faculty interviews, required course syllabi, and required course assignments provide evidence that candidates have knowledge about collaborating with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. Although evidence was sufficient for this standard, the EPP faculty and candidates have determined that this area is an area of growth and have already taken steps to increase the rigor of collaborative knowledge through new program designs and classes.

Sources of Evidence

- Required course syllabi
- Required course assignments
- Faculty interviews
- Candidate interviews

Performance

1. The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
2. The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.
3. The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

Standard 7 Collaboration	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

7.2 Analysis – Faculty and candidate interviews, required course work samples, and required course assessments all provide evidence that candidates are able to effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Sources of Evidence

- Candidate interviews
- Faculty interviews
- Required course work samples
- Required course assignments

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	0
Performance	7	0	7	0

Areas for Improvement

- Candidate interviews reveal a need for additional support, coursework, and opportunity to practice skills around literacy and literacy development.
- Candidates could benefit from a greater emphasis on Professional Ethical Principles and Practice standards to inform special education practice, as well as the chance to gain a deeper knowledge of education law.

Recommended Action for Exceptional Child Generalists

☒   Approved
☐   Conditionally approved
        ☐   Insufficient evidence
        ☐   Lack of completers
        ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR SPECIAL EDUCATION TEACHERS OF STUDENTS WHO ARE DEAF/HARD OF HEARING

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how etiology, age of onset, age of identification, age at provision of services, and hearing status influence a student's language development and learning.

2. The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability.

3. The teacher understands how learning and language development occur and the impact of instructional choices on deaf/hard of hearing students so they achieve age appropriate levels of literacy, academics, and social emotional development.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis– The EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of learner development for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.

2. The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate.

3.　The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – Due to lack of completers and/or current candidates, the program provides insufficient evidence that teacher candidates demonstrate an adequate ability to develop appropriate language, literacy, academic or social development lessons that meet the deaf or hard of hearing learner's need.

Sources of Evidence

- Interviews with faculty

Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1.　The teacher understands how hearing status may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional.

2.　The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies.

3.　The teacher understands the need for English language learning for students whose native language is American Sign Language (ASL).

4.　The teacher understands the need for differentiated instruction for language learning for emergent language users.

5.　The teacher understands that an Individualized Education Plan (IEP), including all current State and Federal guidelines for deaf/hard of hearing students should consider the following: communication needs; the student and family's preferred mode of communication; linguistic needs; hearing status and potential for using auditory access; assistive technology; academic level; and social, emotional, and cultural needs, including opportunities for peer interactions and communication.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), (3), (4) and (5), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of learning differences for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher uses information concerning hearing status (i.e., sensory, cognitive, communication, linguistic needs); potential for using auditory access; academic level; social, emotional, and cultural needs in planning and implanting differentiated instruction and peer interactions and communication.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create differentiated learning experiences that support each deaf or hard of hearing learner to have access, and to progress in academic and social development.

Sources of Evidence

- Interviews with faculty

Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the unique social and emotional needs of students who are deaf/ hard of hearing and knows strategies to facilitate the development of healthy self-esteem and identity.

2. The teacher understands that Deaf cultural factors, communication, and family influences impact classroom management of students.

3. The teacher understands the role of and the relationship among the teacher, interpreter, and student.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of learning environments for deaf or hard of hearing students.

>   *Sources of Evidence*
>
>   - Syllabi from 2015
>   - Draft matrix for possible future program alignment to standards
>   - Interviews with faculty
>   - Course catalog

Performance

1. The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory access.

2. The teacher creates a learning environment that encourages self-advocacy and the development of a positive self-identity.

3. The teacher prepares students for the appropriate use of interpreters and support personnel.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance	X		

3.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that will implement developmentally appropriate and challenging learning experiences.

Sources of Evidence

- Interviews with faculty

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the theories, history, cultural perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing.

2. The teacher knows the various educational placement options and how they influence a deaf/hard of hearing student's cultural identity and linguistic, academic, social, and emotional development.

3. The teacher understands the complex facets regarding issues related to deaf/hard of hearing individuals and working with their families (e.g., cultural and medical perspectives).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of content knowledge for deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf/hard of hearing.

2. The teacher educates others regarding the potential benefits, and constraints of the following: cochlear implants, hearing aids, other amplification usage, sign language systems, ASL, use of technologies, and communication modalities.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis- Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the content meaningful for the deaf or hard of hearing learners.

> **Sources of Evidence**
>
> •   Interviews with faculty

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher understands the role of the interpreter and the use and maintenance of assistive technology.

2. The teacher knows resources, materials, and techniques relevant to communication choices (e.g., total communication, cued speech, ASL, listening and spoken language (LSL), hearing aids, cochlear implants, augmentative and assistive equipment, FM systems, and closed captioning).

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

*5.1 Analysis –*The EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of application of content for deaf or hard of hearing students.

> **Sources of Evidence**

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (e.g., total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning).

2. The teacher meets and maintains the proficiency requirements of the linguistic and educational environment of the student/program. For teachers to be employed in programs where sign language is used for communication and instruction, the teacher will meet one of the following to demonstrate sign language proficiency: 1) score Intermediate Plus level or above as measured by the Sign Language Proficiency Interview (SLPI), 2) receive 3.5 or above on the Educational Interpreter Performance Assessment (EIPA), or 3) obtain the National Registry of Interpreters for the Deaf Certification (RID).

3. The teacher maintains a learning environment that facilitates the services of the interpreter, support personnel, and implementation of other accommodations.

4. The teacher provides instruction to students on the effective use of appropriate assistive technology.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that candidates can demonstrate an adequate ability to apply connect concepts, engage students who are deaf or hard of hearing in critical thinking or collaborative problem solving.

> *Sources of Evidence*
>
> - Interviews with faculty

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher knows specialized terminology used in the assessment of students who are deaf/hard of hearing.

2. The teacher knows the appropriate assessment accommodations.

3. The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – EPP provides sufficient evidence for indicators (1), (2), and (3), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of assessment for deaf or hard of hearing students.

> ***Sources of Evidence***
>
> - Syllabi from 2015
> - Draft matrix for possible future program alignment to standards
> - Interviews with faculty
> - Course catalog

Performance

1. The teacher uses appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing.

2. The teacher designs and uses appropriate formative assessment tools.

3. The teacher gathers and analyzes communication samples to determine nonverbal and linguistic skills of students who are deaf/hard of hearing as part of academic assessment.

4. The teacher uses data from assessments to inform instructional decision making to develop present levels of performance (PLOP) and IEP goals.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates can demonstrate an adequate ability to use and apply multiple methods of assessment that result in being able to monitor progress and guide teacher and learner decision making for the deaf or hard of hearing learner.

Sources of Evidence

- Interviews with faculty

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge
1.   The teacher knows Federal and State special education laws (IDEA).
2.   The teacher knows how to develop a meaningful and compliant IEP.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge	X		

7.1 Analysis – The EPP provides insufficient evidence for indicator (2) within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet Standard 7,indicator 1 to provide an adequate understanding of Federal/state laws. But the syllabi do not show that learning to develop a compliant IEP is included in any of the classes. While the draft matrix classes might cover this important topic and skill, there is no clear evidence.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance
1.   The teacher, as an individual and a member of a team, selects and creates learning experiences that are: aligned to State curriculum standards, relevant to students, address and align to students' IEP goals, based on principles of effective instruction and performance modes.

2.   The teacher implements the IEP.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

7.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate planning for instruction that meets rigorous learning goals for students who are deaf or hard of hearing.

> **Sources of Evidence**
>
> • Interviews with faculty

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher knows how to enhance instruction through the use of technology, visual materials and experiential activities to increase outcomes for students who are deaf/hard of hearing.

2. The teacher knows how to develop instruction that incorporates critical thinking, problem solving, and performance skills.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – The EPP provides sufficient evidence for indicators (1), and (2), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of Instructional Strategies for deaf or hard of hearing students.

> **Sources of Evidence**
>
> • Syllabi from 2015
> • Draft matrix for possible future program alignment to standards
> • Interviews with faculty
> • Course catalog

Performance

1. The teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and the unique needs of students who are deaf/hard of hearing.

2. The teacher maintains a learning environment that facilitates the services of the educational interpreter, note taker, and other support personnel, as well as other accommodations.
3. The teacher enables students who are deaf/hard of hearing to use support personnel and assistive technology.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

8.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate application of a variety of strategies within their instruction for the deaf or hard of hearing learner.

> ### Sources of Evidence
>
> • Interviews with faculty

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge
1. The teacher knows The Code of Ethics for Idaho Professional Educators.
2. The teacher knows about laws affecting deaf/hard of hearing citizens and students.
3. The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students.
4. The teacher is aware of the personal biases related to the field of education of deaf/hard of hearing children that affect teaching and knows the importance of presenting issues with objectivity, fairness, and respect.
5. The teacher knows where to find and how to access professional resources on teaching deaf/hard of hearing students and subject matters, and cultural perspectives.
6. The teacher knows about professional organizations within education in general and education of deaf/hard of hearing students and understands the need for professional activity and collaboration beyond the school.
7. The teacher understands the dynamics of change and recognizes that the field of education is not static.
8. The teacher knows how to use technology to enhance productivity and professionalism.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), (3), (4), (5), (6), (7), and (8), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of professional learning and ethical practice related to serving deaf or hard of hearing students.

Sources of Evidence

- Syllabi from 2015
- Draft matrix for possible future program alignment to standards
- Interviews with faculty
- Course catalog

Performance

1. The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators.
2. The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students.
3. The teacher uses a variety of sources for evaluating his/her teaching (e.g., classroom observation, student achievement data, information from parents and students, and current research in the field of education of deaf/hard of hearing students).
4. The teacher uses self-reflection as a means of improving instruction.
5. The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices.
6. The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher.
7. The teacher engages in professional discourse about subject matter knowledge and pedagogy, as well as knowledge and pedagogy related to the education of deaf/hard of hearing students.
8. The teacher uses technology to enhance productivity and professionalism.

Standard 9 Professional Learning and Ethical Practices	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate the practice of professional learning and ethical practice, as relates to working with the deaf or hard of hearing learner.

> ***Sources of Evidence***
>
> - Interviews with faculty

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/hard of hearing students (e.g., educational interpreters, class teachers, transliteraters, tutors, note takers, and audiologist).

2. The teacher knows of available resources.

3. The teacher understands the effects of communication on the development of family relationships and knows strategies to facilitate communication within a family that includes a student who is deaf/hard of hearing students.

4. The teacher knows the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – The EPP provides sufficient evidence for indicators (1), (2), (3), and (4), within syllabi dated 2015, required coursework, faculty interviews, and a draft matrix for possible future course alignment. The evidence minimally demonstrates that the program is designed to meet the standard of an adequate understanding of learner development for deaf or hard of hearing students.

> ***Sources of Evidence***
>
> - Syllabi from 2015
> - Draft matrix for possible future program alignment to standards
> - Interviews with faculty
> - Course catalog

Performance

1. The teacher facilitates the coordination of support personnel (e.g., interpreters and transliteraters) and agencies to meet the communication needs of students who are deaf/hard of hearing.

2. The teacher accesses and shares information about available resources with family and community.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

10.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate development of leadership and collaboration skills.

   Sources of Evidence

   - Interviews with faculty

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	1	9	0
Performance	10	10	0	0

Areas for Improvement

- Continue to collect evidence, artifacts, and data for candidates and completers to show EPP is meeting the standards for the Teacher of the Deaf or Hard of Hearing program.
- Continue and follow-through with plans for program alignment, provided in ISU's draft matrix presented at the review.

Recommended Action for Special Education Teachers of Students Who Are Deaf/Hard of Hearing

☐ Approved
☒ Conditionally approved
      ☒ Insufficient evidence
      ☒ Lack of completers
      ☐ New Program

☐ Not approved

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.

2. The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

Standard 1 *Learner Development*	*Unacceptable*	*Acceptable*	*Exemplary*
1.1 Knowledge		X	

1.1 Analysis – Required coursework, syllabi, candidate lesson plans, interviews and candidate instructional units, provide evidence that teacher candidates demonstrate both (1) and (2), in recognizing students' mathematical development and understandings, and the trajectories to move students forward.

> *Sources of Evidence*
>
> - Course syllabi
> - Evaluations by supervisor
> - Education Dept. course requirements
> - Candidate lesson and unit plans
> - Candidate reflections
> - Candidate interviews
> - Faculty interviews

Performance

1. The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.

2. The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.

3. The teacher plans and facilitates learning activities that value students' ideas and guide the development of students' ways of thinking, and mathematical dispositions in line with research-based learning progressions.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

*1.2 Analysis –*Candidate and completer interviews, lesson plans, evaluations, and candidate reflections provide adequate evidence that teacher candidates demonstrate performance of (1) supporting students to make connections within the learning, (2) applying learning progressions in instruction, (3) working to plan lessons that connect with students' interests and ways of thinking. Some examples provided in the evidence include thoughtful reflectiveness about student responses in a lesson and considering next steps, choosing examples or context for problems that relate to student interests.

Sources of Evidence

- Candidate lesson plans
- Evaluations by supervisor and mentor
- Candidate reflections
- Candidate and completer interviews

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.

2. The teacher knows how to use assessment data and appropriate interventions for students.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

*2.1 Analysis –*Required coursework and transcripts, candidate lesson plans & reflections and instructional units, provide adequate evidence that teacher candidates demonstrate an adequate understanding of individual differences that impact learners, (1) matching learner levels, and (2) using assessment to drive interventions for specific students.

Sources of Evidence

- Candidate lesson plans
- Candidate instructional units
- Candidates reflections
- Candidates' transcripts
- Education Dept. course requirements

Performance

1. The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

*2.2 Analysis –*Candidate and completer interviews, lesson plans, and candidate reflections, provide evidence that teacher candidates demonstrate performance of adjusting and modifying instruction while adhering to content standards to support mathematical understanding for diverse learners. Examples provided in the evidence include detailed information within several lesson plans stating ways to accommodate a lesson activity for varied students in a class who have different learning needs.

> *Sources of Evidence*
>
> *   Candidate lesson plans showing modifications for diverse learners (multiple examples)
> *   Candidate's reflections
> *   Interviews with candidates and completers

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.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.

2. The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and infernal) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.

3. The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.

4. The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.

5. The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis –Syllabi, required coursework, candidate lesson plans, candidate instructional units, Praxis scores, and interviews provide adequate evidence that teacher candidates demonstrate an adequate understanding of Math content for (1) varieties of problem solving approaches (3) how to use hands on, visual, symbolic models, (4) use of mathematical argument to support use of algorithms, (5) standards of mathematical practice and how to engage students in such.

Sources of Evidence

- Course catalog/program course requirements
- Course syllabi
- Candidates lesson plans and unit plans for MS/ HS Math
- Praxis scores
- Candidate and completer interviews

Performance

1. The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.

2. The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.

3. The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.

4. The teacher implements the standards for mathematical practice and engages students in the use of those practices.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

*4.2 Analysis –*Candidate and Completer interviews, candidate reflections, and lesson plans provide adequate evidence that teacher candidates demonstrate performance of (1) connecting abstract with concrete, (2) using hands on, visual and symbolic models, (3) using mathematical argument to support connections with algorithms, and (4) implementing and engaging students in mathematical practice. Some strategies noted in the evidence include connecting decimals and percent with money and with banking, eliciting students to respond to questions that draw them to apply a concept in a new way, and multiple candidate created visual (within Power Points) models and real life items that connect to concepts.

Sources of Evidence

- Candidate and completer interviews
- Candidate lesson plans
- Candidate written reflections

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

*5.1 Analysis –*Candidate lesson plans, candidate lesson plans, and candidate reflections provide evidence that teacher candidates demonstrate an adequate understanding of how to connect math content to other disciplines.

Sources of Evidence

- Candidate lesson plans
- Candidate written reflections
- Completer and candidate interviews

Performance

1. The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

*5.2 Analysis –*Candidate and completer interviews, candidate lesson plans, and provide evidence that teacher candidates demonstrate performance of applying mathematics concepts and practice to other disciplines/ life applications. Some examples of applying math concepts to other areas of life included connecting percent and decimals to banking/savings accounts, and to loans, and also connecting several everyday items to recognize angles in them.

> *Sources of Evidence*

> - Candidate lesson plans
> - Candidate written reflections
> - Completer and candidate interviews

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
Knowledge

1.   The teacher knows how to assess students' mathematical reasoning.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

*6.1 Analysis –*Required coursework, candidate lesson plans and instructional units, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of how to assess students' mathematical reasoning.

> *Sources of Evidence*

> - Candidate and completer interviews
> - Candidate Lesson plans and units
> - Required courses

Performance

1.   The teacher assesses students' mathematical reasoning.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		x	

6.2 Analysis – Candidate and completer interviews, and lesson plans provide evidence that teacher candidates demonstrate adequate performance of assessing students' mathematical reasoning through multiple strategies. Some examples provided in evidence included multiple formative assessments: exit tickets, attending to student oral responses, use of visual/ concrete

demonstrations, listening to group or partner discussions, as well as custom made short quizzes to target specific concepts.

Sources of Evidence

- Candidate and completer interviews
- Danielson evaluations by supervisor
- Candidate Lesson plans and materials, and units
- Danielson process reflective report from candidate

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

1. The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.

2. The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis–Required coursework, Syllabi, candidate lesson plans, and candidate instructional units, provide evidence that teacher candidates demonstrate an adequate understanding of (1) content and practice standards, and (2) how to plan learning activities to move students forward in their learning.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- Required courses
- Syllabi for required courses

Performance

1. The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		X	

*7.2 Analysis –*Candidate and completer interviews, and lesson plans, candidate unit plans, and Danielson evaluations provide evidence that teacher candidates demonstrate performance of planning and assessing within instructional sequences to support engaging students in learning and in mathematical practices. Examples provided included materials created for lessons, such as candidate created Power Points with many visuals, use of Essential Questions, inclusion in lesson plans of strategies and accommodations to draw all students into the learning.

Sources of Evidence

- Candidate lesson plans
- Materials created for lessons
- Candidate reflections on lesson implementations
- Candidate unit plans
- Candidate and completer interviews
- Danielson evaluations by supervisor or mentor
- Praxis scores of candidates

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Knowledge

1. The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.

3. The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.

4. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).

5. The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Candidate lesson plans, candidate unit plans, candidate reflections, Danielson evaluations conducted by supervisor, and candidate reflection papers provide evidence that teacher candidates demonstrate an adequate understanding of Instructional Strategies, (1) how

to formulate questions to elicit student use of problem solving strategies, (2) know a variety of strategies for investigating and understanding math, (3) how to facilitate using various mathematical representations, (4) understand appropriate use of technology in math instruction, (5) how to student misconceptions in the learning process.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- Danielson evaluations done by supervisor
- Candidate reflections
- Candidate and completer interviews

Performance

1. The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.

2. The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.

3. The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.

4. The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).

5. The teacher uses student conceptions and misconceptions to guide and facilitate learning.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate and completer interviews, lesson and unit plans and materials created for instruction provide evidence that teacher candidates demonstrate performance of (1) posing questions or tasks to elicit student use of reasoning and problem solving, (2) using a variety of instructional strategies to build student understanding, (3) promote student use of various mathematical representations, (5) use student misconceptions to guide and facilitate learning. Examples of strategies used as found in the artifacts provided include formative assessment strategies (exit tickets, shoulder partner sharing, checking for understanding), breaking up a class period by providing several activities with some providing movement, use of visuals and concrete examples, connecting math concepts to real life.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- Candidate Power Point presentations within lessons
- Candidate and completer interviews
- Supervisor Danielson evaluations

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.

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	0
Performance	7	0	7	0

Areas for Improvement

- Development and implementation of a minimum two-credit course focused on secondary mathematics pedagogy. ISU currently offers and requires Elementary Math Methods for those seeking an Elementary Teacher Degree. While ISU recently implemented a new class to address this need at the secondary, Advanced Math Methods, it is not a required class for the program.
  Consider exploring the factors leading to many of the candidates' struggles to pass the Math Praxis (data provided from 2017-18 for 6-12th grade Praxis: 9 students, 25 total attempts, 3 have passed at this point).

Recommended Action for Mathematics

☒   Approved
☐   Conditionally approved
            ☐   Insufficient evidence
            ☐   Lack of completers
            ☐   New Program

☐   Not approved

IDAHO FOUNDATION STANDARDS FOR PROFESSIONAL-TECHNICAL TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.

2. The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.

3. The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.

4. The teacher understands industry trends and labor market needs.

5. The teacher understands workplace leadership models.

6. The teacher understands the philosophical principles and the practices of professional-technical education.

7. The teacher understands the importance of student leadership qualities in technical program areas.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

*1.1 Analysis –*Syllabi, candidate portfolio entries, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of knowledge of subject matter.

> *Sources of Evidence*
>
> - CFS 1100 candidate portfolio assignment
> - CFS 3314 syllabus objectives and course plan
> - Candidate lesson plans (food truck wars, flowerpot families, etc.)
> - NTD 2239 syllabus

Performance

1. The teacher maintains current technical skills and seeks continual improvement.

2. The teacher demonstrates specific occupational skills necessary for employment.

3.   The teacher uses current terminology, industry logistics, and procedures for the occupational area.

4.   The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).

5.   The teacher writes and evaluates occupational objectives and competencies.

6.   The teacher uses a variety of technical instructional resources.

7.   The teacher assesses the occupational needs of the community.

8.   The teacher facilitates experiences designed to develop skills for successful employment.

9.   The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – Work samples and lesson plans provide some evidence that teacher candidates demonstrate performance of knowledge of subject matter. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate lesson plans (six essential nutrients, food truck wars, etc.)
- Candidate comprehensive portfolio entries
- Faculty interview

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

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

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

Knowledge

1.   The teacher understands the entry-level skills in the occupation.

2.   The teacher understands workplace culture and ethics.

3.   The teacher understands how to provide students with realistic occupational and/or work experiences.

4. The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.

5. The teacher understands how occupational trends and issues affect the workplace.

6. The teacher understands how to integrate academic skills into technical content areas.

7. The teacher understands the role of innovation and entrepreneurship in the workplace.

8. The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis –Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of multiple instructional strategies.

Sources of Evidence

- CFS 3332 syllabus
- Technology portfolio assignment
- BED 3341, BED 3342, BED 3343 syllabi
- Candidate lesson plans

Performance

1. The teacher models appropriate workplace practices and ethics.

2. The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

3. The teacher integrates academic skills appropriate for each occupational area.

4. The teacher uses simulated and/or authentic occupational applications of course content.

5. The teacher uses experts from business, industry, and government as appropriate for the content area.

6. The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.

7. The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.

8. The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

*4.2 Analysis –*Work samples, observations of candidate, and candidate unit and lesson plans provide evidence that teacher candidates demonstrate performance of multiple instructional strategies. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate technology portfolio
- Candidate lesson plans (money matters, etc.)
- Candidate unit plans (food truck wars, etc.)
- University supervisor, cooperating teacher, and principal observations

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

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

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

Knowledge

1. The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.

2. The teacher knows how to identify community and industry expectations and access resources.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

*7.1 Analysis –*Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of instructional planning skills.

Sources of Evidence

- CFS 3332 syllabi
- CFS 1100 syllabi

- Candidate lesson plans
- Faculty interview

Performance

1. The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.

2. The teacher designs instruction to meet community and industry expectations.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

*7.2 Analysis –*Work samples and lesson plans provide evidence that teacher candidates demonstrate performance of instructional planning skills. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans (food truck wars, etc.)
- Domain 1 & 4 candidate professional response narratives

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

Knowledge

1. The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.

2. The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

3. The teacher understands how evaluation connects to instruction.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis –Required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

> *Sources of Evidence*

> - Candidate instructional units (personal development unit, etc.)
> - Candidate lesson plans (family flowerpots, etc.
> - Pre- and post-test reflection assignment

Performance

1. The teacher writes and evaluates occupational goals, objectives, and competencies.

2. The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.

3. The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

Standard 8 Assessment of Student Learning	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance	X		

8.2 Analysis – Work samples, lesson plans, and candidate observations provide evidence that teacher candidates demonstrate performance of assessment of student learning. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

> *Sources of Evidence*

> - Pre- and post-test reflection (personal development unit, etc.)
> - Domain 3 candidate professional response narratives
> - University supervisor, cooperating teacher, and principal observations

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

Knowledge

1. The teacher understands the value and impact of having a professional development plan.

2. The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Candidate student teaching observations, candidate portfolio, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of professional commitment and responsibility.

Sources of Evidence

- University supervisor, cooperating teacher, principal candidate observations
- Domain 4 candidate professional response narrative activity
- Candidate educational philosophy statement
- Domain 4 candidate reflection narrative assignment

Performance

1. The teacher collaborates with an administrator to create a professional development plan.

2. The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – Work samples, candidate observations, and professional development plans provide evidence that teacher candidates demonstrate performance of professional commitment and responsibility. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Domain 4 candidate professional response narrative
- University supervisor, cooperating teacher, and principal candidate observations
- Candidate individualized professional learning plan (IPLP)

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

Knowledge

1. The teacher knows the contributions of advisory committees.

2. The teacher understands the importance of using the employment community to validate occupational skills.

3. The teacher understands how to effect change in professional-technical education and in the occupational area taught.

4. The teacher knows about professional organizations within the occupational area.

5. The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.

6. The teacher understands the structure of state-approved PTSOs.

7. The teacher understands the ideas, opinions, and perceptions of business and industry.

Standard 10 Partnerships	*Unacceptable*	*Acceptable*	*Exemplary*
10.1 Knowledge		X	

10.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of partnerships.

Sources of Evidence

- CFS 3332 syllabus
- Domain 4 candidate professional response narrative
- Candidate lesson and unit plans
- EDUC 2204 partnership project

Performance

1. The teacher establishes and uses advisory committees for program development and improvement.

2. The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.

3. The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

4. The teacher participates in appropriate professional organizations.

5. The teacher cooperatively constructs articulation agreements.

6. The teacher incorporates an active state-approved PTSO in his or her program.

7. The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

10.2 Analysis – Work samples and candidate lesson plans provide evidence that teacher candidates demonstrate performance of partnerships. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Domain 4 candidate professional response narrative
- Candidate lesson plans
- Candidate unit plans

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Knowledge

1. The teacher understands how to dispose of waste materials.

2. The teacher understands how to care for, inventory, and maintain materials and equipment.

3. The teacher understands safety contracts and operation procedures.

4. The teacher understands legal safety issues related to the program area.

5. The teacher understands safety requirements necessary to conduct laboratory and field activities.

6. The teacher understands time and organizational skills in laboratory management.

7. The teacher is aware of safety regulations at school and work sites.

8. The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

Standard 11 Learning Environment	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of learning environment.

Sources of Evidence

- CFS 3314 syllabus
- NTD 1139 syllabus
- Domain 1 & 2 candidate professional response narrative

Performance

1.   The teacher ensures that facilities, materials, and equipment are safe to use.

2.   The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.

3.   The teacher demonstrates effective management skills in the classroom and laboratory environments.

4.   The teacher models and reinforces effective work and safety habits.

5.   The teacher incorporates PTSOs as intra-curricular learning experiences.

Standard 11 Learning Environment	Unacceptable	Acceptable	Exemplary
11.2 Performance	X		

11.2 Analysis –Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of learning environment. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

   Sources of Evidence

   • Domain 2 student analysis of strengths
   • Domain 1 candidate professional response narrative
   • University supervisor, cooperating teacher, and principal candidate observations

Standard 12: Workplace Preparation - The teacher prepares students to meet the ~~competing~~ demands and responsibilities of the workplace.

Knowledge

1.   The teacher understands workplace employability skills and related issues.

2.   The teacher understands the issues of balancing work and personal responsibilities.

3.   The teacher understands how to promote career awareness.

Standard 12 Workplace Preparation	Unacceptable	Acceptable	Exemplary
12.1 Knowledge		X	

12.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of workplace preparation.

   Sources of Evidence

   • CFS 4431 syllabus

- Candidate unit plan with career plan capstone activity
- Candidate portfolio assignment for standard 12

Performance

1. The teacher designs instruction that addresses employability skills and related workplace issues.

2. The teacher discusses how to balance demands between work and personal responsibilities.

3. The teacher provides opportunities for career awareness and exploration.

Standard 12 Workplace Preparation	Unacceptable	Acceptable	Exemplary
12.2 Performance	X		

12.2 Analysis – Faculty interview, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of workplace preparation. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate portfolio project
- Faculty interview
- Candidate philosophy of education/career technical education

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8	0	8	0
Performance	8	8	0	0

Areas for Improvement

- All performance areas are solid, but lack completers that would allow the program to be approved.

Recommended Action for Foundation Standards for Professional-Technical

☐   Approved
☒   Conditionally approved
        ☐   Insufficient Evidence
        ☒   Lack of completers
        ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR FAMILY AND CONSUMER SCIENCES TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1. The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.

2. Teacher understands the impact of families' multiple roles within the home, workplace and community.

3. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

4. The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

5. The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

6. The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.

7. The teacher understands the design, selection, and care of textiles and apparel products.

8. The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

9. The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

10. The teacher understands resource conservation and environmental issues in relation to family and community health.

11. The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

12. The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.

13. The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of knowledge of subject matter enhancement standards.

Sources of Evidence

- NTD 2239 syllabus
- CFS 3314 syllabus
- Elements & principles of housing and design candidate lesson plan
- Candidate lesson plan (flowerpots and family)

Performance

1. The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.

2. The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.

3. The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.

4. The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community

5. The teacher knows of community agencies and organizations that provide assistance to individuals and families.

6. The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

7. The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

8. The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.

9. The teacher demonstrates the design, selection, and care of textiles and apparel products.

10. The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

11. The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

12. The teacher integrates resource conservation and environmental issues in relation to family and community health.

13. The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – Work sample and lesson plans provide evidence that teacher candidates demonstrate performance of knowledge of subject matter. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

> *Sources of Evidence*

- Candidate lesson plans
- Candidate unit plans
- Candidate teaching activities (protein advertisement, food truck wars, etc.)

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

Knowledge

1. The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

Standard 2 Knowledge of Human Development	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – Candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of human development and learning.

Sources of Evidence

- Domain 3 candidate professional response narrative
- Candidate portfolio assignment
- Candidate Lesson and Unit Plans

Performance

1. The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

Standard 2 *Knowledge of Human Development*	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance	X		

2.2 Analysis – Work samples and lesson plans provide evidence that teacher candidates demonstrate performance of knowledge of human development standard. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- University supervisor, cooperating teacher, and principal candidate observations
- Candidate child development exam (adapted)
- Domain 1 professional response candidate narrative

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

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

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

Knowledge

1. The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 5 *Classroom Motivation and Management Skills*	*Unacceptable*	*Acceptable*	*Exemplary*
5.1 Knowledge		X	

5.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of classroom motivation and management skills.

Sources of Evidence

- CFS 3302 candidate portfolio
- Candidate lesson plans
- Candidate unit plans
- Candidate lesson reflection

Performance

1. The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 5 *Classroom Motivation and Management Skills*	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance	X		

5.2 Analysis – Work samples, candidate observations, and lesson plans provide evidence that teacher candidates demonstrate performance of classroom motivation and management skills. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate classroom management plans
- University supervisor, cooperating teacher, and principal candidate observations
- Candidate case analysis

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

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

Knowledge

1. The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.

2. The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Standard 7 *Instructional Planning Skills*	*Unacceptable*	*Acceptable*	*Exemplary*
7.1 Knowledge		X	

7.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of instructional planning skills.

   Sources of Evidence

   *   CFS 3332 syllabus
   *   SPED 3350 Universal Design for Learning (UDL) candidate lesson plan
   *   Faculty interview

Performance

1. The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

Standard 7 *Instructional Planning Skills*	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance	X		

7.2 Analysis – Work samples and lesson plans provide evidence that teacher candidates demonstrate performance of instructional planning skills. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate lesson plans
- Candidate unit plans
- University supervisor, cooperating teacher, and principal candidate observations

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

Knowledge

1. The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of assessment of student learning.

Sources of Evidence

- CFS 3332 syllabus
- Candidate lesson and unit plans (food truck wars, etc.)
- Candidate unit plan assessment reflection narrative

Performance

1. The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.2 Performance	X		

8.2 Analysis – Work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of assessment of student learning. Consider linking with Content Specialist Partners through the ISU College of Technology to have students better understand the connection to industry standards and certifications. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate Personal Development Pre- and Post-Test Unit Reflection
- Candidate Portfolio Entries

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

Knowledge

1. The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of professional commitment and responsibility.

Sources of Evidence

- University supervisor, cooperating teacher, and principal candidate observations
- Candidate College of Education dispositions
- Candidate teaching reflection

Performance

1. The teacher participates in continual relevant professional development in order to stay current in content areas.

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – Work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of professional commitment and responsibility. Lack of completers in the FCS educator preparation program limited the ability to generalize the evidence to the full program.

Sources of Evidence

- Candidate visible learning evaluation – depth of complexity clues
- Candidate teaching reflection
- Candidate Individualized Professional Learning Plan

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

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6	0	6	0
Performance	6	6	0	0

Areas for Improvement

- Consider how to expose and grow students with regard to connecting with industry partners through Technical Advisory Committees, industry resources, etc.
- All performance areas are solid, but lack completers that would allow the program to be approved.

Recommended Action for Family and Consumer Sciences

☐   Approved
☒   Conditionally approved
       ☐   Insufficient Evidence
       ☒   Lack of completers
       ☐   New Program

☐   Not approved

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
Knowledge

1. The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.

2. The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

Standard 1 Learner Development	*Unacceptable*	*Acceptable*	*Exemplary*
1.1 Knowledge		X	

1.1 Analysis – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an acceptable understanding of the foundational knowledge indicators as listed under standard one. This standard is supported by evidence across the indicators consisting of course objectives and outcomes with suggested assessments, and candidate work samples. Further evidence was gathered through interviews with recent completers, current candidates, and content faculty. 100% of the indicators were supported by sufficient and aligned evidence. PRAXIS II scores revealed that teacher candidates demonstrate an acceptable understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.

Sources of Evidence

- Course Syllabi for CHEM 1111, 1112 and 4400 were provided
- Praxis scores
- Interviews with current candidates

Performance

1. The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.

2. The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

1.2 Analysis – The collection of evidence from the EPP included candidate portfolio lesson plans, student teaching unit plans, and additional lesson plan reflections. Little portfolio evidence was present that teacher candidates can demonstrate an adequate ability to create learning experiences that make the concepts of science, tools of inquiry, structure of scientific knowledge, and the processes of science meaningful to students through the use of materials and resources that support instructional goals and learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. While learning activities in candidate work samples included demos and lab-based activities, many activities were focused on lower-level thinking tasks (e.g. note taking, multiple choice test questions, worksheets).

Sources of Evidence

- Teacher candidate lesson plans
- Teacher candidate evaluations
- Teacher candidate observations

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.

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.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.

2. The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.

3. The teacher understands the core ideas of their respective discipline (i.e. Disciplinary Core Ideas).

4. The teacher understands the interconnectedness among the science disciplines (i.e. Crosscutting Concepts).

5. The teacher understands the processes of science (i.e. Science and Engineering Practices).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Data gathered by the EPP reveal course syllabi and course objectives. Topics across science content included in course syllabi, PRAXIS II scores, and candidate/completer interviews provide evidence that teacher candidates demonstrate an adequate understanding of their science content and the nature of scientific knowledge and how to articulate the importance of engaging in the process of science.

Sources of Evidence

- Syllabi and course objectives/outcomes/assessments
- Praxis two test scores
- Teacher Candidate and Completer interviews

Performance

1. The teacher designs and implements lessons (e.g. activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

2. The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.

3. The teacher uses the core ideas of their respective discipline (i.e. Disciplinary Core Ideas) to design and implement lessons.

4. The teacher designs and implements lessons (e.g. activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.

5. The teacher models and guides students in the use of the processes of science. (i.e. Science and Engineering Practices).

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate portfolios, and other course lesson plans provide minimal evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills. A majority of candidate work samples emphasized traditional information delivery/lecture-based teaching (outside of lab-based learning situations).

Sources *of Evidence*

- Candidate Lesson Plans
- Candidate Portfolios
- Candidate work samples

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Knowledge

1.   The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge	X		

5.1 Analysis – Some work samples (EDUC 449 student teaching portfolios) were provided, but little or no evidence that teacher candidates demonstrate an adequate knowledge of how to use standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). During the interview session, candidates and completers as well as supervisors described their ability to utilize content knowledge to connect concepts and utilize differing perspectives to engage learners. Little evidence was provided to show depth of critical thinking or collaboration to solve problems.

Sources of Evidence

- Student Portfolios
- Interviews with completers, teacher candidates, university supervisors and cooperating teachers

Performance

1.   The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – Some work samples (EDUC 497 Student teaching portfolio and a school visit interview/observation) including the use of technology, graphs, and data were provided, but overall there was little or no evidence that teacher candidates demonstrate an adequate ability to engage students in the practical application of standard forms of scientific communications in their fields (i.e., graphs, technical writing, results of mathematical analysis, scientific posters, and multimedia presentations). Overall, evidence did not demonstrate an emphasis on the teaching and use of varied standard communication forms in science.

Sources of Evidence

- Teacher candidate portfolios

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
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.
Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.
Knowledge

1. The teacher understands how to implement Science and Engineering Practices in instructional planning.

2. The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g. project-based learning, 5E Instruction, place-based).

3. The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.

4. The teacher understands technical writing as a way to communicate science concepts and processes.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis – Required course syllabi and course objectives provide minimal evidence that teacher candidates demonstrate an adequate understanding of methods of inquiry and how to apply mathematics and technology to analyze, interpret, and display data.

Sources of Evidence

- Syllabi from CHEM 1111, 1112, 1112L, 2211, 2232, 2234
- Course objectives, outcomes and stated assessments

Performance

1. The teacher implements Science and Engineering Practices in instructional planning.

2. The teacher uses research-based practices to engage a diverse group of students in learning science (e.g. project-based learning, 5E Instruction, place-based).

3. The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate portfolios, and other course lesson plans provide minimal evidence that teacher candidates demonstrate an adequate ability to appropriately use models, simulations, laboratory and field activities, and demonstrations for larger groups, where appropriate, to facilitate students' critical thinking, problem solving, and performance skills. A majority of candidate work samples did not emphasize true inquiry learning and instead emphasized traditional information delivery/lecture-based teaching (outside of lab-based learning situations).

Sources of Evidence

- Portfolio examples for teacher candidates
- Lesson plans from teacher candidates
- Interviews with candidates and completers

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
Knowledge

1. The teacher understands the importance of keeping current on research related to how students learn science.

2. The teacher understands the importance of keeping current on scientific research findings.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Required course syllabi, interviews and some portfolios indicate that an emphasis on current science research occurs in some science content classes. The program provides evidence that teacher candidates demonstrate an adequate knowledge of recent developments in their fields and of how students learn science.

Sources of Evidence

- Syllabi from CHEM 1111, 1112 and 4400
- Teacher Candidate Portfolio
- Interviews

Performance

1. The teacher incorporates current research related to student learning of science into instructional design.

2. The teacher incorporates current scientific research findings into instructional design.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – Due to lack of artifacts, the program provides no evidence that teacher candidates demonstrate an adequate ability to incorporate an understanding of recent developments in their fields and knowledge of how students learn science into instruction. There was some knowledge evidence about the reading/discussion of scientific or educational journals in methods course syllabi, but there was not a consistent pattern of application of research in candidate lessons/units. Neither of the performance indicators were met in this standard.

Sources of Evidence

- No evidence

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.

Standard 11: Safety - The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.

Knowledge

1. The teacher knows how to design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

2. The teacher understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

3. The teacher understands how to ensure safe science activities appropriate for the abilities of all students.

4. The teacher understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

5. The teacher knows how to evaluate a facility for compliance with safety regulations.

6. The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

Standard 11 Safety	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – Required course syllabi and course descriptions provide evidence that teacher candidates demonstrate an adequate knowledge of material selection, safety, waste disposal, care and maintenance of materials and equipment, legal responsibilities associated with safety, safety requirements for laboratory, field activities, and demonstrations, and the procurement and use of Material Safety Data Sheets (MSDS).

Sources of Evidence

- Syllabi from CHEM 1111, 1112, 1112L, 4400
- Course objectives, outcomes and assessments denote the learners ability to address each indicator in this standard

Performance

1. The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.

2. The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.

3. The teacher ensures safe science activities appropriate for the abilities of all students.

4. The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.

5. The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.

6. The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

Standard 11 *Safety*	*Unacceptable*	*Acceptable*	*Exemplary*
11.2 Performance		X	

11.2 Analysis – Candidate portfolio lesson plans and course lesson plans provide evidence that teacher candidates demonstrate an adequate ability to model safe practices in laboratory, classroom and storage area in the following: 1) set up procedures for safe handling, labeling and storage of chemicals and electrical equipment; 2) demonstrate that safety is a priority in science and other activities; 3) take appropriate action in an emergency; 4) instruct students in laboratory safety procedures; 5) evaluate students' safety competence before allowing them in the laboratory; 6) take action to prevent hazards; 7) adhere to the standards of the science education community for ethical care and use of animals; and 8) use preserved or live animals appropriately in keeping with the age of the students and the need for such animals. In CHEM 4400 and PHYS 4400, candidates design and teach lesson plans that safely design and run laboratory-based experiences for their classmates.

    Sources of Evidence

- Teacher candidate lesson plans
- Laboratory journals
- Faculty conversations

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a variety of laboratory and field techniques appropriate to their content area.

2. The teacher knows a variety of strategies to develop students' laboratory and field skills.

Standard 12 Laboratory and Field Activities	*Unacceptable*	*Acceptable*	*Exemplary*
12.1 Knowledge		X	

12.1 Analysis – Required course syllabi provide evidence that teacher candidates demonstrate an adequate ability to explain the importance of laboratory and field activities in the learning of science.

Sources of Evidence

- Syllabi from CHEM 1111, 1112, 4400,
- Conversations with faculty and teacher candidates reinforced the evidence that students are aware of a variety of strategies and techniques necessary to safely teach and learn

Performance

1. The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.

2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Standard 12 Laboratory and Field Activities	*Unacceptable*	*Acceptable*	*Exemplary*
12.2 Performance		X	

12.2 Analysis – Candidate portfolio lesson plans, additional course lesson plan reflections provide evidence that teacher candidates engage students in experiencing the phenomena they are studying by means of laboratory and field exercises.

Sources of Evidence

- Teacher candidate lesson plans
- Teacher candidate evaluations and observations

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	12	1	11	0
Performance	12	2	10	0

Areas for Improvement

- Gathering student performance data from each respective discipline is a critical component to understanding the way teacher candidates are being equipped to teach.

Recommended Action for Science Foundations

☒   Approved
☐   Conditionally approved
           ☐   Insufficient Evidence
           ☐   Lack of completers
           ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

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.

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.

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.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.

2. The teacher understands fundamental structures of atoms and molecules.

3. The teacher understands basic principles of ionic, covalent, and metallic bonding.

4. The teacher understands periodicity of physical and chemical properties of elements.

5. The teacher understands laws of conservation of matter and energy.

6. The teacher understands fundamentals of chemical kinetics, equilibrium and thermodynamics.

7. The teacher understands kinetic molecular theory and gas laws.

8. The teacher understands mole concept, stoichiometry, and laws of composition.

9. The teacher understands solutions and colligative properties.

10. The teacher understands acids/base chemistry.

11. The teacher understands fundamental oxidation-reduction chemistry.

12. The teacher understands fundamental organic chemistry and biochemistry.

13. The teacher understands applications of chemistry in personal and community health and environmental quality.

14. The teacher understands fundamentals of nuclear chemistry.

15. The teacher understands the importance of accuracy and precision in measurements.

16. The teacher understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.

17. The teacher understands the different types of chemical reactions.

18. The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

Knowledge

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The collection of evidence provided by the EPP reveals that teacher candidates demonstrate an acceptable understanding of the foundational knowledge indicators as listed under standard 1. This standard is supported by numerous course syllabi. Further evidence was gathered through interviews with recent completers, current candidates, and methodology faculty. 100% of the indicators were supported by evidence. There is no data provided by the department for student coursework in core CHEM classes.

Sources of Evidence

- Syllabi from CHEM 1111, 1111L, 1112, 1112L, 2211, 2232, 2234, 3302, 3301, 3303, 3304, 3331, 3341, 3342, 4400
- Course objectives, outcomes and assignments

Performance

1. The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.

2. The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.

3. The teacher applies the basic principles of ionic, covalent, and metallic bonding.

4. The teacher utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).

5. The teacher illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).

6. The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.

7. The teacher is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.

8. The teacher can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).

9. The teacher applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).

10. The teacher applies the concepts of acids/base chemistry to predict properties and reactions.

11. The teacher is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.

12. The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.

13. The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.

14. The teacher can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.

15. The teacher applies accuracy and precision to their measurements and calculations.

16. The teacher applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.

17. The teacher categorizes and identifies a variety of chemical reaction types.

18. The teacher can utilize symbolic and particulate models to interpret and explain macroscopic observations.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate an adequate ability to create learning experiences that make the central concepts of chemistry, tools of inquiry, structure of chemical knowledge, and the processes of chemistry meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities, that are consistent with curriculum goals and reflect principles of effective instruction. Indicators 3 and 4 were found in a teacher candidate lesson plan. The remaining 16 indicators did not appear in the provided evidence. Therefore, 88.8% of the indicators were not met.

Sources of Evidence

- CHEM 4400 is a course that students produce lesson plans in for proper utilization of the Chemistry Laboratory. No work was collected, but through conversations with the Chemistry Department Chair, details were provided to reveal that the students are exposed to numerous opportunities to teach and develop lessons surrounding these performance standards.

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.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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.

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.

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.

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- The college of education is working diligently to foster partnerships with the colleges around campus who are teaching content. This endeavor is a necessary one, that takes time and consistent effort to sustain.
- Content faculty need to understand the value of the accreditation process and provide necessary documentation for the College of Education.
- The College of Education is looking to utilize an Education faculty to teach the methodology courses for each content area, which is a very strong recommendation for consistency within the College of Education.

Recommended Action for Chemistry

☐   Approved

☒   Conditionally Approved

☒   Insufficient Evidence
☒   Lack of Completers
☐   New Program

☐   Not approved

IDAHO STANDARDS FOR PHYSICS TEACHERS

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.

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.

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.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.

2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.

3. The teacher knows how to apply appropriate mathematical and problem-solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

Standard 4 Learner Development	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Required course syllabi, PHYS 4400 work samples provide evidence that teacher candidates demonstrate an acceptable understanding of physics content.

Sources of Evidence

- Course syllabi, including PHYS 4400, Practicum in Physical Science, provide knowledge evidence to meet all three indicators

Performance

1. The teacher develops and applies conceptual models to describe the natural world.

2. The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.

3. The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.

Standard 4 Learner Development	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – No new candidates have completed the program in the past three years. Due to lack of completers and/or current candidates, the program provides little or no evidence that teacher candidates demonstrate adequate ability to create learning experiences that make the central concepts of physics, tools of inquiry, structure of physics knowledge, and the processes of physics meaningful to students through the use of materials and resources that support instructional goals; and use learning activities, including laboratory and field activities and demonstrations, that are consistent with curriculum goals and reflect principles of effective instruction.

Sources of Evidence

- The current Physics Department Chair provided data from PHYS 4400, which is the department's version of a methodology course for physics majors. The data is from Spring 2014.
- The data from Spring 2014 reveal that all three indicators for performance were being met in the students who completed the PHYS 4400 course final project.

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.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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.

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.

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.

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	1	0	0

Areas for Improvement

- There were simply no majors in this program, which means there was no performance data specific to this standard.

Recommended Action for Physics

☐   Approved
☒   Conditionally approved
      ☐   Insufficient Evidence
      ☒   Lack of completers
      ☐   New Program
☐   Not approved

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands the influences that contribute to intellectual, social, and personal development.
2. The teacher understands the impact of learner environment on student learning.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary	
1.1 Knowledge		X		

*1.1 Analysis –*Syllabi, required coursework, candidate instructional units, and candidate and faculty interviews provide evidence that candidate and completer understand 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.

Sources of Evidence

- Syllabi
- Coursework
- Interviews with completers and faculty

Performance

1(a) The teacher provides opportunities for learners to engage in civic life, politics, and government.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

*1.2 Analysis –*Candidate and faculty interviews, work samples, lesson plans and completed evaluation rubrics provide evidence that teacher candidates demonstrate performance of providing opportunities for learners to engage in civic life, politics, and government.

Sources of Evidence

- Candidate and faculty interviews
- Completed student teacher rubrics
- Lesson plans

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.

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.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).
2. The teacher understands how and why various governments and societies have changed over time.
3. The teacher understands how and why independent and interdependent systems of trade and production develop.
4. The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.
5. The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.
6. The teacher understands how geography affects relationships between people, and environments over time.
7. The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

*4.1 Analysis –*Syllabi, faculty interviews, candidate lesson plans, and candidate instructional units provide evidence that the candidate and completer understand 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.

Sources of Evidence

- Candidate lesson plans
- Faculty interviews
- Candidate instructional units

Performance

1. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.
2. The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of comparing and contrasting various governments and cultures in terms of their diversity, commonalties, and interrelationships and that the teacher candidate incorporates methods of inquiry and scholarly research into the curriculum.

Sources of Evidence

- Candidate lesson plans
- Faculty interviews
- Candidate instructional units

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

1. The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.
2. The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them and that the teacher candidate understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

Sources of Evidence

- Candidate lesson plans
- Candidate and faculty interviews
- Candidate instructional units

Performance

1. The teacher demonstrates and applies chronological historical thinking.
2. The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.
3. The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate and faculty interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of 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.

Sources of Evidence

- Candidate lesson plans
- Candidate and faculty interviews
- Candidate instructional units

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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.

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Knowledge

1. The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

*8.1 Analysis –*Syllabi, candidate lesson plans, candidate instructional units, and completed student teaching evaluation rubrics provide evidence that teacher candidates demonstrate an adequate understanding of clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Sources of Evidence

- Course syllabi
- Candidate lesson plans and instructional units
- Completed student teaching evaluation rubrics

Performance

1. The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis – Candidate interviews, lesson plans, and completer interviews provide evidence that teacher candidates demonstrate performance fostering clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

Sources of Evidence

- Candidate interviews
- Candidate lesson plans and instructional units
- Completer interviews

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.

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4	0	4	0
Performance	4	0	4	0

Recommended Action on Idaho Foundation Standards for Social Studies Teachers

☒   Approved

☐   Conditionally Approved

　　　　　☐   Insufficient Evidence
　　　　　☐   Lack of Completers
　　　　　☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS

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.

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.

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.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands the relationships between civic life, politics, and government.
2. The teacher understands the political spectrum and factors that affect individual political views and behavior.
3. The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.
4. The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.
5. The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).
6. The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.
7. The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).
8. The teacher understands different forms of government found throughout the world.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge			X

4.1 Analysis – Syllabi, candidate lesson plans, candidate instructional units, and candidate and faculty interviews provide evidence that teacher candidates demonstrate an adequate understanding of 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.

Sources of Evidence

- Course Syllabi
- Candidate lesson plans and instructional units
- Completed student teaching evaluation rubrics

Performance

1. The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.
2. The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.
3. The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.
4. The teacher integrates global perspectives and current events into the study of civics and government.
5. The teacher engages learners in civil discourse and promotes its use in a democratic society.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate and faculty interviews, completed student teaching evaluation rubrics, and lesson plans and instructional units provide evidence that teacher candidates demonstrate performance of 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.

Sources of Evidence

- Candidate and faculty interviews
- Candidate lesson plans and instructional units
- Completed student teaching evaluation rubrics

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.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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.

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.

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.

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	0	1
Performance	1	0	1	0

Recommended Action on Idaho Standards for American Government/Political Science Teachers

☒   Approved

☐   Conditionally Approved

☐   Insufficient Evidence
☐   Lack of Completers
☐   New Program

☐   Not Approved

IDAHO STANDARDS FOR ECONOMICS TEACHERS

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.

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.

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.

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

1. The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).

2. The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.

3. The teacher understands the functions and characteristics of money.

4. The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).

5. The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).

6. The teacher understands how economic institutions shaped history and influence current economic practices.

7. The teacher understands the principles of sound personal finance and personal investment.

8. The teacher understands fiscal and monetary policy.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge	X		

4.1 Analysis – Due to lack of evidence, the EPP fails to demonstrate that candidates or completers understand 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. Course syllabi were provided that demonstrate content is being taught. Lack of completers caused there to be a lack of evidence to fully support an acceptable score. Praxis scores, students work samples, or completer interviews are needed to corroborate findings.

Sources of Evidence

- Course syllabi
- Department assessment

Performance

1. The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.

2. The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.

3. The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.

4. The teacher illustrates how economic indicators influence historic and current policy.

5. The teacher provides examples of the principles of business organizations and entrepreneurship.

6. The teacher fosters understanding of the important role of economic systems on economic growth.

7. The teacher develops learner understanding of economic issues through application of cost/benefit analyses.

8. The teacher conveys the importance and implications of the global marketplace.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – Due to lack of completers there was no evidence that teacher candidates demonstrate performance of 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. Student work samples, sample lesson plans, interview information, student teaching evaluations, etc. are needed to demonstrate performance data.

Sources of Evidence

- No evidence

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.

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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.

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.

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.

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	1	0	0
Performance	1	1	0	0

Areas for Improvement

- A course in Economics for Teachers (Methods of Teaching and Learning) is not evidenced in the course offerings

Recommended Action for Economics

☐   Approved

☐   Conditionally Approved

            ☐   Insufficient Evidence

            ☐   Lack of Completers

            ☐   New Program

☒   Not approved

IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

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.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Knowledge

1. The teacher understands the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

*2.1 Analysis –*The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of individual differences, diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Danielson Framework evaluations
- Candidate interviews

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.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.
Knowledge

1. The teacher understands the history and foundation of arts education.

2. The teacher understands the processes and content of the arts discipline being taught.

3. The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.

4. The teacher understands the cultural, historical, and contemporary contexts surrounding works of art.

5. The teacher understands that the arts communicate, challenge, and influence culture and society.

6. The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints.

7. The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

8. The teacher understands connections between art curriculum and vocational opportunities.

Standard 4 *Content Knowledge*	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, Danielson Framework evaluations, course syllabi and completer interviews as evidences that the teacher candidates and completers demonstrate an adequate understanding of the history and foundation of arts education, how to observe, describe, interpret, critique, and assess the arts discipline being taught, understand the cultural, historical, and contemporary contexts surrounding works of art, that the arts communicate, challenge, and influence culture and society, understand the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints, and how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests. There was no mention in any of the evidence of an understanding of the connections between art curriculum and vocational opportunities. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Performance

1. The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of 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. However, it needs to be noted that all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer Interviews
- Multiple Lesson plans in both Art and Theater
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
Knowledge

1. The teacher understands the relationships between the arts and how the arts are vital to all content areas.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, completer interviews, course syllabi and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of the relationships between the arts and how the arts are vital to all content area. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Performance

1. The teacher engages students in identifying relationships between the arts and other content areas.

2. The teacher instructs students in making observations, interpretations, and judgments about their own artworks and the works of other artists.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of 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. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer interviews
- Multiple Lesson plans in both Art and Theater

- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Knowledge

1. The teacher understands assessment strategies specific to creating, performing, and responding.

2. The teacher understands how arts assessments strategies (e.g., portfolio, critique, performance/presentation) specific to the arts enhance evaluation, as well as student knowledge and performance.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, course syllabi, completer interviews and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of assessment strategies specific to creating, performing, and responding and how arts assessments strategies specific to the arts enhance evaluation, as well as student knowledge and performance. However, it needs to be noted that all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Performance

1. The teacher assesses student work specific to creating, performing, and responding.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of how teacher assesses student work specific to creating, performing, and responding. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer interviews
- Multiple lesson plans in both Art and Theater
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
Knowledge

1. The teacher understands that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, course syllabi, completer interviews and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

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.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands regulations regarding copyright laws.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, course syllabi, completer interviews and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of teacher engagement in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others and copy right laws. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Praxis Scores in both Theater and Art for each completer
- Student transcripts
- Course syllabi
- Danielson Framework evaluations
- Candidate interviews

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families,

colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

1. The teacher understands appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.

2. The teacher understands the unique relationships between the arts and their audiences.

Standard 10 Leadership and Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
10.1 Knowledge		X	

10.1 Analysis – The EPP provided Praxis testing scores in both Theater and Art for each of their completers along with student transcripts, course syllabi, completer interviews and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding of appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners along with the unique relationships between the arts and their audiences. However, all of the evidence is based upon one completer for Theater and one completer for Art.

> *Sources of Evidence*
>
> - Praxis Scores in both Theater and Art for each completer
> - Student transcripts
> - Course syllabi
> - Danielson Framework evaluations
> - Candidate interviews

Performance

1. The teacher promotes the arts for the enhancement of the school, the community, and society.

2. The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework Evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of how to seek 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. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer Interviews
- Multiple Lesson plans in both Art and Theater
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

Standard 11: Safety and Management - The teacher creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space.

Knowledge

1. The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her arts discipline.

2. The teacher understands the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.

Standard 11 Safety and Management	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – The EPP provided course syllabi, completer interviews, lesson plans and unit checklists as evidences that the teacher candidates and completers demonstrate an adequate understanding of teachers creating a safe, productive physical learning environment, including

management of tools, supplies, equipment, and space. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Course syllabi
- Candidate interviews
- Lesson Plans
- Unit Checklists

Performance

1. The teacher established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.

2. The teacher manages the simultaneous activities that take place daily in the arts classroom.

Standard 11 Safety and Management	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis – The EPP provided evidence in the forms of completer interviews, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework Evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of how teachers creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space. However, all of the evidence is based upon one completer for Theater and one completer for Art.

Sources of Evidence

- Completer Interviews
- Multiple Lesson plans in both Art and Theater
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains
- Course syllabus for Theater 1111-Stagecraft

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8	0	8	0
Performance	5	0	5	0

Areas for Improvement

- Creating an understanding of the connections between art curriculum and vocational opportunities.

Recommended Action for Visual and Performing Arts Foundations

☐   Approved

☒   Conditionally Approved

      ☐   Insufficient Evidence

      ☒   Lack of Completers

      ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR THEATRE ARTS TEACHERS

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.

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.

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.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or

Knowledge

1. The teacher knows the history of theater as a form of entertainment and as a reflection of culture and society influence.

2. The teacher knows the basic history, theories, and processes of play writing, acting, and directing.

3. The teacher understands technical theatre/stagecraft is an essential component of theatre arts.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – The EPP provided Praxis testing scores, student transcripts, course syllabi, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate understanding that teachers know the history of theater as a form of entertainment and as a reflection of culture and society influence, basic history, theories, processes of play writing, acting, directing and teachers understand technical theatre/stagecraft

is an essential component of theatre arts. However, all of the evidence is based upon one completer.

Sources of Evidence

- Praxis Scores
- Student transcripts
- Course syllabi
- Danielson Framework evaluations

Performance

1. The teacher demonstrates proficiency in all aspects of technical theatre/stagecraft.

2. The teacher demonstrates proficiency in all aspects of performance.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provided multiple lesson plans, observations with feedback, unit checklists, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate proficiency in all aspects of technical theatre/stagecraft and proficiency in all aspects of performance. However, all of the evidence is based upon one completer for Theater.

Sources of Evidence

- Multiple Lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

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.

Performance

1. The teacher demonstrates the ability to direct shows for public performance.

2. The teacher demonstrates the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – The EPP provided multiple lesson plans, observations with feedback, unit checklists, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate ability to direct shows for performance and the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance. However, all of the evidence is based upon one completer for Theater.

>   *Sources of Evidence*

- Multiple Lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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.

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.

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.

Performance

1. Teacher demonstrates the ability to secure performance rights for various forms of productions.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – The EPP provided multiple lesson plans, observations with feedback, unit checklists, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate ability to secure performance rights for various forms of productions. However, all of the evidence is based upon one completer for Theater.

Sources of Evidence

- Multiple Lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

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.

Standard 11: Safety and Management - The teacher creates a safe, productive physical environment, including management of tools, supplies, equipment, and space.

Knowledge

1. The teacher understands how to operate safely and maintain the theatre facility.

2. The teacher understands how to operate safely and maintain technical theatre equipment.

3. The teacher understands OSHA and safety standards specific to theatre arts.

4. The teacher understands how to manage safely the requirements unique to theatre arts.

Standard 11 Safety and Management	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – The EPP provided course syllabi, lesson plans and unit checklists as evidences that the teacher candidates and completers demonstrate an adequate understanding of teachers creating a safe, productive physical learning environment, including management of tools, supplies, equipment, and space. However, all of the evidence is based upon one completer.

Sources of Evidence

- Lesson Plans
- Unit checklists
- Course syllabus for Theater 1111-Stagecraft

Performance

1. The teacher can operate safely and maintain the theatre facility.

2. The teacher can operate safely and maintain technical theatre equipment.

3. The teacher employs OSHA and safety standards specific to theatre arts.

4. The teacher can manage safely the requirements unique to theatre arts.

Standard 11 Safety and Management	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis – The EPP provided evidence in the forms of course syllabus in Theater 1111, multiple lesson plans, observations with feedback from multiple sources, unit checklists and Danielson Framework evaluations specific to all domains that show teacher candidates and completers demonstrate an adequate understanding of how teachers creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space. However, all of the evidence is based upon one completer for Theater.

Sources of Evidence

- Multiple lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains
- Course syllabus Theater 1111-Stagecraft

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	2	0	2	0
Performance	4	0	4	0

Recommended Action for Theatre Arts

☐   Approved

☒   Conditionally approved

        ☐   Insufficient Evidence

        ☒   Lack of completers

        ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR VISUAL ARTS TEACHERS

***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.*

***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.*

***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.*

***Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Knowledge

1. The teacher understands a variety of media, styles, and techniques in multiple art forms.

2. The teacher has knowledge of individual artists' styles and understands the historical and contemporary movements and cultural contexts of those works.

3. The teacher understands the elements and principles of art and how they relate to art making and art criticism.

4. The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection).

5. The teacher understands the value of visual arts as they relate to everyday experiences.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – The EPP provided Praxis testing scores, student transcripts, course syllabi, and Danielson Framework evaluations as evidences that the teacher candidates and completers

demonstrate an adequate understanding of a variety of media, styles, and techniques in multiple art forms, understand the elements and principles of art and how they relate to art making and art criticism, understand how to use the creative process (brainstorm, research, rough sketch, final product, and reflection), and understand the value of visual arts as they relate to everyday experiences. However, all of the evidence is based upon one completer.

Sources of Evidence

- Praxis Scores
- Student transcripts
- Course syllabi
- Danielson Framework evaluations

Performance

1. The teacher applies a variety of media, styles, and techniques in multiple art forms.

2. The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.

3. The teacher applies the elements and principles of art and how they relate to art making and art criticism.

4. The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product).

5. The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provided multiple lesson plans, completer interviews, observations with feedback, unit checklists, and Danielson Framework evaluations as evidences that the teacher candidates and completers demonstrate an adequate proficiency to apply a variety of media, styles, and techniques in multiple art forms, instruct students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works, application of the elements and principles of art and how they relate to art making and art criticism, how to use the creative process (brainstorm, research, rough sketch, final product), provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work. However, all of the evidence is based upon one completer.

Sources of Evidence

- Completer Interviews
- Multiple lesson plans
- Observations with feedback from instructors, cooperating teachers and mentors
- Unit checklists
- Danielson Evaluations specific to all domains

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.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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.

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.

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.

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.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	0	1	0

Recommended Action for Visual Arts

☐ Approved
☒ Conditionally approved
      ☐ Insufficient Evidence
      ☒ Lack of completers
      ☐ New Program
☐ Not approved

IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher knows the target culture(s) in which the language is used.

3. The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.

4. The teacher knows the history, arts, and literature of the target culture(s).

5. The teacher knows the current social, political, and economic realities of the countries related to the target language.

6. The teacher understands how the U.S. culture perceives the target language and culture(s).

7. The teacher understands how the U.S. is perceived by the target language culture(s).

8. The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Standard 1 Knowledge of Subject Matter	*Unacceptable*	*Acceptable*	*Exemplary*
1.1 Knowledge		X	

1.1 Analysis – The EPP provides evidence to indicate that candidates understand the complexities of understanding culture, history, art, literature, social and political issues when teaching from a cultural perspective. Candidates receive rich and in-depth instruction in the world language they are studying to teach in secondary schools.

> ***Sources of Evidence***
>
> - Course syllabi
> - Faculty interviews
> - Assignments focused on comparing and contrasting cultures
> - Coursework focused on historical events and timelines

Performance

1. The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

2. The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.

3. The teacher promotes the value and benefits of world language learning to students, educators, and the community.

4. The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

5. The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

6. The teacher systematically incorporates culture into instruction.

7. The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.

8. The teacher encourages students to understand that culture and language are intrinsically tied.

Standard 1 Knowledge of Subject Matter	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		X	

1.2 Analysis – Lessons created and taught by the candidate indicated evidence of rich instruction in areas such as vocabulary, speaking, listening, reading and writing. Evaluations conducted by institution supervisor indicate evidence of creative and supportive environments for students to learn a second language.

   Sources of Evidence

*   Candidate evaluations
*   Mini-lesson assignment
*   Lesson plans

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

Knowledge

1. The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

2. The teacher understands that cultural knowledge is essential for the development of second language acquisition.

3. The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.

4. The teacher knows the methodologies and theories specific to second language acquisition.

5. The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

Standard 2 Knowledge of Human Development and Learning	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge		X	

2.1 Analysis – Syllabi indicate a variety of assignments candidates do in order to prepare candidates to teach in a secondary classroom. Assignments focused on culture, history, and community show evidence of understanding these are important elements for future teaching and learning.

   Sources of Evidence

   - Syllabi
   - Course assignments, which include candidates understanding of interrelated skills involved with second language acquisition processes (reading, writing, listening, and speaking)
   - Faculty interviews indicating support within the institution for cultural activities and foreign language clubs on campus (indicating support for students studying a second language)

Performance

1. The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2. The teacher integrates cultural knowledge into language instruction.

3. The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

4. The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.

5. The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

Standard 2 Knowledge of Human Development and Learning	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		X	

2.2 Analysis – Candidates show adequate performance during student teaching internship. Observation and summative assessments include evidence of candidate integrating instructional strategies, focus on culture, and offer encouragement to students to learn a second language.

Sources of Evidence

- Common summative assessment of candidates performance during internship
- Faculty interview: evidence of world language professors seeking opportunities to teach at the high school level as part of the institution focus of offering concurrent credit to students.
- Observations done by institution supervisors

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

1. The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.

2. The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
		X	
3.1 Knowledge			

3.1 Analysis – The EPP demonstrates that it provides candidates with knowledge about individual differences, religious beliefs, and how culture can influence the way students learn in an academic setting.

Sources of Evidence

- Syllabi
- Candidate course work focused on human development and individual differences
- Assignments focused on religion and values in other cultures

Performance

1. The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

2. The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – The EPP provided evidence candidates understand the importance of providing support to diverse groups of students. Lesson plans and other assignments completed during teaching indicated candidates understand the importance of offering students differentiation during instruction.

Sources of Evidence

- Observations done by institution supervisors
- Student Achievement Report: Created during student teaching internship
- Differentiation Chart: Created during student teaching internship

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

Knowledge

1. The teacher understands that world languages methodologies continue to change in response to emerging research.

2. The teacher understands instructional practices that balance content-focused and form-focused learning.

3. The teacher knows instructional strategies that foster higher-level thinking skills such as critical- thinking and problem solving.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Course syllabi indicate that candidates are exposed to a variety of assignments that support the standard.

Sources of Evidence

- Technology assignments
- Course assignments focused on strategies and techniques to effectively engage students in a technological era
- Mini lessons taught by candidates to secondary students

Performance

1. The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.

2. The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

3. The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The EPP provided evidence of candidate lesson plans that incorporated a variety of strategies to support student learning. Candidates created teaching and learning plan guidelines to help support their knowledge and understanding of students they were teaching.

Sources of Evidence

- Presentations candidates created for students during internship
- Lesson plans
- Cooperating teacher evaluation of candidate lesson plans using the Danielson Framework (Domain One) and offering feedback to candidates as needed

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

Knowledge

1. The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.

2. The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Standard 5 Classroom Motivation and Management Skills	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – The EPP provides candidates withseveral opportunities to understand topics related to second language acquisition. Course syllabi indicate many opportunities for candidates to explore these topics through in class/online discussions, assignments, reading, and writing assignments.

Sources of Evidence

- Course assignments focused on areas related to second language acquisition

- Syllabi
- Course work focused on the interactions between school, family, community, and culture

Performance

1. The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

Standard 5 *Classroom Motivation and Management Skills*	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis – Candidate lesson plans include small group and whole group instruction. Discussion techniques are woven throughout candidate lesson plans.

Sources of Evidence

- Observations done by institution supervisors
- Lesson plans
- Candidate reflections

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

Knowledge

1. The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Standard 6 *Communication Skills*	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – Faculty interviews indicated the importance of candidates having in-depth knowledge and understanding of how to speak, write, and read in the world language they are studying prior to teaching in a secondary setting.

Sources of Evidence

- Course assignments requiring candidates speak in second language and recording themselves by answering questions related to course topics.
- Course assignments requiring candidates write in second language

- Faculty interviews: Upper division second language courses are required for all secondary world language-teaching candidates. Faculty wants to insure candidates can speak, write, read, and listen to conversation in the world language they are studying

Performance

1. The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – Lesson plans show evidence candidates offer investigative practices to students during student teaching. These showed minimal evidence of techniques to foster fluency.

Sources of Evidence

- Lesson plans
- Teaching and Learning Plan Guidelines
- SMART (specific, measurable, achievable, results focused, and time bound) Goal

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

Knowledge

1. The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.

3. The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – Course syllabi provide evidence of a variety of assignments candidates participate in to prepare for the teaching in a secondary classroom.

Sources of Evidence

- Quiz question assignment
- Syllabus/Weekly schedule assignment
- Mini lesson assignment

Performance

1. The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

2. The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.

3. The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

7.2 Analysis – Candidate reflects on areas in the evaluation tool (Danielson Framework) and creates personal instructional goals during internship experience. Scaffolding is provided to students taught by candidates on the lesson plan. However, these techniques could be more specific in how the candidate plans to use these techniques for specific students.

Sources of Evidence

- Candidate reflections
- Lesson plans
- Differentiation Chart on Teaching and Learning Plan Guidelines

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

Knowledge

1. The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.

2. The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.

3. The teacher understands the importance of assessing the content and the form of communication.

Standard 8 Assessment of Student Learning	*Unacceptable*	*Acceptable*	*Exemplary*
8.1 Knowledge		X	

8.1 Analysis – Course syllabi and course assignments focused on listening, speaking, reading, and writing. However, reviewer had difficulty finding specific instruction on how candidates learned to assess within the four modalities of learning.

   Sources of Evidence

   -   Quiz question assignment
   -   SMART (specific, measurable, achievable, results focused, and time bound) Goal assignment
   -   Lesson plans

Performance

1. The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.

2. The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

3. The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

4. The teacher appropriately assesses for both the content and form of communication.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.2 Performance	X		

8.2 Analysis – Assessment plans candidates created during student teaching were limited. Evidence included tests and exams or questions asked at the end of a lesson.

Sources of Evidence

- Observations done by institution supervisors
- Summative
- SMART (specific, measurable, achievable, results focused, and time bound) Goal assignment to help improve instruction during candidate internship

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

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

Knowledge

1. The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

2. The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

3. The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

4. The teacher understands the effects of second language study on first language.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – Syllabi indicate several assignments candidates do to develop deeper understanding of first-hand experiences of native speakers.

Sources of Evidence

- Assignment: Interview with native speaker
- Assignment: Conversation with advanced speaker related to the themes and vocabulary studied during semester
- Syllabi

Performance

1. The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

2. The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.

3. The teacher encourages students to participate in community experiences related to the target culture.

4. The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Standard 10 Partnerships	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

10.2 Analysis – Evidence was limited. Lesson plans included a family and community connections section to help candidates address this specific standard in their lesson plans. However, evidence was otherwise limited.

Sources of Evidence

- Lesson plans: Family community and connection section
- Mini lessons taught by candidates

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	9	0	9	0
Performance	9	4	5	0

Areas for Improvement

- Continued collaboration between language and education department may offer candidates the opportunities to develop community activities.
- A common ISU lesson plan template, including ISU logo and specific structure, could be beneficial for candidates to use in their field work.
- There was limited evidence of candidate knowledge and understanding of data driven instructional practices within the four modalities (listening, speaking, reading, and writing). A recommendation would be to have candidates capture specifics on lesson plans on how they plan to assess students within the four modalities and use this information to drive instructional practices.
- Faculty from the education and foreign language departments collaborating to ensure knowledge and performance areas of the standards are taught.

Recommended Action for World Languages

☐   Approved

☒   Conditionally approved

                 ☒   Insufficient evidence

                 ☒   Lack of completers

                 ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR ONLINE TEACHERS

Standard 1: Knowledge of Online Education - The online teacher understands the central concepts, tools of inquiry, and structures in online instruction and creates learning experiences that take advantage of the transformative potential in online learning environments.

Knowledge

1. The online teacher understands the current standards for best practices in online teaching and learning.

2. The online teacher understands the role of online teaching in preparing students for the global community of the future.

3. The online teacher understands concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the field of online teaching and learning.

4. The online teacher understands the relationship between online education and other subject areas and real life situations.

5. The online teacher understands the relationship between online teaching and advancing technologies.

6. The online teacher understands appropriate uses of technologies to promote student learning and engagement with the content.

7. The online teacher understands the instructional delivery continuum. (e.g., fully online to blended to face-to-face).

Standard 1 Knowledge of Online Education	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

*1.1 Analysis –*Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of all standards listed above.

   Sources of Evidence

- Course syllabi
- Defense of Internship project (multiple candidates)
- SCL Report template

Performance

1. The online teacher utilizes current standards for best practices in online teaching to identify appropriate instructional processes and strategies.

2. The online teacher demonstrates application of communication technologies for teaching and learning (e.g., Learning Management System [LMS], Content Management System [CMS], email, discussion, desktop video conferencing, and instant messaging tools).

3. The online teacher demonstrates application of emerging technologies for teaching and learning (e.g., blogs, wikis, content creation tools, mobile technologies, virtual worlds).

4. The online teacher demonstrates application of advanced troubleshooting skills (e.g., digital asset management, firewalls, web-based applications).

5. The online teacher demonstrates the use of design methods and standards in course/document creation and delivery.

6. The online teacher demonstrates knowledge of access, equity (digital divide) and safety concerns in online environments.

Standard 1 Knowledge of Online Education	Unacceptable	Acceptable	Exemplary
1.2 Performance		X	

*1.2 Analysis –*Candidate work samples provide evidence that teacher candidates demonstrate acceptable performance for all indicators.

Sources of Evidence

- Defense of Internship project (multiple candidates)
- 6639 Plan for Adaptation
- Interview with faculty

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

Performance

1. The online teacher understands the continuum of fully online to blended learning environments and creates unique opportunities and challenges for the learner (e.g., Synchronous and Asynchronous, Individual and Group Learning, Digital Communities).

2. The online teacher uses communication technologies to alter learning strategies and skills (e.g., media literacy, visual literacy).

3. The online teacher demonstrates knowledge of motivational theories and how they are applied to online learning environments.

4. The online teacher constructs learning experiences that take into account students' physical, social, emotional, moral, and cognitive development to influence learning and instructional decisions. {Physical (e.g., Repetitive Use Injuries, Back and Neck Strain); Sensory Development (e.g., Hearing, Vision, Computer Vision Syndrome, Ocular Lock); Conceptions of social space (e.g. Identity Formation, Community Formation, Autonomy); Emotional (e.g., Isolation, cyber-bullying); Moral (i.e., Enigmatic communities, Disinhibition effect, Cognitive, Creativity)}.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – Candidate work opportunities like the Annotated Bibliography and the Literature Review meet indicator 3. Lesson plans addressed indicators 2 and 4. No evidence of Indicator 1 was provided.

Sources of Evidence

- Annotated bibliography/scoring sheet
- Literature review
- Teacher Candidate- 6639 Plan for Adaptation
- Teacher Candidate- 6639 Lesson Plan Adaptation

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs.

Knowledge

1. The online teacher is familiar with legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act and Section 508 requirements for accessibility.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), and assistive technology. An interview with faculty confirmed that 508 compliant and accessibility were items that were addressed in courses.

Sources of Evidence

- Defense of Internship project
- EDLT 6655 syllabus
- Interview with faculty
- Teacher Candidate- 6639 plan for adaptation

Performance

1. The online teacher knows how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

2. The online teacher modifies, customizes and/or personalizes activities to address diverse learning styles, working strategies and abilities (e.g., provide multiple paths to learning objectives, differentiate instruction, strategies for non-native English speakers).

3. The online teacher coordinates learning experiences with adult professionals (e.g., parents, local school contacts, mentors).

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – Candidate work samples provide evidence that teacher candidates demonstrate performance of indicators 2, 3. Candidates are offering examples of modifying review items to assist students. Indicator 1 is met via the 6639 Plan for Adaptation because the assignment asks them to identify needs and what the plan will be to solve that need. An interview with faculty revealed conversations that happen within

the program/course on how to personalize activities and coordinate with their cooperating teachers and others in the environment.

Sources of Evidence

- Defense of Internship project
- Interview with faculty
- 6639 plan for adaptation

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

Knowledge

1. The online teacher understands the techniques and applications of various online instructional strategies (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).

2. The online teacher understands appropriate uses of learning and/or content management systems for student learning.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of all the indicators above.

Sources of Evidence

- Defense of Internship project
- EDLT 6655 syllabus
- Interview with faculty

Performance

1. The online teacher evaluates methods for achieving learning goals and chooses various teaching strategies, materials, and technologies to meet instructional purposes and student needs. (e.g., online teacher-gathered data and student offered feedback).

2. The online teacher uses student-centered instructional strategies to engage students in learning. (e.g., Peer-based learning, peer coaching, authentic learning experiences, inquiry-based activities, structured but flexible learning environment, collaborative learning, discussion groups, self-directed learning, case studies, small group work, collaborative learning, and guided design)

3. The online teacher uses a variety of instructional tools and resources to enhance learning (e.g., LMS/CMS, computer directed and computer assisted software, digital age media).

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – Candidate work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of all indicators. The lesson plan allows candidates to create multiple lesson plans with different activity options to meet stated objectives in the assignment. The template for assignments also shows outcomes that meet all indicators.

Sources of Evidence

- LAP Gagne Style template document
- Teacher Candidate 6639 lesson plan assignment (multiple candidates)
- Candidate work samples

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

Performance

1. The online teacher establishes a positive and safe climate in the classroom and participates in maintaining a healthy environment in the school or program as a whole (e.g., digital etiquette, Internet safety, Acceptable Use Policy [AUP]).

2. The online teacher performs management tasks (e.g., tracks student enrollments, communication logs, attendance records, etc.).

3. The online teacher uses effective time management strategies (e.g., timely and consistent feedback, provides course materials in a timely manner, use online tool functionality to improve instructional efficiency).

Standard 5 Classroom Motivation and Management Skills	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of all indicators.

Sources of Evidence

- Defense of Internship project (multiple candidates)
- Faculty interviews
- Candidate lesson plans

Standard 6: Communication Skills, Networking, and Community Building - The online teacher uses a variety of communication techniques including verbal, nonverbal, and media to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The online teacher knows the importance of verbal (synchronous) as well as nonverbal (asynchronous) communication.

Standard 6 Communication Skills, Networking, and Community Building	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of all indicators. Candidates have the opportunity to communicate through writing, presentations, and various modes of communication through a Learning Management System (LMS).

Sources of Evidence

- Faculty interview
- Defense of Internship project
- 6639 lesson plan assignment

Performance

1.   The online teacher is a thoughtful and responsive communicator.

2.   The online teacher models effective communication strategies in conveying ideas and information and in asking questions to stimulate discussion and promote higher-order thinking (e.g., discussion board facilitation, personal communications, and web conferencing).

3.   The online teacher demonstrates the ability to communicate effectively using a variety of mediums.

4.   The online teacher adjusts communication in response to cultural differences (e.g., wait time and authority).

Standard 6 Communication Skills, Networking, and Community Building	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – Candidate work samples provide evidence that teacher candidates demonstrate performance of indicators 1, 2, and 3. No evidence was provided that directly aligned with indicator 4. Through analysis of student performance data and interviews, 75% of the indicators were met.

    Sources of Evidence

- Defense of Internship Project (multiple candidates)
- Interview with the Dean of the College of Education

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

Performance

1.   The online teacher clearly communicates to students stated and measurable objectives, course goals, grading criteria, course organization and expectations.

2.   The online teacher maintains accuracy and currency of course content, incorporates internet resources into course content, and extends lesson activities.

3.   The online teacher designs and develops subject-specific online content.

4.   The online teacher uses multiple forms of media to design course content.

5.　The online teacher designs course content to facilitate interaction and discussion.

6.　The online teacher designs course content that complies with intellectual property rights and fair use standards.

Standard 7 Instructional Planning Skills	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

7.2 Analysis – Candidate work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of indicator 3, 4, 5. The lesson plan examples meet indicators 3 and 5. The Defense of Internship Paper offers examples of multiple forms of media to create instructional materials for the course. 60% of the indicators were met, while 40% of the indicators had no performance evidence available for review.

Sources of Evidence

- EDLT 6656 syllabi with standards indicators as outcomes
- 6639 lesson plan assignment (multiple candidates)
- Defense of Internship paper

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

Performance

1.　The online teacher selects, constructs, and uses a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, online teacher-made tests, performance tasks, projects, student self-assessment, peer assessment, standardized tests, tests written in primary language, and authentic assessments) to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

2.　The online teacher enlists multiple strategies for ensuring security of online student assessments and assessment data.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.2 Performance	X		

8.2 Analysis – Candidate work samples are aligned to indicator 1 but no evidence aligned to indicator 2. Unacceptable was given in part because of the lack of completers in the program, thus performance pieces are not available. 50% of the indicators were not met due to lack of evidence.

Sources of Evidence

- Defense of Internship project (multiple candidates)

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

Knowledge

1. The online teacher understands the need for professional activity and collaboration beyond school (e.g., professional learning communities).

2. The online teacher knows how educational standards and curriculum align with 21st century skills.

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that teacher candidates demonstrate an adequate understanding of all the indicators.

Sources of Evidence

- Defense of Internship paper
- Syllabi
- Faculty interview

Performance

1. The online teacher adheres to local, state, and federal laws and policies (e.g., FERPA, AUP's).

2. The online teacher has participated in an online course and applies experiences as an online student to develop and implement successful strategies for online teaching environments.

3. The online teacher demonstrates alignment of educational standards and curriculum with 21st century technology skills.

Standard 9 Professional Commitment and Responsibility	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance	X		

9.2 Analysis – Candidate interviews, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of indicators 2 and 3. There is no performance evidence showing that the student adhered to indicator 1. Unacceptable was given in part because of the lack of completers in the program, thus performance pieces are not available. 67% of the indicators were met. 33% of the indicators were not met due to lack of evidence.

> *Sources of Evidence*
> - Defense of Internship paper

Standard 10: Partnerships - The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and wellbeing.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	5	0	5	0
Performance	9	3	6	0

Areas for Improvement

- As the program grows and continues to develop, faculty and the reviewer spoke about more opportunities to give feedback in specific areas throughout the candidate's life in the program.

Recommended Action for Online Teachers

☐   Approved
☒   Conditionally approved
            ☐   Insufficient Evidence
            ☒   Lack of completers
            ☐   New Program
☐   Not approved

IDAHO FOUNDATION STANDARDS FOR THE PREPARATION OF SCHOOL ADMINISTRATORS

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Knowledge: The School Administrator:

1. Understands the importance of eliciting feedback that measures the school and community perceptions.

2. Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.

3. Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.

4. Understands methods for responding to conflict.

Standard 1 School Culture	Unacceptable	Acceptable	Exemplary
1.1 Knowledge			

1.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.

2. Demonstrates ability to proactively engage staff in conflict resolution.

3. Demonstrates ability to establish rules and related consequences designed to keep students safe.

4. Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.

5. Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.

6. Demonstrates ability to use data to monitor and improve school climate.

7. Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

Standard 1 School Culture	Unacceptable	Acceptable	Exemplary
1.2 Performance			

1.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Knowledge: The School Administrator:

1. Understands the importance of making organizational decisions based upon the mission and vision of the school and district.

2. Understands effective communication strategies.

3. Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

Standard 2 Communication	Unacceptable	Acceptable	Exemplary
2.1 Knowledge			

2.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.

2. Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.

3. Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.

4. Demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.

Standard 2 Communication	Unacceptable	Acceptable	Exemplary
2.2 Performance			

2.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Knowledge: The School Administrator:

1. Understands the importance of inviting community input and using the input to inform decisions

2. Understands cultural diversity and its importance in the schools learning community.

Standard 3 Advocacy	Unacceptable	Acceptable	Exemplary
3.1 Knowledge			

3.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: The School Administrator:

1. Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.

2. Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

Standard 3 Advocacy	Unacceptable	Acceptable	Exemplary
3.2 Performance			

3.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Knowledge: *The School Administrator:*

1. Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.

2. Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.

3. Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Standard 4 Shared Leadership	Unacceptable	Acceptable	Exemplary
4.1 Knowledge			

4.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: *The School Administrator:*

1. Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.

2. Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

Standard 4 Shared Leadership	Unacceptable	Acceptable	Exemplary
4.2 Performance			

4.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge: The School Administrator:

1. Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.

2. Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.

3. Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.

4. Understands the importance of clear and consistent processes and systems to manage change.

5. Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

Standard 5 Priority Management	Unacceptable	Acceptable	Exemplary
5.1 Knowledge			

5.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.

2. Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

Standard 5 Priority Management	Unacceptable	Acceptable	Exemplary
5.2 Performance			

5.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Knowledge: The School Administrator:

1. Understands emerging issues and trends impacting families, school, and community.

2. Understands available resources in the community.

3. Understands the value of transparency regarding decision making and the allocation of resources.

4. Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 6 Transparency	Unacceptable	Acceptable	Exemplary
6.1 Knowledge			

6.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance

1. Provides rationale for decisions regarding the allocation of resources.

2. Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 6 Transparency	Unacceptable	Acceptable	Exemplary
6.2 Performance			

6.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Knowledge: *The School Administrator:*

1. Understands the roles of leadership.

2. Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

3. Understands the political, social, cultural, and economic systems and processes that support and impact education.

4. Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Standard 7 Leadership Renewal	Unacceptable	Acceptable	Exemplary
7.1 Knowledge			

7.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: *The School Administrator:*

1. Creates and implements an individual professional learning plan.

2. Enhances leadership skills through collaboration with colleagues and professional development.

3. Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.

4. Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.

5. Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

Standard 7 Leadership Renewal	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance			

7.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Knowledge: The School Administrator:

1. Understands operational policies and procedures.

2. Understands human resources management.

3. Understands sound fiscal operations principles and issues.

4. Understands facilities maintenance and principles regarding use of space and educational suitability.

5. Understands legal issues impacting personnel, management, and operations.

6. Understands ethical frameworks and perspectives.

7. Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

8. Understands policies and laws related to school and district.

Standard 8 Accountability	*Unacceptable*	*Acceptable*	*Exemplary*
8.1 Knowledge			

8.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: The School Administrator:

1. Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.

2. Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

Standard 8 Accountability	Unacceptable	Acceptable	Exemplary
8.2 Performance			

8.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.

3. Understands student growth and development.

4. Understands adult learning and professional development.

5. Understands the change process for systems, organizations, and individuals.

6. Understands the essential role of technology in education.

Standard 9 Innovation	Unacceptable	Acceptable	Exemplary
9.1 Knowledge			

9.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: The School Administrator:

1. Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.

2. Engages instructional staff in collaborative analysis to plan for continuous academic improvement.

3. Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 9 Innovation	Unacceptable	Acceptable	Exemplary
9.2 Performance			

9.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge: The School Administrator:

1. Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

2. Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.

3. Understands the effective use of assessment and evaluation.

4. Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Standard 10 Instructional Vision	Unacceptable	Acceptable	Exemplary
10.1 Knowledge			

10.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: The School Administrator:

1. Provides time, space, and opportunities for instruction.

2. Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

3. Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.

4. Creates an action plan for instructional improvement designed to increase student achievement.

Standard 10 Instructional Vision	Unacceptable	Acceptable	Exemplary
10.2 Performance			

10.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Knowledge: The School Administrator:

1. Understands the difference between, and the appropriate use of formative and summative assessments.

2. Understands the process for developing common formative benchmark assessments or rubrics.

3. Understands how to use data to guide student instruction and tiered intervention.

4. Understands how to identify at risk students.

5. Understands the laws and regulations associated with special student populations.

6. Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.

7. Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.

8. Understands various intervention strategies to be implemented to close achievement gaps.

9. Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.

10. Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.

11. Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Standard 11 High Expectations	*Unacceptable*	*Acceptable*	*Exemplary*
11.1 Knowledge			

11.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: The School Administrator:

1. Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.

2. Has used observation and evaluation methods to supervise instructional personnel.

3. Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

Standard 11 High Expectations	*Unacceptable*	*Acceptable*	*Exemplary*
11.2 Performance			

11.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge: The School Administrator:

1. Understands that the evaluation process is used to improve instructional practice.

2. Understands the use of multiple measures of student performance data to improve classroom instruction.

3. Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

Standard 12 Continuous Improvement of Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
12.1 Knowledge			

12.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.

2. Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.

3. Uses data to inform school wide professional development.

Standard 12 Continuous Improvement of Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
12.2 Performance			

12.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Knowledge: The School Administrator:

1. Understands laws and policies governing staff evaluation.

2. Understands the Idaho adopted framework for teaching.

3. Understands differentiated tools for evaluation of all staff.

4. Understands effective instructional supervision, evaluation, and due process.

Standard 13 Evaluation	*Unacceptable*	*Acceptable*	*Exemplary*
13.1 Knowledge			

13.1 Analysis – Not reviewed, prerequisite for Special Education Directors

Performance: The School Administrator:

1. Assesses all staff performance with accuracy and consistency.

2. Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

Standard 13 Evaluation	*Unacceptable*	*Acceptable*	*Exemplary*
13.2 Performance			

13.2 Analysis – Not reviewed, prerequisite for Special Education Directors

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Knowledge: The School Administrator:

1. Understands laws regarding highly qualified requirements for teachers.

2. Understands laws and policies governing hiring and retaining personnel.

3. Understands multiple interview strategies and techniques for hiring teachers.

4. Understands the process and research based practices of mentoring.

Standard 14 Recruitment and Retention	Unacceptable	Acceptable	Exemplary
14.1 Knowledge			

14.1 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Performance: The School Administrator:

1. Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.

2. Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.

3. Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.

Standard 14 Recruitment and Retention	Unacceptable	Acceptable	Exemplary
14.2 Performance			

14.2 Analysis – *Not reviewed, prerequisite for Special Education Directors*

Recommended Action for Foundations for Preparation of School Administrators

Not reviewed, as they were previously approved in 2015. Foundations for Preparation of School Administrators are foundational and a prerequisite for Special Education Directors.

☐   Approved

☐   Conditionally approved
          ☐   Insufficient Evidence
          ☐   Lack of completers
          ☐   New Program

☐   Not approved

IDAHO STANDARDS FOR SPECIAL EDUCATION DIRECTORS

School Climate

An educational leader promotes the success of all students by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional development. An educational leader articulates and promotes high expectations for teaching and learning while responding to diverse community interest and needs.

Collaborative Leadership

An educational leader promotes the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment. In collaboration with others, uses appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs. He or she uses research and/or best practices in improving the education program.

Instructional Leadership

An educational leader promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community. He or she provides leadership for major initiatives and change efforts and uses research and/or best practices in improving the education program.

Standard 1: School Culture - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement. T

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge

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

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

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

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

Standard 5 Priority Management	Unacceptable	Acceptable	Exemplary
5.1 Knowledge	X		

5.1 Analysis – The EPP did not provide sufficient evidence for indicators (1), (2), and (3) to demonstrate that the program is designed to meet the standard. The materials provided were limited to review of syllabi. Many of the listed syllabi are for the courses that lead to endorsement as an Educational Administrator not the Special Education Director Endorsement. As there are no current candidates nor any completers since the program was updated two years ago there were no coursework, or interviews to conduct. Interviews with two faculty members indicated that since the Special Education Directors program was conditionally approved in 2016 there have been no changes to the program design.

Sources of Evidence

- Syllabi
- Faculty interview

Performance

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

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

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

Standard 5 Priority Management	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

*5.2 Analysis –*There is incomplete evidence as there are no current students nor any completers to interview, or coursework to review. As a result there is no performance evidence to review for this standard.

Sources of Evidence

- Syllabi
- Faculty interviews

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge

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

2. The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.

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

Standard 10 Instructional Vision	Unacceptable	Acceptable	Exemplary
10.1 Knowledge	X		

10.1 Analysis – The EPP did not provide sufficient evidence for indicators (1), (2), and (3) to demonstrate that the program is designed to meet the standard. The materials provided were limited to review of syllabi. Many of the listed syllabi are for the courses that lead to endorsement as an Educational Administrator not the Special Education Director Endorsement. As there are no current candidates nor any completers since the program was updated two years ago there were no coursework, or interviews to conduct. Interviews with two faculty members indicated that since the Special Education Directors program was conditionally approved in 2016 there have been no changes to the program design.

Sources of Evidence

- Syllabi
- Faculty interviews

Performance

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

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

Standard 10 Instructional Vision	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

10.2 Analysis – There is incomplete evidence as there are no current students nor any completers to interview, or coursework to review. As a result there is no performance evidence to review for this standard.

Sources of Evidence

- Syllabi
- Faculty interviews

Standard 11: High Expectations - The administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction - The administrator uses teacher/ administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The administrator aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge

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

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

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

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

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

6. The special education director understands statewide assessment policies.

Standard 12 Continuous Improvement of Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
12.1 Knowledge	X		

12.1 Analysis – The EPP did not provide sufficient evidence for indicators (1), (2), and (3) to demonstrate that the program is designed to meet the standard. The materials provided were limited to review of syllabi. Many of the listed syllabi are for the courses that lead to endorsement as an Educational Administrator not the Special Education Director Endorsement. As there are no current candidates nor any completers since the program was updated two years ago there were no coursework, or interviews to conduct. Interviews with two faculty members indicated that since the Special Education Directors program was conditionally approved in 2016 there have been no changes to the program design.

Sources of Evidence

- Syllabi
- Faculty interviews

Performance

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

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

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

Standard 12 Continuous Improvement of Instruction	Unacceptable	Acceptable	Exemplary
12.2 Performance	X		

12.2 Analysis – There is incomplete evidence as there are no current students nor any completers to interview, or coursework to review. As a result there is no performance evidence to review for this standard.

Sources of Evidence

- Syllabi
- Faculty interviews

Standard 13: Evaluation - The administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The administrator recruits and maintains a high quality staff.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	3	3	0	0
Performance	3	3	0	0
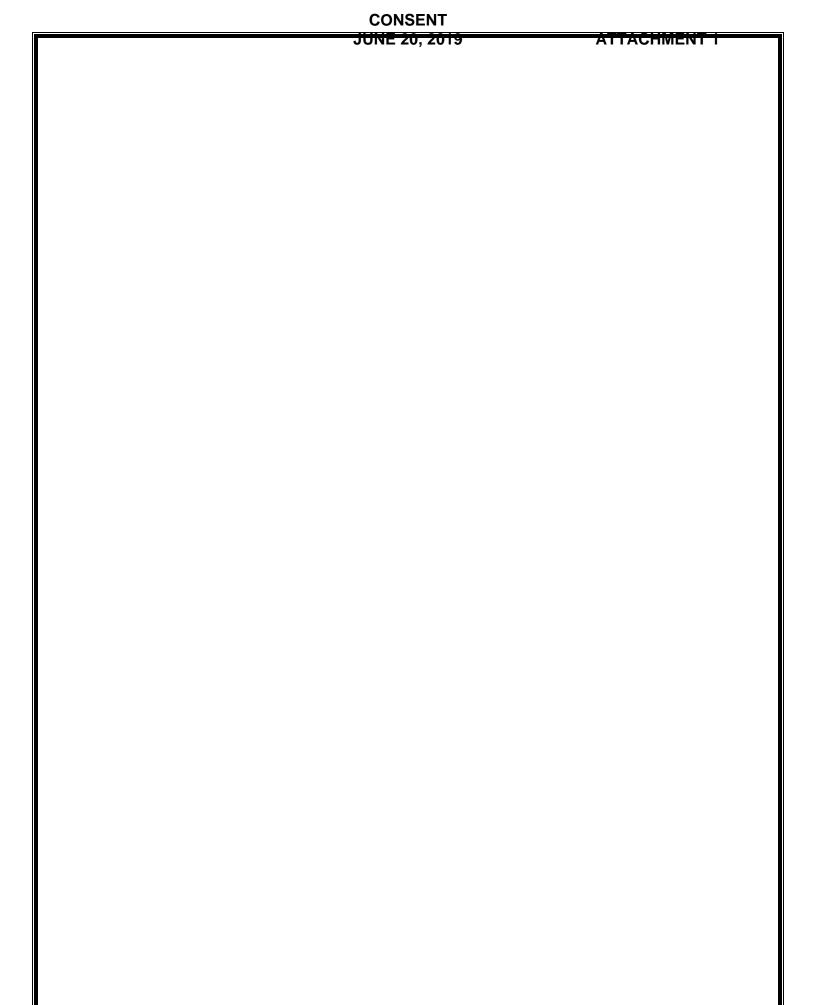
Areas for Improvement

- There are five specific courses for the Idaho Standards for Special Education Director Endorsement. These are: EDLA 7724, SPED 5538, SPED 5550, SPED 6639 and SPED 6632. The EPP has listed most all of the courses in the Master of Education in Education Administration as meeting the Knowledge and Performance Standards. There is a disconnect between the depth that Educational Administrators and Special Education Administrators need in order to meet the Special Education Director standards and indicators. An EDUC course meant to qualify Educational Administrators is insufficient for training Special Education Directors. These are courses designed for the Education Administration programs and are not designed for the Special Education Director Endorsement.

- Only SPED 6632 is designed to specifically meet the Idaho Standards for the Special Education Director Endorsement. EDLA 7724 does meet some of the Knowledge and Performance Standards. SPED 5538, 5550, and 6639 according the syllabi provided do not meet the Knowledge and Performance Standards that the EEP has listed on the included matrix. Based on the interviews with faculty and review of course syllabi along with the inability to interview current candidates and completers as there have not been any candidates since the program was granted conditional status in 2016 indicate nothing has changed since that time. There is no evidence to support instruction shifts for the Special Education Director program.

Recommended Action for Special Education Directors

☐   Approved

☒   Conditionally Approved
        ☒   Insufficient Evidence
        ☒   Lack of Completers
        ☐   New Program

☐   Not approved

In April 2019, the PSC accepted ISU's rejoinder and voted to move Special Education Director to Conditionally Approved due to insufficient evidence and lack of completers.

Professional Standards Commission
c/o Katie Mathias
Idaho State Department of Education
650 State Street
Boise, ID 83702

March 7, 2019

Dear Professional Standards Commission members,

Please accept this rejoinder in response to the November 2018 findings prepared by the Idaho
State Department of Education Mid-Cycle Focus Visit Review Team that examined the teacher
endorsements offered through the Idaho State University Educator Preparation Program. We
sincerely appreciate the care, attention, and useful feedback provided by members of the Review
Team.

During the 2018 Focus Visit, two ISU educational endorsements received a Recommended
Action of "Not Approved." The two identified areas were the Economics and Special Education
Director endorsements. In consultation with educator preparation faculty in the College of
Education and faculty in the College of Business who teach a significant number of courses that
support the Economics endorsement, it has been mutually decided that we no longer wish to
offer the Economics endorsement at Idaho State University. Truthfully, we have not had a
candidate pursue this degree nor had a school district request a graduate with this endorsement in
at least 20 years. However, College of Business faculty are committed to continuing to teach the
economic courses that support the Social Studies endorsement.

We would like to highlight some areas of concern in the final report related to the Special
Education Director Endorsement. Based on our understanding of the relationship between the
Idaho Foundation Standards for School Administrators (IFSSA) and the Idaho Standards for
Special Education Directors (ISSED), the foundation standards intentionally permeate and align
across all program components of both the school administrator and special education director
endorsements. The ISSED standards highlight 13 indicators, found in three (3) standards that
address competencies specific to the Special Education Director endorsement. The remainder of
the competencies are addressed in the remaining indicators found in the other 11 Idaho
Foundation Standards for School Administrators.

The Special Education Director endorsement reviewer noted, "there is a disconnect between the
depth that Educational Administrators and Special Education Administrators need in order to
meet the Special Education Director standard and indicators "(p. 244). However, as noted in the
preceding paragraph, there are only three standards (Standard 5: Priority Management, Standard
10: Instructional Vision, and Standard 12: Continuous Improvement of Instruction) that
specifically address Special Education Director competencies. All of these competencies are

addressed through a combination of administrator coursework and these five courses specific to the SPED Director endorsement:

> EDLA 7724: Data Informed Instructional Leadership
> SPED 5538: Policies and Procedures in Special Education
> SPED 5550: Creating Inclusive Classrooms
> SPED 6632: Administration of Special Education
> SPED 6639: Internship in Special Education

Each of these courses and those in the Education Administration track are aligned to the Idaho Foundation Standards for School Administrators and the Idaho Standards for Special Education Directors. These courses are also been aligned with national standards for Directors of Special Education provided by the Council for Exceptional Children. A matrix (attached) outlining this alignment was submitted as evidence to be considered during this review, but was not cited as evidence considered in the in the final assessment of the program. In recommending that the SPED Director program be "Not approved," the review cited only two sources of evidence to support this decision; Syllabi and Faculty interviews.

We contend that sufficient evidence, if considered, was provided to justify a recommendation of "Conditionally approved" for the Special Education Director endorsement." As with all of our endorsement areas, we continue to work to improve the design, delivery, and assessment of courses to meet the evolving landscape of teacher preparation. Currently, a team of Educational Administration, Special Education, and School Psychology faculty, along with regional Special Education Directors are collaborating to examine course objectives and learner outcomes to more clearly align with the practice required of Idaho Special Education Directors.

We are requesting the "Not approved" status for Special Education Director endorsement, as recommended in the Mid-cycle Focus Visit Report be reconsidered and a change be made to "Conditionally Approved" citing lack of completer. Such a designation will support our ongoing efforts to improve the SPED Director program, allow interested candidates to be admitted to this program and continue to address the urgent need for qualified Special Education Directors in Idaho State University's service region.

Please feel free to contact me if you require additional information or feel I can be of some additional service.

Best regards,

Mark W. Neill

Mark W. Neill
Assistant Dean of Educator Preparation
Idaho State University
(208) 282-5646
neilmark@isu.edu

Council for Exceptional Children: Advanced Specialty Set: Special Education Administration Set

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

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

participation of individuals with exceptionalities in accountability systems	**Performance Standard 3.2**: … demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.	**Performance Standard 3.2**: *EDLA 6615* – Framework for Teaching (lessons #12,13) *EDLA 6642* – PR plan; *EDLA 6657* – Diversity activity;
SEA.1.S2: Develop and implement ongoing evaluation of education programs and personnel	**Idaho Standard 13: Evaluation** **Performance Standard 13.2**: … creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.	**Performance Standard 13.2:** *EDLA 6609* – Feedback assignment; *EDLA 6615* **–** Teacher evaluation; *EDLA 6651* – Capstone case study; *EDLA 6657* – Classroom observations & evaluations;
SEA.1.S3: Design and implement evaluation procedures that improve instructional content and practices	**Idaho Standard 12 – Continuous Improvement of Instruction** **Performance Standards 12.2:** … ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.	**Performance Standards 12.2:** *EDLA 6609* – Professional development planning; *EDLA 6614* – Formative assessment modules; *EDLA 6615* – Peer evaluations; *6657* – Classroom observations & evaluations, SpEd referral meeting; *EDLA 7724* – Data-analysis project; *SPED 5538* – Creating IEPs (lessons #10,11); *SPED 7759* – Internship portfolio;

Advance Preparation Standard 2: Curricular Content Knowledge

Knowledge

SEA.1.K2: Instruction and services needed to support access to the general education curriculum for individuals with exceptionalities	**Idaho Standard 10 - Instructional Vision** **Knowledge Standard 10.1:** … understands the concept and best practices of least restrictive environment.	**Knowledge Standard 10.1:** *EDLA 6608* – Systems thinking (lesson #4); *EDLA 6609* – Special populations (lesson #14); *EDLA 6612* – Students w/ disabilities (lesson #13); *SPED 5538* – Least-restrictive environment (lesson 11);

Skills		
SEA.2.S1: Develop and implement an administrative plan that supports the use of instructional and assistive technologies	**Idaho Standard 5: Priority Management** **Performance Standard 5.1:** … advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.	**Performance Standard 5.1:** *EDLA 6609* – Time management project; *EDLA 6657* – Portfolio activity logs; *SPED 5538* – Case study; *SPED 5550* – UDL lesson plan;
	Performance Standard 5.3: The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.	**Performance Standard 5.3:** *EDLA 6609* – Budgeting exercise; *EDLA 6657* – Faculty meeting activity, Activity log exercise;
SEA.2.S2: Provide ongoing supervision of personnel working with individuals with exceptionalities and their families	**Idaho Standard 12: Continuous Improvement** **Performance Standard 9.2:** … engages instructional staff in collaborative analysis to plan for continuous academic improvement.	**Performance Standard 9.2:** *EDLA 6608* – Professional learning communities activity; *EDLA 6614* – Data carousel; *EDLA 6657* – Teacher evaluation activities; *SPED 7759* – Internship portfolio;

Advance Preparation Standard 3: Programs, Services, and Outcomes

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

SEA.3.K2: Programs and strategies that promote positive school engagement for individuals with exceptionalities	**Idaho Standard 11: High Expectations** **Knowledge Standard 11.6:** … understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning. **Knowledge Standard 11.8:** … understands various intervention strategies to be implemented to close achievement gaps.	**Knowledge Standard 11.6:** *EDLA 6608* – Systems thinking (lesson #4), leadership (lessons #2,3,4,5); *EDLA 6609* – Leverage leadership (lesson #6); *EDLA 6642* – Communicating with internal stakeholders (lesson #5); *SPED 5550* – Implementing universal design for learning (UDL); **Knowledge Standard 11.8:** *EDLA 6609* – Instructional levers (lesson #9); *EDLA 6614* – Supervising the curriculum (lesson #6) *EDLA 6615* – Instructional interventions (lessons 4,5,6,7)); *EDLA 6642* – Communicating with internal stakeholders (lesson #5); *SPED 5538* – Creating IEPs (lesson #10); *SPED 5550* – Implementing universal design for learning (UDL);
	Knowledge Standard 11.9: … understands multiple methods for monitoring and documenting instructional practices including behavioral supports. **Knowledge Standard 11.10:** … understands the importance of implementing a comprehensive approach to learning that integrates researched-based practices to address the whole child.	**Knowledge Standard 11.9:** … understands multiple methods for monitoring and documenting instructional practices including behavioral supports. **Knowledge Standard 11.10:** *EDLA 6609* – Instructional levers (lesson #9); *EDLA 6614* – Supervising the curriculum (lesson #6); *SPED 5550* – Implementing universal design for learning (UDL);

Skills

SEA3.S1: Develop and implement a flexible continuum of services based on effective practices for individuals with exceptionalities and their families	**Idaho Standard 11: High Expectations** **Performance Standard 11.3:** … conducts student response teams that integrate research-based practices to address the whole child and also seeks advice of	**Performance Standard 11.3:** *EDLA 6609* – ICIL RIOT; *EDLA 6615* – Peer evaluation feedback reports – round 2; *EDLA 6657* – Pre-referral meeting; *SPED 5538* - Procedural safeguards (lesson 13);

	psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.	*SPED 5550* - UDL unit plan *SPED 7759* – Internship portfolio;
SEA.3.S2: Develop and implement programs and services that contribute to the prevention of unnecessary referrals	**Idaho Standard 11: High Expectations** **Performance Standard 11.3:** … conducts student response teams that integrate research-based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.	**Performance Standard 11.3:** *EDLA 6609* – ICIL RIOT; *EDLA 6615* – Peer evaluation feedback reports – round 2; *EDLA 6657* – Pre-referral meeting; *SPED 5538* - Procedural safeguards (lesson 13); *SPED 5550* - UDL unit plan *SPED 7759* – Internship portfolio;
SEA.3.S3: Develop data-based educational expectations and evidence-based programs that account for the impact of diversity on individuals with exceptionalities and their families	**Idaho Standard 11: High Expectations** **Performance Standard 11.1:** … uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.	**Performance Standard 11.1:** *EDLA 6608* – Professional vision statement; *EDLA 6609* – Group ICIL RIOT project; *EDLA 6615* – Peer evaluation & feedback reports; *EDLA 6657* – SpEd referral meeting; *EDLA 7724* – Data-analysis project; *SPED 5538* – Creating IEPs (lessons #10,11); *SPED 5550* – Implementing universal design for learning (UDL);

Advance Preparation Standard 4: Research and Inquiry
Knowledge

SEA.4.K1: Research in administrative practices that support individuals with exceptionalities and their families	**Idaho Standard 10: Instructional Vision** **Knowledge Standard 10.1:** … understands the concept and best practices of least restrictive environment.	**Knowledge Standard 10.1:** *EDLA 6608* – Systems thinking (lesson #4); *EDLA 6609* – Special populations (lesson #14); *EDLA 6612* – Students w/ disabilities (lesson #13);

		SPED 5538 – Least-restrictive environment (lesson 11);
Skills		
SEA.4.S1: Engage in data-based decision making for the administration of educational programs and services that support exceptional individuals with exceptionalities and their families	**Idaho Standard 10: Instructional Vision** **Performance Standard 10.1:** … collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.	**Performance Standard 10.1:** *EDLA 6609* – Scheduling activity; *EDLA 6657* – SpEd referral meeting; *SPED 7759* – Internship portfolio;
SEA.4.S2: Join and participate in professional administrative organizations to guide administrative practices when working with individuals with exceptionalities and their families	**Idaho Standard 7: Leadership Renewal** **Performance Standard 7.2:** … enhances leadership skills through collaboration with colleagues and professional development. **Performance Standard 7.3:** … uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.	**Performance Standard 7.2:** *EDLA 6608* – Case study activity; *EDLA 6609* – BLT activity; *EDLA 6657* – Reflective summaries and activity logs; *SPED 7759* – Internship portfolio, Reflection paper; **Performance Standard 7.3:** *EDLA 6608* – Reflective feedback activity; *EDLA 6657* – Reflection section of portfolio; *EDLA 7724* – Data-analysis project *SPED 7759* – Internship portfolio, Reflection paper;

Advance Preparation Standard 5: Leadership and Policy		
Knowledge		
SEA.5.K1: Local, state, and national fiscal policies and funding mechanisms in education, social, and health agencies as they apply to the provision of services for individuals with exceptionalities and their families	**Idaho Standard 8: Accountability** **Knowledge Standard 8.3:** … understands sound fiscal operations principles and issues.	**Knowledge Standard 8.3:** *EDLA 6608* – Administrator responsibilities (lesson #4); *EDLA 6609* – leverage leadership (lesson #7);
Skills		
SEA.5.S1: Interpret and apply current laws, regulations, and policies to	**Idaho Standard 5: Priority Management**	**Performance Standard 5.2:** *EDLA 6657* – Portfolio activity logs and reflective summaries;

the administration of services to individuals with exceptionalities and their families	**Performance Standard 5.2:** … implements the special education processes and procedures **Performance Standard 5.3:** … advocates for, seeks, and directs resources to meet staff, student and parent needs.	*SPED 5538* – Case study; *SPED 7759* – Internship portfolio, Reflection paper; **Performance Standard 5.3:** *EDLA 6609* – Budgeting exercise; *EDLA 6657* – Faculty meeting activity, Activity log exercise
SEA.5.S2: Apply leadership, organization, and systems change theory to the provision of services for individuals with exceptionalities and their families	**Idaho Standard 2: Communication** **Performance Standard 2.3:** … demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies. **Idaho Standard 9: Innovation** **Performance Standard 9.2:** … engages instructional staff in collaborative analysis to plan for continuous academic improvement	**Performance Standard 2.3:** *EDLA 6608* – Belief statements; *EDLA 6642* – Community Public relations plan; *EDLA 6657* – Faculty meeting exercise; *SPED 6632* **-** Reflection papers; **Performance Standard 9.2:** *EDLA 6608* – Professional learning communities activity; *EDLA 6614* – Data carousel; *EDLA 6657* – Teacher evaluation activities; *SPED 7759* – Internship portfolio;
SEA.5.S3: Develop a budget in accordance with local, state, and national laws in education, social, and health agencies for the provision of services for individuals with exceptionalities and their families	**Idaho Standard 5: Priority Management** **Performance Standard 5.3:** … advocates for, seeks, and directs resources to meet staff, student and parent needs.	**Performance Standard 5.3:** *EDLA 6609* – Budgeting exercise; *EDLA 6657* – Faculty meeting activity, Activity log exercise;
SEA.5.S4: Engage in recruitment, hiring, and retention practices that comply with local, state, and national laws as they apply to personnel serving individuals with exceptionalities and their families	**Idaho Standard 14: Recruitment and Retention** **Performance Standard 14.2:** … creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated. **Performance Standard 14.3:** … creates a comprehensive mentoring or coaching program designed to provide systems where	**Performance Standard 14.2:** *EDLA 6608* – PLP; *EDLA 6642* – Group project; *SPED 6632:* Reflection paper; *EDLA 6657* – Leadership exercise; **Performance Standard 14.3:** *EDLA 6609* – Professional capital activity; *EDLA 6614* – Curriculum interview;

	teachers are supported in an individualized mentoring or coaching program.	*EDLA 6615* – Peer mentor project; *EDLA 6657* – Teacher observation and follow-up activity; *SPED 6632:* Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment; *SPED 7759* – Internship portfolio;
SEA.5.S5: Communicate a personal inclusive vision and mission for meeting the needs of individuals with exceptionalities and their families	**Idaho Standard 2: Communication** **Performance Standard 1.5**: … demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings. **Performance Standard 1.7**: … demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.	**Performance Standard 1.5**: *EDLA 6609* – School-wide discipline project; *EDLA 6657* – Student discipline report & reflection; *SPED 5538* – Case study; **Performance Standard 1.7**: *EDLA 6642* – Public-relations plan; *EDLA 6657* – Parent contact w/diverse learners; *SPED 5538* – Case study:

Advance Preparation Standard 6: Professional and Ethical Practice

Knowledge		
SEA.6.K1: Ethical theories and practices as they apply to the administration of programs and services with individuals with exceptionalities and their families	**Idaho Standard 8: Accountability** **Knowledge Standard 8.1:** … understands operational policies and procedures. **Knowledge Standard 8.5:** … understands legal issues impacting personnel, management, and operations.	**Knowledge Standard 8.1:** *EDLA 6608* – Administrator responsibilities (lesson #4); *EDLA 6642* – Understanding community relations (lesson 1); **Knowledge Standard 8.5:** *EDLA 6608* – Administrator responsibilities (lesson #4); *EDLA 6642* – Administering the community-relations plan (lesson 3); *SPED 5538* – The law & children with disabilities (lesson #3);

SEA.6.K2: Adult learning theories and models as they apply to professional development programs	**Idaho Standard 14: Recruitment and Retention** **Knowledge Standard 14.4:** … understands the process and research-based practices of mentoring.	**Knowledge Standard 14.4:** *EDLA 6609* – Managing school teams (lesson #8); *EDLA 6614* – Framework for Teaching (lessons #12,13); *EDLA 7724* – Using research to guide school improvement (lesson #2); *SPED 6632:* Reflection paper, Mini-research assignment;
SEA.6.K3: Professional development theories and practices that improve instruction and instructional content for individuals with exceptionalities	**Idaho Standard 12: Continuous Improvement** **Knowledge Standard 12.1:** … knows instructional and behavioral strategies for meeting the needs of special populations.	**Knowledge Standard 12.1:** *EDLA 6609* – Special populations – (lesson #14); *EDLA 6614* – Curriculum theories (lesson #3), Supervising the curriculum (lesson #6); *EDLA 6615* – Using the framework (lesson #4); *EDLA 6642* – Communicating with external stakeholders (lesson #6); *SPED 5538* – Creating IEPs (lesson #10); *SPED 5550* – Implementing universal design for learning (UDL);
SEA.6.K4: Effect of diversity on educational programming for individuals with exceptionalities	**Idaho Standard 3: Advocacy** **Knowledge Standard 3.2:** … understands cultural diversity and its importance in the school's learning community.	**Knowledge Standard 3.2:** *EDLA 6608* – School culture and climate (lesson #7); *EDLA 6608* – Systems thinking (lesson #4); *EDLA 6612* – Students with disabilities (lesson 13); *EDLA 6614* – 21st Century learning plan (lesson #11); *EDLA 6642* – School-community relations (lesson #2); *SPED 5550* – Implementing universal design for learning (UDL);
SEA.6.K5: Principles of representative governance that support the system of special education administration	**Idaho Standard 3: Advocacy** **Knowledge Standards 3.1:** … understands the importance of inviting community input and using the input to inform decisions.	**Knowledge Standards 3.1:** *EDLA 6608* – Leadership (lessons #2,3,4,5); *EDLA 6608* – Systems thinking (lesson #4); *EDLA 6642* – Communicating with the external public (lesson #6);
Skills		

SEA.6.S1: Communicate and demonstrate a high standard of ethical administrative practice when working with staff serving individuals with exceptionalities and their families	**Idaho Standard 8: Accountability** **Knowledge Standard 8.6:** … understands ethical frameworks and perspectives.	**Knowledge Standard 8.6:** *EDLA 6608* – Administrator responsibilities (lesson #4); *EDLA 6612* – Education ethics (lesson #7); *EDLA 6642* – Administering the community-relations plan (lesson 3);
SEA.6.S2: Develop and implement professional development activities and programs that improve instructional practices and lead to improved outcomes for individuals with exceptionalities and their families	**Idaho Standard 14: Recruitment and Retention** **Performance Standard 14.3:** … creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.	**Performance Standard 14.3:** *EDLA 6609* – Professional capital activity; *EDLA 6614* – Curriculum interview; *EDLA 6615* – Peer mentor project; *EDLA 6657* – Teacher observation and follow-up activity; *SPED 6632:* Reflection paper, Interview w/ SpEd Director, Principal, & Business Mgr., Mini-research assignment; *SPED 7759* – Internship portfolio;

Advance Preparation Standard 7: Collaboration
Knowledge

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

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

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

PROFESSIONAL STANDARDS COMMISSION

SUBJECT
Northwest Nazarene University; Proposed Computer Science (6-12) Endorsement Program

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section 33-114, 33-1254, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

ALIGNMENT WITH STRATEGIC PLAN
Goal 4: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION
The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Computer Science (6-12) endorsement program proposed by Northwest Nazarene University (NNU). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the state standards would be met through the proposed program.

During its April 2019 meeting, the PSC voted to recommend Conditional Approval of the proposed Computer Science (6-12) endorsement program through Northwest Nazarene University (NNU). With this Conditionally Approved status, NNU may admit candidates to the Computer Science (6-12) endorsement program. This new program will be re-visited during the next regularly scheduled review.

IMPACT
This new program will enable NNU to prepare educators who seek an endorsement to teach computer science in grades 6-12 in Idaho schools.

ATTACHMENTS
Attachment 1 – NNU Computer Science 6-12 Proposal

STAFF COMMENTS AND RECOMMENDATIONS
Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas.

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

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

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

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to and to conditionally approve the Computer Science 6-12 endorsement program offered through Northwest Nazarene University.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW PROGRAM FOR CERTIFICATION REQUEST

Institution: Northwest Nazarene University, Department of Education   Date of Submission January 16, 2019

Program Name: Standard Instructional Certificate   Certification & Endorsement Computer Science Endorsement (6-12)

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 _____ No _____ X _____

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 Knowledge & Performance	Coursework
Standard 1 Learner Development	**Knowledge** 1(a) The teacher understands digital citizenship.	COMP3130 Exam Questions EDUC2550 Digital Citizenship Project
	Performance 1(b) The teacher promotes and models digital citizenship.	COMP3130 Log COMP3130 Lesson Plans Student Teaching Lesson Plans
Standard 2 Learning Difference	**Knowledge** 2(a) The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.	COMP3130 Annotated Bibliographies COMP3130 Projects EDUC3410 Content Literacy Presentations
	Knowledge	COMP3130 Exam Questions

| Standard 3 Learning Environments | 3(a) The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and promote digital citizenship. | COMP3130 Lesson Plans | |
| | **Performance** 3(b) The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks. 3(c) The teacher develops student understanding of privacy, security, safety, and effective communication in digital environments. | COMP3130 paper Student Teaching Lesson Plans | |

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 4 **Content Knowledge**	**Knowledge** 4(a) The teacher understands data representation and abstraction. 4(b) The teacher understands how to effectively design, develop, and test algorithms. 4(c) The teacher understands the software development process. 4(d) The teacher understands digital devices, systems, and networks. 4(e) The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics. 4(f) The teacher understands the role computer science plays and its impact in the modern world. 4(g) The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline. 4(h) The teacher understands the many and varied career and education paths that exist in Computer Science. 4(i) The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher: ☐ Effectively uses primitive data types. ☐ Demonstrates an understanding of static and dynamic data structures. ☐ Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.	COMP2750 Project COMP2220 Semester Project COMP1220 Assignments COMP2750 Final Exam question COMP2040/COMP2260 Final Project *** See CS Standards Xwalk for assessment assignment for each point listed under Standard 4

☐ Effectively uses modeling and simulation to solve real-world problems

4(j) The teacher effectively designs, develops, and tests algorithms. The teacher:

☐ Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.

☐ Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.

☐ Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.

☐ Effectively uses two or more development environments.

☐ Demonstrates knowledge of varied software development models and project management strategies.

☐ Demonstrates application of phases of the software development process on a project of moderate complexity from inception to implementation.

4(k) The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:

☐ Demonstrates an understanding of data representation at the machine level.

☐ Demonstrates an understanding of machine level components and related issues of complexity.

☐ Demonstrates an understanding of operating systems and networking in a structured computing system.

☐ Demonstrates an understanding of the operation of computer networks and mobile computing devices.

		Evidence
	4(l) The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher: □ Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users. □ Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce. 4(m) The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.	
Standard 5 Application of Content	**Knowledge** 5(a) The teacher understands the academic language and conventions of computer science and how to make them accessible to students.	COMP3130 Lesson Plans
	Performance 5(b) The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.	COMP3130 Projects COMP3130 Lesson Plans
Standard 6 Assessment	NA	
Standard 7 Planning for Instruction	**Knowledge** 7(a) The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.	COMP3130 Projects COMP3130 Discussion Boards

Standard	Criteria	Evidence
	Performance 7(b) The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning. 7(c) The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science. 7(d) The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.	COMP3130 Lesson Plans Student Teaching Lesson Plans
Standard 8 Instructional Strategies	**Knowledge** 8(a) The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.	COMP3130 Project
	Performance 8(b) The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments. 8(c) The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.	COMP3130 Project & Log COMP3130 Lesson Plans Student Teaching Lesson Plans
Standard 9 Professional Learning and Ethical Practice	**Performance** 9(a) The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.	COMP3130 Project & Log COMP3130 Lesson Plans Student Teaching Lesson Plans

	NA
Standard 10 Leadership and Collaboration	

Section II: New Program Course Requirements

COMP1220 Intro to Computer Science (3)

COMP2220. Computer Programming in C++ (3)

COMP2220L. Computer Programming in C++ Laboratory (1)

COMP2750. Data Structures (3)

COMP/EDUC3130 Teaching Computer Science in Secondary Schools (2)

COMP3330 Database Design and Programming (3)

COMP3330L Database Design and Programming Laboratory (1)

COMP3070 Systems Analysis and Design (3)

One course from:

COMP2040. Introduction to Web Development (3)

or,

COMP2260. Event-Driven Programming (3); **and,**

COMP2260L. Event-Driven Programming Laboratory (1)

Department Chair/Director/Dean (Institution): _____

Date: January 16, 2019

PROFESSIONAL STANDARDS COMMISSION

SUBJECT
The College of Idaho; Proposed Mathematics (6-12) Endorsement Program

APPLICABLE STATUTE, RULE, OR POLICY
Idaho State Board of Education Governing Policies & Procedures, Section 33-114, 33-1254, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

ALIGNMENT WITH STRATEGIC PLAN
Goal 4: Workforce Readiness, Objective A: Workforce Alignment

BACKGROUND/DISCUSSION
The Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Mathematics (6-12) endorsement program proposed by The College of Idaho (C of I). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the state standards would be met through the proposed program.

During its April 2019 meeting, the PSC voted to recommend Conditional Approval of the proposed Mathematics (6-12) endorsement program through C of I. With this Conditionally Approved status, C of I may admit candidates to the Mathematics (6-12) endorsement program. This new program will be re-visited during the next regularly scheduled review.

IMPACT
This new program will enable C of I to prepare educators who seek an endorsement to teach Mathematics in grades 6-12 in Idaho schools.

ATTACHMENTS
Attachment 1 – College of Idaho Mathematics (6-12) Endorsement Proposal

STAFF COMMENTS AND RECOMMENDATIONS
Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Professional Standards Commission (Commission). Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to

teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

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

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

BOARD ACTION

I move to accept the Professional Standards Commission recommendation and to conditionally approve the Mathematics 6-12 endorsement program offered through The College of Idaho.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

The College of Idaho's Education Department and Math Department propose the following Math Education Program:

Coursework is specific to students who major in mathematics and minor in education in order to teach math in secondary (6-12) placements. Those completing their undergraduate with a major in mathematics and a minor in education will then enroll in the fifth year education program to complete certification requirements.

Education Department Mission

The Education Department at The College of Idaho is committed to improving student learning in K-12 classrooms by preparing teachers who have a thorough knowledge of content, educational theory, and best practices. The department works collaboratively with K-12 practitioners, professional organizations, and policy makers to improve the preparation of new teachers, as well as to support the development of practicing educators. The Education Department will extend and enhance The College of Idaho's reputation and impact on the community, and within the education profession, by working with policy makers, practitioners, and professional organizations to improve the learning of K-12 students. Where possible, the department will act within the dynamic education environment to change policy that supports improved practice and to prepare new teachers with the knowledge, skills, and dispositions that will empower them to operate within existing policies and institutions, while providing leadership that will influence the profession and practice in positive ways.

Education Department Core Values

- All individuals are inherently valuable and should be treated with respect.
- All individuals can learn.
- Learning is enhanced when informed by a combination of research and best practice.
- Educators should be people of integrity.
- Regarding teaching and learning, the whole is bigger than the sum of the parts.

Math Department Description:

Studying math at the C of I requires a combination of creative thinking, detailed analysis, and organized problem-solving skills. This program will challenge you to:

- Develop critical thinking skills that are necessary for understanding a technologically driven world.
- Acquire a broad range of mathematical and scientific knowledge.
- Expand and develop problem-solving and analytical skills.
- Engage with a pragmatic curriculum that fosters understanding of mathematical structure.

The teacher education program at The College of Idaho strives to be an educative learning community. The conceptual framework of our educative learning community is one based on John Dewey's understanding of educative experiences that encourage personal and community growth (Dewey & Archambault, 1964). It is a community where students are provided with a reflective, caring environment so that the process of becoming a teacher can be explored. It is a community where students are offered a vision of schooling that promotes and helps create to a more just and democratic society.

Coursework for Math Education Specialization undergraduate

The following math courses (43 credits) will be taken as undergraduate coursework.   (Descriptions provided below)

- MAT 120
- MAT/PHY 199
- MAT 125
- MAT 400
- MAT 175
- MAT 311
- MAT 275
- MAT 361
- MAT 280
- MAT 370
- CSC 150
- MAT 440
- PHY 271
- MAT 4XX
- PHY 271L

The following education courses will be taken as undergraduate coursework in the Education Minor.

- EDU 202 Introduction to Teaching
- EDU 442 Teaching Exceptional Children
- PSY 221 Educational Psychology
- EDU 301 Foundations of Schooling
- EDU 441 Curriculum and Instruction
- EDU 305 Literacy in Content Area
- EDU 430 Teaching in a Diverse Society

The following education courses will be taken as graduate coursework in the fifth year. Some of the following courses are referenced in the Standards Matrix.

- EDU 520 Assessment for Teaching and Learning

- EDU 596 Clinical Experience Student Teaching

- EDU 597 Intern Seminar

- EDU 542 Secondary Math Methods

Mathematics Course Descriptions:

MAT-120 CONTEMPORARY MATHEMATICS
A course designed to explore some of the great ideas in mathematics and to discover the power of mathematical thinking in everyday life. Topics include counting techniques, infinity, geometry, shape and space, chaos and fractals, and decision science. Prerequisites: MAT-101 or placement according to the Math Placement Guide. **3 credits**

MAT-125 DATA ANALYSIS AND STATISTICS
An applications-oriented approach to data analysis and statistics. Topics may include descriptive statistics, probability and probability distributions, confidence intervals, hypothesis testing, and regression. The course will also cover linear inequalities and interpreting functions with emphasis on their graphs. Applications in business, economics, natural sciences and the social sciences. Students who have received credit for AP Statistics may not take this course for credit. Prerequisite: MAT-101 or placement according to the Math Placement Guide. **3 credits**

MAT-175 SINGLE VARIABLE CALCULUS
This calculus course studies the theory of differentiation and integration of functions of one variable. Main topics include functions, limits, differentiation, and integration. Topics may include continuity, Riemann sums, the fundamental theorem of calculus, techniques of integration, improper integrals, L'Hopital's rule, geometric series, power series, and Taylor series. This is a more mathematically rigorous course than MAT-150. Students planning further work in mathematics or physics and who have successfully completed a previous calculus course are encouraged to take MAT-175. Prerequisites: MAT-150 with a B- or better, or MAT-150 and MAT-130, each with a grade of C or better, or placement according to the Math placement guide. **4 credits**

MAT-275 MULTIVARIABLE CALCULUS
This course is an extension of calculus to higher-dimensional spaces. Main topics include differentiation of functions of two and three variables, an introduction to vector analysis and parametrization, and a study of definite integration in both rectangular and curved coordinate systems. Topics may include a review of functions of several variables, vector geometry of 3-dimensional space, partial derivatives, gradient vectors, optimization techniques, multiple integration in the three classical curvilinear coordinate systems, parametric equations, vector fields, line integrals and Green's Theorem, and the other classical integral theorems of differential geometry. Prerequisites: MAT-175 with minimum grade of C, or meet the criteria of the Math placement guide, or Instructor permission. **4 credits**

MAT-280 INTRODUCTION TO PROOF: NUMBER THEORY

Methods of mathematical proof will be introduced using concepts from number theory. Topics may include: axioms for the integers, Euclidean algorithm, Diophantine equations, Fermat's Little Theorem, unique factorization, and primality testing. Prerequisites: MAT-175 or MAT-275 with a minimum grade of C and sophomore standing or Instructor permission. **1 credit**

CSC-150 COMPUTER SCIENCE I: INTRODUCTION TO COMPUTER SCIENCE AND PROGRAMMING

Students learn elements of computer programming including variables, input and output, operators, control structures, functions, and arrays, using a high level language such as C++. In the process of learning to program, students become familiar with some of the ideas and vocabulary used in computer science and develop problem solving skills. Prerequisites: MAT-150 or MAT-175 or MAT-275 or placement. The prerequisite course must be passed with a minimum grade of C. **3 credits**

PHY-271 ANALYTICAL PHYSICS I

A general survey of physics topics including motion, forces, work, energy, waves, and special relativity. Calculus is used extensively and some familiarity with computers is assumed. This course is intended for math-physics majors and dual-degree engineering students and strongly recommended for any student who plans to do graduate work in any of the sciences or mathematics. Four lectures weekly. Credit for PHY-271 will not be granted to students who have completed PHY-231. **4 credits**

PHY-271L ANALYTICAL PHYSICS I LAB

An integral part of PHY-271 with which it should normally be taken concurrently. One laboratory period weekly. Credit for PHY-271L will not be granted to students who have completed PHY-231L. *1 credit*

MAT-311 PROBABILITY AND MATHEMATICAL STATISTICS I

A study of finite sample spaces, conditional probability and independence, functions of random variables, random variables of one or more dimensions, discrete random variables, continuous random variables, moment generating functions, sampling distribution, estimation and testing of hypotheses. Prerequisites: MAT-280, MAT-281, MAT-282, or MAT-283 with a minimum grade of C. **3 credits**

MAT-361 LINEAR ALGEBRA

A study of general vector spaces, linear transformations, eigenvalues and eigenvectors. Prerequisites: MAT-280, MAT-281, MAT-282, or MAT-283 with a minimum grade of C. **3 credits**

MAT-370 GEOMETRY
A study of Euclidean geometry and the development of non-Euclidean geometry, one of the most significant occurrences in the history of mathematics. Prerequisites: MAT-280, MAT-281, MAT-282, or MAT-283 with a minimum grade of C. **3 credits**

MAT 400: 6 credits

MAT 400 Capstone: The Mathematics capstone will be added the current course sequence.

MAT 4XX Course Assistant in MAT 101/102/103: This practicum is unique to the pre-service math teachers' content understanding and skills teaching math prior to student teaching, through a professional experience directly involved with the Math Department at The College of Idaho and the Education Department. The course is a collaborative venture among the college student, college peers, and a college instructor. **1 credit**

DEPARTMENT OF EDUCATION

SUBJECT
Request for Waiver of 103% Student Transportation Funding Cap

REFERENCE

June 2016	Board approved the request for eight (8) school districts to receive a funding cap waiver
June 2017	Board approved the request for six (6) school districts to receive a funding cap waiver
June 2018	Board approved the request for eight (8) districts to receive a funding cap waiver

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-1006, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN
Goal 2: Educational Attainment, Objective C: Access

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

As of April 15, 2019, 23 school districts / charter schools were negatively affected by the pupil transportation funding cap:

District #	District Name	Reduction in Funding
011	MEADOWS VALLEY DISTRICT	$15,388
013	COUNCIL DISTRICT	$5,967
044	PLUMMER-WORLEY JOINT DISTRICT	$45,217
061	BLAINE COUNTY DISTRICT	$55,430
071	GARDEN VALLEY DISTRICT	$78,246
132	CALDWELL DISTRICT	$19,154
137	PARMA DISTRICT	$22,338
171	OROFINO JOINT DISTRICT	$45,411
244	MOUNTAIN VIEW SCHOOL DISTRICT	$55,135

District #	District Name	Reduction in Funding
274	KOOTENAI DISTRICT	$11,671
281	MOSCOW DISTRICT	$74,364
282	GENESEE JOINT DISTRICT	$15,493
304	KAMIAH JOINT DISTRICT	$11,864
341	LAPWAI DISTRICT	$27,580
391	KELLOGG JOINT DISTRICT	$23,160
392	MULLAN DISTRICT	$2,425
393	WALLACE DISTRICT	$19,266
401	TETON COUNTY DISTRICT	$14,643
411	TWIN FALLS DISTRICT	$34,003
415	HANSEN DISTRICT	$7,526
421	MCCALL-DONNELLY JT. SCHOOL DISTRICT	$21,745
463	VISION CHARTER SCHOOL	$14,460
468	IDAHO SCIENCE & TECHNOLOGY CHARTER	$7,437

The State Department of Education received requests from various school districts and charter schools for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code. Student Transportation staff reviewed these requests to ensure they met the eligibility criteria. Of the 23 districts and charter schools negatively affected by the pupil transportation funding cap, only nine (9) school districts had routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. All nine (9) of these school districts, listed below, have applied for a waiver of the funding cap.

#044 Plummer Worley School District submitted school bus routes that met the required criteria. This represents 16.67% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 119.67%.

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

#171 Orofino School District submitted school bus routes that met the required criteria. This represents 31.25% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 134.25%.

#244 Mountain View School District submitted school bus routes that met the required criteria. This represents 60% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 163%.

#274 Kootenai School District submitted school bus routes that met the required criteria. This represents 100% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 203%.

#281 Moscow School District submitted school bus routes that met the required criteria. This represents 16.13% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 119.13%.

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

#341 Lapwai School District submitted school bus routes that met the required criteria. This represents 44.44% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 147.44%.

#391 Kellogg School District submitted school bus routes that met the required criteria. This represents 2.78% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 105.78%.

IMPACT

Approval of the funding cap waivers allows districts to be reimbursed for routes that meet the hardship criteria. Board inaction or denial of the funding cap waivers would result in a loss of funding for the school districts in question.

ATTACHMENTS

Attachment 1 – Funding Cap Waiver Spreadsheet

STAFF COMMENTS AND RECOMMENDATIONS

At the June 2017 Board meeting the Board approved a waiver of the funding cap for St. Maries School District, Plummer-Worley School District, Garden Valley School District, Butte County School District, Orofino School District, Bliss School District, Mountain View School District, Kootenai School District, Moscow School District, Kamiah School District, Highland School District, and Kellogg School District. Of the nine requests the Board is considering this year, seven were

approved in 2018. St. Maries School District and Lapwai School District are new for 2019.

Pursuant to Section 33-1006, Idaho Code:

"A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less than the percentile limit requested by the school district. However, the percentage increase in the one hundred three percent (103%) cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run, pursuant to this subsection. Any costs above the new level established by the state board of education shall not be reimbursed. Such a change shall only be granted by the state board of education for hardship bus runs. To qualify as a hardship bus run, such bus run shall meet at least two (2) of the following criteria:

(a) The number of student riders per mile is less than fifty percent (50%) of the statewide average number of student riders per mile;
(b) Less than a majority of the miles on the bus run are by paved surface, concrete or asphalt road;
(c) Over ten percent (10%) of the miles driven on the bus run are a five percent (5%) slope or greater."

The Department of Education transportation staff review each of the applications prior to submittal for Board consideration. Only those school districts that have met the statutory requirements may be considered for approval.

BOARD ACTION

I move to approve the request by School District #044, Plummer-Worley School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 119.67%, for a total of $45,217 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #071, Garden Valley School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 133%, for a total of $78,246 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #171, Orofino County School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 134.25%, for a total of $45,411 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #244, Mountain View School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 163%, for a total of $55,135 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #274, Kootenai School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 203%, for a total of $11,671 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #281, Moscow School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 119.13%, for a total of $74,364 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #304, Kamiah School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 143%, for a total of $11,864 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #341, Lapwai School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 147.44%, for a total of $27,580 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by School District #391, Kellogg School District, for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2018 of 105.78%, for a total of $23,160 in additional funds from the public school appropriation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider

Fiscal Year 2017-2018 Data - Approved Costs Reimbursed in Fiscal Year 2018-2019 (Fifteenth Capped Year)

Set percentage cap to apply to statewide average	103%	Riders per Mile	1.6

Revised: April 12, 2019	3rd draft	
	Cost Per Mile	Cost Per Rider
Statewide Averages before cap	$4.04	$920
Statewide Averages after cap	$4.16	$948

Total Savings From Cap	$627,923	Capped Reimb.	Actual Reimb.
Savings Following Appeals & State Board Action	$352,197	$86,413,047	$87,040,970

Dist #	District Name	District Funding Capped - Reimbursement Reduced By:	Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns X & Y)	Total 100% Reimbursable Costs Eligible at 50%	Funding Cap Penalty Waived	% Hardship Bus Run Waived	Final Payment Amount
044	PLUMMER-WORLEY JOINT DISTRICT	$45,217	23.5%	$229,024	TRUE	0.167	$253,301
071	GARDEN VALLEY DISTRICT	$78,246	51.1%	$0	TRUE	0.300	$161,517
171	OROFINO JOINT DISTRICT	$45,411	11.8%	$386,747	TRUE	0.313	$554,089
244	MOUNTAIN VIEW SCHOOL DISTRICT	$55,135	9.4%	$456,639	TRUE	0.600	$787,740
274	KOOTENAI DISTRICT	$11,671	9.6%	$103,060	TRUE	1.000	$155,778
281	MOSCOW DISTRICT	$74,364	14.8%	$522,222	TRUE	0.161	$646,148
304	KAMIAH JOINT DISTRICT	$11,864	10.3%	$128,278	TRUE	0.400	$148,257
341	LAPWAI DISTRICT	$27,580	18.7%	$125,454	TRUE	0.444	$188,640
391	KELLOGG JOINT DISTRICT	$23,160	4.6%	$532,388	TRUE	0.028	$652,897

DEPARTMENT OF EDUCATION

SUBJECT
Requests for Safety Busing Approval for the 2018-2019 School Year

REFERENCE

June 2016	Board approved the request for 98 school districts and 13 charter schools to transport students less than one and one-half miles for the 2015-2016 school year.
June 2017	Board approved the request for 99 school districts and 13 charter schools to transport students less than one and one-half miles for the 2016-2017 school year.
June 2018	Board approved the request for 98 school districts and 13 charter schools to transport students less than one and one-half miles for the 2017-2018 school year.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-1006, Idaho Code
Section 33-1501, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN
Goal 3: Educational Attainment, Objective C: Access

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

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

The *Standards for Idaho School Buses and Operations* states, "All school districts submitting applications for new safety busing reimbursement approval shall establish a board policy for evaluating and rating all safety busing requests. The State Department of Education staff shall develop and maintain a measuring instrument model, which shall include an element for validating contacts with

responsible organizations or persons responsible for improving or minimizing hazardous conditions. Each applying district will be required to annually affirm that conditions of all prior approved safety busing requests are unchanged.

The local board of trustees shall annually, by official action (§33-1502, Idaho Code), approve all new safety busing locations. School districts that receive state reimbursement of costs associated with safety busing will re-evaluate all safety busing sites at intervals of at least every three years using the local board adopted measuring or scoring instrument. In order to qualify for reimbursement the local school board will, by official action, approve the initial safety-busing request and allow the students in question to be transported before the application is sent to the state. Consideration for reimbursement is contingent on the application being received by the State Department of Education Transportation Section on or before March 1 of the school year in which the safety busing began."

All requests were submitted on the Safety Busing form found in the Idaho Bus Utilization System (IBUS) portal. Reminders were emailed to all districts and charter schools prior to March 1. All requests recommended for approval are compliant with Section 33-1006, Idaho Code. A total of 114 school districts and charter schools (LEAs), 97 school districts and 17 charter schools affecting 24,705 students, applied for safety busing using the correct form and are recommended for approval.

IMPACT

The approval of LEAs with safety-bused students as listed in Attachment 1 allows LEAs to be reimbursed for routes that meet the safety busing requirements. Board inaction or denial of the safety bus waivers would result in a loss of funding for the LEAs in question.

ATTACHMENTS

Attachment 1 – Safety Busing LEA List and Student Count

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-1006, Idaho Code, allows for the reimbursement of cost to transport students 1.5 miles or more from the school and pupils less than 1.5 miles as provided in Section 33-1501, Idaho Code, when approved by the State Board of Education. State Department of Education staff annually review school district requests and forward those meeting the requirements for safety busing to the Board for consideration. Staff recommends approval.

BOARD ACTION

I move to approve the requests by 97 school districts and 17 charter schools for approval to transport students less than one and one-half miles as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Safety Busing Rider Count Report

District	Count	District	Count
Aberdeen District	107	Madison District	380
American Falls Joint District	227	Marsh Valley Joint District	81
Basin School District	31	Marsing Joint District	108
Bear Lake County District	116	McCall-Donnelly Joint School District	168
Blackfoot District	617	Melba Joint District	24
Blaine County District	652	Middleton District	460
Bliss Joint District	49	Midvale District	14
Boise Independent District	808	Minidoka County Joint District	752
Bonneville Joint District	2761	Moscow District	290
Boundary County District	32	Mountain Home District	295
Bruneau-Grand View Joint School District	11	Mountain View School District	91
Buhl Joint District	157	Murtaugh Joint District	90
Butte County Joint District	52	Nampa School District	1511
Caldwell District	803	New Plymouth District	79
Cascade District	1	North Gem District	11
Cassia County Joint District	296	Notus District	124
Castleford District	20	Oneida County District	117
Challis Joint District	9	Orofino Joint District	1
Clark County District	23	Parma District	150
Coeur D'alene District	301	Payette Joint District	551
Cottonwood Joint District	31	Plummer-Worley Joint District	47
Culdesac Joint District	6	Pocatello District	1597
Emmett Independent District	150	Post Falls District	483
Filer District	21	Potlatch District	26
Firth District	32	Preston Joint District	181
Fremont County Joint District	158	Richfield District	21
Fruitland District	79	Ririe Joint District	185
Garden Valley District	15	Rockland District	40
Genesee Joint District	25	Salmon District	77
Glenns Ferry Joint District	109	Salmon River Joint School District	9
Gooding Joint District	328	Shelley Joint District	284
Hagerman Joint District	90	Shoshone Joint District	186
Hansen District	52	Snake River District	212
Homedale Joint District	264	Soda Springs Joint District	179
Horseshoe Bend School District	46	South Lemhi District	10
Idaho Falls District	1035	St Maries Joint District	26
Jefferson County Joint District	317	Sugar-Salem Joint District	85
Jerome Joint District	300	Swan Valley Elementary District	19
Joint School District No. 2	1422	Teton County District	77
Kamiah Joint District	61	Troy School District	56
Kellogg Joint District	18	Twin Falls District	715
Kimberly District	273	Vallivue School District	782
Kootenai District	10	Wallace District	82
Kuna Joint District	297	Weiser District	332
Lake Pend Oreille School District	171	Wendell District	63
Lakeland District	190	West Bonner County District	57
Lapwai District	40	West Jefferson District	55
Mackay Joint District	23	West Side Joint District	90
		Wilder District	120

School District Count: 97   **Student Count: 24029**

Compass Public Charter School, Inc.	19	Idaho Stem Academy, Inc.	131
Falcon Ridge Public Charter School, Inc.	16	Legacy Public Charter School, Inc.	8
Future Public School, Inc.	16	Liberty Charter School, Inc.	4
Gem Prep: Meridian, Inc.	3	North Star Charter School, Inc.	13
Gem Prep: Nampa, Inc.	37	North Valley Academy, Inc.	105
Heritage Academy, Inc.	89	Project Impact Stem Academy, Inc.	12
Heritage Community Charter School, Inc.	91	Thomas Jefferson Charter School, Inc.	28
Idaho Arts Charter School, Inc.	60	Victory Charter School, Inc.	4
		Vision Charter School, Inc.	40
Charter School Count: 17		**Student Count:**	**676**
Total LEA Count: 114		**Total Student Count:**	**24705**

DEPARTMENT OF EDUCATION

SUBJECT
Appointments to the Assessment Item Review (Bias and Sensitivity) Committee

REFERENCE

November 2014	Board appointed 30 committee members for a two (2) or four (4) year term. A list of 90 additional members were appointed to perform a one-time review.
February 2015	Board approved the removal of an audio clip and associated items per the recommendation of the committee members.
August 2016	Board approved the appointment of committee members.
December 2016	Board disapproved the removal of the three (3) ELA items, one (1) grade 11 passage with five (5) associated items, one (1) grade 8 passage with 11 associated items, and one (1) grade 6 math item.
August 2017	Board approved the appointment of committee members.
August 2018	Board approved the appointment of committee members.
November 2018	Board approved the removal of one (1) grade 5 ELA item.

APPLICABLE STATUTE, RULE, OR POLICY
Section 33-134, Idaho Code - Assessment Item Review Committee

ALIGNMENT WITH STRATEGIC PLAN
Goal 1: Educational System Alignment

BACKGROUND/DISCUSSION
In accordance with Section 33-134, Idaho Code, the State Department of Education (Department) recommended and the State Board of Education appointed a review committee to ensure that parents, teachers, administrators, and school board members in Idaho's public education system have the opportunity to review the types and kinds of questions used on state assessments. The law requires a committee of thirty individuals in each of the six (6) educational regions in the state. Each region is represented by two (2) parents, one (1) teacher, one (1) school board member, and one (1) public or charter school administrator. Committee members shall serve a term of four (4) years.

This committee reviews all summative computer adaptive test questions for bias and sensitivity. The committee is authorized to make recommendations to revise

or eliminate test questions from the Idaho Standards Assessment Tests in English Language Arts/Literacy, Mathematics, and Science.

The Department recommends the following people to serve 4-year terms on the Bias and Sensitivity Committee, expiring June 30, 2023: Jody Hendrickx, Debi Schoonover, Rebekka Boysen-Taylor, Vickie McCullough, Erin McCandless, Robin Zikmund, Joy Thomas, Deanna Richards, Catherine Griffin, Judy Hoffman, Becky Vordermann, and E. Marie Hammon.

IMPACT

Appointment of Assessment Item Review Committee members ensures statutory compliance.

ATTACHMENTS

Attachment 1 – Assessment Item Review Committee Members

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-134, Idaho Code, the Assessment Item Review Committee (commonly referred to as the Bias and Sensitivity Committee) is charged with reviewing all summative computer adaptive test questions for bias and sensitivity, this includes the Idaho Standards Achievement Test for English Language Usage and Mathematics. Following the review process the committee may make recommendations to the Board for removal of any test questions that the committee determines may be bias or unfair to any group of test takers, regardless of differences in characteristics, including, but not limited to disability status, ethnic group, gender, regional background, native language or socioeconomic status. Additionally, this section of code established the makeup of the committee. The committee must include:

   (i)   Two (2) parents of public school or public charter school students, selected from each of the six (6) education regions in this state;
   (ii) One (1) public school or public charter school teacher, selected from each of the six (6) education regions in this state;
   (iii) One (1) member who is an administrator of a school district or public charter school, selected from each of the six (6) education regions in this state; and
   (iv) One (1) member from the district board of trustees or public charter school board of directors, selected from each of the six (6) education regions in this state.

The Idaho Standards Achievement Test developed by the Smarter Balanced Assessment Consortium is refreshed each year through the addition of new assessment items. As part of Idaho's participation in the consortium we have access to the refreshed assessment and new assessment items. The committee reviews only the new items that are added each year. Items are added in both mathematics and English language usage. In 2015 361 combined items were added, in 2016 798 items were added and in 2017 1,051 items were added.

BOARD ACTION

I move to approve the request by the State Department of Education to appoint Jody Hendrickx, Debi Schoonover, Rebekka Boysen-Taylor, Vickie McCullough, Erin McCandless, Robin Zikmund, Joy Thomas, Deanna Richards, Catherine Griffin, Judy Hoffman, Becky Vordermann, and E. Marie Hammon to serve on the Assessment Item Review Committee in the roles identified in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Bias and Sensitivity Committee Members 2019

APPROVED	REGION	ROLE	FIRST	LAST	TERM EXPIRES	NEW
Aug-18	1	Administrator	Bill	Rutherford	6/30/22	
Aug-18	1	Administrator	Robin	Merrifield	6/30/22	
Aug-16	1	Parent	Timothy	Hunt	6/30/20	
Aug-18	1	Parent	David	Brinkman	6/30/22	
	1	School Board Member	Jody	Hendrickx	6/30/23	NEW
Aug-16	1	Teacher	Mary Lee	Ruch	6/30/20	
Aug-16	1	Teacher	George	Ives	6/30/20	
Aug-16	1	Teacher	Jared	Hughes	6/30/20	
Aug-16	2	Administrator	James	Doramus	6/30/20	
Aug-16	2	Parent	Susan	Rigg	6/30/20	
	2	Parent	Debi	Schoonover	6/30/23	NEW
Aug-16	2	School Board Member	John	Menter	6/30/20	
Aug-16	2	School Board Member	Dawn	Fazio	6/30/20	
	2	Teacher	Rebekka	Boysen-Taylor	6/30/23	NEW
	3	Administrator	Vickie	McCullough	6/30/23	NEW
Aug-18	3	Administrator	Craig	Woods	6/30/22	
Aug-18	3	Administrator	Becca	Anderson	6/30/22	
	3	Parent	Erin	McCandless	6/30/23	NEW
Aug-18	3	Parent	Tanya	Koyle	6/30/22	
Aug-16	3	Parent	Cindy	Thorngren Fennell	6/30/20	
	3	Parent - Special Ed	Robin	Zikmund	6/30/23	NEW
	3	School Board Member	Joy	Thomas	6/30/23	NEW
Aug-18	3	School Board Member	Dionicio (Don)	Pena	6/30/22	
Aug-16	3	Teacher	Marie	Thomas	6/30/20	
	3	Teacher	Deanna	Richards	6/30/23	NEW
	3	Teacher	Catherine	Griffin	6/30/23	NEW
Aug-16	4	Administrator	Angela	Davidson (Chandler)	6/30/20	
Aug-16	4	Administrator	Marcia	Grabow	6/30/20	
Aug-18	4	Parent	Gary	Birch	6/30/22	
Aug-18	4	Parent	Kathy	Millar	6/30/22	
Aug-16	4	Parent	Olga	Maza-Santos	6/30/20	
Aug-16	4	Parent	Mandy	Baker	6/30/20	
Aug-17	4	School Board Member	Teresa	Berry	6/30/21	
Aug-18	4	School Board Member	Todd	Hubbard	6/30/22	
Aug-18	4	Teacher	Barbara Dee	Jones	6/30/22	
Aug-16	4	Teacher	Darlene Matson	Dyer	6/30/22	
Aug-18	5	Administrator	Carmelita	Benitez	6/30/22	
Aug-18	5	Administrator	Michael	Mendive	6/30/22	

APPROVED	REGION	ROLE	FIRST	LAST	TERM EXPIRES	NEW
Aug-16	5	Parent	Kris	Wilkinson	6/30/20	
Aug-16	5	Parent	Tara	Jensen	6/30/20	
Aug-18	5	Parent	Shawna	Sprague	6/30/22	
Aug-16	5	School Board Member	Dan	Lau	6/30/20	
Aug-18	5	School Board Member	Raini	Hayden	6/30/22	
Aug-16	5	School Board Member	Brooke	Palmer	6/30/20	
Aug-16	5	School Board Member	Janie	Gebhardt	6/30/20	
Aug-16	5	School Board Member	David	Mattson	6/30/20	
Aug-16	5	Teacher	La Nae	Robinson	6/30/20	
Aug-16	5	Teacher	Teresa	Jackman	6/30/20	
Aug-16	6	Administrator	Gail	Rochelle	6/30/20	
Aug-16	6	Administrator	Darnea	Lamb	6/30/20	
Aug-16	6	Parent	Joy	McDaniel	6/30/20	
Aug-18	6	Parent	Laura	Wallis	6/30/22	
Aug-18	6	School Board Member	Lisa	Marlow	6/30/22	
	6	School Board Member	Judy	Hoffman	6/30/23	NEW
Aug-18	6	Teacher	Bonnie	Warne	6/30/22	
	6	Teacher	Becky	Vordermann	6/30/23	NEW
	6	Teacher	E. Marie	Hammon	6/30/23	NEW
Aug-18	6	Teacher	Schaffner	Ashley	6/30/22	
Aug-18	6	Teacher	Cindy	Romney	6/30/22	