



**STATE BOARD OF EDUCATION MEETING
December 18, 2019
Office of the State Board of Education
Len B. Jordan Building
650 W State Street, 3rd Floor
Boise, Idaho**

Teleconference Number: (877) 820-7829
Public Participant Code: 9096313

Wednesday, December 18, 2019, 9:00 a.m. (Mountain Time)

BOARDWORK

1. Agenda Review / Approval – Action Item
2. Minutes Review / Approval – Action Item
3. Rolling Calendar – Action Item
4. Board Performance Measures – Information Item

CONSENT

BAHR - Section II – Finance

1. Boise State University – Amendment to Licensed User Agreement with Ticketmaster – Action Item
2. Item Pulled Prior to Agenda Being Finalized
3. Boise State University – Designated Depository Contract with JP Morgan– Action Item
4. Boise State University – Commencement Production Services Contract with Production Services International – Action Item

IRSA

5. Idaho State University – Basic Technical Certificate Surveying Technician – Action Item

PPGA

6. University President Approved Alcohol Permits – Action Item

SDE

7. Idaho State University – Deaf/Hard of Hearing Endorsement Program – Action Item
8. University of Idaho – Theater Arts Endorsement Program – Action Item
9. Professional Standards Commission – Emergency Provisional Certificates – Action Item

DEPARTMENT OF EDUCATION

1. Developments in K-12 Education - Information Item
2. Professional Standards Commission Annual Report – Information Item
3. Professional Standards Commission – American Board for Certification of Teacher Excellence (ABCTE) Educator Preparation Program Review – Review Team Report and Recommendation – Action Item

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Board Policy III.G. – Program Approval and Discontinuance – Second Reading – Action Item
2. Military Crosswalk / Credit for Prior Learning – Information Item

AUDIT

1. 2019 Audited Financial Statements – Action Item

BUSINESS AFFAIRS AND HUMAN RESOURCES

Section I – Human Resources

1. Boise State University – Creation of New Position – Vice President for Legal, Compliance and Audit– Action Item

Section II – Finance –

1. Idaho State University – Capital Project Bidding and Construction Phases - Davis Field – Action Item
2. University of Idaho – Capital Project Planning and Design Phases – CAFÉ Research Dairy Facility – Action Item
3. University of Idaho – Capital Project Bid Award and Construction Phases – Seed Potato Germplasm Facility – Action Item

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Occupational Specialist Certification Appeal – Action Item
2. Board Policy – By-laws – First Reading – Action Item
3. Division of Career Technical Education – Program Pathways – Online Program Offerings – Action Item
4. Division of Career Technical Education – Perkins V Plan Update – Information Item
5. Docket 08-0000-1900 – Summary Correction – Information Item

If auxiliary aids or services are needed for individuals with disabilities, or if you wish to speak during the Open Forum, please contact the Board office at 334-2270 no later than two days before the meeting. While the Board attempts to address items in the listed order, some items may be addressed by the Board prior to, or after the order listed.

**BOARDWORK
DECEMBER 18, 2019**

1. Agenda Approval

Changes or additions to the agenda

BOARD ACTION

I move to approve the agenda as posted.

2. Minutes Approval

I move to approve the minutes from the October 16-17, 2019 Regular Board Meeting and November 26, 2019 Special Board meeting as submitted.

3. Rolling Calendar

BOARD ACTION

I move to set December 17, 2020 as the date for the December 2020 regularly scheduled Board meeting.

4. Board Strategic Plan Progress

FY20 K-20 Strategic Plan Performance Measures

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DRAFT MINUTES – October 16-17, 2019



Trustees of Boise State University
Trustees of Idaho State University
Trustees of Lewis-Clark State College
Board of Regents of the University of Idaho
State Board for Career Technical Education

DRAFT

**STATE BOARD OF EDUCATION
October 16-17, 2019
Lewis-Clark State College
Williams Conference Center
4th Street and 9th Avenue
Lewiston, Idaho**

A regularly scheduled meeting of the State Board of Education was hosted by Lewis-Clark State College, October 16-17, 2019. Board President, Mrs. Debbie Critchfield presided and called the meeting to order at 10:00am PST.

Present:

Debbie Critchfield, President
Dr. David Hill, Vice President
Andrew Scoggin*, Secretary
Emma Atchley

Dr. Linda Clark
Shawn Keough
Sherri Ybarra*, State Superintendent

Absent:

Richard Westerberg

*Except Where Noted

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DRAFT MINUTES – October 16-17, 2019

Wednesday, October 16, 2019

BOARDWORK

1. Agenda Review/Approval

BOARD ACTION

M/S (Hill/Clark): I move to approve the agenda as posted. The motion carried 6-0. Superintendent Ybarra and Mr. Westerberg were absent from voting.

2. Minutes Review/Approval

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the minutes from the August 28-29, 2019 Regular Board Meeting as submitted. The motion carried 6-0. Superintendent Ybarra and Mr. Westerberg were absent from voting.

3. Rolling Calendar

BOARD ACTION

M/S (Hill/Atchley): I move to set October 21-22, 2020 as the date and Lewiston as the location for the October 2020 regularly scheduled Board meeting. The motion carried 6-0. Superintendent Ybarra and Mr. Westerberg were absent from voting.

4. Strategic Plan Progress

As part of the Board's new meeting structure, the Board will be discussing the progress the Board is making towards its goals as a standing item at each of the regularly scheduled Board meetings.

For October, Board President Critchfield has identified Goal 2: Educational Readiness from the Board's FY2020 K-20 Education System strategic plan. Due to the relation between the standing agenda item and the annual performance measure report, the standing item has been combined with the Work Session discussion.

Prior to meeting as the Board of Trustees for Lewis-Clark State College, President Critchfield welcomed the Board's newest member, Ms. Shawn Keough. Ms. Keough was appointed to the Board by Governor Brad Little on September 27, 2019 for a five-year term, expiring June 30, 2024.

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DRAFT MINUTES – October 16-17, 2019

LEWIS-CLARK STATE COLLEGE BOARD OF TRUSTEES

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Lewis-Clark State College - Annual Progress Report – Information Item

Board President, Mrs. Debbie Critchfield, introduced the item and invited Lewis-Clark State College (LCSC) President, Dr. Cynthia Pemberton, to provide the annual progress report to the Board.

President Pemberton reported LCSC has served students since 1893 and offers a private school experience at a public school price. LCSC has experienced an increase in degree production with a record number of bachelor's degrees awarded in 2018-2019, has a 94% placement rate for academic programs, a 97% placement rate for Career Technical Education (CTE) programs, and provides a hands-on component for 100% of their CTE programs.

LCSC has seen a fluctuation in enrollments from 2004 – 2019 and has taken measures to stabilize enrollment that are showing great promise. For Fall 2019 the overall headcount has increased 1.73%, the new student headcount has increased by 27.5%, direct from high school headcount has increased by 5.5%, transfer student headcount by 30%, Hispanic student headcount by 10% and new student traditional headcount by 18.5%.

The new student retention rate for 2019 has increased from 57% to 63% and for all degree-seeking students; the retention rate has increased from 73% to 75%. The overall graduation rate increased from 12% in 2018 to 40% in 2019.

LCSC has continued to expand their recruitment and marketing efforts to focus on both the student and faculty and staff. One of the challenges LCSC has experienced is the recruitment and retention of faculty. On average, LCSC's entry-level salary for faculty and staff is not competitive and affects recruitment and retention efforts.

LCSC continues to develop and expand partnerships with Idaho's public institutions, regional Tribes and local community colleges. LCSC continues to focus on college readiness and dual credit offerings, Complete College America initiatives and serving adult learners.

At the end of the presentation, President Pemberton invited students to share with the Board their personal experiences and challenges with attending LCSC.

The Lewis-Clark State College annual progress report is included in the agenda materials for the October 16-17, 2019 Board meeting.

LEWIS-CLARK STATE COLLEGE COMMUNITY FORUM

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There were (13) participants for the community forum who addressed the Board to share their personal experiences at Lewis-Clark State College and how LCSC benefits the local community and economy.

- Marisa Hemingway, Senior Learning & Development Manager, Schweitzer Engineering Laboratories
- Karl Dye, President and CEO, Valley Vision, Inc.
- Courtney Kramer, Executive Director, Beautiful Downtown Lewiston
- Mike Tatko, President, Lewis-Clark State College Foundation
- Cindy Patterson, Chair, Lewis-Clark State College Professional Staff Organization
- Scott Corbitt, Parent of freshman Lewis-Clark State College student and Human Resources Manager, University Relations, Schweitzer Engineering Laboratories
- Jamie Olson, Lewis-Clark State College Native American Alumni and Vice-President of Lewis-Clark State College Alumni Association
- Christine Frei, Executive Director, Clearwater Economic Development Association
- Kason Seward, Lewis-Clark State College Student Body President, Associated Students Lewis-Clark State College
- Leif Hoffman, Chair, Lewis-Clark State College Faculty Senate
- Kevin Reynolds, President, Lewis-Clark State College Alumni Association
- Tony Kuphaldt, Career Technical Education Faculty on loan from Schweitzer Engineering Laboratories
- Alan Nygaard, City Manager, City of Lewiston

At 11:50am (PST) the Board recessed for 70 minutes, returning at 1:00pm PST.

Superintendent Ybarra joined the meeting at 1:00pm PST.

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DRAFT MINUTES – October 16-17, 2019

DEPARTMENT OF EDUCATION

1. Developments in K-12 Education

This item was provided in the agenda materials as an information item.

State Superintendent of Public Instruction, Sherri Ybarra, introduced the item and reported two Idaho schools had been recognized by the U.S. Department of Education as exemplary high-performing schools on the 2019 list of National Blue Ribbon Schools. The two schools were Burton Elementary School in Rexburg, Idaho and Chief Joseph School of the Arts in Meridian, Idaho.

Superintendent Ybarra then reported Stacie Lawler of Timberlake Junior High School was selected from among six finalists by a blue ribbon panel, as Idaho's Teacher of the Year for 2020. Ms. Lawler is a health and physical education teacher whose key mission and message as Idaho Teacher of the Year will be to combat the stigma surrounding mental health.

Superintendent Ybarra provided Board members with an overview of the results from the State Department of Education's (Department) October 7-8, 2019 Family and Community Engagement (FACE) conference and School Safety Symposium.

Finally, Superintendent Ybarra reported the Department received notice from the U.S. Department of Education regarding the Every Student Succeeds Act (ESSA) requirement for an unsafe school option. Superintendent Ybarra requested the Planning, Policy and Governmental Affairs (PPGA) committee review existing Board policies related to this request for compliance with the ESSA plan.

2. FY2021 Public School Budget Request

This item was provided in the agenda materials as an information item.

State Superintendent of Public Instruction, Sherri Ybarra, introduced the item and reported the FY2021 Public School Budget request was developed in partnership with education stakeholders. The FY2021 budget request totals \$1.99 billion and includes a \$101 million in new general fund, which is a 5.3% increase over the current year's appropriation. Finally, Superintendent Ybarra reported the request aligns with the recommendations from Governor Little's Task Force - Our Kid's, Idaho's Future, and includes \$40 million to extend the Career Ladder, an additional \$3.15 million for literacy intervention programs, \$1 million to expand social and emotional training for educators and district staff and \$500,000 to expand Mastery Education.

Board member Atchley commented on the additional \$100 million increase to the base budget request, noting the request consumes a large majority of available state resources

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for all of education and asked how the State Department of Education (Department) will evaluate the results of the additional investment. Board member Clark commented that a very large part of the state's education system, higher education, is not being allowed to request any additional funding for FY2021 and she struggles to reconcile how to fund part of the educational system while providing no additional funding for another.

Associate Deputy Superintendent, Mr. Tim Hill, provided the Board with a line by line breakdown of the FY2021 budget request.

3. Schools With Less Than 10 Students – Annual Report

This item was provided in the agenda materials as an information item.

State Superintendent of Public Instruction, Sherri Ybarra, introduced the item and reported Section 33-1003 (2)(f), Idaho Code, requires elementary schools having less than ten (10) students in average daily attendance be approved for operation by the State Board of Education. At the November 18-19, 1999 Board meeting, the Board delegated authority to the State Superintendent of Public Instruction to approve elementary schools operating with less than ten (10) average daily attendance.

Finally, Superintendent Ybarra reported for the 2019-2020 school year, nine (9) schools requested approval to operate with less than ten (10) average daily attendance and all of these requests have been approved.

There were no questions or comments from the Board.

4. Professional Standards Commission – Pending Rule, Docket No. 08-0202-1902, Rules Governing Uniformity

BOARD ACTION

M/S (--/--): I move to approve Pending Rule Docket No. 08-0202-1902, Rules Governing Uniformity, as submitted in Attachment 1. The Board took action on this item after the consent agenda on the second day of the Board meeting.

State Superintendent of Public Instruction, Sherri Ybarra, introduced the item and reported a public comment period on the proposed rule was held August 7 through August 28, 2019 and that not comments were received during the public comment period. The State Department of Education (Department) recommended amendments that more appropriately clarify Section 42, as suggested at the June 2019 Regularly scheduled Board meeting. These changes have been highlighted in yellow in Attachment 1 of the Board materials.

Board member Atchley stated the proposed changes to the Idaho Interim Certificate (016.02.a.b.c.d) are not clear and difficult to understand. The Director of Certification for the Department, Mrs. Lisa Colon-Durham, responded the proposed language was moved

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from another section and matches what is currently in rule. Mrs. Colon-Durham suggested a change to the language to clarify the intent of the rule that could be returned to the Board for approval during a Special meeting in November.

There were no additional questions or comments from the Board.

5. Pending Rule, 08-0203-1903, Rules Governing Thoroughness

BOARD ACTION

M/S (Ybarra/Scoggin): I move to approve temporary and proposed changes to IDAPA 08-0203-1903, Rules Governing Thoroughness, as submitted in Attachment 1. The motion carried 7-0. Mr. Westerberg was absent from voting. The Board took additional action on this item after the 15-minute break at the end of the State Department of Education agenda.

State Superintendent of Public Instruction, Sherri Ybarra, introduced the item and reported a public comment period on the proposed rule was held August 7 through August 28 and extended through September 28, 2019. A public hearing was held the evening of August 20, 2019. No members of the public attended the hearing. Twenty-three (23) written comments were received during the public comment period, which resulted in no changes to the pending rule.

There were no questions or comments from the Board.

6. Assessment Item Review – Bias and Sensitivity – Committee Recommendations

BOARD ACTION

M/S (Ybarra/Clark): I move to approve the recommendation of the Assessment Review Committee to remove one (1) High School ELA/Literacy item and one (1) High School Science item from the 2020 item pool of the Idaho Standards Achievement Test. The motion carried 7-0. Mr. Westerberg was absent from voting.

State Superintendent of Public Instruction, Sherri Ybarra, introduced the item and reported the Bias and Sensitivity Committee has recommended the removal of one (1) High School English Language Arts (ELA)/Literacy item and one (1) High School Science item.

There were no questions or comments from the Board.
The Board recessed for 15 minutes, returning at 2:30pm PST.

5. Pending Rule, 08-0203-1903, Rules Governing Thoroughness

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Superintendent Ybarra requested unanimous consent to reconsider the motion on Pending Rule 08-0203-1903. There were no objections.

BOARD ACTION

M/S (Ybarra/Hill): I move to approve Pending Rule docket number 08-0203-1903, Rules Governing Thoroughness, as submitted in Attachment 1. The motion carried 7-0. Mr. Westerberg was absent from voting.

Superintendent Ybarra reported the original motion characterized the request as a temporary rule and it is not.

There were no questions or comments from the Board.

WORK SESSION

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

1. Public Education System- Performance Reporting

This item was provided in the agenda materials as an information item.

Prior to the start of the Work Session, Board President Critchfield reported that for the February 2020 Regular Board meeting the Work Session would include the Board's to review the Board's Accountability Plan submitted to the federal government and to evaluate the Board's goals and set new goals if needed.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the Work Session and requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, present the item to the Board. Joining Ms. Bent was the Board's Chief Research Officer, Dr. Cathleen McHugh.

Ms. Bent reported the purpose of the Work Session was to provide the Board with the opportunity to view the system as a whole and the progress being made toward the Board's strategic goals and objectives, including progress on the institution and agency specific goals and objectives and to consider updates to the Board's Strategic Plan. The Board's strategic plan is scheduled to be discussed at the February Board meeting as part of the Work Session with action to follow as part of the Planning, Policy and Governmental Affairs portion of the agenda.

Dr. McHugh reported Board staff were asked to identify three key performance areas that had showed limited growth to start the discussion for the October Work Session. The chosen measures were selected based upon two criteria; 1) if they impact other performance measures and 2) if there were room for improvement within the measure. The measures selected were:

- I. Idaho student performance on the Math Idaho Standards Achievement Tests (ISAT).

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- II. Number of postsecondary students taking 30-credits per year
- III. Cost of attending and providing a postsecondary education

After Dr. Hugh's review of the performance measures, Board members entered into a discussion on the changes the Board would like to see in the strategic plans, performance measures, and benchmarks/performance targets for the Board's consideration in 2020. The Board is scheduled to approve amendments to the K-20 Education System strategic plan at the February 2020 Regular Board meeting and the institutions and agencies plans at the April 2002 Regular Board meeting.

One of the measures reported by Dr. McHugh related to the cost of attending and providing a postsecondary education showed that approximately 25% of students attending a postsecondary institution were non-degree seeking students. Board member Scoggin asked how this measure is calculated. Idaho State University (ISU) President, Mr. Kevin Satterlee, responded the population of non-degree seeking student's attending ISU are primarily students attending for workforce training and continuing education requirements. Ms. Bent added dual-credit students are also included as non-degree seeking students. Ms. Bent then reported that Board staff has been working with the Directors of Institutional Research (IR) from each institution to develop recommendations for performance measures targeting student success for non-degree seeking students and for part-time students to show if the Board has been successful in serving these populations of students. The recommendations will be discussed with the Planning, Policy and Governmental Affairs (PPGA) Committee at an upcoming meeting.

Board members reviewed the Board's strategic plan and the current benchmarks for each goal and objective. One of the benchmarks Ms. Bent recommended the Board consider adjusting was the benchmark for Goal 2: Educational Readiness, Objective A: Percent of high school graduates who enroll in a postsecondary institution within 12 months of high school graduation. Ms. Bent reported this measure is calculated based upon the number of students who graduate in a given year and then go-on to an accredited postsecondary institution the next academic year and includes in-state and out-of-state and public and private institutions. There has been requests to change this measure, commonly referred to as the Go-On rate to include additional activities after high school. This measure is currently calculated based on definition used most commonly in national reports. Changing what was included at the state level would cause confusion when the same rate was calculated by national groups using a different methodology. There has been a trend nationally to move away from referencing this measure as the Go-On Rate and instead referencing it as the "Percentage of recent high school graduates enrolled in college". This measure does not count students enrolling in military or religious service immediately following high school or apprenticeship and workforce activities. Ms. Bent asked the Board for feedback on whether or not they would like to create an additional measure that would recognize some of these activities. The direction from Board members was to not change the current methodology for calculating this measure but to include this type of

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data for context when reporting the Go-On Rates to show, where available, the data around where else students are going immediately following high school graduation. Specifically, Board members requested that Board staff add, as a sub-measure of the Go-On Rate, the state percentage of recent high school graduates going into military service and the number of workforce programs at the institutions that do not lead to a certificate or degree. Dr. McHugh indicated we could not get the student level data around the number of recent graduates going into military service, but did report there were national statistics available showing the percentage of recent high school graduates that go into military service.

Board members continued the discussion with a review of the benchmarks for Goal 3: Educational Attainment, Objective A: Higher Level of Educational Attainment. Ms. Bent reported that Board staff, in consultation with the Idaho Department of Labor, the Department of Commerce and the Governor's Office, recommend using Idaho Department of Labor (IDOL) projections to establish production goals for the number of certificates and degrees produced by institution per year. Using IDOL production goals would transition this measure away from the population goal and focus on production targets based upon IDOL projections of the workforce need. Board staff would bring the benchmark recommendations to the Board for approval at the February 2020 Regularly scheduled Board meeting as part of the strategic plan discussion and approval.

Board members continued with a discussion on the benchmarks for Goal 3: Educational Attainment, Objective C: Access. Ms. Bent recommended the Board consider removing or replacing this objective with a measure that would identify or capture the impact of the cost of college on whether or not a student goes on. The Board discussed the desire to try to identify the impact of the cost of college and whether or not the increase in tuition and fees specifically impacted a student decision to go on. The Board discussed how to identify unmet need, go-on rates for high poverty schools vs. low poverty schools and the cost of tuition and fees as compared to the institutions approved peer institutions. Staff were directed to do additional work in this area that would identify the impact of the cost of college on a student's decision to pursue postsecondary education after high school with a focus on how this impacts students living in poverty. Additionally, Ms. Bent recommended the benchmark measuring the expense per student FTE be adjusted to account for inflation.

Finally, Board members reviewed the benchmarks for Goal 4: Workforce Readiness, Objective A: Workforce Alignment. Board members requested the definition to the internship performance measure be broadened to include "work experience" and include service learning and other work experiences initiated by the institutions. Ms. Bent recommended a change to the ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields to better define "high impact fields". Dr. Hill requested the definition for this benchmark be based on jobs that are hard to fill more than future growth.

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There were no additional questions or comments from the Board.

EXECUTIVE SESSION (Closed to the Public)

M/S (Hill/Scoggin): I move to go into Executive Session pursuant to Section 74-206(1)(c), Idaho Code, “to acquire an interest in real property which is not owned by a public agency”. A roll call vote was taken and the motion carried 7-0. Mr. Westerberg was absent from voting.

Board members entered into Executive Session at 4:40pm (PST).

M/S (Hill/Atchley): I move to go out of Executive Session. The motion

Board members exited Executive Session at 5:08pm (PST) when they recessed for the evening.

The Board convened in Executive Session to consider an exempt matter, which is permissible under the Open Meeting Law, Idaho Code, Title 74, Section 206(1)(c). The Board concluded its discussion and took no action on the matter discussed. If action is necessary in this matter it will occur at a future meeting properly noticed under the Open Meeting Law.

Thursday, October 17, 2019, 8:00am (PST), Lewis-Clark State College, Williams Conference Center, Lewiston, Idaho

OPEN FORUM

There were two (2) participants for Open Forum.

Mr. Ralph K. Ginorio residing of Coeur d’Alene, Idaho addressed the Board on the topic of restructuring of the social studies high school standards and graduation requirements to focus more on the history of Western Civilization.

Dr. Kirk Trigsted, Director of the Polya Mathematics Center at the University of Idaho, addressed the Board to encourage Board members to reconsider the proposed changes to Board Policy III.S., Remedial Education.

CONSENT

BAHR – SECTION II

1. University of Idaho – Request to Connect Motion Previously Passed

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BOARD ACTION

M/S (Hill/Atchley): I move to adjust the purchase price of the University of Idaho Cain Center, located in Caldwell, Idaho, approved at the June 20, 2019 regular Board meeting in accordance with the Purchase and Sale Agreement submitted in Attachment 1, under the terms and conditions set forth therein, to the amount of \$537,740.00, which is a sales price of \$20,000 per acre sold, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all necessary transaction documents therefor. The motion carried 7-0. Mr. Westerberg was absent from voting.

2. University of Idaho – Disposal of Regents Real Property at University of Idaho Caine Center, Caldwell, Idaho

BOARD ACTION

M/S (Hill/Atchley): 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 herein 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. The motion carried 7-0. Mr. Westerberg was absent from voting.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS (IRSA)

3. State General Education Committee Appointments

BOARD ACTION

M/S (Hill/Atchley): I move to appoint Ms. Tiffany Seeley-Case, representing the College of Southern Idaho, to the General Education Committee, effective immediately. The motion carried 7-0. Mr. Westerberg was absent from voting.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS (PPGA)

4. Idaho Division of Vocational Rehabilitation – Idaho State Rehabilitation Council Membership

BOARD ACTION

M/S (Hill/Atchley): I move to approve the appointment of David White to the State Rehabilitation Council as a representative of a qualified vocational rehabilitation counselor to complete the term vacated by Suzette Whiting which ends June 30, 2021. The motion carried 7-0. Mr. Westerberg was absent from voting.

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DRAFT MINUTES – October 16-17, 2019

5. Institution Approved Alcohol Permits

BOARD ACTION

M/S (Hill/Atchley): I move to accept the report on institution president approved alcohol permits as provided in Attachment 1. The motion carried 7-0. Mr. Westerberg was absent from voting.

STATE DEPARTMENT OF EDUCATION (SDE)

6. Professional Standards Commission – Appointment to the Professional Standards Commission

BOARD ACTION

M/S (Hill/Atchley): I move to appoint Karen Pyron as a member of the Professional Standards Commission effective immediately, through June 30, 2021, representing Idaho school boards. The motion carried 7-0. Mr. Westerberg was absent from voting.

7. 2018-2019 Accreditation Report

BOARD ACTION

M/S (Hill/Atchley): I move to accept the 2018-2019 Accreditation Summary Report of Idaho Schools as submitted in Attachment 1. The motion carried 7-0. Mr. Westerberg was absent from voting.

Prior to the start of the Business Affairs and Human Resources agenda, Dr. Clark requested unanimous consent to reconsider agenda item number four (4) from the State Department of Education agenda. There were no objections.

STATE DEPARTMENT OF EDUCATION

4. Professional Standards Commission – Pending Rule, Docket No. 08-0202-1902, Rules Governing Uniformity

BOARD ACTION

M/S (Ybarra/Scoggin): I move to approve Pending Rule Docket No. 08-0202-1902, Rules Governing Uniformity, as submitted in Attachment 1. The motion carried 7-0. Mr. Westerberg was absent from voting.

There were no questions or comments from the Board.

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BUSINESS AFFAIRS AND HUMAN RESOURCES

Section II – Finance

1. Idaho State University – Authorization for Issuance of General Revenue Bonds

BOARD ACTION

M/S (Atchley/Hill): I move to approve the finding that the proposed projects are economically feasible and necessary for the proper operation of Idaho State University and to approve a Supplemental Resolution for the Series 2019 Bonds in the principal amount not to exceed \$21,110,000, the title of which is as follows:

SUPPLEMENTAL RESOLUTION of the Board of Trustees of Idaho State University authorizing the issuance of General Revenue Bonds, in one or more series, of Idaho State University; delegating authority to approve the terms and provisions of the bonds and the principal amount of the bonds not to exceed \$21,110,000; authorizing the execution and delivery of a Bond Purchase Agreement upon sale of the bonds, and providing for other matters relating to the authorization, issuance, sale and payment of the bonds, including amendment to Pledged Revenues. A roll call vote was taken and the motion carried 7-0. Mr. Westerberg was absent from voting.

Business Affairs and Human Resources (BAHR) Committee Chair, Mrs. Emma Atchley, introduced the item and requested the Vice President of Finance for Idaho State University, Dr. Glen Nelson, provide an overview of the request to the Board.

Dr. Nelson reported Idaho State University (ISU) is seeking approval to finance five projects through the issuance of tax-exempt bonds in the principal amount not to exceed \$21,110,000. Approval of the request would allow ISU to borrow the requested funds and spread the payments over time, while still maintaining the institution reserves. Finally, Dr. Nelson reported ISU's current A1 rating by Moody's Investors Service (Moody's) would remain intact.

Board member Scoggin asked how ISU planned to cover the increase in annual debt service because of the bonds. Dr. Nelson responded through increased enrollment and review of expenditures. Finally, Mr. Scoggin asked if ISU would increase student fees to cover the increase in debt services. Dr. Nelson responded there was no plan to use student fees to cover the increase in ISU's annual debt service.

There were no additional questions or comments from the Board.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

2. Idaho Division of Vocational Rehabilitation – Annual Report

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This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested the Administrator for the Idaho Division of Vocational Rehabilitation, Ms. Jane Donnellan, present the annual report to the Board.

Ms. Donnellan reported the Idaho Division of Vocational Rehabilitation (IDVR) mission is to prepare individuals with disabilities for employment and career opportunities while meeting the needs of the employers and is charged with three major responsibilities: Management of the State/Federal Vocational Rehabilitation (VR) Program, Extended Employment Services (EES), and the fiscal agent for the Council for the Deaf and Hard of Hearing (CDHH).

Over the past year, IDVR has success employed over 1,000 individuals working an average of 30 hours per week. The average wage of an individual enrolled in the program has increased from \$11.74 per hour in FY15 to \$13.58 per hour in FY19. IDVR continues to partner with education through pre-employment transition services, paid summer work experiences and postsecondary education options.

There were no questions or comments from the Board.

3. Literacy Growth Targets

This item was provided in the agenda materials as an information item.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, and Director of Accountability and Assessment for the State Department of Education, Mrs. Karlynn Laraway, present the item to the Board.

Ms. Bent reported pursuant to Section 33-1616, Idaho Code, Literacy Intervention, the Board is required to promulgate rules implementing the provisions of the chapter and include "student trajectory growth to proficiency benchmarks and a time line for reaching such benchmarks." The current targets are based on performance on the previous version of the statewide reading assessment (Idaho Reading Indicator) which measured only reading fluency. The Board approved the current literacy growth targets at the August 2016 Regular Board meeting as a temporary and proposed rule. The temporary rule took effect August 11, 2016 and the pending (final) rule went into effect March 29, 2017 at the end of the legislative session.

A new version of the Idaho Reading Indicator (IRI) was piloted during the 2017-2018 school year and addressed phonemic awareness, phonics, fluency, academic vocabulary, and comprehension. Finally, Ms. Bent reported due to the variations in what the two assessments measure, growth should not be compared across assessments.

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Mrs. Laraway presented to the Board the annual literacy targets, established in spring 2016, and actual performance for the 2017, 2018 and 2019 assessment dates. Ms. Bent reported that based on the experience with the legacy IRI and the current literacy growth targets, staff recommends the Board set new trajectory growth to proficiency targets in two areas:

- I. Annual Fall to Spring by grade, and
- II. Trajectory model for a cohort to reach proficiency by grade 3

Board member Clark stated the current statewide goal measuring for year over year increases is simply a measurement and is not especially useful. Measuring growth annually from fall to spring by grade is much more impactful and would provide useful data for teachers to measure the growth of their students.

There were no objections from Board members with the staff recommendation to set the new trajectory growth to proficiency targets in two areas; annual fall to spring by grade and a trajectory model for a cohort to reach proficiency by grade 3. Board staff will use the feedback provided by the Board as part of the negotiated rulemaking process that starts Spring 2020 and bring a proposed and pending rule as part of the process for Board action on setting new literacy growth targets.

There were no additional questions or comments from the Board.

4. Board Policy I.J. Use of Institutional Facilities and Services – First Reading

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the first reading of amendments to Board Policy I.J., Use of Institutional Facilities and Services with Regard to the Private Sector, as submitted in Attachment 1. The motion carried 7-0. Mr. Westerberg was absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and reported Board Policy I.J. sets out limited provisions under which the consumption of alcohol in institutional facilities is authorized. The proposed changes to Board Policy I.J. would eliminate the requirements for Board approval and any additional criteria for alcohol service at events that are held in conjunction with student athletic events above those that are required for all alcohol service, delegate the approval of such permits to the institution's chief executive officer and remove the current Board meeting reporting requirement for president-approved alcohol permits.

Dr. Hill requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, present the proposed changes to the Board. Ms. Bent reported the current policy delegates to

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the chief executive officer of an institution the ability to issue alcohol permits with the exception of those activities held in conjunction with student athletic events. The proposed changes to Board Policy I.J. would remove this prohibition so these events could be allowed events approved by the chief executive officer. Additional amendments would also allow for some exceptions for tailgating that could be approved by an institution's chief executive officer.

Board member Scoggin commented the focus of the Board should be on the strategic direction for educational policy and progress for the state of Idaho. The proposed amendments provide very clear requirements for the chief executive officer of an institution to meet and sign off on to authorize permits. The responsibility of these events should rests on the shoulders of the chief executive officer of an institution as they are closer to what must be done on their campuses to provide a safe and secure environment.

Board member Atchley commented the proposed amendments do not clearly address the requirements for the sale of alcohol with an arena or stadium. Dr. Hill responded the proposed amendments do not change the existing requirements for confined areas, but does delegate to an institution's chief executive officer the approval of alcohol sales in these areas on a case-by-case basis.

Dr. Clark asked if the amendments allow for the service of alcohol in the general area of an arena or stadium. Ms. Bent responded a broader policy change would be needed to allow the sale of alcohol in the general areas of an arena or stadium. The proposed amendments do not expand the policy to include the sale of alcohol in general areas, but do remove the requirement for Board approval and reporting to the Board. President Critchfield commented it would be her preference to allow chief executive officer of an institution to approve the sale of alcohol with the general area of an arena or stadium. Board member Keough expressed her support for delegating all decisions on the distribution and sale of alcohol on campus to the chief executive officer of that institution.

Mrs. Atchley commented Board members might want to consider adding sideboards to the sale of alcohol in an arena and stadium, including a no re-entry policy. Board members were supportive of a no re-entry policy. Board staff were directed to incorporate changes between the first and second reading to allow for the sale of consumption of alcohol in the arena areas pursuant policies implemented at the institution level and contingent on the approval of the chief executive officer of the institution and to explore adding a re-entry prohibition.

There were no additional questions or comments from the Board.

Board member Scoggin left the meeting at 9:24am (PST).

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5. Lewis-Clark State College – Waiver – Board Policy

BOARD ACTION

M/S (Hill/Clark): I move to approve the request from Lewis-Clark State College to waive Board Policy I.J. Use of Institutional Facilities with Regard to the Private Sector, subsections 2.b. and c., allowing Lewis-Clark State College to pilot a Beer Garden in its Multiuse Field during the 2020 NAIA World Series. Lewis-Clark State College will comply with all other requirements in subsection 2. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested Lewis-Clark State College President, Dr. Cynthia Pemberton, present the request to the Board.

There were no questions or comments from the Board.

6. Division of Career Technical Education – Board Policy IV.E. Division of Career Technical Education – Second Reading

BOARD ACTION

M/S (Hill/Atchley): I move to approve the second reading of amendments to Board policy IV.E. Division of Career Technical Education as provided in Attachment 1. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, present the request to the Board.

Ms. Bent reported following the first reading of the proposed changes, the Division of Idaho Career Technical Education did not receive any additional feedback and no changes were been made between the first and second reading.

There were no questions or comments from the Board.

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7. Division of Career Technical Education – Temporary Rule IDAPA 55.01.03 – Rules of Career Technical Schools, Career Technical School Added Cost Funding

BOARD ACTION

M/S (Hill/Clark): I move to approve temporary rule amendments to IDAPA 55.01.03 as submitted in Attachment 1. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, present the request to the Board.

Ms. Bent reported approval of the temporary rule would allow the proposed changes to go into effect immediately, and would be used for the distribution of Career Technical School added cost funds for the 2019-2020 school year. Finally, Ms. Bent reported no changes were been made between the first and second reading.

There were no questions or comments from the Board.

The Board recessed for 15 minutes, returning at 9:45am PST.

8. Temporary Rule – IDAPA 08.02.01, Rules Governing Administration, Enrollment FTE

BOARD ACTION

M/S (Hill/Keough): I move to approve the temporary rule amendments establishing enrollment full time equivalencies reporting, as submitted in Attachment 1. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested the Board's Chief Planning and Policy Officer, Ms. Tracie Bent, present the item to the Board.

Ms. Bent reported approval of the temporary rule would set reporting requirements for school districts and charter schools to report student enrollment full-time equivalent (FTE) effective October 17, 2019.

Dr. Hill thanked Board staff and State Department of Education staff for their work developing the proposed amendments.

9. Our Kid's, Idaho's Future Task Force Update
This item was provided in the agenda materials as an information item.

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Planning, Policy and Governmental Affairs (PPGA) Committee Chair, Dr. David Hill, introduced the item and requested Board President, Mrs. Debbie Critchfield, provide the update to the Board.

Mrs. Critchfield reported the Our Kid's, Idaho's Future Task Force is scheduled to meet on November 4, 2019 to finalize and vote on their recommendations. The task force was broken up into four subcommittees who worked during the summer to develop their final recommendations for the full task force. The final recommendations from the subcommittees were presented to the full task force on October 1, 2019 and are provided in Attachment 2 of the agenda materials.

There were no questions or comments from the Board.

INSTRUCTION, RESEARCH AND STUDENT AFFAIRS

1. Experimental Program to Stimulate Competitive Research (EPSCoR) – Annual Report

This item was provided in the agenda materials as an information item.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested Laird Noh, Idaho EPSCoR Committee Chairman, present the annual report to the Board. Joining Mr. Noh was Dr. Andrew Kliskey, Project Director for Idaho EPSCoR and Mr. Rick Schumaker, Assistant Project Director and Project Administrator for Idaho EPSCoR.

Dr. Kliskey reported Idaho EPSCoR was awarded a new Track-1 grant National Science Foundation (NSF)-EPSCoR award in 2018 entitled “Linking Genome to Phenome to Predict Adaptive Responses of Organisms to Changing Landscapes”, for \$20 million. Dr. Kliskey then provided an update on the seven active National Science Foundation (NSF) EPSCoR Research Infrastructure Improvement awards.

The annual Idaho EPSCoR report has been provided as an attachment in the agenda materials.

2. Board Policy III.G., Program Approval and Discontinuance – First Reading

BOARD ACTION

M/S (Clark/Hill): I move to approve the first reading of proposed amendments to Board Policy III.G., Program Approval and Discontinuance, as submitted in Attachment 1. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

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Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and reported a first reading of proposed amendments to Board Policy III.G. was returned to the IRSA Committee at the August 2019 Board meeting to address concerns shared about the review and approval of all baccalaureate degree proposals. The language has been modified to allow the IRSA committee the discretion to recommend these proposals to the Board as it finds appropriate.

There were no questions or comments from the Board.

3. Board Policy III.F., Program Prioritization – Second Reading

BOARD ACTION

M/S (Clark/Hill): I move to approve the second reading of the new Board Policy III.F., Program Prioritization, as submitted in Attachment 1. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield, present the item to the Board.

Dr. Brumfield reported changes between the first and second reading include clarifications for process and reporting requirements.

There were no questions or comments from the Board.

4. Board Policy III.L., Continuing Education and Prior Learning – Second Reading

BOARD ACTION

M/S (Clark/Hill): I move to approve the second reading of proposed amendments to Board Policy III.L., Continuing Education and Prior Learning, as submitted in Attachment 1. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield, present the item to the Board.

Dr. Brumfield reported there were no changes between the first and second reading

There were no questions or comments from the Board.

5. Board Policy III.N., General Education – Second Reading

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BOARD ACTION

M/S (Clark/Hill): I move to approve the second reading of proposed amendments to Board Policy III.N., Statewide General Education, as submitted in Attachment 1. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield, present the item to the Board.

Dr. Brumfield reported there were no changes between the first and second reading

There were no questions or comments from the Board.

6. Board Policy III.S., Remedial Education – Second Reading

BOARD ACTION

M/S (Clark/Hill): I move to approve the second reading of proposed amendments to Board Policy III.S., Remedial Education, as submitted in Attachment 1. The motion carried 5-0 with Ms. Keough abstaining. Mr. Scoggin and Mr. Westerberg were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield, present the item to the Board.

Dr. Brumfield reported there were non-substantive changes between the first and second reading to clarify that non-gateway courses will not be required for enrollment into a gateway course.

There were no questions or comments from the Board.

7. Board Policy III.U., Textbook and Instructional Material Affordability – Second Reading

BOARD ACTION

M/S (Clark/Hill): I move to approve the second reading of new policy, Board Policy III.U., Textbook and Instructional Material Affordability, as submitted in Attachment 1. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested the Board's Chief Academic Officer, Dr. Randall Brumfield, present the item to the Board.

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Dr. Brumfield reported non-substantive technical changes were made between the first and second reading.

There were no questions or comments from the Board.

8. Boise State University – Ph.D. in Counselor Education and Supervision

BOARD ACTION

M/S (Clark/Atchley): I move to approve the request by Boise State University to create a new academic program that will award a Ph.D. in Counselor Education and Supervision. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested Interim Provost and Vice President for Academic Affairs for Boise State University, Dr. Tony Roark, present the request to the Board.

Dr. Roark reported Boise State University (BSU) is proposing to transition its Counselor Education and Supervision cognate in the Ed.D. in Curriculum and Instruction into a free-standing program that will award a Ph.D. in Counselor Education and Supervision. The proposed program would be offered face-to-face in BSU's regional service area.

There were no questions or comments from the Board.

9. Idaho State University – Land Surveying Academic Certificate

BOARD ACTION

M/S (Clark/Atchley): I move to approve the request by Idaho State University to add an academic certificate in Land Surveying as presented, and to include an online program fee of \$330.00 per credit, in conformance with the program budget submitted to the Board in Attachment 1. The motion carried 6-0.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested Executive Vice President and Provost for Idaho State University, Dr. Laura Woodworth-Ney, present the request to the Board.

Dr. Woodworth-Ney reported Idaho State University (ISU) is proposing the creation of an online Academic Certificate in Land Surveying that would allow professionals with a baccalaureate degree in a science related to surveying to obtain a credential, which would satisfy the education requirements that must be met to sit for the Professional Land Surveyor's examination. Creation of an online academic certificate in Land Surveying that meets the requirements for students to become certified would increase access and meet shortages of licensed surveyors in Idaho.

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There were no questions or comments from the Board.

10. Idaho State University – Master of Occupational Therapy – Expansion to Meridian

BOARD ACTION

M/S (Clark/Hill): I move to approve the request by Idaho State University to expand the Master of Occupational Therapy program as presented, and to include a professional fee of \$1,195 for Idaho residents and \$3,585 for non-residents per semester, including summer term, in conformance with the program budget submitted to the Board in Attachment 1. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested the Vice President for Health Sciences for Idaho State University, Dr. Rex Force, present the request to the Board.

Dr. Force reported Idaho State University (ISU) has the statewide program responsibility for the Master of Occupational Therapy (MOT), and is the only graduate level occupational therapy program in Idaho. Current enrollment in the MOT program does not meet the demand for workforce needs. The MOT program in Pocatello admits 18 students per year. The proposed expansion would add 22 new students annually to the program, twenty students in Meridian and two students in Pocatello for a combined total of forty students (twenty at each location).

Dr. Clark asked if the Meridian campus has sufficient space to accommodate the proposed program. Dr. Rex responded the Treasure Valley Anatomy and Physiology Lab would provide the necessary requirements for the basic sciences portions of the MOT curriculum. Completed classroom, laboratory, office and research space that has been designated for the Department of Physical and Occupational Therapy would be utilized and additional classroom space would be built out as the program grows.

There were no additional questions or comments from the Board.

11. Idaho State University – Online Master of Science in Health Informatics

BOARD ACTION

M/S (Clark/Hill): I move to approve the request by Idaho State University to add an online Master of Science in Health Informatics as presented, and to include an online program fee of \$528.00 per credit, in conformance with the program budget submitted to the Board in Attachment 1. The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

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Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested the Vice President for Health Sciences for Idaho State University, Dr. Rex Force, present the request to the Board.

Dr. Force reported Rex reported that currently, Idaho State University (ISU) offers a Master of Science (MS) in Health Informatics (MSHI) in a traditional face-to-face setting and proposes to offer the MS in Health Informatics completely online. To meet workforce and health industry demand ISU needs to extend its offering of the MSHI program to an online format so working adults can pursue this degree.

There were no questions or comments from the Board.

12. Idaho State University – Master of Counseling – Clinical Rehabilitation Counseling

BOARD ACTION

M/S (Clark/Hill): I move to approve the request by Idaho State University to add a Masters in Counseling in Clinical Rehabilitation as presented, and to include a professional fee of \$550 per semester, in conformance with the program budget submitted to the Board in Attachment 1. The motion carried 6-0.

Instruction, Research and Student Affairs (IRSA) Committee Chair, Dr. Linda Clark, introduced the item and requested the Vice President for Health Sciences for Idaho State University, Dr. Rex Force, present the request to the Board.

Dr. Force reported Idaho State University (ISU) seeks to add a new special program, Clinical Rehabilitation Counseling to the existing Masters of Counseling (MCOUN). The proposed MCOUN in Clinical Rehabilitation Counseling would be offered in Meridian and available to students in Pocatello via distance learning technology. ISU is proposing to offer this program in Meridian to meet statewide needs as a direct result of the University of Idaho-Boise no longer offering the program due to accreditation changes.

Dr. Hill asked if the University of Idaho-Boise students would transfer to ISU. Dr. Rex responded the University of Idaho-Boise will teach out the current cohort of students who are expected to graduate in 2020.

There were no additional questions or comments from the Board.

OTHER BUSINESS

Prior to the motion to adjourn, Board President Debbie Critchfield and Executive Director Matt Freeman recognized the Board's Chief Fiscal Officer, Dr. Carson Howell, Chief Academic Officer, Dr. Randall Brumfield and Executive Assistant Ms. Allison Duman for their service to the Board.

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Dr. Howell accepted a position with the Utah System of Higher Education as the Vice President of Finance for Snow College. Dr. Brumfield accepted a position with the Louisiana Higher Education Board of Regents as the Deputy Commissioner for Academic Affairs Innovation and Student Success. Mrs. Duman accepted a position with Boise State University Office of the President as the Special Assistant to the Chief of Staff and AVP Creative Services.

There being no further business, a motion to adjourn was entertained.

BOARD ACTION

M/S (Clark/Ybarra): **To adjourn the meeting at 11:00am (PST).** The motion carried 6-0. Mr. Scoggin and Mr. Westerberg were absent from voting.

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DRAFT MINUTES – November 26, 2019



DRAFT

**STATE BOARD OF EDUCATION
November 26, 2019
Office of the State Board of Education
Len B. Jordan Building
650 W. State Street, 3rd Floor
Boise, Idaho**

A special meeting of the State Board of Education was held November 26, 2019 in the large conference room of the Office of the State Board of Education, Len B. Jordan Building, in Boise, Idaho. Board President Debbie Critchfield presided and called the meeting to order at 3:00 pm MST. A roll call of members was taken.

Present:

Debbie Critchfield, President
Dr. David Hill, Vice President
Andrew Scoggin, Secretary
Emma Atchley

Dr. Linda Clark
Shawn Keough
Richard Westerberg
Sherri Ybarra, State Superintendent

BUSINESS AFFAIRS AND HUMAN RESOURCES

1. Division of Career Technical Education – Administrator Appointment

BOARD ACTION

M/S (Critchfield/Clark): I move to appoint Clay Long as Administrator of the Division of Career Technical Education at the rate of \$60.10/hr and to delegate to the Executive Director the authority to set the effective date. The motion carried 8-0.

DEPARTMENT OF EDUCATION

2. Pending Rule – Docket 08-0202-1901 – Suicide Prevention in Schools

BOARD ACTION

M/S (Ybarra/Scoggin): I move to approve Pending Rule Docket Number 08-0202-1901 as presented in Attachment 1. The motion carried 8-0.

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DRAFT MINUTES – November 26, 2019

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS

Tracie Bent, Chief Planning and Policy Officer, provided a summary of changes, or lack there of, between the proposed and pending stages of the pending rules before the Board today. Ms. Bent shared with the Board that, with the exception of Tab 03, Pending Rule Docket 08-0000-1900, there were no changes to the rules from what the Board approved at the Regular August 2019 Board meeting.

Board Member Dr. David Hill requested unanimous consent to combine items 3 through 12 into one motion, there were no objections.

3. Pending Rule – Docket 08-0000-1900 - Omnibus Rulemaking (re-authorization) Chapter 08 (non-fee sections)

BOARD ACTION

M/S (Hill/Scoggin): I move to approve pending rule, docket 08-0000-1900, described in attachment 1 with the amendment identified in attachment 2. The motion carried 8-0.

4. Pending Rule – Docket 08-0000-1900F – Omnibus Fee Rulemaking (re-authorization) Chapter 08

BOARD ACTION

M/S (Hill/Scoggin): I move to approve pending rule Docket 08-0000-1900F as described in Attachment 1. The motion carried 8-0.

5. Pending Rule – Docket 08-0113-1901 – Rules Governing the Opportunity Scholarship Program

BOARD ACTION

M/S (Hill/Scoggin): I move to approve pending rule – Docket No. 08-0113-1901, as submitted in Attachment 1. The motion carried 8-0.

6. Pending Rule – Docket 08-0201-1902 – Rules Governing Administration – Continuous Improvement Plans

BOARD ACTION

M/S (Hill/Scoggin): I move to approve the pending rule amendments, docket number 08-0201-1902, as submitted in Attachment 1. The motion carried 8-0.

7. Pending Rule – Docket 08-0202-1903 – Rules Governing Uniformity - Red Tape Reduction Act Changes

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BOARD ACTION

M/S (Hill/Scoggin): I move to approve the pending rule amendments, docket number 08-0202-1903, as submitted in Attachment 1. The motion carried 8-0.

8. Pending Rule – Docket 08-0203-1901 – Rules Governing Thoroughness – Career Technical Education Content Standards

BOARD ACTION

M/S (Hill/Scoggin): I move to approve pending rule docket 08-0203-1901, as submitted in Attachment 1. The motion carried 8-0.

9. Pending Rule – Docket 08-0203-1902 – Rules Governing Thoroughness – Data

BOARD ACTION

M/S (Hill/Scoggin): I move to approve pending rule Docket 08-0203-1902, as submitted in Attachment 1. The motion carried 8-0.

10. Pending Rule – Docket 08-0204-1901 - Rules Governing Public Charter Schools

BOARD ACTION

M/S (Hill/Scoggin): I move to approve pending rule – Docket No. 08-0204-1901, as submitted in Attachment 1. The motion carried 8-0.

11. Pending Rule – Docket 55-0000-1900 - Omnibus Rulemaking (re-authorization) – Rules of Career Technical Schools and Rules Governing Idaho Quality Program Standards Incentive Grants and Agricultural Education Program Start-up Grants

BOARD ACTION

M/S (Hill/Scoggin): I move to approve pending rule Docket 55-0000-1900 as provided in Attachment 1. The motion carried 8-0.

12. Pending Rule – Docket 55-0103-1901 - Rules of Career Technical Schools – Added Cost Funding (Enrollment)

BOARD ACTION

M/S (Hill/Scoggin): I move to approve pending rule Docket 55-0103-1901 as submitted in Attachment 1. The motion carried 8-0.

OTHER BUSINESS

There being no further business, a motion to adjourn was entertained.

M/S (Atchley/Hill): To adjourn the meeting at 3:13pm MST. The motion carried 8-0.

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	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
Goal 1: EDUCATIONAL SYSTEM ALIGNMENT - Ensure that all components of the educational system are integrated and coordinated to maximize opportunities for all students.						
Objective A: Data Access and Transparency - Support data-informed decision-making and transparency through analysis and accessibility of our public K-20 educational system.						
Development of a single K-20 data dashboard and timeline for implementation						FY2020
Objective B: Alignment and Coordination - Ensure the articulation and transfer of students throughout the education pipeline.						
Percent of community college transfers who graduate from four-year institutions ¹	2011-12 cohort	2012-13 cohort 15%	2013-14 cohort 15%	2014-15 cohort 16%	2015-16 cohort 17%	25% or more
Percent of postsecondary first-time freshmen who graduated from an Idaho high school in the previous year requiring remedial education in math and/or language arts ¹	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
Two-year institutions	64%	69%	62%	62%	52%	Less than 55%
Four-year institutions	25%	43%	40%	32%	29%	Less than 20%
Goal 2: EDUCATIONAL READINESS - Provide a rigorous, uniform, and thorough education that empowers students to be lifelong learners and prepares all students to fully participate in their community and postsecondary and workforce opportunities.						
Objective A: Rigorous Education - Deliver rigorous programs that challenge and prepare students to transition through each level of the educational system.						
Percentage of students scoring at grade level on the statewide reading assessment (broken out by grade level, K-3)	Spring 2015	Spring 2016	Spring 2017	Spring 2018	Spring 2019	
Kindergarten	NA	NA	NA	NA	64.1%	TBD
1st Grade	NA	NA	NA	NA	67.5%	TBD
2nd Grade	NA	NA	NA	NA	75.9%	TBD
3rd Grade	NA	NA	NA	NA	73.7%	TBD
Percentage of students meeting proficient or advanced on the Idaho Standards Achievement Test (broken out by subject at each transition grade level, 5, 8, high school)	2014-15	2015-16	2016-17	2017-18	2018-19	by 2022/ESSA Plan Goal
Math						
5th Grade	NA		42.3%	43.8%	45.5%	58.59%
8th Grade	NA		39.5%	42.1%	41.6%	57.59%
High School	NA		33.2%	34.2%	34.7%	53.30%
ELA						
5th Grade	NA		54.2%	55.8%	57.3%	68.04%
8th Grade	NA		52.9%	54.7%	54.4%	67.64%
High School	NA		60.3%	60.6%	60.3%	73.60%
Science						
5th Grade	NA		66.5%	65.6%	64.8%	FY21 Baseline
High School	NA		65.2%	67.3%	62.8%	FY21 Baseline

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	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
High School Cohort Graduation Rate	2013-14 graduates 77.3%	2014-15 graduates 78.9%	2015-16 graduates 79.7%	2016-17 graduates 79.7%	2017-18 graduates 80.6%	At least 95%
Percentage of Idaho high school graduates meeting college placement/entrance exam college readiness benchmarks	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
ACT	36%	36%	33%	34%	11/1/2019 ⁷	At least 60%
English		77%	71%	72%		
Mathematics		54%	49%	49%		
Reading		59%	57%	57%		
Science		46%	44%	45%		
SAT		2016 graduates 25% Test changed	2017 graduates 33%	2018 graduates 33%	2019 graduates 11/1/2019 ⁷	At least 60%
Evidence-Based Reading and Writing (ERW)		Test changed	62%	60%		
Mathematics		25%	35%	35%		
Percent of high school graduates who participated in one or more advanced opportunities ²	2015 graduates	2016 graduates	2017 graduates	2018 graduates	2019 graduates	
Any Advanced Opportunities	84%	88%	90%	90%	91%	At least 80%
Specific Advanced Opportunities						
Advanced Placement	41%	40%	39%	41%	41%	
International Baccalaureate	8%	7%	3%	2%	1%	
Dual Credit	43%	65%	58%	66%	69%	
Technical Competency Credit	40%	55%	62%	59%	56%	
Industry Certification	NA	NA	NA	2%	3%	
Percent of dual credit students who graduate high school with an Associates Degree ^{1, 13}	1%	1%	1%	2%	2%	At least 3%
Percent of high school graduates who enroll in a postsecondary institution	2014 graduates	2015 graduates	2016 graduates	2017 graduates	2018 graduates	
Within 12 months of high school graduation	53%	53%	53%	50%	11/1/2019 ⁸	At least 60%
Within 36 months of high school graduation	2012 graduates NA	2013 graduates NA	2014 graduates 64%	2015 graduates 64%	2016 graduates 11/1/2019 ⁸	At least 80%
Objective B: School Readiness - Explore opportunities to enhance school readiness.						
Percentage of students scoring at grade level on the statewide reading assessment during the Fall administration in Kindergarten.	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018	
	NA	NA	NA	NA	45.0%	TBD
Number of students participating in early readiness opportunities facilitated by the state.	2014-15	2015-16	2016-17	2017-18	2018-19	
	NA	NA	NA	NA	NA ⁹	TBD
Goal 3: EDUCATIONAL ATTAINMENT -Ensure Idaho's public colleges and universities will award enough degrees and certificates to meet the education and forecasted workforce needs of Idaho residents necessary to survive and thrive in the changing economy.						

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	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
Objective A: Higher Level of Educational Attainment - Increase completion of certificates and degrees through Idaho's educational system.						
	2014 cohort	2015 cohort	2016 cohort	2017 cohort	2018 cohort	
Percent of Idahoans (ages 25-34) who have a college degree or certificate requiring one academic year or more of study	40%	42%	42%	42%	11/15/2019 ¹²	At least 60%
Percentage of new full-time degree seeking students who return (or who graduate) for second year in an Idaho postsecondary institution ¹	Fall 2013 cohort	Fall 2014 cohort	Fall 2015 cohort	Fall 2016 cohort	Fall 2017 cohort	
Two-year institutions						
New student	54%	54%	58%	56%	56%	At least 75%
Transfer	NA	55%	63%	66%	61%	At least 75%
Four-year institutions						
New student	75%	75%	73%	75%	73%	At least 85%
Transfer	76%	76%	76%	76%	74%	At least 85%
Total number of certificates/degrees produced, by institution per year ¹						
Certificates of at least one year	2014-15	2015-16	2016-17	2017-18	2018-19	
	2014-15	1,499	1,438	1,641	1,665	TBD
College of Eastern Idaho	98	102	109	110	108	TBD
College of Southern Idaho	179	192	151	154	146	TBD
College of Western Idaho	191	229	240	402	508	TBD
North Idaho College	251	746	690	687	616	TBD
Boise State University	64	0	0	0	0	TBD
Idaho State University	192	208	230	276	272	TBD
Lewis-Clark State College	21	22	18	12	15	TBD
University of Idaho	0	0	0	0	0	TBD
Associate degrees	2014-15	3,197	3,325	3,503	3,451	TBD
College of Eastern Idaho	97	118	121	93	147	TBD
College of Southern Idaho	845	919	817	800	840	TBD
College of Western Idaho	895	996	979	984	886	TBD
North Idaho College	676	306	473	610	670	TBD
Boise State University	168	145	116	119	133	TBD
Idaho State University	374	362	405	472	428	TBD
Lewis-Clark State College	204	351	414	425	347	TBD
University of Idaho	0	0	0	0	0	TBD
Baccalaureate degrees	2014-15	6,808	6,865	6,924	7,033	TBD
Boise State University	3,154	3,174	3,317	3,373	3,472	TBD
Idaho State University	1,155	1,228	1,168	1,166	1,233	TBD
Lewis-Clark State College	544	541	528	587	626	TBD
University of Idaho	2,017	1,865	1,852	1,798	1,702	TBD

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	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
Percent of full-time, first-time freshman graduating within 150% of time or less ¹	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	
Two-year institutions	18%	20%	22%	25%	26%	At least 50%
Four-year institutions	2009-10 cohort	2010-11 cohort	2011-12 cohort	2012-13 cohort	2013-14 cohort	
	42%	41%	42%	46%	47%	At least 50%
Objective B: Timely Degree Completion - Close the achievement gap, boost graduation rates and increase on-time degree completion through implementation of the Game Changers (structured schedules, math pathways, co-requisite support).						
Percent of undergraduate, degree-seeking students completing 30 or more credits per academic year at the institution reporting ¹	20% to 24%	21%	21%	22%	24%	50% or more
Two-year institutions		7%	6%	7%	8%	
Four-year institutions		26%	27%	28%	30%	
Percent of new degree-seeking freshmen completing a gateway math course within two years ¹	2012-13 cohort	2013-14 cohort	2014-15 cohort	2015-16 cohort	2016-17 cohort	
	35%	39%	42%	46%	46%	60% or more
Median number of credits earned at completion of Associate's or Baccalaureate degree program ¹						
Transfer students						
Associate	86	106	103	100	93	69
Baccalaureate	140	127	121	124	126	138
Non-transfer students						
Associate	79	101	98	97	99	69
Baccalaureate	130	127	127	126	124	138
Objective C: Access - Increase access to Idaho's robust educational system for all Idahoans, regardless of socioeconomic status, age, or geographic locations.						
Annual number of state-funded scholarships awarded and total dollar amount ⁴						
Total Scholarships Awarded	1,525	1,774	3,487	3,795	4,403	At least 3,000
Armed Forces and Public Safety Officer Scholarship	5	10	10	11	13	
Opportunity Scholarship	1,520	1,764	3,461	3,739	4,254	
Opportunity Scholarship for Adult Learners	0	0	0	0	57	
Postsecondary Credit Scholarship	0	0	16	45	79	
Total Dollar Amount of Scholarships Awarded ⁴	\$4,980,388	\$5,300,248	\$10,074,212	\$11,822,718	\$14,641,323	At least \$16 M
Armed Forces and Public Safety Officer Scholarship	\$63,814	\$176,000	\$152,038	\$174,497	\$185,627	
Opportunity Scholarship	\$4,916,574	\$5,124,248	\$9,901,424	\$11,585,371	\$14,237,582	
Opportunity Scholarship for Adult Learners	\$0	\$0	\$0	\$0	\$104,564	
Postsecondary Credit Scholarship	\$0	\$0	\$20,750	\$62,850	\$113,550	
Proportion of postsecondary graduates with student loan debt ⁵	2013-14 graduates	2014-15 graduates	2015-16 graduates	2016-17 graduates	2017-18 graduates	
	71%	47%	48%	49%	11/15/2019 ¹⁰	Less than 50%

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	FY2015	FY2016	FY2017	FY2018	FY2019 ¹	Benchmark
Percent of students who complete the Free Application for Federal Student Aid (FAFSA) ⁶	NA	NA	NA	2017-18 seniors 47%	2018-19 seniors 44%	60% or more
Percent cost of attendance (to the student) [<i>Inaccurately reported as change in cost</i>]		FY2015	FY2016	FY2017	FY2018	96% or less of peers
Two-year institutions	\$12,817					
Students living off campus	\$24,554	5%	-3%	13%	-10%	
Four-year institutions	\$12,817					
Students living on campus		3%	-2%	-2%	4%	
Students living off campus	\$24,554	7%	0%	-3%	-8%	
Average net price to attend public institution.	FY2014	FY2015	FY2016	FY2017	FY2018	
Four-year institutions	108%	101%	93%	96%	Fall 2019 ¹¹	90% or less of peers
Expense per student FTE	FY2014	FY2015	FY2016	FY2017	FY2018	
	\$21,187	\$22,140	\$23,758	\$24,512	5/1/2020 ¹¹	Less than \$20,000
Two-year institutions	\$12,817	\$13,883	\$15,168	\$15,432		
Four-year institutions	\$24,554	\$25,118	\$26,691	\$27,701		
Number of degrees produced ¹	14,026	10,005	10,190	10,427	10,484	At least 15,000
Goal 4: WORKFORCE READINESS - Ensure the educational system provides an individualized environment that facilitates the creation of practical and theoretical						
Objective A: Workforce Alignment - Prepare students to efficiently and effectively enter and succeed in the workforce.						
Percentage of students participating in internships	5%	5%	5%	5%	6%	10% or more
Percentage of undergraduate students participating in undergraduate research. ¹						
BSU	29%	35%	37%	37%	43%	Greater than 40%
ISU	41%	43%	42%	41%	38%	Greater than 50%
UI	61%	64%	65%	61%	58%	Greater than 60%
Ratio of non-STEM to STEM baccalaureate degrees conferred in STEM fields ¹ (CCA/IPEDS Definition of STEM fields)	NA	1:0.24	1:0.25	1:0.25	1:0.24	1:0.25 or more
Increase in postsecondary programs tied to workforce needs	6	23	20	20	22	10
Objective B: Medical Education - Deliver relevant education that meets the health care needs of Idaho and the region.						
Number of University of Utah Medical School or WWAMI graduates who are residents in one of Idaho's graduate medical education programs.	NA	NA	4	8	11	8
Idaho graduates who participated in one of the state sponsored medical programs who returned to Idaho ³	NA	NA	WWAMI - 50%	WWAMI-51%	WWAMI-51% University of Utah - 11/22/2019	At least 60%

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	FY2015	FY2016	FY2017	FY2018	FY2019¹	Benchmark
Percentage of Family Medicine Residency graduates practicing in Idaho						
Boise	43%	47%	56%	53%	54%	At least 60%
ISU	86%	43%	71%	29%	43%	At least 60%
CDA	NA	NA	50%	83%	72%	At least 60%
Percentage of Psychiatry Residency Program graduates practicing in Idaho.	NA	NA	NA	NA	NA	At least 50%
Medical related postsecondary programs (other than nursing) ¹	NA	85	102	108	118	100

Notes:

- (1) FY2019 performance measures for the postsecondary institutions are preliminary.
- (2) The Department of Education calculates these rates based on the procedures established for the accountability metrics. However, these are only calculated for graduates while the accountability metrics cover all students.
- (3) At this time, this only includes WWAMI graduates.
- (4) Not included are GEAR UP Scholarships as these scholarships are federally funded.
- (5) Only federal loans are included in this estimate. Graduates from both four and two-year institutions are included.
- (6) FAFSA completion is calculated as of May of a student's senior year.
- (7) This data is released by College Board and ACT, Inc. in late October.
- (8) This data element cannot be computed until all PMAP data is loaded.
- (9) The process for calculating this metric has not yet been established.
- (10) This data is released by the Department of Education in mid-fall.
- (11) This metric is contingent on the IPEDS data release.
- (12) The Public Use Microdata Sample of the American Community Survey will be released November 14, 2019.
- (13) This metric only includes information from the public postsecondary institutions.

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TAB	DESCRIPTION	ACTION
1	BAHR – SECTION II – BOISE STATE UNIVERSITY – AMENDMENT TO LICENSED USER AGREEMENT WITH TICKETMASTER, LLC	Action Item
2	BAHR – SECTION II – ITEM PULLED PRIOR TO AGENDA BEING FINALIZED	
3	BAHR – SECTION II – BOISE STATE UNIVERSITY – DESIGNATED DEPOSITORY CONTRACT WITH JP MORGAN	Action Item
4	BAHR – SECTION II – BOISE STATE UNIVERSITY – COMMENCEMENT PRODUCTION SERVICES CONTRACT WITH PRODUCTION SERVICES INTERNATIONAL	Action Item
5	IRSA – IDAHO STATE UNIVERSITY – BASIC TECHNICAL CERTIFICATE SURVEYING TECHNICIAN	Action Item
6	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS	Action Item
7	SDE – IDAHO STATE UNIVERSITY – DEAF/HARD OF HEARING ENDORSEMENT PROGRAM	Action Item
8	SDE – UNIVERSITY OF IDAHO – THEATER ARTS ENDORSEMENT PROGRAM	Action Item
9	SDE – PROFESSIONAL STANDARDS COMMISSION – EMERGENCY PROVISIONAL CERTIFICATES	Action Item

BOARD ACTION

I move to approve the consent agenda.

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BOISE STATE UNIVERSITY

SUBJECT

Amendment to Licensed User Agreement with Ticketmaster, LLC.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

The Ticketmaster, LLC contract is a non-strategic, Board governance agenda item.

BACKGROUND/DISCUSSION

In January 2015, following a competitive bidding process, Boise State University (BSU) awarded a ticketing contract for event management and ticket software to Ticketmaster, LLC, and signed a Licensed User Agreement relating thereto (the "Original Contract"). The Original Contract was approved by the Idaho State Board of Education's (Board's) Executive Director in January 2015 for the full five-year term (assuming the option to renew was exercised) for a total cost not to exceed \$527,193. Prior to exercising the renewal option, BSU sought a second approval due to a forecasted increase in revenues from ticketing fees. The State Board Executive Director approved the extension, for the entire five-year period, for a total cost not to exceed \$999,999.

BSU has negotiated an amendment to the Original Contract for an additional three-year term with two optional one-year renewals under substantially the same terms. In accordance with BSU policy, a sole source notice was posted on October 30, 2019. BSU will address any appeals to the award in accordance with policy.

IMPACT

Ticketmaster is an industry leader in ticketing. Extending the existing ticketing agreement will have a positive impact on athletics, the ExtraMile Arena and the Morrison Center, which are the business units that utilize the ticketing services provided for in this contract. Continuing with the existing contract provides continuity in the ticketing process. Additionally, BSU realizes revenues from ticket sales for events.

This contract includes components that are expenses to BSU as well as revenue generators, which are variable based on events hosted at BSU and/or ticketed through the contract. The costs to BSU are summarized as follows:

BSU pays an annual license fee of \$100,000. Assuming all renewal options are exercised, BSU would pay a total of \$500,000 over the term of the amendment. In addition, the Arena provides Ticketmaster \$1.00 per ticket sold in revenue share for non-athletic events. The total amount paid to Ticketmaster is variable based on the number of events, but the Arena has averaged \$125,000 per year in revenues

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paid to Ticketmaster; these amounts are paid from ticket service fee revenue charged to consumers and are not a cost to BSU.

Ticketmaster provides certain equipment and equipment reimbursements to BSU. The amendment requires Ticketmaster to provide updated equipment to BSU valued at \$121,941. The allowance for additional equipment purchases during the Amendment term is \$28,059. These amounts are in addition to allowances and equipment already provided per the Original Agreement.

Additional costs and fees may be charged to consumers through fees set by BSU or Ticketmaster, as applicable, and retained by BSU or Ticketmaster. Finally, the contract provides for a donation from Ticketmaster to Bronco Athletic Association (BAA) in the amount of \$25,000 per year.

BSU estimates the total cost of the amendment to be approximately \$500,000. The source of funding is local funds.

ATTACHMENTS

Attachment 1 – Licensed User Agreement

Attachment 2 – Amendment to Licensed User Agreement

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.3. requires Board approval for acquisition of services if the contract either in total or through time exceeds \$1,000,000. Board Policy V.I.6.b. requires Board approval of the sale of services or rights of an institution when it is expected that proceeds may exceed \$250,000. It appears that the cost to BSU over the amended term of the contract will exceed \$1,000,000. It is unclear whether the revenue BSU will receive under the agreement will exceed \$250,000.

As previously mentioned, the maximum value of the proposed contract amendment is approximately \$500,000.

Staff recommends approval.

BOARD ACTION

I move to approve the Amendment to Licensed User Agreement with Ticketmaster, LLC and authorize the Chief Financial Officer of Boise State University to execute the same.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LICENSED USER AGREEMENT

THIS LICENSED USER AGREEMENT ("Agreement") is entered into as of January __, 2015 and is made effective as of January 1, 2015 ("Effective Date"), by and between Ticketmaster L.L.C., a Virginia limited liability company ("Ticketmaster"), and Boise State University, a state of Idaho institution of higher education ("Principal"), including Taco Bell Arena ("Arena"), Boise State University Athletics ("Athletics"), and the Velma V. Morrison Center for the Performing Arts (the "Morrison Center"), each an individual business unit of Principal (each individually a "Business Unit" and collectively, "Business Units"). This Agreement consists of this Licensed User Agreement and Exhibit A, Compensation, Exhibit B, Hardware, Exhibit C, TM+ Terms and Conditions, Exhibit D, TM Messenger Terms and Conditions, and any other Exhibits attached hereto which are incorporated herein by this reference. The meanings of all capitalized terms used in this Agreement are set forth in Section 16 hereof. In consideration of the mutual promises and covenants set forth herein, the parties hereby agree as follows:

1. **TERM:**

(a) The initial term of this Agreement shall begin on the Effective Date and shall continue through the third (3rd) anniversary hereof (the "Initial Term"). Thereafter, the term of this Agreement may renewed for two successive one (1) year periods (each such successive one (1) year period, a "Renewal Term") upon mutual agreement of the parties, provided that each Business Unit retains the right individually to renew or non-renew the Agreement for each Renewal Term. In the event one or more Business Units determines not to renew the Agreement, the Agreement shall remain in full force and effect only as to those Business Units who affirmatively agree to renew for the applicable Renewal Term. The Initial Term together with such Renewal Term(s), if applicable, shall be hereinafter collectively the "Term". Upon request by Principal at the expiration of the Term, and provided Principal makes payment of any applicable pro-rated license or maintenance fees due Ticketmaster, Ticketmaster shall provide up to six months' continued Transition Service (as defined in Section 15(a) below) under the then current terms of this Agreement while Principal seeks to secure replacement service. Each twelve (12) month period commencing on January 1 and continuing through the following December 31 shall be a "Contract Year" as such term is used herein. Upon renewal, the Compensation, as set forth in Exhibit A, may be renegotiated provided that the aggregate annual percent change shall not exceed the most recent annual percent change defined in the Consumer Price Index ("CPI") for the West.

(b) The rights and obligations contemplated herein shall not inure to Ticketmaster or Principal unless and until approval of this Agreement is sought and received in writing from the Executive Director of the Idaho State Board of Education, and Principal shall use its reasonable efforts to obtain such written approval prior to the Effective Date.

2. **TICKET SALES RIGHTS; EXCLUSIVITY:**

(a) **Grant of Rights:** Subject to subsection (b) hereof, Principal hereby grants to Ticketmaster, and Ticketmaster accepts from Principal, the right during the Term of this Agreement, to be the exclusive seller, as Principal's agent, of all Tickets on the primary market for the Sellable Capacity for every Attraction via any and all means and methods, including on the Internet, by telephone, computer, IVR, outlets, television, clubs, auctions, VIP packages, presales, upsells, or by any other means of distribution, whether existing now or at any time in the future. Except as specifically provided for under subsection (b) below, Principal shall ensure that the entire Sellable Capacity for every Attraction shall be made available for distribution on the TM System. Furthermore, Principal hereby grants to Ticketmaster, and Ticketmaster accepts from Principal, the right during the Term of this Agreement, to be and to refer to itself as a "Secondary Market Ticket Exchange of Boise State University" and such other related designations as shall be approved by Principal from time to time in its reasonable discretion. Ticketmaster will have the right to use Principal's marks and logos in accordance with the terms set forth in the Licensed User Agreement in connection with marketing, advertising, or other promotion of the new white label Exchange site. Ticketmaster shall also enable TM+ as further provided in Section 4(h) hereof and on the attached Exhibit C.

(b) **Sales by Principal:** Notwithstanding anything to the contrary set forth in subsection (a) above, Principal retains the right to: (i) sell single Tickets from the Facility Box Office to persons physically present at the Facility Box Office or to persons who call the Principal's Facility Box Office Phone Centers or by mail orders sent to Facility Box Offices; (ii) sell Season/Contract Tickets; (iii) conduct Group Sales of Tickets; (iv) sell student Tickets to students currently enrolled at Boise State University; and (v) provide House Seats, in an amount equal to (1) no more than 10% (or such higher percentage with the consent of Ticketmaster, which consent shall not be unreasonably withheld) of the Sellable Capacity (except and excluding any currently existing "off-manifest" seats) for Attractions systematically ticketed by the Taco Bell Arena box office; (2) an amount to be determined at Principal's reasonable discretion for Athletics Attractions and Morrison Center Attractions, in each case, presented solely by Principal, and (3) a reasonable number of House Seats for any other Attraction (including those presented or co-presented by a third party promoter at the Morrison Center and any other non-Taco Bell Arena Facility).

(c) **No Third Party Systems or Services:** Principal shall not directly or indirectly use, sponsor, promote, advertise, authorize or permit the use of any third party that promotes, engages in or facilitates the sale or issuance of tickets on the primary market without prior written consent of Ticketmaster. Notwithstanding the forgoing, nothing herein shall prohibit Principal from offering for sale or selling any Ticket contemplated hereunder through the sales and marketing channels of Groupon, Goldstar, Gilt City, TicketsAtWork (EBG), TravelZoo, GovX, LivingSocial or any other similar direct to consumer offeror of daily or discounted deals (each a "Deals Provider"); provided, each such sale through a Deals Provider (other than Groupon, Goldstar, Gilt City, TicketsAtWork (EBG) and any other Deals Provider designated as a TM Authorized Channel Partner by Ticketmaster from time to time during the Term (collectively "TM Authorized Channel Partners" and each individually a "TM Authorized Channel Partner"))

is processed through the TM System and subject to the fees set forth in this Agreement. Principal may offer for sale or sale of any Ticket contemplated hereunder through any TM Authorized Channel Partner without such sale being processed through the TM System.

(d) **No Minimum Sales:** It is agreed and understood that neither Ticketmaster nor Principal guarantees or will guarantee that any minimum or fixed number of Tickets will be sold through the TM System for any Attraction.

(e) **Acknowledgements by Parties:** Principal acknowledges that Ticketmaster acts as the agent of certain third parties that may be a direct or indirect competitor of Principal. Principal also acknowledges that Ticketmaster has entered and may in the future (including during the Term of this Agreement) enter into new business relationships with other third parties, including those in the entertainment and sports industry, such as performers who perform at the Facility, for a variety of services. Principal further acknowledges that any such sales or services or solicitations to provide such sales or services as contemplated under this subsection do not compete with Principal or conflict with this Agreement. Ticketmaster and Principal further acknowledge and agree that, unless otherwise specifically provided for herein or otherwise mutually agreed to in writing by the parties, (i) Principal shall cause all contracts or leases with third party promoters (including but not limited to Feld Entertainment) presenting an Attraction at the Facility during the Term to be subject to the terms of this Agreement, and (ii) in the event that Ticketmaster now has or subsequently during the Term enters into a ticket service agreement with a third party promoter or artist (including but not limited to Feld Entertainment) presenting an Attraction at the Facility, then, such ticket service agreement with a third party promoter or artist shall be superseded by this Agreement and shall not apply with respect to any Attraction presented by such third party promoter or artist at the Facility.

(f) **Secondary Ticketing Services:**

(i) It is hereby acknowledged that Principal, any Business Unit of Principal, or any representative of Principal, may, subject to the terms and conditions set forth in this subsection (f) below, enter into a secondary ticketing marketing, sponsorship, services or similar agreement with a third-party secondary ticketing platform (a "Secondary Arrangement").

(ii) In the event that Principal, any of Principal's Business Units, or any of Principal's representatives on behalf of Principal or any separate Business Unit desire to enter into any Secondary Arrangement during the Term of this Agreement that is subject to public bidding, as determined in the sole discretion of Principal, Principal (or the applicable Business Unit) shall or shall use its best efforts to cause such representative, as applicable, to notify Ticketmaster in writing of the proposed request for proposals or quotes regarding such Secondary Arrangement, which notice shall contain a description of the scope of the proposed Secondary Arrangement ("Secondary Ticketing RFP Notice"). Ticketmaster shall have a period of fifteen (15) days from receipt of the Secondary Ticketing RFP Notice, or such later period as may be described in the Secondary Ticketing RFP Notice, to elect to submit a proposal to provide secondary ticketing services to Principal. Ticketmaster shall provide a written proposal to Principal in

writing before the expiration of such fifteen (15) day period (or later period provided in the Secondary Ticketing RFP Notice if applicable) to be considered. Consideration shall be consistent with Principal's applicable policies, procedures, and applicable laws.

(iii) In the event that Athletics and/or the Morrison Center, or any of Athletics' and/or the Morrison Center's representatives on behalf of Athletics and/or the Morrison Center receives a bona fide third party offer to enter into any Secondary Arrangement during the Term of this Agreement regarding Athletics Attractions and/or Morrison Center Attractions or regarding any Facility that is exempt from public bidding, as determined in the sole discretion of Principal, Athletics and/or the Morrison Center shall, or shall use its best efforts to cause such party's representative, as applicable, to notify Ticketmaster in writing of the scope of the proposed Secondary Arrangement under consideration, which notice shall contain a description of the material terms of the proposed Secondary Arrangement, including without limitation any sponsorship payments, applicable fees and revenue share, royalty or rebate terms ("Secondary Ticketing Notice"). Ticketmaster shall have seven (7) business days from the date of its receipt of the Secondary Ticketing Notice to notify Athletics and/or the Morrison Center, or such party's representative, as applicable, in writing whether it will enter into a new contract with Athletics and/or the Morrison Center, or such party's representative, as applicable, on terms no less favorable to Athletics and/or the Morrison Center, or such party's representative, as applicable, than the material terms of the third party offer. If Ticketmaster notifies Athletics and/or the Morrison Center, or such party's representative, as applicable, within such seven (7) day period of its affirmative intent to enter into a Secondary Arrangement, it shall enter into a contract with Athletics and/or the Morrison Center, or such party's representative, as applicable, on mutually acceptable terms no less favorable to Athletics and/or the Morrison Center, or such party's representative, as applicable, than the material terms of the third party offer within thirty (30) business days from the date of Ticketmaster's receipt of the Secondary Ticketing Notice. If Ticketmaster fails to notify Athletics and/or the Morrison Center, or such party's representative, as applicable, within the seven (7) day period as required hereunder or if Athletics and/or the Morrison Center, or such party's representative, as applicable, fail to enter into a mutually agreeable contract with Ticketmaster within thirty (30) business days following Ticketmaster's receipt of the Secondary Ticketing Notice, Athletics and/or the Morrison Center, or such party's representative, as applicable, may thereafter consummate a agreement with such third party; provided, such agreement with such third party shall be on terms no more favorable to Athletics and/or the Morrison Center, or such party's representative, as applicable, than such terms and conditions as described in the Secondary Ticketing Notice (or terms and conditions as similar as reasonably possible).

3. COMPENSATION:

(a) Ticketmaster Charges and Fees: In consideration for Ticketmaster's services provided hereunder as an agent of Principal, Ticketmaster shall be entitled to assess and receive charges and fees in the amounts set forth on Exhibit A, all of which charges and fees shall be assessed against consumers, except for Inside Charges and, at Principal's option, Archtics Transaction Fees, which shall be assessed against Principal. In the event applicable law prohibits the assessment of such fees against consumers, Ticketmaster and Principal shall agree on alternative means for

compensating Ticketmaster for its services in amounts reasonably comparable to those set forth in this Agreement, and as permitted by applicable law.

(b) **Payment Processing Fees:**

(i) **Sales by Ticketmaster via Telephone Sales and Internet Sales:** With respect to Tickets purchased with credit cards, debit cards, gift cards or any other methods of payment, the payment authorization and processing fees ("Payment Processing Fees") shall be passed on to Principal at the rates set forth on Exhibit A, which percentage rates shall be deducted by Ticketmaster from the Ticket sales proceeds, or, at Principal's option, upon notice to Ticketmaster, the Convenience Charge may be adjusted to include such Payment Processing Fees; provided, that the Convenience Charge will be rounded up to the nearest \$0.05.

(ii) **Sales at Outlets:** With respect to all purchases at Outlets, Payment Processing Fees shall be passed on to the Ticket purchaser at the rate set forth on Exhibit A by increasing the applicable Convenience Charge set forth on Exhibit A by the amount of such Payment Processing Fees; provided, that the Convenience Charge will be rounded up to the nearest \$0.05.

(c) **Compensation to Principal:**

(i) **Bronco Athletic Association Donation:** Ticketmaster shall contribute as an annual donation at least Twenty Five Thousand Dollars (\$25,000.00) per Contract Year of the Term to the Bronco Athletic Association (or such other organization eligible to receive tax-deductible donations as may be designated by Principal from time to time during the Term). Such annual donation to the Bronco Athletic Association shall be made within 30 days of the full execution of this Agreement and within 30 days of the beginning of each Contract Year during the Term thereafter.

(ii) **Equipment Allowance:**

(A) Subject to the terms in this Section 3(c)(ii), Ticketmaster shall provide Principal with an allowance in the aggregate amount of up to One Hundred and Fifty Thousand Dollars (\$150,000) (the "Equipment Allowance") to reimburse Principal for Principal's purchase during the Term of certain equipment necessary for utilization of the TM System (the "Equipment"), which Equipment, unless otherwise mutually agreed upon by the parties, shall be owned, operated, supported and maintained by Principal at its own cost. For the avoidance of doubt, the Equipment shall not be deemed "Hardware" for any purposes of the Agreement. The Equipment Allowance shall be paid to Principal upon Principal's submission of a request for reimbursement (together with documentation evidencing Principal's costs in purchasing the Equipment) from time to time during the Term; provided, Principal's requests for reimbursement pursuant to the Equipment Allowance terms of this subsection (A) may not exceed an aggregate reimbursement amount of Fifty Thousand Dollars (\$50,000) within thirty (30) days of the full execution of this Agreement, One Hundred Thousand Dollars (\$100,000) within thirty (30) days of the beginning the second (2nd) Contract Year

during the Initial Term, and One Hundred and Fifty Thousand Dollars (\$150,000) within thirty (30) days of the beginning the third (3rd) Contract Year during the Initial Term.

(B) Ticketmaster's agreement to provide the Equipment Allowance to Principal is based upon Ticketmaster's rights to sell Tickets for Attractions during the Initial Term and is contingent upon and subject to certain terms as described below. In the event that the Agreement terminates before the expiration of the Initial Term due to any reason other than Ticketmaster's material default of the terms of the Agreement, then Principal shall return to Ticketmaster, within fourteen (14) days of such termination, an amount, if any, by which the Equipment Allowance Used Amount exceeds the Equipment Allowance Accrued Amount (each as defined below). "Equipment Allowance Used Amount" shall mean the total amount of the Equipment Allowance used for reimbursement by Principal over the Term of the Agreement. "Equipment Allowance Accrued Amount" shall mean \$4,166.67 for each month of the Initial Term until such early termination date. Any return of the Equipment Allowance by Principal shall be by wire transfer or certified check. Notwithstanding any terms herein to the contrary, any unpaid or otherwise unused amount of the Equipment Allowance from Ticketmaster to Principal shall be forfeited upon the expiration or any earlier termination of the Agreement.

(C) In the event Principal assigns this Agreement pursuant to Section 17(d) of this Agreement, Principal shall, require that Principal's permitted assignee expressly agrees to assume this Agreement in writing, including responsibility for the return of any Equipment Allowance amounts owing to Ticketmaster in accordance with the terms set forth in subsection (B) above.

4. LICENSE AND USE OF HARDWARE AND SOFTWARE:

(a) **License:** Ticketmaster hereby grants Principal a non-exclusive, non-transferable license to use the Hardware and Software (collectively, the "License") in exchange for the fees set forth herein.

(b) **Use:** The Hardware and Software and all related materials may only be used by Principal in connection with the Attractions and only with systems used, operated and owned by Ticketmaster, and only for the purposes stated in this Agreement, and may not be utilized by or in connection with services, software, hardware or systems provided or supplied by any third party. Principal shall use the Hardware and Software in a careful and proper manner and shall comply with and conform to all federal, state, county, municipal and other laws, ordinances and regulations in any way relating to the possession, use or maintenance of the Hardware and Software including, but not limited to, federal, state or other laws applicable to commercial emails. Principal may make a single copy of Archtics only to be used for archival or backup purposes; **COPYING FOR ANY OTHER PURPOSE IS PROHIBITED.** Except as otherwise provided in the immediately preceding sentence, Principal hereby agrees: (i) not to permit copying or reproduction of the Hardware or Software in any manner, including without limitation, use in a sharing arrangement or transmission over the Internet or over e-mail and similar electronic transmission; (ii) not to disassemble, re-manufacture, repair, re-configure, enhance, upgrade, modify, translate, adapt, create derivative works from or of, decompile

or reverse engineer the Software in any way nor merge them into any other program for any purpose; (iii) not to transfer, license or sub-license, assign, rent, sell, grant, publish, disclose, display, dispose of or otherwise make available the Software, or any rights therein or copies or derivatives thereof, including other templates or working systems; (iv) not to delete, remove, change or otherwise alter any trademarks, copyright notices or other proprietary marks in or on the Hardware or Software, or any copies, modifications or partial copies thereof; (v) not to "hack," or attempt to "hack," any of the Software, the servers on which the Software is hosted or any other portion of the Ticketmaster network, or otherwise attempt to circumvent, or navigate outside of, the borders of such Software servers in any manner whatsoever; and (vi) not to perform any SQL database operations other than "SELECT" for any system production tables (i.e., tables starting with dba.t_<wildcard>) from any non-Archtics interface to the database (e.g., ISQL, Access, Crystal Reports, etc.).

(c) **Passwords:** Principal agrees that use of the TM System by Principal shall be restricted to a reasonable number of Principal's personnel having passwords in the event that Ticketmaster assigns such passwords. Such passwords shall not be transferable without the written permission of Ticketmaster, which permission shall not be unreasonably delayed or withheld. Upon Ticketmaster's reasonable request, Principal (i) shall identify, as the case may be, the users (by name, position and site address), who use or view the TM System or from where the TM System is used, and (ii) shall provide to Ticketmaster access to any database which records access to the TM System. Unless otherwise permitted under the confidentiality provisions of Section 12 hereunder, Ticketmaster shall not provide access to Principal's database, records, or reports (except and excluding the Purchaser Data) to any third party or affiliate without the prior written approval of Principal, provided, however, that Ticketmaster may provide access to affiliates solely to the extent necessary to accomplish its obligations under this Agreement following prior written notice to Principal listing any and all affiliates with access to Principal's database, records, or reports (except and excluding the Purchaser Data) and the purpose for such access. For the avoidance of doubt, the terms of this subsection (c) shall not apply to any Purchaser Data, and Ticketmaster's rights and obligations with respect to any Purchaser Data shall be governed by the terms set forth in Section 11(c) hereunder.

(d) **Ticket Forwarding:** [intentionally omitted].

(e) **Principal's Website/Interface Page:** Beginning on or shortly after the execution of this Agreement, and subject to the completion of the installation of Archtics, Ticketmaster will develop the Interface Page that will enable Principal's Subscribers to access their account information and conduct "real-time" transactions by linking to the Interface Page from the Principal's Website. The Interface Page may contain a short, related textual description of AccountManager features and shall contain Ticketmaster's designated wording and graphic depiction thereof, currently "by Ticketmaster."

(f) **GroupManager Restrictions:** All Group Sales must comply with the definition of Group Sales set forth in Section 16 of this Agreement. In the event that Ticketmaster determines that a Group Sale is not a valid Group Sale, Ticketmaster shall

have the right to assess against Principal the amount of fees that Ticketmaster would otherwise have been entitled to assess under this Agreement with respect to any such Tickets had they been purchased through Ticketmaster as single Tickets, and not from Principal as a Group Sale. For the avoidance of doubt, all Super/Corporate Group Sales in compliance with the definition of such set forth in Section 16 of this Agreement shall constitute a valid Group Sale.

(g) **Hosted Platform**: During the Term, Ticketmaster shall host the Software and provide and maintain the Hosted Platform on which the Software will be installed and run, including provision of the physical environment including physical security, HVAC and power for the required server hardware for the Hosted Platform and the Software. Ticketmaster will also provide access via certain Internet connectivity, by being responsible for network operation and availability from the public Internet up to the termination cables at the network interface card on the server hardware for the Hosted Platform. Ticketmaster will not be responsible for power at the Facility or Principal's connectivity to the Internet.

(h) **TM+**: Ticketmaster shall enable its proprietary, integrated primary and secondary market ticket inventory platform and technology on the TM.com Website, which platform and technology shall enable consumers searching for Tickets to an Attraction to simultaneously view Tickets available for initial sale by Principal pursuant to this Agreement, in addition to Tickets available for resale from other consumers (collectively, "TM+"), in accordance with the terms and conditions set forth on Exhibit C attached hereto.

(i) **TM Messenger**. Ticketmaster shall provide Principal with use of an email permission marketing tool which shall be powered by the third party enterprise-level interactive software and marketing provider, ExactTarget, and which shall be integrated with the TM System ("TM Messenger") in accordance with the terms and conditions set forth in Exhibit D attached hereto.

(j) **Donations**. Principal desires to collect donations for itself and/or its clients and/or on behalf of the Bronco Athletic Association (or such other organization eligible to receive tax-deductible donations as may be designated by Principal from time to time during the Term). Ticketmaster agrees to accept and process such donations from customers through AccountManager, and to pass the total amount of any such donations received by Ticketmaster through AccountManager, less the applicable Archtics Transaction Fee for donations set forth on Exhibit A attached hereto (if any), to Principal. Processing donations shall include, but not be limited to, conversion for historical data from third party donor system (Advantage), daily import from third party donor system (Raiser's Edge), daily exports to third party donor system (Raiser's Edge), "Point and Rank Calculations," membership level calculations, and "Seat Pledge Calculator" for ticket and parking. Principal shall be solely responsible for any applicable licensing fees and for obtaining the requisite authority, in each case relating to the acceptance of such donations, and where applicable, for paying the donation proceeds directly to its clients or the Bronco Athletic Association (or such other organization eligible to receive tax-deductible donations as may be designated by Principal from time to time during the Term) in accordance with all applicable laws.

(k) **Exchange.** Ticketmaster shall enable Exchange for all Athletics Attractions and Morrison Center Attractions in accordance with Ticketmaster's standard timing parameters for such transactions. For the avoidance of doubt, Exchange shall not be enabled or otherwise apply for any Other Attractions.

(i) **Exchange Fees:** For any secondary market ticket inventory sold through Exchange, Ticketmaster shall assess the Resale Fees.

(ii) **Exchange Revenue Share:** Principal shall be entitled to receive a revenue share from Ticketmaster with respect to all Exchange Net Revenues, (to the extent received, and not refunded or subject to Chargeback) by Ticketmaster, in an amount equal to fifty percent (50%) of such Exchange Net Revenues (the "Exchange Revenue Share"). The Exchange Revenue Share to which Principal is entitled shall be due and payable to Principal on a quarterly basis for all such sales occurring in any calendar quarter, on or before the thirtieth (30th) day of the month following each calendar quarter. Principal shall be provided with documentation supporting the calculation of the Exchange Revenue Share with each settlement.

5. **INSTALLATION AND SET-UP:**

(a) **Hardware Installation:** Ticketmaster will install the Hardware and provide Principal with access to the Software. Principal will provide (i) connectivity and interfacing that satisfy Ticketmaster's minimum system requirements and (ii) unless otherwise agreed to between the parties, any type of equipment and technology necessary to assist Ticketmaster in completing the installation of the Software and Hardware. Ticketmaster shall have no responsibility for any internal wiring or cabling (e.g., electrical, data lines, etc.) necessary for installation, operation or for proper functioning of the TM System at the Facility. The cost of all line connections between the central computer facility and the Facility and all monthly line costs with respect to the operation of the TM System between the Facility and the central computer facility shall be borne solely by Principal.

(b) **Attraction Set-Up:** In order to effectively utilize Ticketmaster's distribution technologies, within a reasonable time before the scheduled on-sale date of Tickets for each Attraction (the "On-Sale Date"), Principal shall furnish Ticketmaster with all necessary information with respect to the Attraction, including, without limitation, seating layout of the Facility, Ticket structure, discounts permissible, Attraction Taxes, any information necessary to calculate Attraction Taxes, if applicable, Ticket header information, logos, entry information, vision and hearing information, wheelchair and other accessible seating information and such other information as is necessary for the proper sale of Tickets (collectively, the "Set-Up Information"). The parties intend that accessible seating Tickets available for sale to persons desiring accessible seating shall be made available for sale on the TM System as required by applicable federal requirements found in the ADA Guidelines and such accessible seating Tickets shall only be released into the general pool of Tickets as permitted by the ADA Guidelines. Principal must provide the Set-Up Information to Ticketmaster as soon as reasonably practicable prior to the On-Sale Date for new Attractions. Principal acknowledges and agrees failure to provide Ticketmaster Set-Up Information at least five (5) business days

prior to the On-Sale Date for new Attractions that do not utilize seating chart then existing in the TM System and at least three (3) business days prior to the On-Sale Date for new Attractions that utilize seating charts then existing in the TM System may prohibit effective action by Ticketmaster and render Ticketmaster unable to proceed, and in such circumstances, Ticketmaster shall be under no liability for failure to perform its obligations hereunder. Principal shall, to the extent permitted by Idaho law and subject to the limitation of liability in the Idaho Tort Claims Act, be responsible for any and all liabilities, claims, expenses (including court costs and reasonable attorneys' fees) and causes of action resulting from the inaccuracy of any Set-Up Information furnished by Principal pursuant hereto, provided, however, that if Ticketmaster improperly conducts the ticketing/show build based on accurate Set-Up Information provided by Principal or if Ticketmaster itself furnishes or provides Set-Up Information, Ticketmaster shall be responsible for any and all liabilities, claims, expenses (including court costs and reasonable attorneys' fees) and causes of action resulting from (i) the inaccuracy of any Set-Up Information furnished by Ticketmaster or (ii) negligence of Ticketmaster or any of its affiliates, agents, or representatives, in utilizing accurate Set-Up Information provided by Principal.

(c) **Facility Box Office Will-Call Services:** At all times during the Term of this Agreement, Principal shall maintain a designated Facility Box Office location for the pick-up of Tickets purchased through Internet Sales and Telephone Sales. The pick-up location shall be open during the normal hours of operation of the Facility Box Office. Principal shall notify Ticketmaster of Principal's will-call capabilities and will-call Facility Box Office hours. Principal shall verify the identity of each person picking up Tickets at will-call via a valid photo identification (government issued). Principal shall not release Tickets to any customer whose identity has not been so verified.

(d) **Supplies:** Principal shall be responsible for maintaining adequate nondurable operational supplies used at the Facility in connection with the operation of the Hardware and Software to assure continuous operations at the Facility.

(e) **Ticket Stock:** Principal shall be responsible for the security of Ticket stock in its possession, and the risk of loss of Ticket stock shall shift to Principal upon the delivery and acceptance thereof by Principal's authorized representative, agent or employee.

6. **MAINTENANCE AND SUPPORT:**

(a) **Hardware and Software Maintenance and Support:** Ticketmaster shall provide ordinary and routine maintenance and repair services and adequate support of the Hardware and Software at the Facility to meet the reasonably anticipated service needs of Principal from time to time in exchange for the fees set forth herein, provided that such maintenance, repair or support is not necessitated by the negligence or willful misconduct of Principal, its employees, agents or representatives. Support services will be provided, on a return call basis, during Ticketmaster's normal business hours by personnel qualified to answer telephone inquiries by Principal seeking advice on questions and problems. Non-emergency calls made at the end of the day, which require support services that would keep staff beyond normal working hours, will be deferred to

the following business day. Support will be provided for off-hour critical system emergencies and Ticketmaster shall use its reasonable efforts to resolve the critical system emergency immediately or will use its reasonable efforts to provide alternative system support to minimize business interruption or loss of Ticket sales. Ticketmaster will not be obligated to continue to provide maintenance with respect to any version of any particular Software hosted by Principal for more than one year after a release by Ticketmaster of an upgraded version of the same Software, provided that Ticketmaster has provided Principal with the upgraded version of the same Software at no cost to Principal and facilitated, with Principal, the installation of the upgraded Software within this timeframe. Ticketmaster shall maintain an archive of Principal's Archtics database for up to two (2) years in the format of Principal's then current Archtics version. Ticketmaster shall retain archives of Principal's Archtics database in excess of two (2) prior years in an offline form to be stored at Ticketmaster's data center, which prior archives shall not be updated to Principal's then current Archtics version; provided, that Ticketmaster shall extract data from such prior archives at Principal's request and deliver such data extracts to Principal; and provided further, that Ticketmaster shall maintain archives of Principal's Archtics database (in a format consistent with the terms of this subsection (a) above) at all times during the Term and for a period of no less than two (2) years following expiration or termination of this Agreement.

(b) **Training of Principal's Employees:** Principal shall staff the Facility Box Office with its employees for the proper operation of the TM System for Ticket sales made through the Facility. Ticketmaster shall train, at its expense, Principal's employees who shall be reasonably necessary for the initial staffing of the Facility Box Office and for initial operation of the TM System for Ticket sales, including Season/Contract Tickets, at the Facility. Ticketmaster shall also provide additional training at its cost to other employees of Principal to the extent such training is necessary as a consequence of changes initiated by Ticketmaster or changes in Ticketmaster's method of operation. To the extent of any change in personnel by Principal in connection with Facility Box Office sales requiring additional training beyond that initially contemplated hereunder, Principal agrees to absorb all of the expenses (including any and all reasonable travel expenses) thereof.

(c) **Notification by Principal:** In the event of any breakdown or malfunction in the operation of any of the Hardware or Software, or difficulties encountered in connection with access to any of the Software, Principal agrees to promptly notify Ticketmaster of any such breakdown, malfunction or difficulty to assist Ticketmaster in performing its obligations hereunder.

(d) **Access to Principal's Equipment and Data:** Principal shall permit Ticketmaster, upon reasonable written request, the right at a reasonable time mutually agreeable to Principal and Ticketmaster to inspect Principal's pertinent sites and equipment (including any existing LAN or other network user monitor device) for the purpose of determining compliance with the terms of the License granted hereunder. In order to correctly diagnose faults in the equipment and data related to the Software and Hardware, Principal will provide Ticketmaster 24 hour remote access to Principal's installation, pertinent sites, equipment (including any existing LAN or other network user monitor device) and user data through PC Anywhere, which Ticketmaster shall use solely

for the purpose of effectuating its obligations under this Agreement. Failure to provide such access may prohibit effective action by Ticketmaster and render Ticketmaster unable to proceed, and in such circumstances, Ticketmaster shall be under no liability for failure to perform its obligations hereunder.

(e) **Additional Archtics Services:** With respect to initial implementation of Archtics, Ticketmaster shall also provide, at no additional cost to Principal, (i) on-site support from Ticketmaster's national or regional personnel, (ii) unique Archtics customization (e.g., diagrams, invoices, other executables, etc.), (iii) custom reporting, and (iv) customized on-line assistance (the services described in clauses (ii) through (iv) (which, for the avoidance of doubt, shall not include application programming interface ("API") related services) are referred to herein as "Customization Services".) Generally two (2) hours of Customization Services each week for each Business Unit are included in the annual maintenance fees of Archtics listed on Exhibit A. Customization Services that far exceed this level of support shall be charged to the applicable Business Unit(s) exceeding its two (2) hours per week in accordance with Ticketmaster's standard rates.

(f) **Ticketmaster API.** At Principal's optional election upon written notice to Ticketmaster, Ticketmaster shall provide access and support to its existing API commands, data structures, protocols and other frameworks (the "Ticketmaster APIs"), subject to its standard program terms. If Principal elects to utilize the Ticketmaster APIs, Principal shall be responsible for a one time set-up cost of Two Thousand Five Hundred Dollars (\$2,500), payable to Ticketmaster within thirty (30) days of such election. Principal may use the Ticketmaster APIs to build mutually agreeable software and/or applications containing business intelligence and pricing, fan experience, customer relationship management, and customer loyalty type functions to run on Principal's products, devices and/or services. As part of the Ticketmaster API program set-up, Ticketmaster shall provide Principal and each Business Unit seeking to utilize the applicable API program with documentation describing how to use Ticketmaster API build, compile and deploy tools. Ticketmaster shall also provide, at no additional cost to Principal, (i) up to two (2) total hours of technical phone support per Business Unit prior to Ticketmaster API program set-up, and (ii) up one (1) hour of technical phone support per week (but no more than eight (8) total hours of such support during the Term) after Ticketmaster API program set-up. Any additional API support to be provided shall be subject to Ticketmaster's consent and at Ticketmaster's standard rate of \$100.00 per hour. Any Ticketmaster API program set-up and technical support related request shall be directed to Randy Wattlelet at (703) 488-9524 or Randy.Wattlelet@Ticketmaster.com. Ticketmaster owns all rights, titles, and interest in and to the Ticketmaster APIs (and any Ticketmaster API related documentation or data made available by Ticketmaster to Principal under this Section 6(d)), and any intellectual property rights therein and thereto, and Principal has no ownership interest therein.

7. **ADVERTISING:**

(a) **Advertising on Tickets Fulfilled at Facility Box Office:** For tickets fulfilled by Principal at the Facility Box Office, Principal shall either (i) provide, or pay Ticketmaster to provide, its own blank custom ticket stock and ticket envelopes in

which case Principal shall have the right to sell advertising on such ticket stock and ticket envelopes or (ii) have Ticketmaster provide Ticketmaster's standard ticket stock and ticket envelopes in which case Ticketmaster shall have the right to sell advertising on such ticket stock and ticket envelopes; provided, however, that Ticketmaster shall use its best efforts for tickets fulfilled by Principal at the Facility Box Office to (x) not place any advertisements on the ticket stock face or elsewhere on the ticket stock in close proximity to Principal logos in a manner that creates the appearance of an association between such advertising and Principal's brands, it being understood that, by way of example, Ticketmaster's placement of a third-party advertisement on the ticket back shall not be deemed to create the appearance of an association between such third party's advertisement and Principal's brands, and (y) not place any advertisements on ticket stock back and/or on ticket envelopes for entities that fall within the prohibited advertising categories set forth in Section 7(b) below.

(b) **Ticketmaster Advertisements:** Principal hereby grants to Ticketmaster the right, in Ticketmaster's sole discretion, to advertise, in any medium determined by Ticketmaster, including on the TM.com Website or affiliated websites, Attractions and the availability of Tickets at the Facility Box Office, at all Outlets, and by Internet Sales and Telephone Sales, provided that the Facility Box Office phone numbers shall be used in all such advertising, and the availability of the Software and, in connection therewith, to use the pre-approved name and logo of Principal, the Attraction, the Facility and all other information respecting the Attractions, provided that, without Principal's consent, Ticketmaster shall only use Principal's pre-approved name and logo for uses in accordance with Ticketmaster's past practices and which are for the primary purpose of promoting Ticket sales and Ticketmaster's services, including, without limitation, publication of such pre-approved name and logos (1) on the TM.com Website, (2) in Ticketmaster newsletters, magazines or other announcements, whether electronic or hard copy, (3) in Ticketmaster print advertisements and in periodicals and (4) in venue signage of the Facility and other facilities. Principal further grants to Ticketmaster the right, in its sole discretion, to use the pre-approved name and logo of Principal and Principal's Website address on the Interface Page.

Unless there is separate approval from Principal, which approval may be withheld in Principal's sole discretion for no reason, (x) Ticketmaster shall use its reasonable endeavors not to place any third-party advertisements in a manner that creates the appearance of an association between such third-party advertisement and Principal's brands, it being understood that, by way of example, Ticketmaster's placement of a third-party advertisement in the advertisement panels appearing immediately below the ticket portion of print-at-home tickets to Principal's Attractions shall not be deemed to create the appearance of an association between such third party's advertisement and Principal's brands, and (y) the following prohibited advertising categories are not permitted to be placed on pages of the TM.com Website that only list Principal's Attractions, such as venue pages and EDPs, or on print-at-home or mobile tickets:

- Competitors of Principal such as other higher education institutions or competitors of the Boise State University Bookstore/Bronco Shop including but not limited to bookstores and fan stores such as the Blue & Orange Store.

- Any other competitor to a sponsor of Principle as notified by Principle on reasonable notice
- Gambling (except the State authorized lottery), provided establishments which provide gambling but also have other recognized sources of income such as a spa and resort are permissible sponsors so long as the sponsorship makes no reference to the gambling aspects of the establishment
- Alcohol, including beer and wine, other than restaurant advertisements where the image of alcohol is merely incidental to the restaurant advertisement
- Tobacco products
- Prophylactics (i.e. a device and especially a condom for preventing venereal infection or conception)
- Feminine hygiene products (i.e., personal care products used by women during menstruation, vaginal discharge, and other bodily functions related to the vulva)
- Sexually explicit materials
- Adult entertainment (i.e., establishments from which minors are excluded and which sells, rents or displays sexually explicit matter)
- Religious and/or political materials
- Ammunition and firearms

In addition to the foregoing, competitors of Coca-Cola, including by way of example, Pepsi and Red Bull, may not be placed on the same side of ticket stock as University logos or University branding.

Without limiting the foregoing, upon notice of a request for removal from Principal in each instance, in each case at Principal's reasonable discretion, Ticketmaster shall promptly remove Principal's pre-approved name and/or logo from (i) any advertisement on pages of the TM.com Website that do not only list Principal's Attractions, and (ii) where practical and feasible, any other forms of advertisement or publication.

(c) **Principal Advertisements**: Principal may, during the Term hereof, provide and place advertisements in any form of media which Principal shall desire to promote the availability of Tickets, the TM.com Website and the Attractions (except on websites or other media operated by, or on behalf of, third parties that promote, engage in or facilitate the sale, resale or issuance of tickets); provided, however, that in the event Principal shall place any such advertisements, it shall use its best efforts to cause Ticketmaster's name, logos and if the advertisement relates to the availability of Tickets, the applicable TM.com Website address and Principal's Facility Box Office charge by phone numbers and, if possible, the identity of the Outlets where Tickets may be

purchased, to be displayed in the advertisement, as well as the address of the Facility. Principal shall cause Principal's Website to deeplink to specified web page(s) within the applicable TM.com Website where ticket purchasers can begin the process of purchasing Tickets to Attractions. Principal agrees to promote the availability of Tickets on the TM.com Website by including, at a minimum, one "above-the-fold" graphic Ticketmaster branded link to the TM.com Website on each web page featuring one or more of the Attractions on Principal's Website. Such link will include the TM.com Website graphic logo and a call to action such as "buy tickets."

(d) **Ticketmaster Client Style Guide; Use of Principal's Names, Logos, and Links:** The look and feel of any and all links from Principal's Website to the Interface Page or the applicable TM.com Website are subject to Ticketmaster's prior approval. Principal shall comply with all terms and conditions of Ticketmaster's Client Style Guide, as it may be updated from time to time. Principal shall timely deliver to Ticketmaster following execution of this Agreement, its branding and style guidelines to be used in connection with this Agreement, and Ticketmaster may only use Principal's name, logos or website links in a form prior-approved by Principal's Office of Trademark Licensing and Enforcement. Ticketmaster agrees that it shall only use Principal's pre-approved name and logo as provided to it by Principal, and it shall not stretch, squeeze or otherwise alter or edit the logo, including alteration of the colors.

(e) **Advertising Revenue:** Ticketmaster and Principal shall separately receive and retain their respective income derived from advertising which each is entitled to sell under subsections (a), (b) and (c) above.

(f) **Banner Ads:** Neither Principal nor Ticketmaster will serve banner ads or other promotional ad units of any kind or allow any third party to serve any such ad units on the Interface Page, without the other party's prior consent.

8. **ACCOUNTING PROCEDURES:**

(a) **Payments by Ticketmaster:** Principal hereby authorizes Ticketmaster and the financial institution indicated below ("Bank") to deposit all settlement funds payable to each Business Unit or its designee hereunder in the applicable account listed below (collectively, "Principal's Account" and individually, a "Business Unit's Account").

Financial Institution (Name of Bank): Wells Fargo
 Branch Address: 877 West Main Street, 3rd Floor
 Boise, Idaho 83702
 Branch Phone Number: (208) 393-2094 _____

For Arena:

Account Type: _Checking_
 Account Number: _4121787857_

Bank ACH Transfer Number: _121000248_____

For Athletics:

Account Type: _Checking_____
Account Number: _4121787857_____
Bank ACH Transfer Number: _121000248_____

For Morrison Center:

Account Type: _Checking_____
Account Number: _4121787857_____
Bank ACH Transfer Number: _121000248_____

For Bronco Athletic Association/Boise State University Foundation:

Financial Institution (Name of Bank): _Wells Fargo_____
Branch Address: _Boise, Idaho_____

Account Type: _Checking_____
Account Number: 0030057574
Bank ACH Transfer Number: 124103799

For Bronco Athletic Association:

Financial Institution (Name of Bank): US Bank
Branch Address: Boise, Idaho

Account Type: Checking
Account Number: 15331284292
Bank ACH Transfer Number: 123103729

Ticketmaster shall collect all Ticket Receipts derived from Ticket sales made by Ticketmaster and shall initiate payment of Ticket Receipts to which each Business Unit is entitled on Friday of each week with each weekly payment to be on account of TM System Ticket sales made for Attractions by Ticketmaster during Monday through Sunday of the week preceding such payment date. Initiation of the settlement payment via direct deposit shall constitute full performance by Ticketmaster of its obligation to make such settlement payment to each Business Unit or to any person whatsoever. If funds to which any Business Unit is not entitled are deposited into any Business Unit's Account, Principal authorizes Ticketmaster to direct the Bank to return said funds, upon prior written notice and approval by Principal and the applicable Business Unit in each instance. Principal hereby releases Ticketmaster from liability for delays or errors beyond Ticketmaster's reasonable control, including but not limited to any errors resulting from any inaccurate or outdated Account information provided by Principal or bank processing delays, or for any related damages. Principal acknowledges and agrees that direct deposit of such funds may require up to two (2) business days for Bank processing. In the event of an error,

Principal also authorizes the initiation of a debit to the applicable Business Unit's Account to correct the error, provided Ticketmaster has provided Principal and the applicable Business Unit with prior written explanation and accounting for the error, and provided Principal or the applicable Business Unit does not object to such explanation and accounting for the error. Each weekly settlement payment shall be accompanied by a written accounting. Each Business Unit shall designate an email address for delivery of such accounting and information regarding Attractions and Ticket sales, and shall promptly notify Ticketmaster of any changes to such email address. The direct deposit authorization provided herein shall remain in full force and effect until Ticketmaster has received written notification from Principal of its termination in such time and such manner as to afford Ticketmaster a reasonable opportunity to act upon it.

(b) **Cancelled Attractions; Refunds:** In the event that any Attraction for which Ticketmaster sold Tickets is cancelled, postponed, or modified (e.g., substitute acts) for any reason (each, a "Cancelled Attraction"), the Account Balance shall be held and made available for distribution by Ticketmaster to Ticket purchasers entitled to refunds for Tickets for Cancelled Attractions purchased from Ticketmaster. For purposes of this Agreement, the term "Account Balance" shall mean the amount of funds held at any time by Ticketmaster on account of Ticket sales for all Attractions associated with the specific Business Unit for which the Cancellation Attraction occurred, less the amount of Ticket sales proceeds which Ticketmaster is entitled to retain hereunder with respect to each such specific Business Unit. Principal authorizes Ticketmaster to refund the Ticket price at the original point of purchase (e.g., at Outlets or by Internet Sales or Telephone Sales) in such manner (e.g. by crediting the consumer's credit card) and at such time (e.g. before or after the scheduled date of the performance of such Attraction) as Ticketmaster, in its reasonable discretion, determines and to exchange Tickets pursuant to any exchange policy that may be adopted by Principal and Ticketmaster. It is agreed and understood that Ticketmaster is the Ticket selling agent of Principal and therefore Ticketmaster's agreement to make any refunds as the agent of Principal is subject and limited to Ticketmaster holding or receiving from Principal the full amount of funds necessary to make refunds to all Ticket purchasers properly entitled to a refund. Principal and Ticketmaster agree that Ticketmaster shall be entitled to retain the Ticketmaster fees assessable with respect to the initial sale of Tickets to Cancelled Attractions although no additional compensation shall be payable to, or fee assessed by, Ticketmaster with respect to the exchange of any Tickets initially purchased from Ticketmaster. Ticketmaster's current policy is to refund all service fees (including Convenience Charges and Processing Fees, but excepting UPS, mail delivery and retail pickup fees, and fees on certain Major League Baseball purchases) to consumers in respect of any Cancelled Attractions, and Ticketmaster shall provide Principal with prior notice of any change to such policy during the Term of this Agreement. Principal shall be responsible for all refunds and exchanges of Tickets initially purchased from the Facility Box Office. If at any time, the Account Balance is not sufficient to pay for anticipated refunds or Chargebacks, Principal shall deliver the amount of such deficiency ("Deficiency Amount") to Ticketmaster no later than forty-eight (48) hours after notice by Ticketmaster to Principal containing an accounting demonstrating the deficiency. It is Ticketmaster's responsibility to provide accurate and timely instructions and information for the delivery of such Deficiency Amount. Initiation of delivery substantiates Principal's obligation herein.

(c) **Chargebacks:** Ticketmaster reserves the right to deduct from Principal's settlement, portions of any Chargebacks that Ticketmaster is assessed by its merchant bank related to the Face Value, Processing Fee, Payment Processing Fees and any other amounts due from Ticketmaster to Principal for up to twelve (12) months after the occurrence of an Attraction. Ticketmaster shall be responsible for the remaining portions of any Chargebacks, except to the extent caused by Principal's failure to obtain signatures, swipe credit cards, or follow any procedures provided by Ticketmaster or the merchant bank with respect to acceptance of credit cards, including, but not limited to, cardholder verification instructions for will-call and other alternative Ticket delivery/pick-up services. For purposes of this Agreement, "Chargebacks" shall mean the amounts that the merchant bank is charged back by a cardholder or a card issuer under the card organization's rules (e.g., cardholder dispute, fraud, declined transaction, returned Tickets for Cancelled Attractions, etc.).

(d) **Insolvency; Deficiency Amounts; Security for Repayment:** Principal shall provide immediate written notice to Ticketmaster in the event it files any voluntary or involuntary petition under the bankruptcy or insolvency laws or upon any appointment of a receiver for all or any portion of Principal's business or the assignment of all or substantially all of the assets of Principal for the benefit of creditors (each, a "Material Financial Event"). The parties agree that this Agreement constitutes a financial accommodation by Ticketmaster to Principal as such term is utilized in 11 U.S.C. §365. If a Material Financial Event shall have occurred, or in the event Principal has not paid any Deficiency Amount when due, then (i) Ticketmaster shall have the right to setoff any Deficiency Amount against any amounts held by Ticketmaster on behalf of Principal, and (ii) Ticketmaster shall have the option to either (x) require Principal to provide additional security to Ticketmaster of a type (e.g., letter of credit, guaranty or performance bond) and in an amount as requested by Ticketmaster in its sole discretion, which Principal shall provide to Ticketmaster within five (5) business days after Ticketmaster's request, or (y) suspend payment of Ticket Receipts in advance of the occurrence of Attractions and instead deliver Ticket Receipts to which Principal is entitled post-performance (i.e. Friday of each week with respect to Attractions that occurred Monday through Sunday of the week preceding such payment date).

(e) **Counterfeit Tickets:** It is agreed and understood that Ticketmaster shall not be liable to Principal for the printing and sale of counterfeit Tickets, including, without limitation, TicketFast Tickets, provided, that Ticketmaster shall undertake reasonable, good faith efforts in accordance with industry best practices to cease any such behavior of which it has actual knowledge. Further, Ticketmaster shall cooperate with Principal to cease or cause others to cease printing and sale of counterfeit tickets upon communication from Principal regarding such activity related to Attractions.

(f) **Audit of Sales:** At all times during the Term of this Agreement, (i) Principal shall have the right at its own expense to audit Ticket sales for Attractions by Ticketmaster to assure Ticketmaster's compliance with the terms of this Agreement, and (ii) Ticketmaster shall have the right at its own expense to audit Ticket sales for Attractions made by Principal and by others (including, without limitation, the promoter and sponsor of any Attraction, the act or event itself and Principal's Subscribers) to assure their compliance with the terms of this Agreement. In the event an accounting

discrepancy discloses a deficiency between the amount found to be due to any Business Unit and the amount actually received or credited to such Business Unit, then, upon receipt of an invoice from Principal (or such applicable Business Unit) and provided Ticketmaster does not contest the amount of the discrepancy so invoiced, Ticketmaster shall promptly deposit the amount of such deficiency in the applicable Business Unit's Account.

(g) **Archtics Transaction Fees**: Ticketmaster, at its option, may deduct Archtics Transaction Fees from the amounts owed to Principal under this Agreement or may invoice Principal for such fees.

(h) **License and Maintenance Fees**: Any initial or one time license or maintenance fees set forth on Exhibit A shall be due and payable by Athletics upon the execution of this Agreement. Thereafter, installments of license or maintenance fees set forth on Exhibit A shall be invoiced and payable on the first day of each Contract Year during the Term in accordance with the terms set for on Exhibit A. In the event the Agreement is terminated before the expiration of any Contract Year due to Ticketmaster's material default of the terms of the Agreement, pro-rated license and maintenance fees shall be returned to Principal or the applicable Business Unit within thirty (30) days following such termination. In the event the Agreement is terminated before the expiration of any Contract Year due to any reason other than Ticketmaster's material default of the terms of the Agreement, Principal shall not be entitled to any return of the pro-rated license and maintenance fees.

(i) **Request for Taxpayer Identification Number and Certification**: Principal shall complete the required Form W-9 provided with this Agreement and return it to Ticketmaster with this Agreement for purposes of reporting to the Internal Revenue Service. Ticketmaster shall complete the required Form W-9 provided with this Agreement and return it to Principals with this Agreement for purposes of reporting to the Internal Revenue Service.

9. **TAXES**:

(a) **Taxes on Hardware**: Principal shall keep the Hardware free and clear of all levies, liens and encumbrances which are caused by Principal or under Principal's control and shall promptly reimburse Ticketmaster for all license fees, registration fees, assessments, charges and taxes, whether federal, state, county, municipal or other governmental or quasi-governmental, with respect to the Hardware located at the Facility, including, without limitation, use, excise and property taxes, and penalties and interest with respect thereto, except and excluding, however, any taxes based on or measured solely by Ticketmaster's net income.

(b) **Attraction Taxes**: Principal shall be responsible for calculating any and all Attraction Taxes, for preparing and timely filing any and all tax returns or reports required to be filed in respect of any such Attraction Taxes, and for timely remitting Attraction Taxes to the appropriate taxing authority. Ticketmaster will collect and turn over to Principal the amounts to which Principal is entitled as provided in Section 8(a). In the event that Ticketmaster pays any Attraction Taxes on behalf of Principal or

Ticketmaster pays any Attraction Taxes due to a failure by Principal to provide Ticketmaster with the required writing or documentation of any Principal tax exemptions pursuant to Section 9(d) below, Principal shall promptly reimburse Ticketmaster for any and all such Attraction Taxes paid by Ticketmaster, including penalties and interest assessed with respect thereto (other than Attraction Taxes, penalties and interest that Ticketmaster pays directly out of Principal's Ticket Receipts), and shall also promptly reimburse Ticketmaster for any and all expenses (including reasonable attorneys' fees) or damages that result from the failure by Principal to properly calculate and timely remit Attraction Taxes assessed on all amounts received by Principal under this Agreement, to timely file all related returns or reports, or to timely reimburse Ticketmaster for any and all such Attraction Taxes, interest and penalties as provided above. Notwithstanding the foregoing, in the event that Ticketmaster is ever required by applicable law to remit Attraction Taxes directly on behalf of Principal and file related tax returns or reports, Ticketmaster shall have the right to do so upon notice to Principal, and thereafter "Ticket Receipts" shall be defined to be reduced by such Attraction Taxes.

(c) **Principal's Taxpayer ID Number:** Principal certifies that Principal's federal taxpayer identification number (FEIN or SSN) is 82-0290701. Principal further certifies that its state taxpayer identification or registration number for the state in which the Facility is located is 000012415-S.

(d) **Principal's Tax Exemptions:** Principal shall notify Ticketmaster in writing of any and all Principal tax exemptions (if applicable) and provide Ticketmaster with reasonable proof of Principal's tax exemptions.

(e) **Taxes on License and Maintenance Fees:** The license and maintenance fees set forth on Exhibit A are exclusive of any sales, use, value added, excise or other taxes, and Athletics (or such other Business Unit(s) to be designated by Principal in the event Athletics determines not to renew the Agreement for any applicable Renewal Term for which another Business Unit affirmatively agrees to renew) shall be responsible for paying all such applicable taxes.

10. **LOSS AND DAMAGE TO THE HARDWARE; INSURANCE:** The parties acknowledge and agree Ticketmaster is not supplying any Hardware for Principal's use as of the Effective Date of this Agreement. In the event that Ticketmaster does subsequently supply any Hardware for Principal's use at any time during the Term of this Agreement, the terms and conditions of this Section 10 shall apply:

(a) Principal acknowledges that the Hardware will be used by Principal at the Facility and that Ticketmaster does not own, operate or control such location. Accordingly, Principal hereby assumes and shall bear the entire risk of loss and damage to the Hardware, ordinary wear and tear excepted, whether or not insured against, once installed, unless such loss or damage is occasioned by the negligence or willful misconduct of Ticketmaster, from the date of delivery of the Hardware to the Facility or Principal site until removal thereof following termination of this Agreement. No such loss or damage to the Hardware shall impair any obligation of Principal or Ticketmaster under this Agreement. In the event of loss or damage to any Hardware, Principal, at its sole option, shall within thirty (30) days after such loss or damage:

(i) Place the same, or replace the same with similar property, in good repair, condition and working order to the satisfaction of Ticketmaster; or

(ii) Pay Ticketmaster in cash the full replacement cost of the Hardware, and Ticketmaster shall promptly and within thirty (30) days install new hardware to replace the lost or damaged Hardware.

Ticketmaster shall cooperate with Principal to ensure continued service in the event Hardware is lost or damaged.

(b) Principal shall, at its own expense, provide and maintain at all times during the Term hereof insurance to protect the Hardware against loss caused by fire (with extended coverage), vandalism, malicious mischief, theft, or any other cause in an amount equal to the full replacement value of the Hardware as determined by Ticketmaster. Should Principal become unable to provide or maintain such insurance coverage, Principal shall promptly notify Ticketmaster in writing prior to the expiration of any such coverage, and, thereafter, Ticketmaster shall have the right, but shall not be obligated, to provide insurance coverage for the occurrences specified above and charge Principal the costs of such insurance coverage.

(c) Principal is a "governmental entity," as defined under the Idaho Tort Claims Act, specifically, Idaho Code section 6-902, as well as a "public employer," as defined under the Idaho Worker's Compensation law, specifically, Idaho Code section 72-205. As such, Principal shall maintain, at all times applicable hereto, comprehensive liability coverage in such amounts as are proscribed by Idaho Code section 6-924 (not less than \$500,000), as well as worker's compensation coverage for its employees, as required under Idaho Code Section 72-301. Principal's liability coverage shall cover the actions of Principal and its employees, agents, students, and faculty while acting in the course and scope of employment or as students of Principal in performing actions related to their Academic Practicums, and, to the maximum extent permitted by law, Principal and its employees, agents, students and faculty shall be liable for all claims, including property damage and bodily injury, resulting from their acts, omissions, negligence and willful misconduct in the course and scope of this Agreement. Principal's liability coverage obligations shall be administered by the Administrator of the Division of Insurance Management in the Department of Administration for the State of Idaho, and may be covered, in whole or in part, by the State of Idaho's Retained Risk Account, as provided under Idaho Code Section 6-919. Principal shall cover its liability for worker's compensation through the State of Idaho's State Insurance Fund, as provided under Idaho Code section 72-301. Principal shall furnish Ticketmaster with certificates of such insurance or other evidence satisfactory to Ticketmaster as to its compliance with the provisions of this Section.

(d) All policies of insurance shall provide for at least thirty (30) days' prior written notice of cancellation, non-renewal or material modification to Ticketmaster. Principal shall furnish Ticketmaster with certificates of such insurance or other evidence satisfactory to Ticketmaster as to its compliance with the provisions of this Section.

(e) Ticketmaster shall, at its own expense, maintain insurance as required in the RFP.11.

11. **TITLE:**

(a) **Hardware/Software:** Principal covenants and agrees that the Software and Hardware and any deliverables or work product furnished under this Agreement are, and shall at all times be and remain, personal property which shall, at all times, remain the sole and exclusive property of Ticketmaster, and Principal shall have no right, title or interest therein or thereto except as a licensed user thereof. Principal acknowledges and agrees that Ticketmaster has invention rights, copyrights, and other intellectual property rights in the TM System and the information contained therein which prohibit copying, sale, modification and re-manufacture of the TM System and information regarding the TM System and which will be enforced. Principal hereby agrees that it will, whenever reasonably requested by Ticketmaster, execute, acknowledge and deliver, or cause to be executed, acknowledged and delivered, agreements, instruments, and documents necessary or desirable, in form satisfactory to Ticketmaster, to protect the rights and ownership of Ticketmaster to and of the Software and Hardware, including but not limited to certificates from parties with a real property interest in the premises wherein the Hardware may be located waiving any claim with respect to the Hardware. Upon the expiration or termination of this Agreement, Principal shall return the Software and Hardware to Ticketmaster at Ticketmaster' expense in good repair, condition and working order, ordinary wear and tear resulting from proper use thereof alone excepted, and any and all licenses and other rights to the Software and Hardware shall terminate with respect to Principal.

(b) **Intellectual Property:** Each party shall retain all right, title and interest in and to its respective trademarks, service marks and trade names worldwide ("Intellectual Property") subject to a limited non-exclusive, non-transferable license necessary to perform this Agreement. Each party grants the other a royalty-free, non-exclusive, non-transferable license, during the Term, within the territory, to include such party's pre-approved Intellectual Property solely in connection with the promotions and marketing contemplated in this Agreement. Each party shall use the other's Intellectual Property only as provided, and shall not alter the Intellectual Property in any way, nor shall it act or permit action in any way that would impair the rights of owning party in its Intellectual Property. Each party acknowledges that its use of the other party's Intellectual Property shall not create any right, title or interest in or to such Intellectual Property. Each party shall have the right to monitor the quality of the other party's use of its Intellectual Property. Additionally, each party shall notify the other promptly in writing of any known infringement of the other's Intellectual Property. Any references to a party's Intellectual Property shall contain the appropriate trademark, copyright or other legal notice provided from time to time by owning party.

(c) **Purchaser Data:** Principal and Ticketmaster each has rights in the personally identifiable information with respect to persons who actually purchased tickets to Principal's Attractions through the TM System (whether by outlets, Telephone Sales or Internet Sales) ("Purchaser Data"), subject to the terms hereof. Such use by Ticketmaster may include use in development of new or upgraded Software at Principal's request, or

for general market research on pricing when used in aggregate form with other Ticketmaster client consumer data. Each party agrees to use the Purchaser Data only in compliance with all applicable laws and administrative rulings and in accordance such party's own posted privacy policies. Each party agrees that if any portion of the Purchaser Data includes a person's name and that person's (i) social security number; (ii) driver's license or government identification number; or (iii) password and account identification, then such party shall implement and maintain reasonable security procedures and practices appropriate to the nature of the Purchaser Data to protect the Purchaser Data from unauthorized access, destruction, use, modification or disclosure. Each party also agrees that if any portion of the Purchaser Data in its possession includes credit or debit card numbers and related information, each party shall comply with payment card industry standards. Each party shall also include in any email communications that such party may make based on the Purchaser Data a mechanism to provide the recipient with the right to "opt-out" from receiving further communications from such party and such party shall honor such opt-out preferences.

12. **CONFIDENTIAL INFORMATION:**

(a) The parties acknowledge that by reason of their relationship hereunder, they may from time to time disclose information regarding their business, products, software technology, Intellectual Property and other information that is confidential and of substantial value to the other party, which value would be impaired if such information were disclosed to third parties ("Confidential Information"). The provisions of this Agreement shall be deemed to be Confidential Information.

(b) Confidential Information shall not include information that (i) is or becomes generally available to the public other than as a result of the breach of the confidentiality obligations in this Agreement by the receiving party, (ii) is or has been independently acquired or developed by the receiving party without violating any of the confidentiality obligations in this Agreement, (iii) was within the receiving party's possession prior to it being furnished to the receiving party by or on behalf of the disclosing party, or (iv) is received from a source other than the disclosing party; provided that, in the case of (iii) and (iv) above, the source of such information was not known by the receiving party to be bound by a confidentiality obligation to the disclosing party or any other party with respect to such information.

(c) Each party agrees that it will keep the Confidential Information strictly confidential and will not use in any way for its own account or the account of any third party or affiliates (such as LiveNation or TicketsNow), nor disclose to any third party unless required by applicable law, any Confidential Information revealed to it by the other party without the other party's prior written consent, except to the extent expressly permitted by this Agreement or where disclosure is required by applicable law; provided, however, that the receiving party may disclose the Confidential Information, or any portion thereof, to its directors, officers, employees, legal and financial advisors, controlling persons and entities who need to know such information to perform such party's obligations under this Agreement and who agree to treat the Confidential Information in accordance with the confidential obligations in this Agreement. Each party shall use the same degree of care to avoid disclosure or use of the other party's

Confidential Information as it employs with respect to its own Confidential Information of like importance and represents that it has adequate procedures to protect the secrecy of such Confidential Information including without limitation the requirement that employees have executed non-disclosure agreements which have the effect of adequately protecting Confidential Information.

(d) In the event that either party receives a request to disclose all or any part of the Confidential Information under the terms of a subpoena, document request, notice of deposition or other legal proceeding, such party agrees to notify the other pursuant to Section 17(h) below, within forty-eight (48) hours after receipt of such legal document, and such party agrees to cooperate with the other in any attempt to obtain a protective order. If there is a theft or misappropriation of Principal's Confidential Information due to the gross negligence or intentional misconduct of Ticketmaster, Ticketmaster shall provide Principal written notice of theft or misappropriation within three (3) business days of when theft or misappropriation becomes known to Ticketmaster. Principal will have six (6) months from the date of receipt of such written notice to terminate this Agreement by providing Ticketmaster written notice of its intent to terminate this Agreement. If Principal elects to terminate hereunder, Ticketmaster shall have no right to cure the breach in order to prevent termination.

13. **LIMITATION ON LIABILITY:** In no event shall Ticketmaster be liable for any indirect, consequential, exemplary, incidental, special or punitive damages, including also lost savings, lost or destroyed data, lost opportunity costs or any other economic loss, of any type or nature, or for events or circumstances beyond Ticketmaster's control. Neither occasional short term interruptions of service which are reasonable under comparable industry standards nor interruptions of service resulting from events or circumstances beyond Ticketmaster's reasonable control shall be cause for any liability or claim against Ticketmaster hereunder, nor shall any such occasion render Ticketmaster in default under this Agreement. The limitations set forth in this Section 13 shall not limit Ticketmaster's liability for lost profits or lost ticket revenues; provided, it is agreed to and acknowledged by the parties that if any action is brought for an alleged breach by Ticketmaster, including any alleged acts of negligence or other tort, regardless of the form in which any legal or equitable action may be brought, then Principal's damages for lost profits and lost ticket revenues shall be limited to the lesser of (i) Ticketmaster's compensation received pursuant to Section 1 of Exhibit A with respect to the Attraction(s) allegedly adversely affected by the breach, or (ii) ten thousand dollars (\$10,000.00) ("Liquidated Damages Amount"). The parties agree that if any action is brought for an alleged breach by Ticketmaster, then damages for lost profits and lost ticket revenues would be impractical or extremely difficult to measure, and that the Liquidated Damages Amount is not a penalty, but is a reasonable estimate, under the circumstances existing on the Effective Date, of what the damages for lost profits and lost ticket revenues would be in the event of a breach by Ticketmaster.

14. **RESPONSIBILITIES OF THE PARTIES:**

(a) To the extent permitted by Idaho law and subject to the limitations of liability provided in the Idaho Tort Claims Act, Principal shall be responsible for any and all claims, actions, damages, expenses (including court costs and reasonable attorneys'

fees), obligations, losses, liabilities and liens, imposed on, incurred by, or asserted against Ticketmaster's Indemnitees occurring as a result of, or in connection with: (i) any Event of Default under this Agreement by Principal or any of its officers, directors, employees and agents (collectively, "Principal's Representatives"); (ii) misuse of the TM System (including without limitation any customization of Principal's Website or the Interface Page (if applicable) and any e-mail campaigns or distributions using the TM System) or possession and use of the Hardware (if any) by Principal or any of Principal's Representatives; (iii) any Attraction held or scheduled to be held at the Facility (including any injuries or deaths occurring at or in connection with any Attraction or the failure of any Attraction to occur or to occur in the manner advertised or promoted); (iv) a claim that Ticketmaster's release of the Purchaser Data to Principal violates any applicable law, rule or regulation; (v) Principal's use of the Purchaser Data; (vi) violations of laws relating to the resale of Tickets to the extent violations result directly from actions of Principal or Principal's Representatives; or (vii) any email campaigns or distributions conducted by Ticketmaster on Principal's behalf or conducted by Principal including, without limitation, email campaigns or distributions in violation of federal, state or other laws applicable to commercial emails; except, in each case, to the extent that any such claims shall relate to Ticketmaster's negligence or willful misconduct with respect thereto. Nothing herein shall be deemed to constitute a waiver by Principal of any privilege, protection, or immunity otherwise afforded to it under the Idaho Constitution, Idaho Tort Claims Act, or other applicable law. Nothing contained herein shall be deemed a waiver of Principal's sovereign immunity, which is hereby expressly retained.

(b) Ticketmaster shall be responsible for any and all claims, actions, damages, expenses (including court costs and reasonable attorneys' fees), obligations, losses, liabilities and liens, imposed on, incurred by, or asserted against, Principal's Indemnitees occurring as a result of, or in connection with: (i) any Event of Default under this Agreement by Ticketmaster; or any of its officers, directors, employees and agents; (ii) any alleged patent, trademark or copyright infringement asserted against Principal's Indemnitees with respect to Principal's use of the TM System; (iii) a claim that Ticketmaster's release of the Purchaser Data violates any applicable law, rule or regulation; (iv) Ticketmaster's use of the Purchaser Data; (v) violations of laws relating to the resale of Tickets to the extent violations result from actions of Ticketmaster or Ticketmaster's Representatives; or (vi) any email campaigns or distributions conducted by Ticketmaster and not at the direction of Principal including, without limitation, email campaigns or distributions in violation of federal, state or other laws applicable to commercial emails; except, in each case, to the extent that any such claim shall relate to Principal's negligence or willful misconduct with respect thereto.

(c) The party subject to a claim for which the other party is responsible must notify the other party promptly in writing of any such claim hereunder, and provide, at such other party's expense, all reasonably necessary assistance, information and authority to allow the other party to control the defense and settlement of such claim.

15. **TERMINATION:**

(a) This Agreement may be terminated by either party in the event of any material default in or material breach of the terms and conditions of this Agreement by the

other party, after the other party has received written notice of default and thirty (30) business days (or ten (10) business days, in the case of a monetary default) to cure such default (each such occurrence, after the expiration of such cure period, shall be an "Event of Default"); or the filing of any voluntary or involuntary petition against the other party under the bankruptcy or insolvency laws of any applicable jurisdiction, which petition is not dismissed within sixty (60) days of filing, or upon any appointment of a receiver for all or any portion of the other party's business, or any assignment of all or substantially all of the assets of such other party for the benefit of creditors. Upon an Event of Default by Ticketmaster, Ticketmaster shall, without demand, forthwith pay to Principal all amounts due and owing pursuant hereto, and Principal may, in addition to terminating this Agreement, require Ticketmaster to remove all Hardware from the Facility at the expense of Ticketmaster. In the event Principal terminates this Agreement as a result of an Event of Default by Ticketmaster, upon request of Principal and Principal's payment of any applicable pro-rated license or maintenance fees due Ticketmaster, Ticketmaster shall provide up to six months' continued service under the terms of this Agreement while Principal seeks to secure replacement service (the "Transition Service"). Upon an Event of Default by Principal, Principal shall, without demand, forthwith pay to Ticketmaster all mutually agreed upon amounts due and owing pursuant hereto, and subject to Principal's written authorization demonstrating agreement as to the amount due and owing, which written authorization shall not be unreasonably withheld or delayed, Principal authorizes Ticketmaster to setoff any amounts owed to Ticketmaster hereunder against any amounts held by Ticketmaster on behalf of Principal, Ticketmaster may, in addition to terminating this Agreement, terminate Principal's right to access and use the TM System and take immediate possession of the Hardware and Software wherever the same may be located without demand, notice or court order.

(b) This Agreement may be terminated on ten (10) days' prior written notice, at the sole discretion of Ticketmaster in the event that more than 50% of Principal's assets or voting stock is sold or otherwise assigned to a third party. In the event Ticketmaster terminates this Agreement pursuant to the terms of this subsection (b), upon request of Principal and Principal's payment of any applicable pro-rated license or maintenance fees due Ticketmaster, Ticketmaster shall provide up to six months' continued Transition Service under the terms of this Agreement while Principal seeks to secure replacement service.

(c) This Agreement may be terminated by either party in the event any act by the other party threatens to cause any infringement of any party's intellectual property or other property right, including without limitation, any copyright, license right or trade secret right, and the other party fails to refrain from so acting within ten (10) business days' written notice from the party.

(d) Subject to Ticketmaster's obligation to provide Transition Service under the terms and conditions set forth above, upon the effective date of any termination or expiration of this Agreement, provisions regarding ownership of intellectual property rights, representations and warranties, confidentiality, responsibilities of the parties, limitation of liability, non-solicitation, jurisdiction and venue shall remain in full force and effect; each party shall immediately cease the use of the other party's Intellectual Property; and each party shall return, or at the other party's request, destroy all copies of

Confidential Information, and all other property belonging to and/or received from the other party, provided that Ticketmaster shall retain certain records for the time period and as otherwise required by Section 6(a) hereof.

(e) No remedy referred to in this Section is intended to be exclusive, but each shall be cumulative and in addition to any other remedy herein or otherwise available at law or in equity, each and all of which are subject to the limitations contained in Section 13 hereof.

16. **DEFINITIONS:** As used in this Agreement, the following terms shall have the respective meanings indicated below unless the context otherwise requires:

“AccessManager” means the Ticketmaster AccessManager software which interfaces with the TM System to facilitate certain reporting systems and to provide various enhanced services to the patron admissions process through the use of bar codes or other media printed on Tickets.

“AccountManager” means the Ticketmaster AccountManager software and hosting services that allow Subscribers to manage their Season/Contract Ticket accounts.

“Archtics” means Ticketmaster’s software that delivers extensive season, miniplan and single ticket functionality in connection with the Ticketmaster host system and distribution channels for inventory control by Ticketmaster and Principal.

“Archtics Transaction Fees” means the amounts Ticketmaster charges for certain Software transactions as described in Exhibit A.

“Arena” means the Taco Bell Arena, a business unit of Boise State University, that oversees live entertainment events at Principal’s Taco Bell Arena.

“Athletics” means Boise State University Athletics Department, a business unit of Boise State University, that oversees Athletics Attractions at Athletics Facilities.

“Athletics Attractions” means any Attraction systematically ticked by the Athletics ticket office, including without limitation Boise State University Intercollegiate Athletic sporting events systematically ticketed by Boise State athletic ticket office at any of the Athletics Facilities (including but not limited to away game tickets for Boise State Intercollegiate competitions), and certain other off-campus rental, fundraising, and non-music special events (for example, including Famous Idaho Potato Bowl, NCAA regional basketball tournament, football all-access clinics and other similar events, but excluding concerts and musical festivals held at Albertson Stadium or other indoor/outdoor sites).

“Athletics Facilities” includes (i) Albertson Stadium, Taco Bell Arena, Stueckle Sky Center, Dona Larsen Park, Bronco Gym, Boas Tennis & Soccer Complex, Appleton Tennis Center, Jackson’s Indoor Track, West YMCA, Caven-Williams Sports Complex, DeChevrieux Field, Keith & Stein Band Hall, Bleymaier Football Center, Arguinchona

Basketball Complex-Auxiliary Gym, Kinesiology Swimming Pool, Wrestling Room and Gymnastics Room at Boise State University, and (ii) any other future venues subsequently owned, controlled, operated or managed by Athletics, or where Athletics otherwise subsequently controls the rights or has the authority to sell Tickets, in each case, solely to the extent such facilities are utilized for Athletics Attractions.

“Attraction” means any concert, sporting, entertainment or other act or event of any kind or nature whatsoever to be held at a Facility, but excluding events not held at a Facility, hard-ticket events for which no Internet Sales are sold or otherwise offered for sale, events promoted by the Boise Philharmonic, and events promoted by Boise State Departments that are not “Business Units” hereunder.

“Attraction Taxes” means any and all sales, amusement, admissions and other taxes, charges, fees, levies or other assessments measured by reference to a charge per Ticket sold or determined based upon the purchase price of a Ticket assessed by federal, state, county, municipal or other governmental or quasi-governmental authorities as a result of, or in connection with, any Attraction, including Principal Taxes and Ticketmaster Taxes as further described below. To the extent such taxes relate to the funds paid or owed to Principal under this Agreement such portion of Attraction Taxes may also be referred to herein as Principal Taxes, and to the extent such taxes relate to fees or charges collected and retained by Ticketmaster under this Agreement, such portion of Attraction Taxes may also be referred to herein as Ticketmaster Taxes.

“Business Unit” for purposes of this Agreement includes the following independent Departments of Boise State University: Athletics, Arena, and Morrison Center.

“Chargebacks” is defined in Section 8(c) hereof.

“Confidential Information” is defined in Section 12 hereof.

“Contract Year” is defined in Section 1 hereof.

“Convenience Charge” means the per Ticket amount charged to a consumer for the convenience of purchasing Tickets through the TM System.

“Direct Costs” means actual out-of-pocket customer acquisition costs (which shall exclude commissions to third party affiliates of Ticketmaster linking customers to Exchange and the costs of paid search advertising (SEM)) that, in each case, are directly attributable to any ticket purchased via Exchange and incurred by Ticketmaster.

“Event of Default” is defined in Section 15(a) hereof.

“Exchange” means the Ticketmaster ticket resale software which allows Ticket purchasers to post Ticket purchased from Ticketmaster for sale to third parties on a “white label” secondary market resale site hosted on Ticketmaster’s affiliate TicketsNow website platform, and which is branded a “Secondary Market Ticket Exchange of Boise State University” or such other related designations as shall be approved by Principal from time to time in its reasonable discretion in accordance with Section 2(a) hereof.

"Exchange Fees" means the amounts Ticketmaster charges buyers and sellers to purchase or sell Tickets via Exchange.

"Exchange Net Revenues" shall be defined as the gross amount collected (and not refunded) from each purchaser of a Ticket through Exchange, less (i) the proceeds paid to the seller, (ii) Direct Costs, (iii) an amount equal to 3.5% of the gross amount collected from such purchaser (to cover credit card processing fees) to the extent credit card processing fees are not charged to the ticket purchaser, and (iv) any sales tax collected from the purchaser, as applicable.

"Face Value" means the face price of a Ticket as determined by Principal, which shall be inclusive of all applicable Attraction Taxes and facility, parking and similar fees.

"Facility" means (i) the Athletics Facilities, (ii) the venue located at 1401 Bronco Lane, Boise, ID and currently known as Taco Bell Arena, (iii) the main hall of the venue located at 2201 W. Cesar Chavez Lane, Boise, ID and currently known as the Morrison Center for the Performing Arts, (iv) the venue located at 1400 Bronco Track & Field, Boise, ID and currently known as Albertson Stadium, and (v) any other on-campus or off-campus venues for which the Taco Bell Arena box office otherwise (x) controls the rights or has the authority to sell Tickets and (y) systematically Tickets.

"Facility Box Office" means the Facility's Ticket sales locations that are operated by Principal and located at the Facility, at any "Bronco Shop," or in Principal's Student Union Building, or elsewhere on Principal's campus.

"GroupManager" means the Ticketmaster GroupManager software and hosting services that allow Principal and Principal's customers to manage their group ticket experience.

"Group Sales" means (i) sales of Tickets by Principal to a group consisting of at least fifteen (15) people (or such lesser number of people mutually agreed upon by the parties on an Attraction by Attraction basis, if applicable) for use by the group members to attend an Attraction as a group and (ii) notwithstanding the forgoing, shall include Super/Corporate Group Sales. Except as may be permitted under the definition of Super/Corporate Group Sales, in no event shall Group Sales consist of the sale of Tickets to individuals to attend an event separately or for individuals to purchase Tickets with the intent to resell such Tickets.

"Hardware" means all of that certain computer hardware, communications equipment, terminals and hook-ups (including replacements thereof) listed with particularity on Exhibit B or otherwise supplied by Ticketmaster to Principal at any time during the Term of this Agreement, but excluding (i) any computer hardware, communications equipment, terminals and hook-ups purchased by Principal to provide the connectivity to and interfacing with the TM System required under this Agreement, and (ii) any computer hardware, communications equipment, terminals and hook-ups purchased by Principal from Ticketmaster.

"Hosted Platform" shall mean the equipment, operating system, hardware and software specifications, and networking environment on and with which the TM System and Software are hosted by Ticketmaster, and additions or replacements to the foregoing which may be implemented by Ticketmaster in accordance with the terms of this Agreement.

"House Seats" means Tickets provided by Principal or any Business Unit (i) to the Attraction's promoter, performing act or event, or their managers or agents (i.e. band holds); (ii) for distribution through legitimate fan clubs in accordance with current guidelines (i.e. fan club holds); (iii) for legitimate promotional purposes (e.g. radio station promotions); (iv) for distribution via Principal's Lifetime Seats program; and (v) for zero face value tickets and certain "off-manifest" seats currently existing in a Facility; provided that, in each case, House Seats Tickets shall not be distributed to the general public.

"Idaho Tort Claims Act" means Sections 6-901 through 6-929, Idaho Code, inclusive.

"Inside Charges" means the amounts Ticketmaster charges Principal to sell, issue and process Tickets utilizing the TM System pursuant to this Agreement.

"Intellectual Property" is defined in Section 11(b) hereof.

"Interface Page" means a co-branded web page interface for use with Software transactions designed, created and maintained by Ticketmaster to have, in general, the look and feel of Principal's Website and hosted on Ticketmaster's web servers.

"Internal Ticket Forwarding" means the ability of Principal to forward a reasonable number of House Seats Tickets (other than Tickets for fan clubs) directly from Archtics to a recipient with a valid email address.

"Internet Sales" means all sales of Tickets over the Internet.

"License" is defined in Section 4(a) hereof.

"Live Nation" shall mean Live Nation Worldwide, Inc., party to that certain Event Invention Agreement, between Live Nation and the University, entered into concurrently herewith.

"MiniPlan Tickets" means specifically designated Tickets sold directly by Principal to a single consumer on an annual or season basis across a set of at least two (2) Attractions.

"Morrison Center" means Velma V. Morrison Center for the Performing Arts a business unit of Boise State University, that oversees ticketed performing arts events at the Velma C. Morrison Center located on Principal's campus.

"Morrison Center Attractions" means any Attraction scheduled to be held in the main hall of the Morrison Center for the Performing Arts and any Attraction promoted by and

systematically ticketed by the Morrison Center for the Performing Arts at another Facility of Principal.

“Other Attractions” means any Attraction other than an Athletics Attraction or a Morrison Center Attraction, including without limitation, Non-Athletics Attractions scheduled to be held a Facility other than the Morrison Center for the Performing Arts, Attractions systematically ticketed by the Taco Bell Arena box office (including for an event at the Arena, Stadium or other on campus or off campus venue), and any Attraction presented by Live Nation at Taco Bell Arena or Albertson Stadium.

“Outlet” means a retail Ticket selling agency (other than a Facility Box Office) where Tickets for an Attraction are made available and offered for sale to the public through the TM System.

“Payment Processing Fees” is defined in Section 3(b).

“Principal’s Website” means an Internet website(s) owned, operated and maintained by Principal, which shall contain links to the Interface Page.

“Processing Fee” means the per order amount charged by Ticketmaster to a consumer for purchasing Tickets via Internet Sales or Telephone Sales through the TM System.

“Purchase Order” means the Purchase Order issued by Principal in connection with the RFP, RFP Response and this Agreement.

“Purchaser Data” is defined in Section 11(c) hereof.

“Resale Fees” shall mean Ticketmaster’s standard fees assessed against the buyers and sellers of secondary market ticket tickets in amounts as determined by Ticketmaster, which amounts currently include: (1) a seller fee generally in an amount up to twelve percent (12%) of the ticket posting price (i.e., the price set by the seller upon posting such ticket for sale), and (2) a buyer fee generally in the amount of ten percent (10%) of the ticket listing price (i.e., the posting price plus the seller fee), with a \$5.00 minimum.

“RFP” means that certain Request for Proposals, RFP#14-079 issued by Principal for Event Management & Ticketing Software on December 20, 2013, and any amendment issued in advance of the date of this Agreement thereto.

“RFP Response” means Ticketmaster’s Contract Proposal – RFP 14-079, submitted in response to the RFP and the Questions and Answer submitted in connection therewith.

“sale and sell” and any derivations thereof in this Agreement shall include any distribution for consideration, by any means or method (including without limitation, on the Internet or by auction) and shall include resales.

"Season/Contract Tickets" means specifically designated Tickets sold or distributed directly by Principal on an annual basis across Attractions or across a category of Attractions (i.e., luxury suites, club level seats, Lifetime Seats and season tickets).

"Sellable Capacity" means the admission capacity of the Facility for any particular Attraction.

"Software" means Ticketmaster's ticketing system software known and marketed as Ticketmaster Classic, AccessManager, the Ticketmaster APIs, and the additional ticket sales software and Internet-based premium Ticketmaster services that include Archtics, AccountManager, GroupManager, and Hosted Platform, and any new versions thereof or any other deliverables for TM System access provided to Principal by Ticketmaster during the Term.

"Subscribers" means any person who holds an account on Principal's AccountManager.

" Super/Corporate Group Sales" means sales of Tickets by Principal to members of a company or organization via a link on an emailed invitation to all members of such company or organization or on such company or organization's intranet, regardless of whether or not such aggregate sales of Tickets to a single Attraction by Principal consist of at least fifteen (15) people, and whether or not such company or organization members intend to attend an Attraction as a group. In no event shall Super/Corporate Group Sales consist of the sale of Tickets to individuals having the intent to resell such Tickets.

"Telephone Sales" means all sales of Tickets through the TM System by telephone, interactive voice response (IVR) and similar means.

"Term" is defined in Section 1 hereof.

"Ticket(s)" means a printed, electronic or other type of evidence of the right, option or opportunity to occupy space at or to enter or attend an Attraction or Attractions even if not evidenced by any physical manifestation of such right, such as a "smart card", including, without limitation, tickets printed via TicketFast print-at-home technology.

"TicketFast®" means the TM.com Website method of Ticket delivery which allows purchasers to print Tickets from a computer.

"Ticket Forwarding" means the ability of Subscribers to forward Tickets purchased through AccountManager to a recipient with a valid email address.

"Ticket Forwarding Fee" means amounts Ticketmaster charges Subscribers for authentication and delivery of Tickets sent via Ticket Forwarding.

"Ticket Printing" means the ability of Subscribers to download their Season/Contract Tickets from their AccountManager account and to print such Season/Contract Tickets from their personal computers.

"Ticket Receipts" means the Face Value of all Tickets sold by Ticketmaster, plus any Convenience Charges and Processing Fees retained by Principal, less any applicable Inside Charges (exclusive of Ticketmaster Taxes in jurisdictions in which Principal is required to remit Attraction Taxes to the applicable taxing authority) and Payment Processing Fees, and less any Principal Taxes for jurisdictions in which Ticketmaster is required to remit Principal Taxes to the applicable taxing authority.

"TicketsNow" means the standalone website and platform for resale provided by Ticketmaster.

"TM.com Website" means any Internet websites owned, operated and maintained by Ticketmaster, including, without limitation, any co-branded versions and any version distributed through any broadband distribution platform or through any platform or device including television, broadband and wireless technologies.

"TM System" means the Hardware, Software, TM.com Website, related procedures and personnel, and repair and maintenance services established and maintained by Ticketmaster and its affiliates for the purpose of selling, distributing, auditing and controlling the sale of Tickets for Attractions, including, without limitation, at Outlets, by Internet Sales, by Telephone Sales and the processing of transactions through the Software.

17. **MISCELLANEOUS:**

(a) **Governing Law/Jurisdiction:** This Agreement shall be interpreted and governed by the laws of the State of Idaho, without reference to conflict of laws principles. Each of the parties hereto agrees that the state courts, and the United States federal courts, that are located in the State of Idaho, Ada County, shall each have subject matter jurisdiction hereunder and personal jurisdiction over each of the parties hereto. Each such party hereby consents thereto, and hereby waives any right it may have to assert the doctrine of forum non conveniens or to object to venue to the extent that any proceeding is conducted in accordance with the foregoing provision.

(b) **Reserved.**

(c) **Modification:** No modification to this Agreement, nor any waiver of any rights, shall be effective unless assented to in writing by the party to be charged and the waiver of any breach or default shall not constitute a waiver of any other right hereunder or any subsequent breach or default. A party's delay in enforcing its rights hereunder shall not be construed as a waiver of such rights or remedies.

(d) **Interpretation:** The RFP, RFP Response, and the Purchase Order, including without limitation, any amendments thereto, the State of Idaho Standard Contract Terms and Conditions found at http://purchasing.idaho.gov/pdf/terms/standard_terms_and_conditions.pdf, subject to any exceptions noted thereto in Ticketmaster's RFP Response, and the Solicitation instructions to vendors at <http://purchasing.idaho.gov/pdf/terms/solicitation-instructions.pdf>, are incorporated into

and a part of the Agreement and collectively with this Agreement represent the entire agreement between the Principal and Ticketmaster and supersedes all prior negotiations, representations, understandings or agreements, whether written or oral. This Agreement is only binding upon the Principal to the extent it is in full agreement with the RFP, RFP Response (in each case, as may have been amended prior to the date hereof) and the State of Idaho Standard Terms and Conditions (subject to any exceptions noted thereto in Ticketmaster's RFP response). Any conflict or inconsistency shall be resolved in accordance with Section 34 of the State of Idaho Standard Terms and Conditions.

(e) **Assignment**: Without the prior written consent of Ticketmaster, Principal shall not (i) directly or indirectly assign, transfer, pledge or hypothecate its rights or obligations in this Agreement or any interest therein; or (ii) permit the Hardware (if any) or any part thereof to be used, or access to the Software or any part thereof to be had, by anyone other than Principal or Principal's authorized employees. Any such assignment shall not relieve Principal of any of its obligations hereunder. Without the prior written consent of Principal, Ticketmaster shall not assign or transfer its rights or obligations in this Agreement or any interest therein, except in the event of an assignment by Ticketmaster to any parent, subsidiary, affiliate or successor-in-interest (including, without limitation, a successor by virtue of an acquisition), in which event no such consent shall be required. Any assignment, transfer, pledge or hypothecation for which consent is required hereby and which is made without such consent shall be void. Notwithstanding the foregoing, Principal agrees and acknowledges that certain of Ticketmaster's duties and obligations under this Agreement may be performed on Ticketmaster's behalf by one or more of its parent, subsidiaries and affiliates, and no such performance shall be deemed to be an assignment or breach of this Agreement by Ticketmaster provided that Principal has been provided prior written notification that this service will be provided by such partner, subsidiary or affiliate and has not objected thereto.

(f) **Relationship of the Parties**: Each party is an independent contractor and not an agent or partner of, or joint-venturer with, the other party for any purpose other than as set forth in this Agreement (e.g., Ticketmaster is the agent of Principal with respect to ticket sales and distribution). Neither party by virtue of this Agreement shall have any right, power, or authority to act or create any obligation, express or implied, on behalf of the other party.

(g) **Delays**: Neither party shall be liable or deemed in default, and no Event of Default shall be deemed to have occurred, as a result of any delay or failure in performance of this Agreement resulting directly or indirectly from any cause completely, solely and exclusively beyond the control of that party, but only for so long as such delay shall continue to prevent performance.

(h) **Severability**: If any provision of this Agreement is found to be invalid or unenforceable in any jurisdiction (a) the validity or enforceability of such provision shall not in any way be affected with respect to any other jurisdiction, and the validity and enforceability of the remaining provisions shall not be affected; and (b) the parties shall replace such provision by one or more valid and enforceable provisions approximating the original provision as closely as possible.

(i) **Notices:** Any notices required to be given under this Agreement must be sent to each party, in writing, at the address set forth immediately below the signature line hereto or at such address as may be provided by each party in writing from time to time, by certified or registered mail, return receipt requested or by an overnight courier. Notices will be deemed effective the day following sending if sent by overnight courier or five days after sending if sent by certified or registered mail. Settlement reports may be delivered from Ticketmaster to Principal by email; therefore Principal shall promptly notify Ticketmaster of any change to its email address set forth immediately below the signature line hereto.

(j) **Binding Agreement/Counterparts:** The terms, conditions, provisions and undertakings of this Agreement shall be binding upon and inure to the benefit of each of the parties hereto and their respective successors and permitted assigns; provided, however, that this Agreement shall not be binding until executed by each of the parties. This Agreement may be executed in multiple counterparts which when taken together constitute a single instrument.

(k) **Legal Review:** Each of the parties has had the opportunity to have its legal counsel review this Agreement on its behalf. If an ambiguity or question of intent arises with respect to any provision of this Agreement, this Agreement will be construed as if drafted jointly by the parties. The parties expressly agree that the construction and interpretation of this Agreement shall not be strictly construed against the drafter.

(l) **Attorneys' Fees:** In addition to any other rights hereunder, the substantially prevailing party, as a court of competent jurisdiction (as provided above) may determine, in any claim or other dispute which relates to this Agreement, regardless of whether such claim or other dispute arises from a breach of contract, tort, violation of a statute or other cause of action, shall have the right to recover and collect from the other party its reasonable costs and expenses incurred in connection therewith, including, without limitation, its reasonable attorneys' fees. If a party substantially prevails on some aspects of such claim or dispute but not others, the court may apportion any award of costs or attorneys' fees in such manner as it deems equitable.

(m) **Client Listings:** Principal's execution of this Agreement indicates approval for Principal to be listed as a Ticketmaster client in monthly newsletters for distribution to event industry clients, in product boiler plate information, and in future releases about Ticketmaster products and services for distribution to trade and consumer media, subject to the prior-approval requirements of Section 7(d) hereof. At any time, Principal may, in its sole discretion, direct Ticketmaster to stop using Principal's name for the purposes listed in this Section by sending notice to Ticketmaster via email at client.news@ticketmaster.com.

(n) **Compliance with Applicable Laws and Regulations:** Ticketmaster shall comply with all applicable federal laws and regulations, including without limitation data security of information as defined by the Federal Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA), all rules, regulations, policies as outlined by Principals Policy #8000 (Information Technology Resource Use), Policy #8120 (Identity Theft Prevention

Program), and must be in compliance with Section 508 Amendment to the Rehabilitation Act of 1973.

(o) Appropriation by Legislature Required: The University is a government entity and this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho or the University beyond the term of any particular appropriation of funds by the State's Legislature as may exist from time to time. The University reserves the right to terminate this Agreement in whole or in part (or any order placed under it) if the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the University to continue such payments, or requires any return or "give-back" of funds required for the University to continue payments, or if the Executive Branch mandates any cuts or holdbacks in spending, in each case, necessary for Principal's performance of its obligations hereunder. Except as specifically provided for in subsection (p) below, all affected future rights and liabilities of the parties hereto shall thereupon cease within ten (10) calendar days after notice to Ticketmaster.

(o) Survival of Terms: Any provision of this Agreement that contemplates performance or observance subsequent to any termination or expiration of this Agreement, including without limitation provisions related to use of the Software, purchaser data, limitations on liability, responsibilities of the parties, confidential information, governing law and waivers of jury trials, shall survive any termination or expiration of this Agreement and continue in full force and effect.

IN WITNESS WHEREOF, Ticketmaster and Principal have caused this Licensed User Agreement to be duly executed as of the date set forth below.

TICKETMASTER L.L.C.,
a Virginia limited liability company

BOISE STATE UNIVERSITY,
a _____

By: Clay Luter

By: Stacy Pearson

Print Name: Clay Luter

Print Name: Stacy Pearson

Title: SVP - Stadium and Outdoor College Sports

Title: VPFA

Date: 1/8/2015

Date: 1/16/2015

Address: 15305 North Dallas Parkway
Suite 920
Addison, TX 75001

Address: 1910 University Drive
Boise, ID 83725

With a copy to:

Ticketmaster L.L.C.
1375 N Scottsdale Rd.
Suite 200
Scottsdale, AZ 85257

Attn: Director- Client Development

email address: _____

and with a copy to:

Ticketmaster L.L.C.
7060 Hollywood Boulevard
2nd Floor
Hollywood, CA 90028

Attn: General Counsel

EXHIBIT A
COMPENSATION

1. **Charges and Fees.**

(a) **Convenience Charge (Per Ticket) and Processing Fee (Per Order):** The per Ticket Convenience Charges and per order Processing Fees shall be determined and (subject to the terms set forth herein) retained by Principal during the Term of this Agreement, provided, however, in the event any per Ticket fee or per order fee in any single transaction is less than the applicable Inside Charge due Ticketmaster as set forth in subsection (b) following, Ticketmaster reserves the right to invoice Principal for the amount of such Inside Charge, or to setoff such amount against any funds held by Ticketmaster on account of Principal.

(b) **Inside Charges:**

(i) **Athletics Attractions and Morrison Center Attractions.** The Inside Charge on Tickets to Athletics Attractions and Morrison Center Attractions shall be as set forth below:

<u>Type of Attraction/ Ticket</u>	<u>Per Ticket Inside Charge</u>	<u>Per Order Inside Charge</u>
<u>Athletics Attractions and Morrison Center Attractions</u>		
For Tickets sold or distributed via a Facility Box Office (including Telephone and printed tickets mailed via a Facility Box Office)	\$0.00 per Ticket	\$0.00 per order
For Tickets (all Face Values, including complimentary Tickets) sold or distributed via Internet Sales, Telephone Sales and Outlet sales	\$0.00 per Ticket	<ul style="list-style-type: none"> • \$0.00 per order for Tickets sold via Outlet sales and Internet Sales • \$2.50 per order for Tickets sold or distributed via Telephone Sales through the Ticketmaster phone center.

(ii) **Other Attractions.** The Inside Charge on Tickets to all Other Attractions shall be as set forth below:

<u>Type of Attraction/ Ticket</u>	<u>Per Ticket Inside Charge</u>	<u>Per Order Inside Charge</u>
<u>Other Attractions (including all Attractions systematically ticketed by the Taco Bell Arena box office, as well as all Attractions presented by Live Nation at Taco Bell Arena or Albertson Stadium)</u>		
For Tickets sold or distributed via a Facility Box Office (including Telephone and printed tickets mailed via a Facility Box Office)	\$0.00 per Ticket	\$0.00 per order
For Tickets (all Face Values greater than \$0.00 and excluding Tickets for House Seats) sold via Internet Sales, Telephone Sales and Outlet sales	\$1.00 per Ticket*	<ul style="list-style-type: none"> • \$0.00 per order for Tickets sold via Outlet sales and Internet Sales • \$2.50 per order for Tickets sold via Telephone Sales through the Ticketmaster phone center.

(c) **Mail Fee.**

(i) **Athletics Attractions and Morrison Center Attractions.** Ticketmaster shall be entitled to assess and receive a fee in the amount of \$2.50 per order against purchasers of Tickets to Athletics Attractions and Morrison Center Attractions using the U.S. mail method of delivery for Tickets ordered through the TM System (the "Athletics and Morrison Center Attractions Mail Fee"). The Mail Fee shall not apply to Ticket orders sold or distributed through a Facility Box Office, provided, Ticketmaster is not responsible for fulfilling via mail delivery any such Ticket orders. The Athletics and Morrison Center Attractions Mail Fee is subject to automatic increase equal to any increases (rounded up to the nearest \$0.05) to the postal rates. Principal may elect to increase the Athletics and Morrison Center Attractions Mail Fee by an additional amount not to exceed \$2.50 per order, and Principal shall retain the entirety of such additional amount for each Athletics and Morrison Center Attractions Mail Fee received (and not refunded) by Ticketmaster, less applicable taxes or credit card fees (calculated at the same rate for credit card transactions as set forth in the Agreement) on such additional amount.

(ii) **Other Attractions.** Ticketmaster shall be entitled to assess and receive a fee in the amount of \$2.50 per order against purchasers of Tickets to all Other Attractions using the U.S. mail method of delivery for Tickets ordered through the TM System (the "Other Attractions Mail Fee"). The Mail Fee shall not apply to Ticket orders sold or distributed through a Facility Box Office, provided, Ticketmaster is not responsible for fulfilling via mail delivery any such Ticket orders. The Other Attractions Mail Fee is

subject to automatic increase equal to any increases (rounded up to the nearest \$0.05) to the postal rates. Principal may elect to increase the Other Attractions Mail Fee by an additional amount not to exceed \$2.50 per order, and Principal shall retain the entirety of such additional amount for each Other Attractions Mail Fee received (and not refunded) by Ticketmaster, less applicable taxes or credit card fees (calculated at the same rate for credit card transactions as set forth in the Agreement) on such additional amount.

(d) **Archtics Fees:**

(i) **Archtics Transaction Fees:**

<u>Type of Software Transaction</u>	<u>Amount of Archtics Transaction Fee</u>
AccountManager Transactions	
New Season/Contract Ticket sales	\$0.00 per seat
MiniPlan Ticket sales	\$0.00 per seat
Online upgrades and exchanges	\$0.00 per Ticket
Suite additional	\$0.00 per Ticket
Right of first refusal to purchase Tickets	\$0.00 per Ticket
Per invoice processing	\$0.00 per payment processed
Ticket Forwarding Fee	\$0.00 per Ticket
Internal Ticket Forwarding	\$0.00 per Ticket
Single Ticket sales to Subscribers	<ul style="list-style-type: none"> • \$0.00 per Ticket for Tickets to Athletics Attractions and Morrison Center Attractions • the Inside Charge set forth above for Tickets to all Other Attractions
Ticket Printing	\$0.00 per Ticket
Donations	\$0.00 per donation processed
Self Service Group Sales via AccountManager for each Business Entity	\$0.00 per Ticket
GroupManager Transactions	

Type of Software Transaction	Amount of Archtics Transaction Fee
Super/Corporate Group Sales or traditional Group Sales, in each case via GroupManager for each Business Entity	\$0.00 per Ticket

Principal may elect to charge Subscribers for the Software transactions in addition to and above the applicable Archtics Transaction Fees charged by Ticketmaster as set forth above and such additional amount will be retained by Principal.

(ii) Archtics License and Maintenance Fees:

Software	License Fees	Maintenance Fees
Archtics	\$100,000 annually, payable by Athletics; provided, in the event Athletics determines not to renew this Agreement during any applicable Renewal Term for which one or more other Business Units affirmatively agrees to renew, \$20,000 annually per Archtics database*	Waived because bundled with Archtics annual license fee
Archtics – Sybase Adaptive Server Anywhere	Up to 100 connections included in the Archtics annual license fee. A \$1,100 per connection annual fee shall be charged for each additional connection requested by Principal	N/A
Hosted Platform	Up to 3 live databases included in the Archtics annual license fee. An additional charge in an amount to be mutually agreed to by the parties shall be charged for the provision of any additional live databases.	
AccountManager	Up to 5 AccountManager sites included in the Archtics annual license fee. An additional charge in an amount to be mutually agreed to by the parties shall be charged for the provision of any additional AccountManager sites.	N/A
GroupManager	Waived for all three Business Entities because bundled with Archtics annual license fee	N/A

*Installments of the annual Archtics license fee in the amount of \$100,000 annually shall be invoiced by Ticketmaster and payable by Athletics on the first day of each Contract Year during the Term; provided, in the event Athletics determines not to renew the

Agreement for any applicable Renewal Term for which one or more other Business Units affirmatively agrees to renew, a reduced annual Archtics license fee in the amount of \$20,000 annually per Archtics database (e.g., \$20,000 annually in the event Athletics determines not to renew, and the renewing Business Unit(s) elects to have only one (1) Archtics database) shall be invoiced by Ticketmaster and payable by the renewing Business Unit(s) on the first day of each Contract Year during the Term.

2. Payment Processing Fees:

<u>Type of Sale</u>	<u>Percentage Rate</u>
Telephone Sales and Internet Sales	2.15% of Face Value of Tickets plus any fees added to the Face Value and retained by Principal
Outlet Sales	2.63% of Face Value of Tickets plus any fees added to the Face Value and retained by Principal

Any percentage rates set forth above are subject to automatic increase equivalent to the amount of increase in the interbank rates imposed on Ticketmaster and solely to the extent of such increase.

Sales processed using American Express, Discover, and Diner’s Club will be arranged directly by Principal, with cooperation of Ticketmaster.

EXHIBIT B
HARDWARE

None.

EXHIBIT C**TM+ TERMS AND CONDITIONS**

1. Capitalized terms used but not defined herein have the meaning assigned to such terms in the Agreement, and the terms "TM System" and "Software" as used in the Agreement shall be deemed to incorporate TM+.

2. Ticketmaster shall enable TM+ for all Attractions for which each Business Unit of Principal elects to enable TM+, subject to available restrictions established by Principal including timing of activation or price floors and caps on any secondary market ticket inventory available through TM+, in accordance with the settlement terms set forth in this Exhibit C below.

TM+ Settlement Terms

- For any primary market ticket inventory sold through TM+, Ticketmaster shall continue to sell such tickets and settle the proceeds of such sales with Principal in accordance with the terms and conditions for such transactions as set forth in the Agreement.
- For any secondary market ticket inventory sold through TM+, Ticketmaster shall assess the Resale Fees.
- TM+ Athletic and Morrison Center Revenue Share: Principal shall be entitled to receive from Ticketmaster a revenue share from Ticketmaster with respect to all TM+ Net Revenues collected (and not refunded or subject to Chargeback) by Ticketmaster on account of secondary market Athletic Attraction Ticket Sales and secondary market Morrison Center Attraction Ticket sales through TM+ in amount equal to fifty percent (50%) of such TM+ Net Revenues (the "TM+ Athletic and Morrison Center Revenue Share"). Notwithstanding the foregoing, the TM+ Athletic and Morrison Center Revenue Share shall exclude such transactions consummated from Ticketmaster's (or TicketsNow's) third party affiliate ticket sales channel partners (e.g., SeatGeek) to the extent such transactions are not through TM+.
- TM+ Other Attraction Revenue Share: Principal shall be entitled to receive from Ticketmaster a percentage of the Net Resale Fees collected (and not refunded or subject to chargeback) by Ticketmaster on account of secondary market Other Attraction ticket sales through TM+ (the "TM+ Other Attraction Revenue Share") as follows:
 - For any Other Attraction for which ticket sales are governed by the Agreement but which is not promoted solely by Principal (e.g., an Attraction promoted or co-promoted by a third party at the Facility), ten percent (10%) of such Net Resale Fees.

- For any Other Attraction for which ticket sales are governed by the Agreement and which is promoted solely by Principal (e.g., an Attraction promoted solely by Principal at the Facility), fifty percent (50%) of such Net Resale Fees.
- For purposes of the TM+ Other Attraction Revenue Share and this Exhibit C, "Net Resale Fees" shall be defined as the gross amount collected from the new purchaser of a secondary market Other Attraction inventory ticket via TM+ less (i) the proceeds paid to the ticket seller (which, for the avoidance of doubt, shall be consistent with the terms and conditions set forth in the second bullet point under the TM+ Settlement Terms section of this Exhibit C above), (ii) an amount equal to 3.5% of the gross amount collected from the new purchaser (to cover credit card processing fees), and (iii) any applicable sales, admission or similar tax.
- For purposes of this Exhibit C, the following terms shall have the following meanings:
 - "Resale Fees" shall be defined as Ticketmaster's standard fees assessed against the buyers and sellers of secondary market ticket inventory sold through TM+ in amounts as determined by Ticketmaster, which amounts currently include: (1) a seller fee generally in an amount up to twelve percent (12%) of the ticket posting price (i.e., the price set by the seller upon posting such ticket for sale), and (2) a buyer fee generally in the amount of ten percent (10%) of the ticket listing price (i.e., the posting price plus the seller fee), with a \$5.00 minimum.
 - "TM+ Net Revenues" shall be defined as the gross amount collected (and not refunded) from each purchaser of a Ticket through TM+, less (i) the proceeds paid to the seller, (ii) Direct Costs, (iii) an amount equal to 3.5% of the gross amount collected from such purchaser (to cover credit card processing fees) to the extent credit card processing fees are not charged to the ticket purchaser, and (iv) any sales tax collected from the purchaser, as applicable.
 - "Direct Costs" shall mean actual out-of-pocket customer acquisition costs (which shall exclude commissions to third party affiliates of Ticketmaster linking customers to TM+ and the costs of paid search advertising (SEM)) that, in each case, are directly attributable to any ticket purchased via TM+ incurred by Ticketmaster.
 - "TM+ Revenue Share" shall mean the TM+ Athletic and Morrison Center Revenue Share and the TM+ Other Attraction Revenue Share, collectively.

- The TM+ Revenue Share will be paid to each Business Entity of Principal on a quarterly basis for all such sales occurring in any calendar quarter, on or before the thirtieth (30th) day of the month following each calendar quarter. In the event that any Attraction for which Ticketmaster has made any TM+ Revenue Share payment to Principal becomes a Cancelled Attraction, Principal shall, on or before the thirtieth (30th) day of the month following each calendar quarter, repay to Ticketmaster the amount of such TM+ Revenue Share payments in respect of such Cancelled Attraction.
- Each settlement relating to the TM+ Revenue Share pursuant to this Exhibit C shall be accompanied by a report of the applicable transactions during such settlement period, which settlement report shall be broken out by Attraction for each Business Entity.

EXHIBIT D

TM MESSENGER TERMS AND CONDITIONS

1. Capitalized terms used but not defined herein have the meaning assigned to such terms in the Agreement, provided, that the term "Software" as used in the Agreement shall not be deemed to incorporate TM Messenger, as the parties acknowledge that TM Messenger is a third party software solution.

2. Ticketmaster shall provide Principal with TM Messenger services in accordance with the terms and conditions set forth in this Exhibit D below.

Ticketmaster shall make TM Messenger available for Principal's use in exchange for an annual subscription fee based on the volume of email sent using TM Messenger in any given Contract Year as set forth in the schedule below.

Base	0	to	2,000,000	\$3,500
Plan 1	2,000,001	to	4,000,000	\$10,500
Plan 2	4,000,001	to	6,000,000	\$14,000
Plan 3	6,000,001	to	12,000,000	\$21,000
Plan 4	12,000,001	to	18,000,000	\$28,000
Plan 5	18,000,001	to	30,000,000	\$35,000
Plan 6	30,000,001	to	48,000,000	\$42,000
Plan 7	48,000,001	or	More	\$49,000

Subscription Fee is subject to 5% annual increase. Taxes may apply.

The parties acknowledge and agree that Principal is selecting the **Base** annual subscription plan. During the Term of the Agreement, Principal shall have the opportunity to upgrade its current plan to a higher one, or downgrade to any lower plan, upon written notice to Ticketmaster and payment of the new annual subscription fee; provided, that such new plan shall not take effect until the beginning of the next Contract Year. Additionally, in the event Principal exceeds the email threshold set forth above for Principal's current plan in any Contract Year, Ticketmaster shall invoice Principal at that

time for the incremental amount of the annual subscription fee applicable to such higher volume of emails.

Notwithstanding anything to the contrary set forth above, for the remainder of the Term of the Agreement, Ticketmaster agrees to waive the Base annual subscription fee and shall provide necessary maintenance and Tier 1 service support (as described in Schedule 1, attached hereto) at no charge in connection with Principal's use of TM Messenger. In the event of any upgrade of Principal's current Base plan to a higher one, (a) Ticketmaster shall invoice Principal for the incremental amount of the annual subscription fee applicable to such upgraded subscription plan at the beginning of each Contract Year during which such upgraded subscription plan shall apply, and (b) Ticketmaster shall provide all necessary maintenance and service support based on Principal's upgraded annual subscription plan, as described in the corresponding support plan set forth in Schedule 1, attached hereto. In the event Principal fails to pay any TM Messenger related invoice when due, Ticketmaster may deduct the amount of such invoice from the settlements otherwise due and owing to Principal under the Agreement, or Ticketmaster may elect to terminate the provision of TM Messenger services.

Ticketmaster agrees to absorb all fees and other amounts due ExactTarget in connection with Principal's use of TM Messenger, and support costs with respect thereto.

Schedule 1 to Exhibit D
tmMessenger Support Plans

Base	0	To	2,000,000	<ul style="list-style-type: none"> • Unlimited Tier 1 Support Implementation Services • Group Training - 3 Sessions • HTML Templates - 3 Per Year • User Documentation • Whitepapers & Best Practices 	<ul style="list-style-type: none"> • Problem/Resolution Scenarios • Documentation Requests • Best Practices • Deliverability Assistance • Account Changes & Administration • Plan Changes 	<ul style="list-style-type: none"> • HTML Programming & Design • In-Depth Troubleshooting • Problem/Resolution • Best Practices • Deliverability Assistance • Account Changes & Administration 	<ul style="list-style-type: none"> • Strategy & Campaign Development • Segmentation & Analytics • Design & Creative Services • Deliverability Assessment • Account & Program Review • HTML Programming & Design • In-Depth Troubleshooting • Problem Resolution • Best Practices • Deliverability Assistance • Account Changes & Administration
Plan 1	2,000,000	To	6,000,000	<ul style="list-style-type: none"> • Unlimited Tier 2 Support* • Optional Business Consulting Services @ \$250/hr 			
Plan 2							
Plan 3	6,000,000	To	18,000,000	<ul style="list-style-type: none"> • Unlimited Tier 2 Support* • Dedicated Training - 4 Sessions • Business Consultation - 2 Sessions 			
Plan 4							
Plan 5				<ul style="list-style-type: none"> • Unlimited Tier 3 Support* • Unlimited Dedicated Training • Dedicated Business Consultant 			
Plan 6	18,000,000	To	Unlimited				
Plan 7							

***All services in Tier 1 offered to Tier 2, and all services in Tier 1 & 2 offered to Tier 3**

Form W-9 (Rev. October 2007) Department of the Treasury Internal Revenue Service	Request for Taxpayer Identification Number and Certification	Give form to the requester. Do not send to the IRS.
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Print or type See Specific Instructions on page 2	Name (as shown on your income tax return)	
	Business name, if different from above	
	Check appropriate box: <input type="checkbox"/> Individual/Sole proprietor <input type="checkbox"/> Corporation <input type="checkbox"/> Partnership <input type="checkbox"/> Limited liability company. Enter the tax classification (D=disregarded entity, C=corporation, P=partnership) ▶ <input type="checkbox"/> Exempt payee <input type="checkbox"/> Other (see instructions) ▶	
	Address (number, street, and apt. or suite no.)	Requester's name and address (optional)
City, state, and ZIP code		
List account number(s) here (optional)		

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on Line 1 to avoid backup withholding. For individuals, this is your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note. If the account is in more than one name, see the chart on page 4 for guidelines on whose number to enter.

	Social security number
	OR
	Employer identification number

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me), and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding, and
- I am a U.S. citizen or other U.S. person (defined below).

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the Certification, but you must provide your correct TIN. See the instructions on page 4.

Sign Here	Signature of U.S. person ▶	Date ▶
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General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.

Purpose of Form

A person who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) to report, for example, income paid to you, real estate transactions, mortgage interest you paid, acquisition or abandonment of secured property, cancellation of debt, or contributions you made to an IRA.

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN to the person requesting it (the requester) and, when applicable, to:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued),
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income.

Note. If a requester gives you a form other than Form W-9 to request your TIN, you must use the requester's form if it is substantially similar to this Form W-9.

Definition of a U.S. person. For federal tax purposes, you are considered a U.S. person if you are:

- An individual who is a U.S. citizen or U.S. resident alien,
- A partnership, corporation, company, or association created or organized in the United States or under the laws of the United States,
- An estate (other than a foreign estate), or
- A domestic trust (as defined in Regulations section 301.7701-7).

Special rules for partnerships. Partnerships that conduct a trade or business in the United States are generally required to pay a withholding tax on any foreign partners' share of income from such business. Further, in certain cases where a Form W-9 has not been received, a partnership is required to presume that a partner is a foreign person, and pay the withholding tax. Therefore, if you are a U.S. person that is a partner in a partnership conducting a trade or business in the United States, provide Form W-9 to the partnership to establish your U.S. status and avoid withholding on your share of partnership income.

The person who gives Form W-9 to the partnership for purposes of establishing its U.S. status and avoiding withholding on its allocable share of net income from the partnership conducting a trade or business in the United States is in the following cases:

- The U.S. owner of a disregarded entity and not the entity,

AMENDMENT TO LICENSED USER AGREEMENT

THIS AMENDMENT TO LICENSED USER AGREEMENT ("Amendment") is entered into as of January 1, 2020 by and between Ticketmaster L.L.C., a Virginia limited liability company ("Ticketmaster"), Boise State University, a state of Idaho institution of higher education ("Principal"), including ExtraMile Arena (formerly Taco Bell Arena) ("Arena"), Boise State University Athletics ("Athletics"), and the Velma V. Morrison Center for the Performing Arts (the "Morrison Center"), each an individual business unit of Principal (each individual a "Business Unit", and collectively, "Business Units") with reference to the following facts:

A. Ticketmaster and Principal entered into that certain Licensed User Agreement dated as of January 1, 2015, as amended by that amendment to Licensed User Agreement dated as of June 20, 2017 and that amendment to Licensed User Agreement dated as of October 19, 2018 (as amended, "Original Agreement").

B. Ticketmaster and Principal hereby desire to extend the term of the Original Agreement, which is currently scheduled to expire on December 31, 2019 for a period of three (3) years.

NOW, THEREFORE, in consideration of the mutual promises and covenants set forth herein, the parties hereby agree, effective as of the date set forth above, as follows:

1. **Defined Term(s)**. All capitalized terms used and not otherwise defined herein shall have the meanings ascribed to them in the Original Agreement, except that all references to "Taco Bell Arena" shall instead be deemed to refer to "ExtraMile Arena."

2. **Extension of Term**. A new sentence shall be added following the second full sentence of Section 1(a) of the Original Agreement, as follows: "Subsequently, the Agreement shall be renewed for a three-year term commencing January 1, 2020 and shall continue through December 31, 2022. Thereafter, the Agreement may be renewed for two successive one-year periods upon mutual agreement of the parties, provided that each Business Unit retains the right individually to renew or non-renew the Agreement for each Renewal Term." For sake of clarification, the remainder of Section 1(a) shall remain in full force and effect and is not modified by this Amendment.

3. **Additional Hardware**. A new section shall be appended to Section 3(c)(ii) relating to additional Hardware to be provided for the Renewal Term commencing January 1, 2020, as follows:

"(D) On a timetable to be mutually agreed upon by the parties, Ticketmaster shall, at no additional cost to Principal, supply Principal with the use of certain additional Hardware at a total value of \$121,941 as further detailed below:

Albertsons Stadium:

Quantity	Description
16	4 Bay Chargers
63	XT2+ Scanners

Morrison Center for the Performing Arts:

Quantity	Description
3	4 Bay Chargers
12	XT2 Scanners

ExtraMile Arena:

Quantity	Description
8	4 Bay Chargers
32	XT2+ Scanners

Such additional Hardware shall be deemed "Hardware" as described in the Agreement and shall be subject to the terms and conditions with respect to all Hardware as set forth in the Agreement (e.g., Ticketmaster shall retain title to such Hardware).

4. **New Equipment Allowance.** New subsections (E) and (F) shall be appended to Section 3(c)(ii) of the Original Agreement relating to new equipment to be provided for the Renewal Term commencing January 1, 2020, as follows:

"(E) Subject to the terms of this Section 3(c)(ii), Ticketmaster shall provide Principal with an allowance in the aggregate amount of Twenty-Eight Thousand Fifty-Nine Dollars (\$28,059) (the "New Equipment Allowance") to reimburse Principal for Principal's purchase during the extended Term of certain equipment necessary for utilization of the TM System (including, without limitation, EMV credit card readers leased to Principal at \$35.00 per unit and any additional scanners purchased by Principal utilizing this New Equipment Allowance) (the "Equipment"), which Equipment shall (other than EMV credit card readers and scanners) be owned, operated, supported and maintained by Principal at its own cost. For avoidance of doubt, the Parties hereby agree that EMV credit card readers leased to Principal shall be owned, operated, supported and maintained by Ticketmaster at its own cost and that scanners purchased with the New Equipment Allowance shall be deemed "Hardware" as described in the Agreement and shall be subject to the terms and conditions with respect to all Hardware as set forth in the Agreement (e.g., Ticketmaster shall retain title to such Hardware). With the exception of the EMV credit card readers and scanners, for the avoidance of doubt, the Equipment shall not be deemed "Hardware" for any purposes of the Agreement. The Equipment Allowance shall be paid to Principal upon Principal's submission of a request for reimbursement (together with documentation evidencing Principal's costs in purchasing the Equipment) from time to time during the Term. Once the New Equipment Allowance is exhausted, the cost of any additional EMV credit card readers and scanners requested by Principal, and the lease payments due for continued use of any existing EMV credit card readers and scanners shall be invoiced to Principal.

(F) Ticketmaster's agreement to provide the Equipment Allowance to Principal is based upon Ticketmaster's rights to sell Tickets for Attractions during the Term and is contingent upon and subject to certain terms as described below. In the event that the Agreement terminates before December 31, 2022 due to any reason other than Ticketmaster's material default of the terms of the Agreement, then Principal shall return to Ticketmaster, within fifteen (15) days of such termination, an amount, if any, by which the Equipment Allowance Used Amount exceeds the Equipment Allowance Accrued Amount (each as defined below). "Equipment Allowance Used Amount" shall mean the total amount of the Equipment Allowance used for reimbursement by

Principal over the Term of the Agreement. "Equipment Allowance Accrued Amount" shall mean \$779.41 for each month of the extended Term remaining until such early termination date. Any return of the Equipment Allowance by Principal shall be by wire transfer or certified check. Notwithstanding any terms herein to the contrary, any unpaid or otherwise unused amount of the Equipment Allowance from Ticketmaster to Principal shall be forfeited upon the expiration or any earlier termination of the Agreement."

5. **tmEngage**. A new Section 4(l) is hereby added to the Original Agreement, as follows:

"(l) **tmEngage**: Upon a timetable to be mutually agreed upon by the parties, Ticketmaster shall replace TM Messenger and provide Principal with use of an email permission marketing tool which shall be powered by a third party enterprise-level interactive software and marketing provider, and which shall be integrated with the TM System ("tmEngage") in accordance with the terms and conditions set forth in Exhibit D attached hereto, which shall replace Exhibit D of the Original Agreement in its entirety. For the avoidance of doubt, the terms and conditions set forth in Exhibit D attached hereto shall not apply unless and until the parties mutually agree to activate tmEngage, and thereafter, tmEngage shall replace TM Messenger and the term "TM Messenger" and all terms and conditions relating to such term set forth in the Agreement shall be deleted and shall be null, void and of no further force or effect. The parties acknowledge and agree that "Software" as such term is used in the Agreement shall not be deemed to incorporate tmEngage, it being understood that tmEngage is a third party software solution."

6. **Virtual Venue**: A new Section 4(m) is hereby added to the Original Agreement, as follows:

"(m) **Virtual Venue**: Upon request of any Business Unit, and upon a timetable and cost to be mutually agreed upon by Ticketmaster and such Business Unit, Ticketmaster will cause IO Media to provide such Business Unit with an integrated Albertsons Stadium, ExtraMile Arena and/or Morrison Center "Virtual Venue" solution powered by IO Media."

7. **Platinum Tickets and VIP Packages**: A new Exhibit E is attached hereto, and incorporated into the Original Agreement by this reference, providing the terms and conditions that shall apply in connection to the sale of Platinum Tickets and VIP Packages.

8. **Terms and Conditions for Cloud Services**. A new Exhibit F entitled "Terms and Conditions for Cloud Services" is attached hereto and incorporated into the Original Agreement.

9. **Conflicting Terms**. In the event a conflict arises between this Amendment and the terms and conditions of the Original Agreement, the terms and conditions of this Amendment shall control. Except as specifically set forth herein to the contrary, all of the terms and conditions of the Original Agreement are in full force and effect, shall continue in full force and effect throughout the term and are hereby ratified and confirmed by the parties.

IN WITNESS WHEREOF, the parties have executed this Amendment as of the date set forth below.

TICKETMASTER L.L.C.,
a Virginia limited liability company

BOISE STATE UNIVERSITY,
a state of Idaho institution
of higher education

By: _____

By: _____

Title: _____

Title: _____

Date: _____

Date: _____

EXHIBIT D**tmENGAGE TERMS AND CONDITIONS**

Ticketmaster shall make tmEngage available for Principal's use in exchange for the fees set forth in Schedule 1 attached hereto.

The parties acknowledge and agree that Principal is selecting the **Plan 1** annual subscription plan. During the Term of the Agreement, Principal shall have the opportunity to upgrade Principal's current plan to a higher one, or downgrade to any lower plan, upon written notice to Ticketmaster and payment of the new annual subscription fee; provided, that such new plan shall not take effect until the beginning of the next Contract Year. For the avoidance of doubt, any unsent emails comprising the annual sent messages threshold and any unused Ticketmaster professional services hours for Principal's plan during each Contract Year shall expire at the conclusion of each such Contract Year, and no tmEngage credit of any kind shall be provided to Principal in connection with such unsent emails and/or unused hours.

Notwithstanding anything to the contrary set forth in Schedule 1 attached hereto, the annual subscription fee for Plan 1, plus the purchase of one additional user license at \$600 shall be included in Principal's current annual Archtics license fee of \$100,000 per Contract Year. In the event Principal exceeds the applicable email threshold for Plan 1 in any Contract Year, or in the event Principal elects to upgrade Principal's current plan to a higher one, Ticketmaster shall invoice Principal at that time for the incremental amount of the annual subscription fee applicable to such higher volume of emails sent.

In the event Principal elects to purchase additional Principal user licenses and/or additional Ticketmaster professional services hours, in each case, for any given Contract Year to supplement the number of user licenses and professional services hours currently included in Principal's subscription plan for such Contract Year as set forth in Schedule 1 attached hereto, Ticketmaster shall invoice Principal for the additional fees applicable in connection therewith at the time of such election. In the event Principal elects to activate Ticketmaster's Premium Automation Package in accordance with the terms set forth in Schedule 1 attached hereto, Ticketmaster shall invoice Principal for the additional annual fee applicable in connection therewith at the time of such election and at the beginning of each Contract Year during the Term of the Agreement thereafter, it being understood that any activation of Ticketmaster's Premium Automation Package shall be for the remaining Term of the Agreement (and not just for the remainder of the then-current Contract Year).

Ticketmaster shall provide all necessary maintenance and service support with respect to the use of tmEngage, as described in Schedule 2 attached hereto. Ticketmaster agrees to absorb all fees and other amounts due to any third party in connection with the use of tmEngage, and support costs with respect thereto.

Principal agrees to use tmEngage only in compliance with all applicable laws and administrative rulings and in accordance with Ticketmaster's posted privacy policies. Principal shall also include in any non-transactional email communications that Principal may make using tmEngage a mechanism to provide the recipient with the right to "opt-out" from receiving further non-transactional email communications from Principal and Principal shall honor such opt-out preferences.

Schedule 1 to Exhibit D

Plan	Annual Sent Messages		Annual Subscription Fee*	# of Principal User Licenses Included**	# of Ticketmaster Professional Services Hours Included***	Ticketmaster's Premium Automation Package****
Base	0	to	1,000,000	\$3,500	2	1 hour (Q&A call)
Plan 1	1,000,001	to	2,000,000	\$5,000	2	5 hours/ year
Plan 2	2,000,001	to	4,000,000	\$10,500	3	10 hours/year
Plan 3	4,000,001	to	6,000,000	\$14,000	3	15 hours/year
Plan 4	6,000,001	to	12,000,000	\$21,000	3	20 hours/year
Plan 5	12,000,001	to	18,000,000	\$28,000	3	25 hours/year
Plan 6	18,000,001	to	30,000,000	\$35,000	4	30 hours/year
Plan 7	30,000,001	to	48,000,000	\$42,000	4	35 hours/year
Plan 8	48,000,001	or	More	Custom Pricing	Custom	Custom

NOT INCLUDED

*The annual subscription fees for each plan set forth in the schedule above shall be subject to automatic increase on the first day of the second Contract Year following the date of tmEngage activation and on the first day of each Contract Year thereafter during the Term in the amount of 5% of the previous Contract Year's annual subscription fee for each such plan.

**Additional user licenses may be purchased by Principal for \$600 per additional user license/ per Contract Year, and such \$600 per additional user license/ per Contract Year fee shall not be pro-rated for any partial Contract Year except to the extent explicitly provided otherwise in the Exhibit to which this Schedule 1 is attached. Principal shall notify Ticketmaster of its election to purchase additional user licenses during each Contract Year for which Principal intends to use such additional user licenses, and Principal's election to purchase additional user licenses during any particular Contract Year shall not carry forward into the continued use of such additional user licenses during any subsequent Contract Years.

***Except to the extent explicitly provided otherwise in the Exhibit to which this Schedule 1 is attached, notwithstanding the chart above, the number of Ticketmaster professional service hours included in any annual subscription plan for which Ticketmaster has waived or has otherwise provided a credit or discount towards Principal's annual subscription fee shall be 0.

***The amount of any unused Ticketmaster professional service hours included for any Contract Year shall expire at the conclusion such Contract Year, or upon the termination or expiration of the Agreement, whichever is earlier. For the avoidance of doubt, any unused Ticketmaster professional service hours included for any Contract Year shall not be rolled forward for use in any subsequent Contract Year.

***Additional Ticketmaster professional service hours may be purchased by Principal at the rate of \$250 per additional hour, or at the bulk discount rate of \$225 per additional hour where Principal purchases 50 or more hours in a single transaction, it being understood any such hours (including any of those purchased in bulk), consistent with the terms set forth above, shall expire at the conclusion of the Contract Year in which they were purchased, or upon the termination or expiration of the Agreement, whichever is earlier.

****Principal may elect to activate Ticketmaster's Premium Automation Package as an optional add-on for \$1,200 per Contract Year, and such \$1,200 per Contract Year fee shall not be pro-rated for any partial Contract Year except to the extent explicitly provided otherwise in the Exhibit to which this Schedule 1 is attached. For clarity, standard two-touch welcome automations are included with each Principal subscription plan and do not require activation of Ticketmaster's Premium Automation Package. Any activation of Ticketmaster's Premium Automation Package shall be for the remainder Term of the Agreement (and not just for the remainder of the then-current Contract Year).

Schedule 2 to Exhibit D

Plan		Annual Sent Messages		tmEngage Ticketmaster Support
Base	0	to	1,000,000	<ul style="list-style-type: none"> • Unlimited issue resolution technical support via Ticketmaster product support • Implementation Services • Industry-specific web-based training • Industry-specific user guides • Industry-specific best practices documentation and webinars • Deliverability Support
Plan 1	1,000,001	to	2,000,000	
Plan 2	2,000,001	to	4,000,000	
Plan 3	4,000,001	to	6,000,000	
Plan 4	6,000,001	to	12,000,000	
Plan 5	12,000,001	to	18,000,000	
Plan 6	18,000,001	to	30,000,000	
Plan 7	30,000,001	to	48,000,000	
Plan 8	48,000,001	or	More	

EXHIBIT E**PLATINUM TICKETS AND VIP PACKAGES****1. Platinum Tickets and VIP Packages – Athletic Attractions, Morrison Center Attractions and Other Attractions****(a) Definitions.**

“Platinum Ticket” means dynamically-priced Tickets for sale via Ticketmaster distribution channels (including TM.com Website and mobile application) and currently labeled as “Platinum Tickets,” which represent the most select category of seats for an Attraction resulting from proximity to stage or other superior amenities as mutually communicated and agreed to by Principal and Ticketmaster.

“Platinum Ticket Fee” means a fee assessed by Ticketmaster against each Platinum Ticket purchaser in an amount equal to 14.8% (which incorporates a Payment Processing Fee in the same percentage amount as set forth in the Agreement with respect to standard Ticket sales) of the Platinum Ticket Price (excluding any applicable delivery and processing fees) for each Platinum Ticket sold by Ticketmaster via the TM.com Website. Additionally, Ticketmaster shall charge Principal a “Platform Fee” in the amount of five percent (5%) of the Platinum Ticket Price (excluding any applicable delivery and processing fees), which shall be deducted from the Platinum Proceeds as an Inside Charge prior to settlement. The Platinum Ticket Fee and the Platform Fee payable to Ticketmaster in connection with each sale of a Platinum Ticket shall be in lieu of any per Ticket Convenience Charge or Inside Charge otherwise due Ticketmaster under this Agreement in respect of standard Ticket sales.

“Platinum Ticket Price” means the total price a purchaser pays for a Platinum Ticket sold via the TM.com Website, inclusive of applicable taxes, but exclusive of the Platinum Ticket Fee. The Platinum Ticket Price shall initially be established by Principal in consultation with Ticketmaster, and any subsequent adjustments to the Platinum Ticket Price shall be administered in accordance with parameters accepted by Principal in advance.

“Platinum Proceeds” means the Platinum Ticket Price collected by Ticketmaster, which, for the avoidance of doubt, shall not include the Platinum Ticket Fee nor the delivery fees and processing fees, if any.

“VIP Package(s)” means Ticket packages which entitle the purchaser of the Ticket to additional benefits to be fulfilled by Principal, including but not limited to, access to unique experiences surrounding the Attraction and/or unique merchandise.

“VIP Package Fee” means a fee assessed by Ticketmaster in the amount of 14.8% (which incorporates a Payment Processing Fee in the same percentage amount as set forth in the Agreement with respect to standard Ticket sales) of the VIP Package Price, which amount shall be charged to the VIP Package purchaser in addition to the VIP Package Price.

“VIP Package Price” means the total price of the VIP Package paid by the purchaser as set by Principal, inclusive of the Face Value of the Ticket and applicable taxes.

"VIP Package Proceeds" means the VIP Package Price, which, for the avoidance of doubt shall not include the VIP Package Fee.

(b) **Platinum Tickets.**

(i) **Platinum Ticket Set-Up Information.** Principal will provide Ticketmaster with notice of its desire to have Ticketmaster enable a Platinum Ticket offer for any applicable Attraction, and shall provide Ticketmaster with required Set-Up Information in respect of such offer so that Ticketmaster may set up the offer for sale through the TM.com Website.

(ii) **Platinum Ticket Fulfillment.** Ticketmaster shall fulfill Platinum Ticket orders in the same manner as standard Tickets through Ticketmaster's ordinary distribution channels as requested by the purchaser.

(iii) **Platinum Ticket Settlement.** Ticketmaster shall pay Principal the Platinum Proceeds, less the Platform Fee, for each Platinum Ticket sold by Ticketmaster during a calendar week along with settlement of Ticket Receipts for the applicable week. Principal shall be responsible for remitting any applicable taxes on the Platinum Ticket Price (inclusive of the Platform Fee), and Ticketmaster shall be responsible for remitting any applicable taxes on the Platinum Ticket Fee. Notwithstanding the foregoing, in the event that Ticketmaster is ever required by applicable law to remit taxes on the Platinum Ticket Price directly on behalf of Principal, Ticketmaster shall have the right to do so upon notice to Principal. Except as provided otherwise in this Exhibit E, settlements of Platinum Proceeds shall be made in accordance with and subject to the accounting and refund procedures set forth in this Agreement.

(iv) **Platinum Ticket Fee Royalty.** Principal shall be entitled to receive from Ticketmaster a royalty in the amount of fifty percent (50%) of each Platinum Ticket Fee received (and not refunded or subject to chargeback) by Ticketmaster. For the avoidance of doubt, Principal and Ticketmaster will both forego any amounts retained of the Platinum Proceeds and Platinum Ticket Fee in the event of a chargeback or refund. Notwithstanding the above, Payment Processing Fees related to any Platinum Ticket Fee shall be deducted from the Platinum Ticket Fees before the Platinum Ticket Fee royalties are calculated. Neither party makes any representation that any specific number of Platinum Tickets nor any amount of Platinum Ticket Fee royalties shall be available in connection with any Attraction for which the sale of Platinum Tickets has been enabled. Platinum Ticket Fee royalties shall be paid to Principal during a calendar week along with the settlement of Ticket Receipts for the applicable week.

(c) **VIP Packages.**

(i) **VIP Package Offer Information.** Principal will provide Ticketmaster with reasonable advance written notice of its desire to have Ticketmaster enable a VIP Package, which notice shall include an accurate and complete description of the VIP Package content, applicable dates for the sales campaign, and any other information reasonably requested by Ticketmaster (the "Offer Information"). Notwithstanding anything to the contrary, Ticketmaster shall not be obligated to offer a VIP Package for an Attraction if, in the reasonable discretion of Ticketmaster, the VIP Package is not appropriate for sale via the TM.com Website. Ticketmaster and Principal will work together to develop appropriate messaging appearing on the TM.com Website to inform all purchasers of VIP Package elements and benefits. Ticketmaster shall have final control over any and all messaging on the TM.com Website, and reserves the right to reject any messaging proposed by Principal for any reason, including, without limitation, size constraints. Notwithstanding the foregoing, Ticketmaster shall have no responsibility or liability

in the event that information (including Offer Information) provided to Ticketmaster relating to the VIP Package, is incorrect or incomplete.

(ii) VIP Package Fulfillment.

(1) Ticketmaster Responsibilities. Ticketmaster will control access to the VIP Package by distributing to each applicable purchaser a unique barcode which will allow the purchaser to redeem the VIP Package elements from Principal at the Attraction. Ticketmaster shall be responsible solely for enabling a barcode for each Purchaser to use to redeem the VIP Package elements, together with instructions for redemption (including (i) the party responsible for fulfilling the VIP Package elements, (ii) the time frames during which redeeming purchasers may redeem the VIP Package elements, and (iii) the relevant customer service contact information for purposes of handling customer support issues relating to such redemption). Ticketmaster shall be responsible for customer service inquiries relating solely to enabling the barcode.

(2) Principal Responsibilities. Principal shall allow purchasers to redeem the VIP Package elements at the Facility. Principal shall be responsible for coordinating all fulfillment, redemption and delivery obligations, and customer service related to all fulfillment and delivery of VIP Package elements, and all costs associated therewith.

(iii) VIP Package Settlement.

(1) Ticketmaster shall pay Principal the VIP Package Proceeds for each VIP Package sold by Ticketmaster during a calendar week along with settlement of Ticket Receipts for the applicable week. Notwithstanding anything to the contrary, Principal shall not receive any payment, nor shall a sale be deemed to have been made, if any VIP Package is the subject of a chargeback or for which Ticketmaster refunds the Ticket portion of the VIP Package. For avoidance of doubt, Ticketmaster and Principal will both forego any amounts retained of the VIP Package Proceeds and VIP Package Fee associated with the sale in such event.

(2) Principal agrees that it shall be responsible for all refunds related to the VIP Package elements, and to the extent Ticketmaster receives any VIP Package element refund requests, Ticketmaster shall refer the purchaser to a customer service number provided by Principal to Ticketmaster for such customer service issues. In no event shall Ticketmaster be liable for a refund of the VIP Package elements. In addition, Principal shall be responsible for all Chargebacks related to the VIP Package elements, and Ticketmaster shall have the right to deduct amounts due for Chargebacks from the VIP Package Proceeds otherwise payable by Ticketmaster to Principal. In the event such VIP Package Proceeds are inadequate to cover actual Chargebacks, Principal shall be responsible for, and shall refund to Ticketmaster within ten (10) days of Ticketmaster's written notice such amounts related to Chargebacks of VIP Packages sold by Ticketmaster.

(3) Principal shall be responsible for remitting any applicable taxes on the VIP Package Price, and Ticketmaster shall be responsible for remitting any applicable taxes on the VIP Package Fee. Notwithstanding the foregoing, in the event that Ticketmaster is ever required by applicable law to remit taxes on the VIP Package Price directly on behalf of Principal, Ticketmaster shall have the right to do so upon notice to Principal.

(iv) VIP Package Fee Royalty. Principal shall be entitled to receive from Ticketmaster a royalty in the amount of fifty percent (50%) of each VIP Package Fee received

(and not refunded or subject to chargeback) by Ticketmaster. For the avoidance of doubt, Principal and Ticketmaster will both forego any retained portions of the VIP Package Proceeds and the VIP Package Fee in the event of a chargeback or refund. Notwithstanding the above, Payment Processing Fees related to any VIP Package Fee shall be deducted from the VIP Package Fees before the VIP Package Fee royalties are calculated. Neither party makes any representation that any specific number of VIP Packages nor any amount of VIP Package Fee royalties shall be available in connection with any Attraction for which the sale of VIP Packages has been enabled. VIP Package Fee royalties shall be paid to Principal during a calendar week along with settlement of Ticket Receipts for the applicable week.

EXHIBIT F**TERMS AND CONDITIONS FOR CLOUD SERVICES**

1. DEFINITIONS: Unless the context clearly requires otherwise, the definitions set forth in the State of Idaho Standard Contract Terms and Conditions shall apply to terms used in these State of Idaho Standard Terms and Conditions for Cloud Services. In addition, the following terms shall have the following meanings when used in these State of Idaho Standard Terms and Conditions for Cloud Services:

A. Data Breach - Any unauthorized access to or acquisition of Non-Public State Data following a Security Incident that compromises the security, confidentiality, or integrity of the Non-Public State Data, or the ability of the State to access the Non-Public State Data.

B. Infrastructure as a Service (IaaS) - The capability provided to the user to provision processing, storage, networks, and other fundamental computing resources where the user is able to deploy and run arbitrary software, which can include operating systems and applications. The user does not manage or control the underlying cloud infrastructure but has control over operating systems, storage, deployed applications; and possibly limited control of select networking components (e.g., host firewalls).

C. Non-Public State Data - State Data that is not subject to distribution to the public as public information. It is deemed to be sensitive and confidential by the State because it contains information that is exempt by statute, ordinance or administrative rule from access by the general public as public information. Non-Public State Data includes, but is not limited to, Personal State Data.

D. Personal State Data - State Data alone or in combination with other data that includes information relating to an individual that identifies the individual by name, identifying number, mark or description that can be readily associated with a particular individual and which is not a public record. Personal State Data includes but is not limited to the following personally identifiable information (PII): government-issued identification numbers (e.g., Social Security, driver's license, passport); financial account information, including account number, credit or debit card numbers; Protected Health Information (PHI) relating to a person; or education records covered by the Family Educational Rights and Privacy Act (FERPA), as amended, 20 U.S.C. 1232g, records described at 20 U.S.C. 1232g(a)(4)(B)(iv).

E. Platform as a Service (PaaS) - The capability provided to the user to deploy onto the cloud infrastructure user-created or user-acquired applications created using programming languages and tools provided by the Contractor. This capability does not necessarily preclude the use of compatible programming languages, libraries, services, and tools from other sources. The user does not manage or control the underlying cloud infrastructure including network, servers, operating systems, or storage, but has control over the deployed applications and possibly application hosting environment configurations.

F. Protected Health Information (PHI) - Individually identifiable health information held or transmitted by electronic media, maintained in electronic media, or transmitted or maintained in any other form or medium. PHI also includes but may not be limited to information that is a subset of health information, including demographic information collected from an individual, and (1) is created or received by a health care provider, health plan, employer or health care clearinghouse; and (2) relates to the past, present or future physical or mental health or condition of an individual;

the provision of health care to an individual; or the past, present or future payment for the provision of health care to an individual; and (a) that identifies the individual; or (b) with respect to which there is a reasonable basis to believe the information can be used to identify the individual.

G. Service – The performance of the specifications and requirements described in the Contract.

H. Security Incident - The unauthorized access to the Contractor's network that the Contractor or the State believes could reasonably result in the use, disclosure or theft of the State's Non-Public State Data within the possession or control of the Contractor. A Security Incident also includes a security breach to the Contractor's system, regardless if Contractor is aware of unauthorized access to the State's Non-Public State Data. A Security Incident may or may not turn into a Data Breach.

I. Software as a Service (SaaS) - The capability provided to the user to use the Contractor's applications running on the Contractor's infrastructure (commonly referred to as "cloud infrastructure"). The applications are accessible from various client devices through a thin client interface such as a Web browser (e.g., Web-based email), or a program interface. The user does not manage or control the underlying cloud infrastructure including network, servers, operating systems, storage, or even individual application capabilities, with the possible exception of limited user-specific application configuration settings.

J. State Data - All information and data developed, documented, derived, stored, installed or furnished by the State under the Contract, including all data related to records owned by the State of Idaho.

K. Update – An enhancement, repair, patch or fix to a Service.

L. FedRAMP – Federal Risk and Authorization Management Program; a civilian-side, federal government-wide program that standardizes the approach to assessing, authorizing and continuously monitoring cloud products and services: <https://www.fedramp.gov/>.

M. Contractor's Purchaser Data – As further defined pursuant to Section 11(c) of the Original Agreement, Contractor's Purchaser Data includes all personally identifiable information with respect to persons who actually purchased Tickets to the State's Attractions through Contractor's TM System, which Purchaser Data the parties understand and acknowledge may be redundant to certain State Data. Accordingly, and notwithstanding anything to the contrary set forth in this Exhibit F, the terms and conditions relating to ownership or use of such Contractor's Purchaser Data by Contractor shall continue to be governed by the terms of Section 11(c) of the Original Agreement.

2. Subscription Terms: Contractor grants to the State a license to: (i) access and use the Service for its business purposes; (ii) use underlying software as embodied or used in the Service; and (iii) view, copy, upload and download (where applicable), and use Contractor's documentation.

3. Data Access Controls: Contractor will provide access to State Data only to those Contractor employees and subcontractors ("Contractor Staff") who need to access the State Data to fulfill Contractor's obligations under the Contract. Contractor shall not allow access the State's user accounts or State Data, except during the course of data center operations, in response to service or technical issues, as required by the express terms of these State of Idaho Standard Terms and Conditions for Cloud Services, or at the State's written request. Contractor must not share State Data with its affiliates or any third party without the State's express written consent. Contractor

must ensure that, prior to being granted access to the State Data, Contractor Staff who perform work under the Contract have successfully completed annual instruction of a nature sufficient to enable them to effectively comply with all State Data protection provisions of the Contract, and that Contractor Staff possess qualifications appropriate to the nature of the employees' duties and the sensitivity of the State Data they will be handling.

4. Operations Management: Contractor shall maintain the administrative, physical, technical, and procedural infrastructure associated with the provision of the Service in a manner that is, at all times during the term of the Contract, at a level equal to or more stringent than those specified in the Contract.

5. Data Ownership: The State owns and retains full right and title, and unrestricted access to State Data (excluding, for the avoidance of doubt, Contractor's Purchaser Data, even if such Contractor's Purchaser Data is redundant to certain State Data). Additionally, the State retains the right to back-up State Data at its own data center. Contractor shall not collect, access, or use State Data except (1) in the course of data center operations pursuant to Service provided under this Contract, (2) in response to service or technical issues, (3) as required or expressly allowed by the terms of the Contract, or (4) at the State's written request. Except as expressly allowed by the terms of the Contract, no information regarding the State's use of the Service may be disclosed, provided, rented or sold to any third party for any reason unless required by law or regulation or by an order of a court of competent jurisdiction. These obligations shall extend beyond the term of the Contract in perpetuity.

6. Service Failure or Damage: In the event of Service failure or damage caused by Contractor or its Service, the Contractor agrees to restore the Service within twenty-four (24) hours after failure or damage is sustained, unless otherwise specified in the Contract, or agreed to in writing by the State.

7. Title to Product: If access to the Service requires an application program interface (API), Contractor shall convey to the State an irrevocable license to use the API solely for the duration of the Contract term.

8. Data Privacy: The Contractor must comply with all applicable laws related to data privacy and security, specific to the type(s) of Data and as otherwise specified in the Contract, which may include, but is not limited to IRS Pub 1075, HIPAA, PCI, and FERPA.

9. Warranty: In addition to any other requirements for warranties elsewhere in the Contract, the Contractor warrants the following:

A. Contractor has acquired all rights for the Contractor to provide the Service described in the Contract.

B. Contractor will perform materially as described in the Contract.

C. That the Service is fit for a particular purpose.

D. The Contractor will not interfere with the State's access to and use of the Service it acquires under the Contract.

E. The Service(s) provided by the Contractor are compatible with and will operate successfully with any environment (including web browser and operating system) specified in the Contract.

F. The Service it provides under the Contract is free of malware, and Contractor will use for the term of the Contract current industry standard security measures to prevent from entry, detect within and remove from the Service malicious software.

10. Data Protection: Protection of personal privacy and State Data shall be an integral part of the business activities of the Contractor to ensure there is no inappropriate or unauthorized use of State Data at any time. To this end, the Contractor shall safeguard the confidentiality, integrity and availability of State Data and comply with the following conditions:

A. All Non-Public State Data shall be encrypted with controlled access and at all other times required by applicable law. Unless otherwise provided in the Contract, the Contractor is responsible for encryption of the Non-Public State Data. All encryption shall be consistent with requirements of applicable law and PCI standards.

B. The State shall identify State Data it deems as Non-Public State Data to the Contractor. The level of protection and encryption for all Non-Public State Data shall be identified in the Contract.

C. At no time shall any State Data (excluding, for the avoidance of doubt, Contractor's Purchaser Data, even if such Contractor's Purchaser Data is redundant to certain State Data) or processes, that either belong to or are intended for the use of the State or its officers, agents or employees, be copied, disclosed or retained by the Contractor or any party related to the Contractor for subsequent use in any transaction that does not include the State.

D. The Contractor shall not use any information (excluding, for the avoidance of doubt, Contractor's Purchaser Data) collected in connection with the Service provided under the Contract for any purpose other than fulfilling the Service.

E. Data Location: The Contractor shall provide its Service to the State and its end users solely from data centers within the United States; and storage of State Data at rest shall be located solely in data centers within the United States. The Contractor shall not allow its personnel or subcontractors to store State Data on portable devices, except for devices that are used and kept only at its U.S. data centers. Each data center used by the Contractor to support the Contract must be within a physical security perimeter to prevent unauthorized access, and physical entry controls must be in place so that only authorized personnel have access to State Data and State-written applications.

F. The Contractor shall permit Contractor Staff to access State Data (but not any of Contractor's Purchaser Data that is redundant to any such State Data) remotely only as required to provide technical support.

11. Shared Security Responsibilities: The Contractor and the State agree that security responsibilities are shared. The Contractor is responsible for providing a secure infrastructure. The State is responsible for its operating system, firewalls and other logs captured within the operating system. If there are other shared responsibilities, they must be identified within the Contract. (Note: State agencies are required to adhere to the NIST Cyber Security Framework as provided in Executive Order 2017-02.)

12. Security Incident and Data Breach Responsibilities: In the event of a Security Incident or Data Breach, the Contractor shall:

A. Notify the State-designated contact(s) by telephone within twenty-four (24) hours, unless shorter time is required by applicable law, if the Contractor has confirmed that there is, or the Contractor reasonably believes that there has been, a Security Incident or Data Breach. The Contractor shall (1) immediately quarantine all State Data from external access, (2) cooperate with the State as requested by the State to investigate and resolve the Security Incident or Data Breach, (3) promptly implement remedial measures, if necessary, (4) (for a Data Breach) identify to the State, if the following is known by the Contractor, the persons affected, their identities, and the State Data disclosed, and (5) document responsive actions taken related to the Security Incident or Data Breach, including any post-incident review of events and actions taken to make changes in business practices in providing the Service, if necessary.

B. Unless otherwise stipulated in the Contract, if a Data Breach is a direct result of Contractor's breach of its contractual obligation to encrypt Non-Public State Data or otherwise prevent its release as reasonably determined by the State, the Contractor shall bear the costs associated with (1) the investigation and resolution of the Data Breach; (2) notifications to individuals, regulators or others required by federal and state laws or as otherwise agreed to by the State and the Contractor; (3) a credit monitoring service required by state (or federal) law or as otherwise agreed to by the State and the Contractor; (4) a website or a toll-free number and call center for affected individuals required by federal and state laws; all not to exceed the average per record per person cost calculated for Data Breaches in the United States (as of January 2019, \$217 per record/person) in the most recent Cost of Data Breach Study: Global Analysis published by the Ponemon Institute at the time of the Data Breach; and (5) complete all corrective actions as reasonably determined by Contractor based on root cause.

C. Incident Response: The Contractor may need to communicate with outside parties regarding a Security Incident or Data Breach, which may include contacting law enforcement, fielding media inquiries and seeking external expertise as mutually agreed upon between the State and the Contractor in writing, defined by law or contained in the Contract. Discussing Security Incidents with the State must be handled on an urgent as needed basis, as part of Contractor's communication and mitigation processes as mutually agreed upon between the State and the Contractor in writing, defined by law or as delineated in the Contract.

13. Notification of Legal Requests: The Contractor shall contact the State upon receipt of any electronic discovery, litigation holds, discovery searches and expert testimonies related to State Data under the Contract, or which in any way might reasonably require access to State Data. The Contractor shall not respond to subpoenas, service of process or other legal requests related to the State without first notifying and obtaining the approval of the State, unless prohibited by law from providing such notice.

14. Background Checks and Security Awareness: Upon the request of the State, the Contractor shall obtain criminal background checks for Contractor Staff that the Contractor intends to utilize in the provision of services under the Contract and must provide the results of the criminal background checks to the State upon written request. If any Contractor Staff are not acceptable to the State in its sole opinion based upon the results of a criminal background check, the State, in its sole discretion, shall have the right to request that such Contractor Staff not provide services under the Contract. The Contractor must comply with such requests and provide replacement Contractor Staff in such cases. The Contractor shall promote and maintain an awareness of the importance of securing the State's information among the Contractor's employees and agents.

15. Data Center Audit: The Contractor shall have an independent audit of its data centers at least annually at its expense, and upon written request from the State must provide an unredacted (save that the Contractor may remove its information that is trade secret in accordance with the Idaho Public Records Act) version of the audit certification to the designated State representative no later than thirty (30) calendar days after the certification is published. A Service Organization Control (SOC) 1 audit report is required, or, the State may, in its sole discretion, approve another audit type upon Contractor request.

16. Change Control and Advance Notice: The Contractor shall, as soon as reasonably practicable, give a advance written notice (or as otherwise identified in the Contract) to the State of any Updates that may impact availability of Service or performance. Contractor must provide Updates to State at no additional cost when Contractor makes such Updates generally available to its users at no cost. No Update or other change to the Service may decrease or otherwise negatively impact in any material respect the Service's functionality or adversely affect the State's use of or access to the Service.

17. Non-Disclosure and Separation of Duties: The Contractor shall enforce separation of job duties, require commercially reasonable non-disclosure agreements, and limit staff knowledge of State Data to that which is reasonably necessary to perform job duties.

18. Responsibilities and Uptime Guarantee: The Contractor shall be responsible for the acquisition and operation of all hardware, software and network support related to the Service being provided. The technical and professional activities required for establishing, managing and maintaining the environments are the responsibilities of the Contractor. The Service shall be available 99.4% of the time (excepting reasonable downtime for maintenance).

19. Transition, Transfer Assistance Termination or Suspension:

A. The State shall have the ability to import or export all or portions of State Data and State-written applications at its discretion without interference from the Contractor at any time during the term of the Contract. This includes the ability for the State to import or export State Data and State-written applications to and from other entities.

B. The Contractor shall reasonably cooperate without limitation with any State authorized entity for the transfer of State Data to the State upon termination or expiration of the Contract. The Contractor must transfer State Data or allow the State to extract State Data and State-written applications, at no additional cost to and in a format mutually agreed upon, and the State Data must be unencrypted.

C. The return of State Data and State-written applications shall occur no later than sixty (60) calendar days after termination or expiration of the Contract; or within another timeframe as agreed to in writing by the parties. Contractor shall facilitate the State's extraction of State Data and State-written applications by providing the State with all necessary access and tools for extraction offered by Contractor, at no additional cost to the State and provided that such access and tools for extraction are in accordance with industry standard practices.

D. During any period of suspension of Service, the Contractor shall continue to fulfill its obligations to maintain State Data and State-written applications.

E. In the event of termination or expiration of the Contract, the Contractor shall not take any action to intentionally erase State Data or State-written applications for a period of sixty (60) calendar

days after the effective date of termination or expiration. After such period, the Contractor shall have no obligation to maintain or provide any State Data or to maintain any State-written applications and shall thereafter, unless legally prohibited, delete all State Data (excluding, for the avoidance of doubt, Contractor's Purchaser Data, even if such Contractor's Purchaser Data is redundant to certain State Data) and State-written applications (in all forms) within its systems or otherwise in its possession or under its control, unless otherwise instructed by the State. State Data (excluding, for the avoidance of doubt, Contractor's Purchaser Data, even if such Contractor's Purchaser Data is redundant to certain State Data) and State-written applications shall be permanently deleted and shall not be recoverable in accordance with National Institute of Standards and Technology (NIST)- approved methods. Certificates of destruction shall be provided to the State upon written request from the State after termination or expiration of the Contract.

F. The Contractor must maintain the confidentiality and security of State Data and State-written applications during any transition or transfer and thereafter for as long as the Contractor possesses State Data and State-written applications.

20. Access to Security Logs and Reports: in the event of a Data Breach, the Contractor shall provide reports to the State regarding system performance statistics, user access logs, user access IP address, user access history, security logs and event logs for all State Data

**CONSENT
DECEMBER 18, 2019**

BOISE STATE UNIVERSITY

SUBJECT

Approve JP Morgan Chase as designated depository for Boise State University

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.D
Section 67-2025, Idaho Code
Section 57-128, Idaho Code
Section 57-110, Idaho Code
Section 57-113, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

JP Morgan Chase as a designated depository is a non-strategic, Board governance agenda item.

BACKGROUND/DISCUSSION

Boise State University has selected JP Morgan Chase as the designated depository for the University, to hold deposits of University's income, including fee revenue, auxiliary revenue and certain receipts pending remission to the State Treasurer.

The University requires professional and innovative banking services that integrate a structure of internal controls with daily operations and establish a secure environment to safeguard the assets of the University. The University's current five-year contract with its current banking services provider expires in March 2020. That provider has agreed to operate on a month-to-month arrangement and will continue to do so through conversion. The University has completed, through a competitive bidding process, an evaluation of proposals to provide a variety of banking services including:

Transaction services, including:

- Depository services
- Checking accounts with various characteristics
- Wire and ACH capabilities

Other services, including:

- Web reporting and data management
- Web processing
- Cash positioning

Based on the size, complexity and technical requirements of the University's banking services partner, proposals were received from four nationally known and respected institutions. The differentiating characteristics between these proposals

**CONSENT
DECEMBER 18, 2019**

were primarily in the areas of price sophistication of web-based tools, customer service and local presence.

Web reporting and data management are important services utilized by the University. The efficiency of treasury operations is directly linked to the sophistication of the reporting tools offered by our banking partner. JP Morgan Chase demonstrated robust reporting tools through their online banking portal.

The cost of the contract is within the delegated authority of the University. However, Idaho Code Section 57-128 requires the State Board of Education, as the supervising board of Boise State University, to designate the depository for monies kept by the treasurer, in this case the bursar of the University. Boise State University requests Board approval of its selection of JP Morgan Chase as the designated depository for Boise State University in accordance with Section 57-128, Idaho Code. Boise State, through its competitive bidding process, has assured JP Morgan Chase is in compliance with Idaho Code 57-110 and 57-113, as required by Section 57-128 and will receive required reporting under 57-113 and report it to the Board throughout the contract.

IMPACT

The cost of the contract is estimated to be \$280,000 during the initial five-year term of the contract. The contract has the option of five additional one-year extensions upon mutual written agreement. The University has a complex financial operation with significant small dollar receipts received continually through many methods of delivery. This contract ensures the funds may be managed locally and effectively, minimizing risk of loss and maximizing interest earnings.

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.D.4 allows an institution to deposit funds received with a suitable bank or trust company in Idaho, subject to the public depository law, Idaho Code Title 57, Chapter 1. Boise State University has determined that selection of JP Morgan Chase is in compliance with applicable law. Board Policy V.D.2 request Board approval if a financial institution other than the state treasurer is to receive deposits.

Staff recommends approval.

BOARD ACTION

I move to approve the request to designate JP Morgan Chase as the designated depository for Boise State University and to revoke the prior designation of Wells Fargo as the designated depository after the transition to JP Morgan Chase is complete.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
DECEMBER 18, 2019

BOISE STATE UNIVERSITY

SUBJECT

Extension of contract for Commencement Production Services with Production Services International.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

The commencement services contract is a non-strategic, Board governance agenda item

BACKGROUND/DISCUSSION

Boise State University (BSU) issued Invitation to Bid CF15-033 on Sept. 24, 2014 for Commencement Production Services. Production Services International was awarded the contract with options for multiple annual renewals.

The State Board of Education Executive Director approved the increased contract cap not to exceed \$940,824 on April 10, 2017 for the term ending with the Spring 2020 commencement. The current annual renewal expires May 31, 2020.

This requested contract extension through May 31, 2021 will add \$134,248 to the contract for a new projected total contract amount of \$1,075,072.

IMPACT

Extending the contract through May 31, 2021 will allow the University president to participate in two commencement ceremonies before deciding whether changes should be made to the ceremony for the future. Any changes would be included in the specification requirements of the bid solicitation for a new contract to be effective beginning with the winter 2021 commencement ceremony.

ATTACHMENTS

Attachment 1 – Executive Director Approval Letter dated 4/10/17
Attachment 2 – Draft Contract extension letter 6/1/20 to 5/31/21

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.I.3.a. requires Board approval for the acquisition of services if the cost in total or through time exceeds \$1,000,000. As previously mentioned, the maximum value of the proposed contract amendment is approximately \$1,075,072.

Staff recommends approval.

CONSENT
DECEMBER 18, 2019

BOARD ACTION

I move to approve the request by Boise State University to extend the commencement services contract with Production Services International for a total cost not to exceed \$1,075,072.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



IDAHO STATE BOARD OF EDUCATION

650 W. State Street • P.O. Box 83720 • Boise, ID 83720-0037
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e-mail: board@osbe.idaho.gov
www.boardofed.idaho.gov

April 10, 2017

Mark Heil
Vice President and Chief Financial Officer
1910 University Drive
Administration Building, Room A-208
Boise, Idaho 83725-1200

RE: Increase of Costs for Contract with Production Services International for 2017
Commencement

Dear Mark,

This letter is in response to your request to increase the amount of the current contract for commencement production services with Production Services International. The total cost of the contract amendment is \$473,648 which would increase the contract cap from \$467,176 to an amount not to exceed \$940,824.

The State Board of Education requires executive director review and approval for the purchase of equipment, data processing software and equipment, and all contracts for consulting or professional services either in total or through time purchase or other financing agreements, between five hundred thousand dollars (\$500,000) and one million dollars (\$1,000,000). Staff has reviewed the above request, and pursuant to the authority delegated to the Executive Director under Board Policy V.I.3.a., this correspondence will confirm authorization to proceed with this contract amendment as requested. This authorization is predicated on the understanding that general counsel for Boise State University has reviewed and approved terms and conditions of the purchase agreement(s) or contract(s).

Sincerely,

A handwritten signature in blue ink that reads "Matt Freeman".

Matt Freeman
Executive Director

MF/mc



BOISE STATE UNIVERSITY
PURCHASING DEPARTMENT

DRAFT

November 18, 2019

Production Services International Inc.
5100 N. Sawyer Ave.
Garden City, ID 83714

RE: EXPIRATION OF Contract Purchase Order 650542

The current Contract with your company for Commencement Ceremony Production Services expires May 31, 2020. Boise State University wishes to renew the contract for an additional one (1) year period. The renewal period would be from 6/1/20 through 5/31/21.

Renewal action must be based on the following:

- 1. All contract terms and conditions remain the same as noted in the original contract.
- 2. All pricing remains the same for the renewal period.

If you agree or disagree to contract renewal, please circle Yes or No, sign this document and return it to Boise State by December 30, 2019.

RENEWAL APPROVAL: YES or NO (Please Circle)

Signature

Name (Please Print)

Date

Sincerely,

Terri Spinazza
Purchasing Director
208-426-2168

1910 University Drive Boise, Idaho 83725-1210
Phone (208) 426-1283 Fax (208) 426-1152

This letter is an electronic communication from Boise State University

**CONSENT
DECEMBER 18, 2019**

IDAHO STATE UNIVERSITY

SUBJECT

Basic Technical Certificate, Surveying Technician

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section III.G and Section V.R.

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Workforce Readiness, Objective A: Workforce Alignment. IV. Increase in postsecondary programs tied to workforce needs.

BACKGROUND/DISCUSSION

Idaho State University has worked closely with the Land Surveyor community to develop opportunities for preparing licensed surveyors to replace an aging Professional Land Surveyor population in Idaho. The development of the Basic Technical Certificate Surveying Technician was a result of response to industry demand and collaboration with the Department of Labor. The proposed certificate is in direct response to a Department of Labor Sector grant targeted at development and delivery of fully online courses that are necessary for students to obtain a Basic Technical Certificate Surveying Technician, allowing greater access to place-bound students across the state.

The proposed Basic Technical Certificate is 24 credits, and is designed to provide graduates with entry level skills as a Surveying Technician. The proposed certificate provides opportunities for non-credentialed technicians who are working in the field to further their education and training. The courses required for this certificate were chosen to provide the necessary competencies to pass the National Society of Professional Surveyors (NSPS) Level 1 Certified Surveying Technician (CST) examination.

IMPACT

Courses for the certificate are already offered and have capacity for more students, so no additional personnel are needed. As part of the Department of Labor Sector grant, ISU is required to serve 32 incumbent workers, with 16 of those workers being served in the course of the two-year grant period. Because the courses for the certificate already exist, ISU has identified seven students who could complete the required courses to earn the proposed certificate by May 2021.

Students will pay an online program fee of \$330 per credit. No tuition or other fees will be charged. The 24-credit program will cost \$7,920 to complete. The \$330 per credit online fee was calculated as the lowest fee to support the online program. The fees will be used to develop new online classes and to support the lab portion of the program as students will be meeting with local professional

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mentors living in their vicinity. The fees will support a small stipend for the mentors. The per credit fee is similar to that charged by programs in other states.

ATTACHMENT

Attachment 1 – Proposal, Basic Technical Certificate Surveying Technician

STAFF COMMENTS AND RECOMMENDATIONS

At their October meeting, the Board approved an online, academic certificate in Land Surveying, which included an online program fee consistent with Board Policy V.R. The academic certificate allows professionals with a baccalaureate degree in a science related to surveying to obtain a credential which will satisfy the educational requirements that must be met to sit for the Professional land Surveyor's examination. The Basic Technical Certificate, on the other hand, prepares students to sit for a surveying technician credential, Level 1 Certified Surveying Technician through the National Society of Professional Surveyors (NSPS) and would provide a clear pathway for students pursuing an AAS or provide opportunities for completion of ISU's BS in Surveying and Geomatics Engineering Technology if students wish to pursue a professional land surveying degree.

ISU's proposed Basic Technical Certificate in Surveying Technician is consistent with their Service Region Program Responsibilities and their current institution plan for Delivery of Academic Programs in Region V. As provided in Board Policy III.Z, no institution has the statewide program responsibility for surveying programs.

ISU also requests approval to assess an online program fee consistent with Board Policy V.R.3.b.(x). ISU proposes to charge \$330.00 per credit for a program cost of \$7,920 for the 24 credits required. Included in the total cost of the program is \$702 for books and \$264 for tools and equipment. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs (CAAP) on November 7, 2019; and was presented to the Committee on Instruction, Research, and Student Affairs (IRSA) on November 26, 2019; and provided to the Business Affairs and Human Resources Committee. The State Division of Career Technical Education has reviewed the proposed certificate program and recommends Board approval.

BOARD ACTION

I move to approve the request by Idaho State University to add a technical certificate Surveying Technician as presented, and to include an online program fee of \$330.00 per credit, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROPOSAL SUMMARY SHEET

Institution: Idaho State University

Program: Basic Technical Certificate Surveying Technician

1. Program Description and Need

Describe program need and how it will meet state/industry needs, including employability for students. Is this a program that may be projected to have low enrollment but needed to meet a critical public service/industry need? If so, please explain.

This certificate is being created at the request of industry partners who are concerned with a lack of qualified entry level surveying technicians, and will work in conjunction with a Department of Labor (DOL) Sector grant to develop and deliver coursework fully online to incumbent workers. These courses will provide the knowledge necessary to successfully pass the National Society of Professional Surveyors (NSPS) Certified Survey Technician (CST) Level 1 certification examination.

2. Program Prioritization

Please indicate how the proposed program fits within the recommended actions of the most recent program prioritization findings.

The Surveying and Geomatics Engineering Technology program has been evaluated as part of ISU's program prioritization process. As a result of these efforts and based on demand from the industry, the certificate was proposed as a way to meet licensure requirements and entry-level surveying technician workforce demand for a mobile population. This program was proposed as a direct response to industry demand and need.

3. Credit for Prior Learning

Will credit for prior learning be available for program-specific courses? If so, please explain.

There are no associated CLEP or AP courses for this program. However, students with work experience could apply for credit for experiential learning for some coursework or challenge existing courses.

4. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Education Resources), online delivery methods, reduced fees, compressed course scheduling, etc.

This program will be delivered online, and ISU is proposing the use of the online program fee model. No other fees will be charged. The proposed fee is \$330 per credit hour, which is comparable to rates charged by similar programs in other states.

5. Math Requirements

For undergraduate programs, please indicate the required gateway math/statistics course and the minimum number of hours needed in math/statistics to satisfy degree requirements.

The Basic Technical Certificate has no math requirements. However, students will need to achieve an ALEKS math score of 30, SAT math score of 500, or ACT math score of 19, or complete appropriate college level math courses to be accepted to the program since mathematical computation is embedded in required coursework.

6. Resources/Allocation

If new resources are necessary to implement the program, how will this be achieved? If resources are to be internally reallocated from existing programs or services, please describe the impact.

No new resources are required, as all courses in the program are currently offered, and there is capacity for more students in those courses.

7. Sunset

What is the sunset clause date? Please confirm whether this is the effective date for program discontinuation, or, is the date by which the program will be evaluated for continued delivery.

Certificate programs are expected to have a rolling average of five graduates per year once fully established. If this certificate underperforms in this metric for two years in a row, we would consider discontinuance of the proposed BTC offering.

8. Associated Programs

Please provide the total enrollment of students, first-time/full-time (FTFT) retention rates, and graduation headcount within each program offered by the academic department proposing the program. (Disregard if no undergraduate programs are currently delivered by the department.)

Program Name	Total Enrollment in Program and First-Time/Full-Time Retention Rate in Program				Number of Graduates From Program (Summer, Fall, Spring)			
	FY16	FY17	FY18	FY19 (most recent)	FY16	FY17	FY18	FY19 (most recent)
Civil Engineering Technology	Enrollment: 28 FT/FT Retention: 100%	Enrollment: 30 FT/FT Retention: 85%	Enrollment: 24 FT/FT Retention: 50%	Enrollment: 34 FT/FT Retention: 53%	5	13	17	7
Surveying and Geomatics Engineering Technology	Enrollment: 29 FT/FT Retention: 78%	Enrollment: 23 FT/FT Retention: 75%	Enrollment: 30 FT/FT Retention: 100%	Enrollment: 24 FT/FT Retention: n/a	6	2	9	4

Note: The first two years of the BS in Surveying and Geomatics Engineering Technology (GEMT) are the same as the two year Civil Engineering Technology (CET) program. Students were changing majors from CET to GEMT without completing the AAS degree because they desired the bachelor's degree. This triggered a decline in retention for CET and an increase in GEMT. In FY19, we required completion of the AAS in CET prior to admission to the GEMT program. Thus, we did not take new students in GEMT in fall 2018, creating a drop in enrollment in GEMT and an increase in CET. No retention data is available for FY19 in GEMT due to the admission policy change.

9. Enrollment/Graduates of Similar Programs and Proposed Program

What are the projected enrollment and graduates for proposed program once program is fully implemented?

	Enrollment (E) and Completions (C) for Similar Programs at Other Idaho Institutions								Projected Enrollments (E) and Completions (C) for Proposed Program								
	2016		2017		2018		2019		2021		2022		2023		2024		
	E	C	E	C	E	C	E	C	E	C	E	C	E	C	E	C	
BSU	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a								
ISU	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	16	8	32	16	32	16	32	16
UI	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a								
LCSC	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a								
CSI	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a								
CWI																	
CEI																	
NIC																	

Idaho State Board of Education

Proposal for Career & Technical Certificate/Degree Program

Program Type	Request Type	Instructional Activity
Career Technical	New	New Basic Technical Certificate

Institution: ISU Idaho State University

Name of College, School, or Division: Technology

Name of Department or Area: Technical

Program Identification for Proposed New or Modified Program:

Program Title Surveying Technician

CIP code (consult IR / Registrar): 15.1102 - Surveying Technology/Surveying.

Proposed Starting Date: 8/17/2020 12:00:00 AM

College Dean (Institution)	Date	<i>Dwight A. Johnson</i>	11/5/2019
<i>Glen R. Nelson</i>	10/4/2019	State Administrator, ICTE	Date
FVP/Chief Fiscal Officer (Institution)	Date	SBOE/Executive Director Approval	Date
<i>Laura Woodworth-Ney</i>	10/4/2019		
Provost/VP for Instruction (Institution)	Date		
<i>Kevin Satterlee</i>	10/4/2019		
President	Date		

Before completing this form, refer to Board Policy Section III.G., Postsecondary Program Approval and Discontinuance. This proposal form must be completed for the creation or expansion of each new program. All questions must be answered

Rationale for Creation or Modification of the Program

1. Describe the request and give an overview of the changes that will result. Will this program be related or tied to other programs on campus? Identify any existing programs that this program will replace.

We propose a new Basic Technical Certificate: Surveying Technician under the existing Civil Engineering Technology program. The new certificate will consist of currently offered courses from the Civil Engineering Technology and Surveying and Geomatics Engineering Technology programs. The new certificate is being offered at the request of industry partners who are concerned with a lack of qualified entry level surveying technicians. The proposed certificate provides opportunities for non-credentialed technicians working in the field an opportunity to further their education and training. Idaho State University has worked closely with the Professional Land Surveyor community to develop opportunities for growing our own licensed surveyors to replace an aging Professional Land Surveyor population in Idaho.

This new certificate is being created to work in conjunction with a Department of Labor (DOL) Sector grant that was received to develop and deliver the eight courses that make up this BTC as fully online courses and deliver them statewide to incumbent workers. The courses in the grant and this certificate were chosen to provide students with the knowledge necessary to successfully pass the National Society of Professional Surveyors (NSPS) Certified Survey Technician (CST) Level 1 certification examination. This BTC will complement the CST Level 1 industry certification and provide completers with an educational certificate that will indicate they have completed the coursework required to be successful as entry-level Surveying Technicians.

2. Workforce Need for the Program. Describe the regional, and statewide workforce needs that will be addressed by this proposal and address the ways in which the proposed program will meet those needs.

a. Provide verification of regional and state workforce needs that will be met by this program. Include State and National Department of Labor research on employment potential. Using the chart below, indicate the total projected annual job openings (including growth and replacement demands in your regional area, the state, and nation. Job openings should represent positions which require graduation from a program such as the one proposed. Data should be derived from a source that can be validated and must be no more than two years old.

Region	DOL Type	Description	Other DOL Type

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**ATTACHMENT 1
Other DOL Type**

Region	DOL Type	Description	Other DOL Type
Local (Service Area)	State DOL Data	For Civil Engineering Technicians in the Southeastern region of Idaho, growth is predicted at 12.0% with 3 new openings from 2016 to 2026. Data specifically for Surveying Technicians was not available.	
Local (Service Area)	State DOL Data	For Architectural and Civil Drafters in the Southeastern region of Idaho, growth is predicted at 31.1% with 14 new openings from 2016 to 2026. Data specifically for Surveying Technicians was not available.	
State	State DOL Data	Growth predicted at 8.3% with 20 new openings between 2016 and 2026.	
Nation	Federal DOL Data	Growth predicted at 5% (as fast as average), with 3,100 new openings between 2018 and 2028.	

Provide (as appropriate) additional narrative as to the workforce needs that will be met by the proposed program.

In addition to the national, state, and regional data provided, a survey was sent to licensed Professional Land Surveyors in the state of Idaho as part of the research for the DOL Sector grant to determine the level of need for online course delivery to incumbent workers in the state. Of approximately 73 respondents, 73% indicated that they had workers who would be interested in the program. When asked how many incumbent workers would be interested, 29% indicated that they had one interested employee, 48% indicated they had two interested employees, and the remainder indicated they had three to five interested employees. This level of

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TAB 5 Page 6

interest was enough to convince the Department of Labor that enough need existed to fund the grant. The courses for this certificate are currently being developed as online courses through the grant. The first year courses were completed as fully online in spring and summer 2019; the second year courses will be online and ready by the time the first cohort of students needs them.

The sources of the information in the above tables is listed in Appendix A.

3. Describe how this request supports the institution's vision and/or strategic plan.

The mission of the College of Technology is to provide students with technical skills, knowledge, and attitudes necessary for successful performance in a highly effective workplace. The proposed Basic Technical Certificate will allow rural/remote/working students to gain technical skills and knowledge that will allow them to successfully perform as entry-level Surveying Technicians. In addition, ISU's core themes of Learning and Discovery, and Access and Opportunity are essential elements of our mission where ISU will provide a variety of educational pathways that support student learning and educational preparation for students.

4. Assurance of Quality. Describe how the institution will ensure the quality of the program. Describe the institutional process of program review. Where appropriate, describe applicable specialized accreditation and explain why you do or do not plan to seek accreditation.

The two programs which offer the coursework required for completion of this BTC are both accredited by ABET. ABET requires systematic assessment and continuous improvement as criteria for accreditation. The ABET accreditation process is on a six-year cycle, where a site visit occurs every six years. If deficiencies, weaknesses, or concerns are identified during the site visit, a follow-up report must be completed every two years until they are completely resolved.

The program will ensure quality by continuously improving through periodic and systematic review of the extent to which student outcomes are being met. This will occur through collection of key data points which will be analyzed by faculty. If it is determined that an outcome is not sufficiently being met, the faculty will make decisions about programmatic changes that are intended to improve student attainment of the outcome. The changes will be implemented and revisited at a later date to determine their effectiveness.

5. Three-Year Plan: Is the proposed program on your institution's current 3-year plan? Indicate below.

Yes

If not:

a. Describe why the proposed program is not on the institution's three year plan. When did consideration of and planning for the new program begin?

The proposed BTC: Surveying Technician recently came about as a direct result of ISU collaborating with the Professional Land Surveyors industry and Department of Labor staff. Collectively, we were seeking a way to address a lack of a qualified workforce in a field where the current licensed surveyors are aging out of the workforce, and there is not a pipeline of qualified workers to replace them. The proposed BTC is a direct result of funding received from an Idaho DOL Sector Grant. The focus of this grant is to provide the coursework necessary to be successful on National Society of Professional Surveyors (NSPS) Certified Survey Technician (CST) Level 1 certification examination in a fully online format to rural areas. ISU is the only institution in the state that offers coursework and degree programs that meet the Professional Land Surveyors requirements for individuals to sit for

national exams. Since this preparation requires students to complete coursework at ISU, it made sense to provide students with an opportunity to earn a Basic Technical Certificate. This opportunity will provide graduates with the ability to demonstrate they are prepared for an entry-level Surveying Technician job.

b. Describe the immediacy of need for the program. What would be lost were the institution to delay the proposal for implementation of the new program until it fits within the three-year planning cycle? What would be gained by an early consideration?

Idaho State University, in seeking to meet industry and workforce demand, collaborated with the DOL and Professional Land Surveyors Board to develop the proposed BTC. The DOL, in seeing the significance and immediacy for the need to address a lack of a qualified workforce, funded this grant for the creation of the BTC. Delay of starting the program could be a demonstration to industry and the workforce that the University is unable to respond in a timely manner to emerging workforce needs. Given the timing of student rights to catalogues, ISU needs approval from the State Board of Education by the end of December 2019, otherwise the BTC would not be available to students until Fall 2021. Part of the grant required that ISU would serve a minimum of 32 incumbent workers, with 16 completing the entire series during the period of the grant.

If the offering of the BTC were delayed, it would mean that some participants of the DOL Sector grant would be unable to earn an educational certificate in conjunction with their CST Level 1 certification. The sector grant is a two year program that started on January 1, 2019. We anticipate the first cohort of seven students could complete the required courses in May 2021, as the coursework is currently available to students. Should this proposal not be approved in time for the 2020-21 catalog, these students would be unable to earn a BTC in a timely fashion. Given that students are already taking the curriculum required, there is concern that not having the option of the BTC will mean students leaving the University without any sort of credential, making it more difficult for students to apply for graduation once they leave the university.

i. How important is the program in meeting your institution's regional program responsibilities? Describe whether the proposed program is in response to a specific industry need or workforce opportunity.

We wish to react in a timely manner to best serve our students, especially those who will be participating in the DOL Sector Grant coursework. It is desirable to be able to offer an educational credential to those students who complete the courses related to the CST Level 1 certification and the DOL Sector grant. The sector grant has provided an opportunity to meet the employment needs of land surveyors in rural areas throughout Idaho. Once the sector grant ends, ISU will continue the program.

ii. Explain if the proposed program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.

The courses are being offered by existing programs. Development of the courses into online courses is being funded by a grant that has already been received. No additional funding is needed.

iii. Is there a contractual obligation or partnership opportunity to justify the program?

Idaho State University, in seeking to meet industry and workforce demand, collaborated with the DOL and Professional Land Surveyors Board to develop the proposed BTC. The DOL, in seeing the significance and immediacy for the need to address a lack of a qualified workforce, funded this grant for the creation of the BTC.

While we are under no contractual obligation, we are trying to best serve our constituents and students with the proposed offering.

iv. Is the program request or program change in response to accreditation requirements or recommendations?

No.

Curriculum, Intended Learning Outcomes, and Assessment Plan

6. Curriculum for the proposed program and its delivery.

a. **Summary of requirements.** Provide a summary of program requirements using the following fields:

Credit hours in required courses offered by the department(s) offering the program:

24.00

Credit hours in institutional general education curriculum:

0.00

Total credit hours required for program:

24.00

7. Program Intended Learning Outcomes and Connection to Curriculum. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what will students know, be able to do, and value or appreciate as a result of completing the program. **Attach an ICTE Program Profile (Attachment B) on the Notice of Application Attachments tab.**

a. **List any industry certifications students will be able to achieve during the duration of this program.**

Students who complete the BTC will also have the prerequisite knowledge needed to pass the NSPS CST Level 1 certification examination.

Graduates earning this BTC will have demonstrated knowledge in:

- * basic types of surveying field notes
 - * types of surveying maps and the ability to obtain basic information from these maps
 - * treatment practices for a variety of medical emergencies
 - * traffic control and safety procedures for surveying and construction operations, including Occupational Safety and Health Administration (OSHA) standards
 - * basic drafting and CAD skills, tools and procedures
 - * handling, setup, and care of electronic instruments and their accessories
- historical development of survey procedures and practices

8. Assessment Plans

a. Assessment Process and Measures Used. Describe the assessment process that will be used to evaluate how well students are achieving the intended learning outcomes of the program. What direct and indirect measures will be used to assess student learning?

The Civil Engineering Technology program and the Surveying and Geomatics Engineering Technology programs are accredited by the ABET Engineering Technology Accreditation Commission (ETAC). ABET ETAC requires that the program perform a self-study and host a site visit every six years. The program must satisfy certain criteria to maintain accreditation. This criteria includes the requirement to regularly use appropriate, documented processes for assessing and evaluating the extent to which the student outcomes are being attained. The results of these evaluations must be systematically utilized as input for the continuous improvement of the program.

The assessment component of the continuous improvement process involves mapping specific assessment indicators to each student outcome and annually gathering data on these indicators. The data is periodically analyzed by faculty, and the results are used to determine the extent to which each outcome is being met. The information is then used by faculty to guide program decisions regarding continuous improvement.

b. Closing the loop. How will you ensure that the assessment findings will be used to improve the program?

It is a requirement of ABET ETAC, the program's accrediting body, that assessment findings be used to guide decisions about program improvement as part of the continuous improvement process. The program holds periodic faculty meetings to discuss assessment. Discussion topics include assessment tools, data collected, what the data indicates, and what changes should be made to continuously improve and strengthen the program. Some assessment findings result in curriculum changes, alternative teaching approaches, and modification to assignments and exams. The faculty also assess previous changes that were made to determine if the programmatic changes improved student learning.

Enrollments and Graduates

9. Projections for proposed program: Using the chart below, provide projected enrollments and number of graduates for the proposed program:

Proposed Program: Projected Enrollments and Graduates First Five Years

	Projected Headcount Enrollment in Program	Projected Number of Graduates From Program
FY: 2021	16.00	8.00
FY: 2022	32.00	16.00
FY: 2023		

Projected Headcount Enrollment in Program	Projected Number of Graduates From Program
32.00	16.00
FY: 2024	
32.00	16.00
FY: 2025	
32.00	16.00

10. Describe the methodology for determining enrollment and graduation projections. Refer to information provided in Question #2 “Need” above. What is the capacity for the program? How did you determine the projected numbers above?

As mentioned previously, we have received a DOL Sector grant to develop and deliver the courses that make up this proposed BTC as fully online courses. We anticipate 16 new students to enroll in the grant annually. Through advising, we will encourage each of the 16 students participating in the grant to be degree seeking in this BTC. The grant is a two year program. We expect the majority of those who will participate will be working at least part time. We anticipate that students will take two years to complete the BTC under these conditions. This is why the projection for first year graduates is lower than successive years.

11. Minimum Enrollments and Graduates. Have you determined minimums that the program will need to meet in order to be continued? What are those minimums, what is the time frame for meeting minimums, and what is the action that would result if minimums are not?

Certificate programs are expected to have a rolling average of five graduates per year once fully established. If this certificate were to underperform in this metric for two years in a row, we would consider discontinuance of the proposed BTC offering.

Resources Required for Implementation – fiscal impact and budget

12. Physical Resources.

a. Existing resources. Describe equipment, space, laboratory instruments, computer(s), or other physical equipment presently available to support the successful implementation of the program.

All of the required equipment, space, computers, and software already exist as resources of the Civil Engineering Technology and Surveying and Geomatics Engineering Technology programs at ISU. Students taking these courses online will use their own computers. Students in remote locations will partner with local mentors who will provide access to the equipment and software they will need.

b. Impact of new program. What will be the impact on existing programs of increased use of physical resources by the proposed program? How will the increased use be accommodated?

Since the courses are already being offered, there will not be any significant impact on the two programs offering the courses except for a desirable increase in enrollment if the students go on to an associate's or bachelor's degree.

c. Needed resources. List equipment, space, laboratory instruments, etc., that must be obtained to support the proposed program. Enter the costs of those physical resources into the budget sheet.

No additional resources are needed.

13. Personnel resources.

a. Needed resources. Give an overview of the personnel resources that will be needed to implement the program. How many additional sections of existing courses will be needed? Referring to the list of new courses to be created, what instructional capacity will be needed to offer the necessary number of sections?

No additional personnel will be needed. No additional sections of the course offerings will be needed.

b. Existing resources. Describe the existing instructional, support, and administrative resources that will support the successful implementation of the program.

There are two existing instructors in the Civil Engineering Technology program, and two existing instructors in the Surveying and Geomatics Engineering Technology program. Both programs are in the same department (Technical Department) and have the same Department Chair. The Department Chair oversees seven programs in total, including the two that offer the coursework for this BTC. Both programs have sufficient budgets to operate effectively. ISU, as part of our regular program health and assessment process has been monitoring the Surveying and Geomatics Engineering Technology programs to identify how we can recruit and retain students in an industry that is faced with an aging workforce. The partnership with the Professional Land Surveyors and the DOL are a direct result of our efforts to address the health and sustainability of the programs.

c. Impact on existing programs. What will be the impact on existing programs of increased use of existing personnel resources by the proposed program? How will quality and productivity of existing programs be maintained.

There will be no negative impact on existing programs. Since these courses are existing, the only possible impact of this certificate would be to fill these courses to capacity. Should the faculty have an overload in workload we would evaluate the need for additional adjunct faculty.

d. Needed resources. List the new personnel that must be hired to support the proposed program. Enter the costs of those physical resources into the budget sheet.

None.

14. Revenue Sources

a. Reallocation of funds: If funding is to come from the reallocation of existing state appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

Not applicable. No new funding is needed.

b. New appropriation. If a line item request is required to fund the program, indicate when the institution plans to submit the request to Idaho Career & Technical Education or include in the legislative budget request.

Not applicable. No new funding is needed.

c. Non-ongoing sources:

i. If the funding is to come from other, one-time sources such as a donation, indicate the sources of other funding. What are the institution's plans for sustaining the program when funding ends?

Not applicable. No new funding is needed.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) to fund the program. How does the institution propose to continue the program upon termination of those funds?

The program proposes the use of an online program fee, in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. We will charge \$330 per credit hour. This fee is the same amount proposed for the Academic Certificate that also resides in the department. For the 24 credits required for completion of the proposed program, the total cost of tuition will be \$7,920. Since the primary target student group is expected to be incumbent employees working in the surveying industry, we expect them to enroll in only 12 credits per year on average, taking approximately two years to graduate. Enrolling in 12 credits will cost \$3,960 per year.

A review of four public institutions offering similar online courses in surveying found the following cost per credit:

Institution	Resident Tuition (per credit)	Non-Resident Tuition (per credit)
East Tennessee State University	\$422	\$523 (eRate)
St. Cloud State University	\$339 (\$289 plus \$50 online fee)	\$671 (\$621 plus \$50 online fee)
University of Maine	\$300	\$375 (special online rate)
University of Wyoming	\$325	\$325

The online program fee will be distributed to the college, central administration and eISU at the following rates: The program college will receive 60 percent (\$198 per credit) to encourage growth in online programming and pay mentorship stipends to professional surveyors, central administration will receive 30 percent (\$99 per credit) to support university infrastructure, and eISU will receive 10 percent (\$33 per credit) for technology support. Currently the grant is paying professional surveyors a stipend of \$600 per course supervised. The grant has allocated a budget of \$57,600 over the life of the grant for mentoring stipends. We anticipate funding stipends with online program fees once the grant funding is exhausted.

d. Student Fees: Provide estimated total semester cost to students, including all fees authorized under V.R.

Tuition (24 credits at \$330/credit) -----	\$7920
Books -----	\$ 702
Other tools/equipment -----	\$ 264

Total program cost \$8886

Budget Worksheet

15. Using the budget grids below, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first four fiscal years of the program.
- Include reallocation of existing personnel and resources and anticipated or requested new resources.
- Second and third year estimates should be in constant dollars.
- Amounts should reconcile subsequent pages where budget explanations are provided.
- If the program is contract related, explain the fiscal sources and the year-to-year commitment from the contracting agency(ies) or party(ies).
- Provide an explanation of the fiscal impact of any proposed discontinuance to include impacts to faculty (i.e., salary savings, re-assignments).

Enrollment

	New Enrollments FTE	Shifting Enrollments FTE	New Enrollments Headcount	Shifting Enrollments Headcount	Notes
FY: 2021					
	6.00	0.00	16.00	0.00	
FY: 2022					
	6.00	6.00	16.00	16.00	
FY: 2023					
	6.00	6.00	16.00	16.00	
FY: 2024					
	6.00	6.00	16.00	16.00	

Revenues

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	Revenue Type	Notes	Amount
Fiscal Year: 2021		One-time:	\$0.00
		Ongoing:	\$63,360.00
	Ongoing	Total:	\$63,360.00
	6. Other (i.e., Gifts)	The new Online Program Fee is Calculated at \$330 per credit. Each student will enroll in 12 credits per year.	\$63,360.00
Fiscal Year: 2022		One-time:	\$0.00
		Ongoing:	\$126,720.00
	Ongoing	Total:	\$126,720.00
	6. Other (i.e., Gifts)	The new Online Program Fee are Calculated at \$330 per credit. Each student will enroll in 12 credits per year.	\$126,720.00
Fiscal Year: 2023		One-time:	\$0.00
		Ongoing:	\$126,720.00
	Ongoing	Total:	\$126,720.00
	6. Other (i.e., Gifts)	The new Online Program Fee is Calculated at \$330 per credit. Each student will enroll in 12 credits per year.	\$126,720.00
Fiscal Year: 2024		One-time:	\$0.00
		Ongoing:	\$126,720.00
	Ongoing	Total:	\$126,720.00
	6. Other (i.e., Gifts)	The new Online Program Fee is Calculated at \$330 per credit. Each student will enroll in 12 credits per year.	\$126,720.00

Expenditures

	Expenditure Type	Notes	Amount
Fiscal Year: 2024		One-time:	\$0.00
		Ongoing:	\$32,000.00
	Ongoing	Total:	\$32,000.00
	Other Costs	Total:	\$32,000.00

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	Expenditure Type	Notes	Amount
	Other	Mentoring Stipend. Currently the DoL Sector grant is providing funding for mentor stipends of \$600 per course. The grant will pay stipends for FY21 through FY23. Stipends will be proportionate to enrollment.	\$32,000.00

Total Expenditures

Year	One Time	Ongoing
2024	\$0.00	\$32,000.00

Net Income (Deficit)

Year	One Time	Ongoing
2021	\$0.00	\$63,360.00
2022	\$0.00	\$126,720.00
2023	\$0.00	\$126,720.00
2024	\$0.00	\$94,720.00

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SUBJECT

Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Governance/Oversight required through Board policy to assure a safe environment for students conducive to the 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 October 2019 Board meeting. Since that meeting, Board staff has received thirty-one (31) permits from Boise State University, seven (7) permits from Idaho State University, nineteen (19) 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 September 2019 – February 2020				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
MarkMonitor Forum Reception	Stueckle Sky Center		X	9/25/19
Mark Monitor Forum	Stueckle Sky Center		X	9/25/19
Boise Sunrise Rotary: Lobster Fest	Student Union Building		X	9/28/19
Division of Research and Economic Development: Agency Research Mixer	Alumni and Friends Center	X		10/1/19
Mark Stillman: Ross's Barmitzvah	Stueckle Sky Center		X	10/5/19
Boise Philharmonic #2 – Star Wars	Morrison Center		X	10/5/19
Ta-Nehisi Coates	Morrison Center		X	10/7/19
Delta Air Lines Global Corporate Sales Meeting Dinner	Other		X	10/8/19
The Simon & Garfunkel Story	Morrison Center		X	10/9/19
COEN Scholarship Reception	Student Union Building	X		10/10/19
Distinguished Alumni Gala	Stueckle Sky Center	X		10/11/19
Rock & Roll Dream Tour	Morrison Center		X	10/14/19
Ann Patchett	Morrison Center		X	10/15/19
Boise Philharmonic	Morrison Center		X	10/19/19
New Executive Director Welcom Reception	Morrison Center	X		10/21/19
Department of Respiratory Care Reception	Alumni and Friends Center	X		10/26/19
COBE: Own it, Highlighting Women Owned Businesses in Idaho	Student Union Building	X		10/28/19
Idaho 911 Dispatchers Reception	Stueckle Sky Center		X	10/29/19
Ballet Idaho Anthology	Student Union Building		X	11/1/19
Boy Scouts Auction	Student Union Building		X	11/2/19

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EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Waitress	Morrison Center		X	11/7/19
EMBA – Informational Session	Micron Business and Economics Building	X		11/12/19
BSPR Workshop	Other	X		11/13/19
First Interstate Bank	Other		X	11/14/19
CAES: Advanced Manufacture Research Reception	Alumni and Friends Center	X		11/14/19
Rumours of Fleetwood Mac	Morrison Center		X	11/19/19
ASML 2019	Stueckle Sky Center		X	11/20/19
Trans Siberian Orchestra	Extra Mile Arena		X	11/21/19
A Christmas Story	Morrison Center		X	11/22/19
Chaffee Induction	Stueckle Sky Center	X		12/10/19
TobyMac Concert	Extra Mile Arena		X	2/25/20

**APPROVED ALCOHOL SERVICE AT
IDAHO STATE UNIVERSITY
September 2019 – March 2020**

EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
College of Pharmacy Reunion	Lawn on 5 th Ave side of Leonard Hall	X		9/27/19
President's Alumni Recognition Dinner	Pond Student Union	X		10/11/19
ISUCU Employee Appreciation Dinner	Stephens Performing Arts Center		X	10/15/19
Bengal Dining Catering Showcase	Wood/Little Wood River	X		10/23/19
Annual Warren Miller Ski Movie	Bengal Theater Lobby	X		11/2/19
36 th Annual Aughton & Wine Tasting	Bennion Student Union Multi-Purpose Room		X	11/9/19
Opportuni-Tea	Rotunda	X		3/7/20

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO October 2019 – December 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
College of Art and Architecture Career and Networking Event	Art & Architecture North Patio	X		10/1/19
“Lungs” theater production	Prichard Art Gallery	X		10/11/19- 10/12/19
Marching Band Reunion Dinner	Bruce Pitman Center (SUB)	X		10/19/19
Pink Cocktail	Bruce Pitman Center (SUB)		X	10/22/19
Aquaculture Industrial Affiliates Meeting	Commons	X		10/29/19
President’s Reception	University House	X		10/31/19
CAA Advisory Council Reception	Prichard Art Gallery	X		10/31/19
College of Science Celebration of Alumni Excellence Dinner	Commons	X		10/31/19
Leadership Weekend Reception	Menard Foyer	X		10/31/19
University of Idaho Gala	Bruce Pitman Center (SUB)	X		11/1/19
Dinner with Common Read author and guests	University House	X		11/5/19
Auditorium Chamber Music Series Concert	Administration Building Auditorium	X		11/5/19
Auditorium Chamber Music Series – Evening Concert	Administration Building Auditorium	X		11/5/19
Bonner County Economic Summit	Sandpoint Organic Agriculture Center		X	11/7/19
Veterans Appreciation Dinner	Bruce Pitman Center (SUB)	X		11/11/19
Parent & Family Weekend	College of Ag & Life Sciences Beef Pavilion	X		11/15/19
Arnzen Dinner	University House	X		11/15/19
Awards for Excellence	Bruce Pitman Center (SUB)	X		12/5/19
AIA Christmas Gathering	University of Idaho Water Center	X		12/12/19

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE November 2019 – December 2019				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Steve Branting Book Signing	Center for Arts & History	X		11/12/19
Winter Revels – LSCS Employee Gathering	William’s Conference Center	X		12/6/19
Dickens Dessert Event	Center for Arts & History	X		12/12/19- 12/14/19

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PROFESSIONAL STANDARDS COMMISSON

SUBJECT

Idaho State University (ISU) Proposed Endorsement Programs: Deaf/Hard of Hearing (K-12) and Family and Consumer Science (6-12)

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.

June 2019 Board accepted the Professional Standards Commission's recommendation 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.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 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

During its September 2019 meeting, the Standards Committee of the Professional Standards Commission (PSC) conducted New Program Approval Desk Reviews of the Deaf/Hard of Hearing (K-12) and Family and Consumer Science (6-12) programs proposed by Idaho State University (ISU). Through the comprehensive presentations, the Standards Committee gained a clear understanding that all of the state standards would be met through the proposed programs.

During its September 2019 meeting, the full PSC voted to recommend Conditional Approval of the proposed Deaf/Hard of Hearing (K-12) and Family and Consumer Science (6-12) programs through ISU. With this Conditionally Approved status, ISU may admit candidates to the Deaf/Hard of Hearing (K-12) and Family and

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Consumer Sciences (6-12) endorsement programs. These new programs will be re-visited during the next regularly scheduled review.

IMPACT

These new programs will enable ISU to prepare educators who seek an endorsement to teach Deaf/Hard of Hearing (K-12) or Family and Consumer Science (6-12) in Idaho schools.

ATTACHMENTS

- Attachment 1 – ISU Deaf/Hard of Hearing (K-12) Proposal
- Attachment 2 – ISU Family and Consumer 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 meet the Idaho core teaching standards, to teach the state content standards for their applicable subject areas, and are up-to-date on best practices in various teaching methodologies. The state standards include standards for technology and reading/literacy instruction for all teachers, K-12.

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.

Staff recommends approval of the programs as recommended by the Commission.

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BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Deaf/Hard of Hearing (K-12) endorsement program offered through Idaho State University as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to accept the Professional Standards Commission recommendation to conditionally approve the Family and Consumer Science (6-12) endorsement program offered through Idaho State University as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ISU Deaf and Hard of Hearing New Program Proposal September 2019

Table of Contents

New Program for Educator Certification: Request Form

Syllabi

- a. CSD 1151 American Sign Language I
- b. CSD 1152 American Sign Language II
- c. CSD 2251 American Sign Language III
- d. CSD 2252 American Sign Language IV
- e. CSD 2256 Deaf Culture and Community
- f. CSD 2258 Language Acquisition in American Sign Language
- g. CSD 3330 Language Science
- h. CSD 3335 Language Disorders
- i. CSD 4460 Educational Audiology
- j. EDUC 4460 Foundations of ESL
- k. EDUC 4463 ESL Methods
- l. EDHH Teaching Academic Subjects to the Deaf (Draft)
- m. SPED 3330 The Exceptional Child
- n. SPED 4424 Assessment Methods in Special Education

**NEW PROGRAM FOR EDUCATOR CERTIFICATION:
REQUEST FORM**

Name of Institution	Idaho State University	Date of Submission	9/4/2019
New Program Name		Certification/Endorsement	Deaf/Hard of Hearing (K-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 <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes, on what date was the Proposal Form submitted to the State Board of Education? 9/4/2019	

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

Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the [PSC webpage](#)). Request forms missing dated signatures will not be considered. 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 how etiology, age of onset, age of identification, age at provision of services, and hearing status influence a student's language development and learning . 1(b) The teacher understands that being deaf/hard of hearing alone does not necessarily preclude normal academic development, cognitive development, or communication ability. 1(c) 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.	CSD 2256 Deaf Culture & Community CSD 2258 Language Acquisition in American Sign Language CSD 4460 Educational Audiology SPED 3330 Exceptional Child CSD 2258 Language Acquisition in American Sign Language EDUC 2201 Development and Individual Differences CSD 4452 Auditory Language Learning EDUC 4463 Methods in ESL
	Performance 1(d) The teacher identifies levels of language and literacy development and designs lessons and opportunities that are appropriate.	EDHH 4459 Teaching Academic Subjects to the Deaf (Unit Plan)

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	<p>1(e) The teacher identifies levels of language and general academics and designs lessons and opportunities that are appropriate. 1(f) The teacher identifies levels of social/emotional development and designs lessons and opportunities that are appropriate</p>	<p>EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan) EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment (Observation and Analysis Folio)</p>
<p style="text-align: center;">Standard 2 Learning Difference</p>	<p>Knowledge 2(a) The teacher understands how hearing status and limitations of access to language may influence student development in the following areas: sensory, cognitive, communication, physical, behavioral, cultural, social, and emotional. 2(b) The teacher knows the characteristics and impacts of hearing status, and the subsequent need for alternative modes of communication and/or instructional strategies. 2(c) The teacher understands the need for written and/or spoken English language learning for students whose native language is American Sign Language (ASL). 2(d) The teacher understands the need for differentiated instruction for language learning for emergent language users. 2(e) 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.</p>	<p>CSD 2256 Deaf Culture & Community CSD 4460 Educational Audiology CSD 2258 Language Acquisition in American Sign Language EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment SPED 3330 Exceptional Child EDUC 4463 Methods in ESL EDHH 4459 Teaching Academic Subjects to the Deaf</p>
	<p>Performance 2(f) 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.</p>	<p>EDHH 4459 Teaching Academic Subjects to the Deaf (Unit Plan) EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan) CSD 2258 Language Acquisition in American Sign Language</p>
<p style="text-align: center;">Standard 3 Learning Environments</p>	<p>Knowledge 3(a) 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. 3(b) The teacher understands that Deaf cultural factors, communication, and family influences impact classroom management of students. 3(c) The teacher understands the role of and the relationship among the teacher, interpreter, and student.</p>	<p>EDUC 2201 Development and Individual Differences EDHH 4459 Teaching Academic Subjects to the Deaf CSD 2256 Deaf Culture & Community CSD 2258 Language Acquisition in American Sign Language</p>
	<p>Performance 3(d) The teacher designs a classroom environment to maximize opportunities for students' visual and/or auditory access. 3(e) The teacher creates a learning environment that encourages self-advocacy and the</p>	<p>EDHH 4459 Teaching Academic Subjects to the Deaf (Unit Plan)</p>

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	<p>development of a positive self-identity. 3(f) The teacher prepares students for the appropriate use of interpreters and support personnel.</p>	<p>EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan)</p>
<p style="text-align: center;">Standard 4 Content Knowledge</p>	<p>Knowledge 4(a) The teacher understands the theories, history, cultural perspectives, philosophies, and models that provide the basis for education of the deaf/hard of hearing. 4(b) 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. 4(c) 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).</p>	<p>CSD 2256 Deaf Culture & Community EDHH 4459 Teaching Academic Subjects to the Deaf</p>
	<p>Performance 4(d) The teacher uses the tools, models, and strategies appropriate to the needs of students who are deaf/hard of hearing. 4(e) 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.</p>	<p>EDHH 4495 Deaf Education: Student Teaching Internship (Student Teaching Standards Portfolio) EDHH 4459 Teaching Academic Subjects to the Deaf (Unit Plan)</p>
<p style="text-align: center;">Standard 5 Application of Content</p>	<p>Knowledge 5(a) The teacher understands the role of the interpreter and the use and maintenance of assistive technology 5(b) 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.)</p>	<p>CSD 4460 Educational Audiology EDHH 4459 Teaching Academic Subjects to the Deaf</p>
	<p>Performance 5(c) The teacher uses resources, materials, and techniques that promote effective instruction for students who are deaf/hard of hearing (eg., total communication, cued speech, ASL, LSL, hearing aids, cochlear implants, augmentative and assistive technology, FM systems, and closed captioning). 5(d) The teacher meets and maintains the proficiency requirements of the linguistic and educational environment of the student/program. For the teacher 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 National Registry of Interpreters for the Deaf Certification (RID). 5(e) The teacher maintains a learning environment that facilitates the services of the interpreter, support personnel, and implementation of other accommodations 5(f) The teacher provides instruction to students on the effective use of appropriate assistive technology.</p>	<p>EDHH 4495 Deaf Education: Student Teaching Internship (Student Teaching Standards Portfolio) Required to take one of the tests: ASLPI, SLPI, or EIPA, or RID certified EDUC 3302 Motivation and Management (Case Study) EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan) CSD 4460 Educational Audiology</p>

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Standard 6 Assessment	<p>Knowledge 6(a) The teacher knows specialized terminology used in the assessment of students who are deaf/hard of hearing. 6(b) The teacher knows the appropriate assessment accommodations. 6(c) The teacher understands the components of an adequate evaluation for eligibility, placement, and program planning decisions for students who are deaf/hard of hearing.</p>	<p>SPED 4424 Assessment Procedures in Special Education EDHH 4459 Teaching Academic Subjects to the Deaf</p>
	<p>Performance 6(d) The teacher uses appropriate assessment tools that use the natural, native, or preferred language of the student who is deaf/hard of hearing. 6(e) The teacher designs and uses appropriate formative assessment tools. 6(f) 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. 6(g) The teacher uses data from assessments to inform instructional decision making to develop present levels of performance (PLOP) and IEP goals.</p>	<p>EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan) EDHH 4459 Teaching Academic Subjects to the Deaf (Unit Plan) EDUC 4463 ESL Methods (Unit plan) EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment (Observation and Analysis Folio) SPED 4424 Assessment Procedures in Special Education (Specific Learning Disability (SLD) Eligibility Report and Reflection)</p>
Standard 7 Planning for Instruction	<p>Knowledge 7(a) The teacher knows Federal and State special education laws (IDEA). 7(b) The teacher knows how to develop a meaningful and compliant IEP.</p>	<p>EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment EDHH 4459 Teaching Academic Subjects to the Deaf SPED 4424 Assessment Methods in Special Education</p>
	<p>Performance 7(c) 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. 7(d) The teacher implements the IEP.</p>	<p>EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment (Observation and Analysis Folio) EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan) EDHH 4495 Deaf Education: Student Teaching Internship (Student Teaching Standards Portfolio)</p>
Standard 8 Instructional Strategies	<p>8(a) 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. 8(b) The teacher knows how to develop instruction that incorporates critical thinking, problem solving, and performance skills.</p>	<p>EDUC 3311 Educational Technology EDUC 4408 Pre-Internship Field Experience Seminar CSD 4452 Auditory Language Learning</p>

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	<p>Performance 8(c) 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. 8(d) 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. 8(e) The teacher enables students who are deaf/hard of hearing to use support personnel and assistive technology.</p>	<p>EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan) EDHH 4459 Teaching Academic Subjects to the Deaf CSD 4452 Auditory Language Learning EDUC 3302 Motivation and Management CSD 4460 Educational Audiology</p>
<p style="text-align: center;">Standard 9 Professional Learning and Ethical Practice</p>	<p>Knowledge 9(a) The teacher knows The Code of Ethics for Idaho Professional Educators. 9(b) The teacher knows about laws affecting deaf/hard of hearing community. 9(c) The teacher knows a variety of self-assessment strategies for reflecting on the practice of teaching for deaf/hard of hearing students. 9(d) The teacher is aware of their personal bias(es) 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. 9(e) 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. 9(f) 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. 9(g) The teacher understands the dynamics of change and recognizes that the field of education is not static. 9(h) The teacher knows how to use technology to enhance productivity and professionalism.</p>	<p>EDUC 3308 Assessment and Lesson Plan Writing CSD 2256 Deaf Culture and Community CSD 4460 Educational Audiology EDHH 4459 Teaching Academic Subjects to the Deaf EDUC 4463 Methods in ESL EDUC 3311 Educational Technology</p>
	<p>Performance 9(i) The teacher practices behavior congruent with The Code of Ethics for Idaho Professional Educators. 9(j) The teacher adheres to local, state, and federal laws, including laws affecting deaf/hard of hearing citizens and students. 9(k) 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). 9(l) The teacher uses self-reflection as a means of improving instruction. 9(m) The teacher participates in meaningful professional development opportunities in order to learn current, effective teaching practices. 9(n) The teacher stays abreast of professional literature, consults colleagues, and seeks other resources to support development as both a learner and a teacher. 9(o) 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.</p>	<p>EDUC 3308 Foundations of Educational Knowledge, Planning, and Assessment (Observation and Analysis Folio) EDUC 4408 Pre-Internship Field Experience Seminar (Comprehensive Teaching and Assessment Plan) EDHH 4495 Deaf Education: Student Teaching Internship (Student Teaching Standards Portfolio) EDHH 4459 Teaching Academic Subjects to the Deaf Methods CSD 2256 Deaf Culture and Community EDUC 3311 Education Technology</p>

	9(p) The teacher uses technology to enhance productivity and professionalism.	
Standard 10 Leadership and Collaboration	Knowledge 10(a) The teacher understands the roles and responsibilities of teachers and support personnel in educational practice for deaf/hard of hearing students. 10(b) The teacher knows about available services, organizations, and networks that support individuals who are deaf or hard of hearing. 10(c) 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. 10(d) The teacher knows the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.	CSD 4460 Educational Audiology EDHH 4459 Teaching Academic Subjects to the Deaf CSD 2256 Deaf Culture and Community CSD 2258 Language Acquisition in American Sign Language CSD 4460 Educational Audiology
	Performance 10(e) The teacher facilitates the coordination of support personnel (e.g., interpreters) and agencies to meet the communication needs of students who are deaf/hard of hearing. 10(f) The teacher accesses and shares information about available resources with family and community.	EDHH 4495 Deaf Education: Student Teaching Internship

Section II: New Program Course Requirements

Directions: Please list the course requirements for the new program in the blank space below. Include as much detail as possible. Do not link to outside documents or websites; supporting documents may be included if they are condensed into one document with a clear title and explanation of how the information supports the request.

IDAPA 08.02.02.022.12

Deaf/Hard of Hearing (K-12). Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: (3-29-17)

- a. Completion of a baccalaureate degree from an accredited college or university; (3-29-17)
- b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (3-29-17)
- c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; and (3-29-17)

**CONSENT
DECEMBER 18, 2019**

ATTACHMENT 1

d. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing and must receive an institutional recommendation specific to this endorsement from an accredited college or university. (3-29-17)


Course Number	Course Name	Credit Count
CSD 2256*	Deaf Culture and Community	3
CSD 2258	Language Acquisition in American Sign Language	3
CSD 4460	Educational Audiology	3
CSD 1151*	American Sign Language I	4
CSD 1152*	American Sign Language II	4
CSD 2251	American Sign Language III	4
CSD 2252	American Sign Language IV	4
EDUC 4463	Methods in ESL	3
EDUC 4459**	Teaching Academic Subjects to the Deaf	3
SPED 3330	The Exceptional Child	3
SPED 4424	Assessment Methods in Special Education	3
Total Endorsement Credits		37

*Note that CSD 2258, CSD 1151, and CSD 1152 count toward 6 General Education objective credits too.

**Course name and number pending approval from Undergraduate Curriculum Council (Sept 2019)

**CONSENT
DECEMBER 18, 2019**

ATTACHMENT 1

Signature of College Chair/Director/Dean	Assistant Dean, Emma Wood 	Date	9/3/2019
Signature of Graduate Chair/Director/Dean, or other official (if applicable)	n/a	Date	

**Applications without appropriate dated signatures will not be considered.*

CSD 1151-01 - American Sign Language I

Monday/Wednesday: 2:30 PM – 3:45 PM, REND 228

Thursday (LAB): 2:30 PM – 3:20 PM, REND 228

Instructor

Jill Radford, Ed.S.

Phone

208 904 3552 (VP)

Email

radfjill@isu.edu

Office Location

SPA (Building 68), 308B

Office Hours

Tuesdays and Fridays
by appointment

Course Overview

In a visual-gestural environment, the basics of American Sign Language (ASL) are introduced without the presentation of English equivalents. Students learn information about the Deaf community and Deaf culture along with culturally-appropriate uses of the eyes and facial expression, which are critical conversation skills. ASL questions, commands, and other simple sentence structures are introduced. May be repeated once to improve a grade for a maximum of 3 credits. COREQ: CSD 1151L. Partially satisfies Objective 4 of the General Education Requirements.

Linguistic principles of ASL are introduced, emphasis is on increasing proficiency in narration, conversation, and description.

Emphasis on expressive and receptive skills utilizing ASL as primary language in the classroom. Knowledge of Deaf Culture and Deaf people will be incorporated throughout the course.

Required Text

Bryant, R., Gelineau, L., Shannon, T., Harris, R., & Marbury, N. (2017). *TRUE+WAY ASL: Level 1 student e-workbook*. Austin, TX: Purple Moontower. <http://truewayasl.com>

Bell, Cece, and David Lasky. *El Deafo*. Manitoba Education and Advanced Learning, Alternate Formats Library, 2015.

Required Course Materials

- **Moodle Account:** This is where the course content, grades and communication will be posted.
- **Video Recording Device.** Device will be used frequently for assessment and assignments. Device must have high video resolution.

Syllabus Changes

This syllabus is subject to change. Notifications will be given regarding all changes. Dates for individual assignments and exams are *tentative* and may be altered based on class progress at the discretion of the professor. In the event of any discrepancy between this syllabus and content found in Moodle, the information in **MOODLE WILL TAKE PRECEDENCE**.

Specific Learning Outcomes

Students who complete the course with a high-level of achievement will be able to:

- Tell a story in ASL using appropriate two-person role shifting
- List and describe the five parameters of ASL
- Analyze, discuss, and reflect on important issues in Deaf Culture
- Demonstrate intellectual elasticity, widened perspective and respect for diverse viewpoints when using ASL
- Explain own perspective of Deaf culture based on experiences at events or in class
- Use ASL to have effective basic conversations

Academic Integrity and Dishonesty Policy

Our department takes issues of academic integrity very seriously. Academic dishonesty will not be tolerated in any form. If there are any questions about academic Integrity, visit this website:

http://coursecat.isu.edu/undergraduate/academic_integrity_and_dishonesty_policy/

Course Communication Policy

ASL Zone: This classroom is an ASL Zone, voicing or English mouthing is strongly discouraged during classtime. Once class time begins, the “No-Voicing” policy will be enforced. Please “turn-off your voice” and sign with your class peers. Talking without signing in the presence of a Deaf professor or any Deaf person is considered rude in Deaf culture. Write notes to each other if you must or SIGN! Disruptive students will be asked to leave the class.

While respect is given to the first language of individual students, the primary mode of communication for this course is American Sign Language (ASL). Written English will be used for course materials and during class discussion. Class discussion, questions, and answers will be expressed using ASL. When necessary, use of other nonverbal communication (writing, gestures, pantomime, etc.) may be used.

Deaf Space: During this course you are expected to respect the cultural norms of Deaf Culture. Eye contact is an essential part of the culture. Minimal visual distractions are needed to provide an optimal learning environment for the class. Please refrain from use of laptops and phones during class time. Large objects should be placed on the floor to leave signing space free of distractions. Seating will be in the “horse-shoe” arrangement to provide optimal viewing of all individuals in the class.

Class Attendance

To maximize instruction, discussion, and learning opportunities; consistent class attendance and participation are essential. It is the student’s responsibility to obtain all information distributed during missed class. Excessive absences will result in a lower grade for the course

Important Dates

Date	
January 7	First Day of Classes
January 18	Last Day to Add/Drop Course
January 21	MLK Day/Idaho Human Rights Day (no classes)
January 30	1 st Video Submission DUE
February 18	President’s Day (no classes)
February 22 – 23	ISU Silent Weekend (Recommended)
February 25 – March 1	Midterm Week
February 25	2 nd Video Submission (Midterm) DUE
March 15	Last Day to Withdraw
March 18 - 22	Spring Break (NO CLASSES)
March 15	Documentary Analysis Due
April 10	Educational Group Project Due
April 18	Community Event Reflection Papers DUE
April 22 - 26	Closed Week (NO TESTS OR QUIZZES)
May 1 (12:30 PM – 2:30 PM)	FINAL EXAM (3 rd Video Submission DUE)
April 29 – May 3	Final Exams

Homework Policy

Course Assignments/Video Submissions must be completed by due dates. The student is responsible for staying up-to-date with course work. Late work due to procrastination will not be accepted. Later work due to a legitimate emergency may be accepted.

Course Activities/Assignments

e-Workbook Assignments/SOAR – You are required to complete the assignments at the end of each lesson and submit for grading. Assignments will be graded on completion not competence. SOAR will be graded on competence.

Unit Tests – student will complete testing at the completion of Units 1&2, Units 3&4, and Units 5&6.

Video Submissions – three videos will be submitted to document progress and skills learned throughout the course. The final video will be culmination of stories and skills.

Deaf Community Event – students will attend **one** Deaf community event and type a reflection paper about the experience. Event opportunities will be shared via Moodle. Reflection paper must be a 1-2 page, double-spaced, typed, and contain minimal grammar and spelling errors.

Receptive Skills Quizzes – quizzes will be administered throughout the course. Some will be in class; some will be online. If you miss a quiz in class, there will be no make up for the quiz missed.

Educational Group Project – in a group of 3-4, choose a topic related to ASL and/or Deaf issues and prepare to “educate” the public/community on chosen topic. Group will choose means to share chosen topic (examples: brochure, class presentation, PowerPoint slides, poster, etc.)

Documentary Movie Analysis – students will submit a report, which analyzes a documentary film that addresses important Deaf issues. This report must be one-page, double spaced, typed. Please use tools to ensure minimal mistakes to grammar and spelling. Movie titles will be discussed in class.

Course Assignments/Points Allocation

Assignment	Total Points
Participation	100
e-Workbook Assignments/SOAR	350
Unit Tests	150
Video Submission (3)	200
Community Event Reflection Paper (1)	100
Receptive Quizzes	50
Educational Group Project	50
Documentary Movie Analysis	50
Total Points Possible	1050

Video Submissions/Points Distribution

Due Date	Topic/Description
January 30	What I Know (50 points)
February 25 (Midterm)	What I Want to Know (50 points)
May 1 (Final)	What I Have Learned (100 points)

Grades

Grade will be monitored and accessed via Moodle. Please check Moodle frequently to ensure assignment completion and grade documentation. If there are any concerns, contact the instructor to address the concern. If more questions see ISU credit and grading policy:

<http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/>

Grading Scale

	Percentage		Percentage
A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	Below 60

General Education Objective

This course fulfills the requirements of the General Education Objective 4. The course activity satisfies the requirements by:

Objective	Course Activity
Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience	Analysis of movie documentary
Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s)	Video submissions
Perceive and understand formal, conceptual, and technical elements specific to the discipline	Unit assignments and quizzes

Objective	Course Activity
Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts	Educational Group Activity
Develop critical perspectives or arguments about subject matter, grounded in evidence-based analysis	Unit assignments and class discussion
Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints	Reflection paper on Deaf Community event

Additional Information

Tutoring Opportunities

A resource available to student is available at the Student Success Center. Tutoring for ASL III Course will begin the third week of the semester. Required forms must be completed before tutoring takes place. When requesting tutors, please use the tutors that are recommended by instructor. (To be posted on Moodle) These tutors have been selected to optimize support in learning ASL. For more information, see link below

<http://coursecat.isu.edu/undergraduate/academicinformation/studentssuccesscenter/>

Accommodations for Disabilities

Reasonable accommodations are available for students with a documented disability. Students with an approved accommodation form should present the form to the course instructor the first week of class. Reasonable accommodations will be made to ensure student success in completing the course.

If you have a diagnosed disability or believe you have a disability (physical, learning, hearing, vision, psychiatric, etc.) which may need reasonable accommodation, please contact the ADA and Disabilities Resource Center located in Rendezvous room 125 or call (208) 282-3599. Late notification may cause the requested accommodations to be delayed or unavailable, as per ISU policy.

CSD 1152-01 - American Sign Language II

Monday/Wednesday: 1:00 PM – 2:15 PM, REND 228

Thursday (LAB): 12:30 PM – 1:20 PM, REND 228

Instructor

Jill Radford, Ed.S.

Phone

208 904 3552 (VP)

Email

radfjill@isu.edu

Office Location

SPA (Building 68), 308B

Office Hours

Tuesdays/Fridays by
appointment

Course Overview

In this second course in ASL, students continue to expand receptive (listening) and expressive (signing) skills while being taught in ASL. Pluralization, spatial referencing, pronominalization and basic depiction/blending are introduced. Fluency is improved and students learn more about the Deaf community and culture.

Partially satisfies Objective 4 of the General Education Requirements. PREREQ: CSD 1151, CSD 1151L, or permission of instructor. COREQ: CSD 1152L. S

Required Text

Lenz, E.M., Mikos, K., & Smith, C. (2014). *Signing Naturally Units 7-12 Student Set*. San Diego, CA: DawnSignPress ISBN: 978-1-58121-221-1.

- Please be sure that purchase includes 2 DVDs that can be viewed.

Padden, C., & Humphries, T. L. (2005). *Inside deaf culture*. Cambridge, MA: Harvard University Press. ISBN: 0-6674-01506-1

Required Course Materials

- **Moodle Account:** This is where the course content, grades and communication will be posted.
- **Video Recording Device:** Device will be used frequently for assessment and assignments. Device must have high video resolution.
- **Video Compression Application:** Used to ensure uploading of video submission is done correctly.

Syllabus Changes

This syllabus is subject to change. Notifications will be given regarding all changes. Dates for individual assignments and exams are *tentative* and may be altered based on class progress at the discretion of the professor. In the event of any discrepancy between this syllabus and content found in Moodle, the information in **MOODLE WILL TAKE PRECEDENCE**.

Specific Learning Outcomes

Students who complete the course with a high-level of achievement will be able to:

- Demonstrate ASL skills in communicating subject knowledge, short stories, narratives, and dialogues at an intermediate level.
- Analyze, discuss, and reflect on important issues in Deaf Culture
- Demonstrate expressive and receptive proficiency of grammatical features of American Sign Language at an intermediate level.
- Use appropriate conversation regulators in intermediate level of ASL conversation.

Academic Integrity and Dishonesty Policy

Our department takes issues of academic integrity very seriously. Academic dishonesty will not be tolerated in any form. If there are any questions about Academic Integrity, visit this website:

http://coursecat.isu.edu/undergraduate/academic_integrity_and_dishonesty_policy/

Course Communication Policy

ASL Zone: This classroom is an ASL Zone, voicing or English mouthing is strongly discouraged during class time. Once class time begins, the “No-Voicing” policy will be enforced. Please “turn-off your voice” and sign with your class peers.

Remember: Talking without signing in the presence of a Deaf professor or any Deaf person is considered rude in Deaf culture. Write notes to each other if you must or SIGN! Disruptive students will be asked to leave the class.

While respect is given to the first language of individual students, the primary mode of communication for this course is American Sign Language (ASL). Written English will be used for course materials and during class discussion. Class discussion, questions, and answers will be expressed using ASL. When necessary, use of other nonverbal communication (writing, gestures, pantomime, etc.) may be used.

Deaf Space: During this course you are expected to respect the cultural norms of Deaf Culture. Eye contact is an essential part of the culture. Minimal visual distractions are needed to provide an optimal learning environment for the class. Please refrain from use of laptops and phones during class time. Large objects should be placed on the floor to leave signing space free of distractions. Seating will be in the “horse-shoe” arrangement to provide optimal viewing of all individuals in the class.

Class Attendance/Participation

To maximize instruction, discussion, and learning opportunities; consistent class attendance and participation are essential. It is the student’s responsibility to obtain all information distributed during a missed class. Excessive absences will result in a lower grade for the course. Lack of participation in class discussions, practice, and activities will result in a lower grade for the course.

Important Dates

Date	
January 7	First Day of Classes
January 18	Last Day to Add/Drop Course
January 21	MLK Day/Idaho Human Rights Day (no classes)
January 30	1 st Video Submission DUE
February 18	President’s Day (no classes)
February 22 – 23	ISU Silent Weekend (REQUIRED)
February 25 – March 1	Midterm Week
February 25	2 nd Video Submission DUE
March 15	Last Day to Withdraw
March 18 - 22	Spring Break (NO CLASSES)
March 15	Documentary Analysis Due
April 18	Community Event Reflection Papers DUE
April 22 - 26	Closed Week (NO TESTS OR QUIZZES)
April 29 (12:30 – 2:30)	FINAL EXAM (3 rd Video Submission DUE, written/receptive skills exam administered)
April 29 – May 3	Final Exams

Homework Policy

Course Assignments/Video Submissions must be completed by due dates. The student is responsible for staying up-to-date with course work. Late work due to procrastination will not be accepted. Late work due to a legitimate emergency may be accepted.

Course Activities/Assignments

Unit Assignments – each unit consists of 13-14 lessons. You are required to complete the assignments at the end of each lesson and submit for grading. Will be graded based on completion not competence.

Video Submissions – three videos will be submitted to document progress and skills learned throughout the course. The final video will be culmination of stories and skills.

Deaf Community Event – students will attend **two** Deaf community events and type a reflection papers about each experience. Event opportunities will be shared via Moodle. Reflection papers must be a 1-2 page, double-spaced, typed, and contain minimal grammar and spelling errors.

ISU's SILENT WEEKEND: Event held February 22-23 in Gooding, Idaho. Attendance to this event is **REQUIRED**. More details will be posted as they become available.

Receptive Skills Quizzes – at conclusion of each unit there will be a receptive skills quiz.

Text Analysis – students will complete reflective papers for each chapter of required reading for the course. (*Inside Deaf Culture*). Each chapter (eight total) will be worth 20 points. These papers are not a summary of the chapter. Reflective thinking should be evident. Due dates will be posted in Moodle. All reflections are to be submitted on Moodle.

Documentary Analysis – Analytical paper will be completed about the documentary film viewed in class. The analysis should contain informed opinions and ideas based on student learning in the course.

Course Assignments/Points Allocation

Assignment	Total Points
Participation	100
Unit Assignments	200
Video Submissions (3)	300
Text Analysis (8 Chapters)	160
Documentary Analysis (movie)	100
Community Event Reflection Papers (2)	200
Receptive Quizzes	50
Receptive/Written Final Exam	150
Total Points Possible	1260

Video Submissions/Points Distribution

Due Date	Topic/Description
January 30	Who I Am (50 points)
February 25 (Midterm)	Favorite Childhood Memory (100 points)
April 29 (Expressive Final Submission Due)	Fable Retelling Final Project (150 points)

Grades

Grades will be monitored and accessed via Moodle. Please check Moodle frequently to ensure assignment completion and grade documentation. If there are any concerns, contact the instructor for a meeting to address the concern. If more questions, see ISU credit and grading policy:

<http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/>

Grading Scale

Percentage		Percentage	
A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	Below 60

Additional Information

General Education Requirements

Objective	Course Activity
Recognize and describe humanistic, historical, or artistic works within problems and patterns of the human experience	Analysis of reading materials (Inside Deaf Culture)
Distinguish and apply terminologies, methodologies, processes, epistemologies, and traditions specific to the discipline(s)	Video submissions
Perceive and understand formal, conceptual, and technical elements specific to the discipline	Unit assignments and quizzes
Analyze, evaluate, and interpret texts, objects, events, or ideas in their cultural, intellectual or historical contexts	Documentary Analysis (Through Deaf Eyes)
Develop critical perspectives or arguments about subject matter, grounded in evidence-based analysis	Unit assignments and class discussion
Demonstrate self-reflection, intellectual elasticity, widened perspective, and respect for diverse viewpoints	Reflection papers on Deaf Community events

Tutoring Opportunities

Tutoring is available to students at the Student Success Center. Required forms must be completed before tutoring takes place. **When requesting tutors, please use the tutors that are recommended by instructor.** (To be posted on Moodle) These tutors have been selected to provide optimal support in learning ASL. For more information, see link below

<http://coursecat.isu.edu/undergraduate/academicinformation/studentsuccesscenter/>

Accommodations for Disabilities

Reasonable accommodations are available for students with a documented disability. Students with an approved accommodation form should present the form to the course instructor the first week of class. Reasonable accommodations will be made to ensure student success in completing the course.

If you have a diagnosed disability or believe you have a disability (physical, learning, hearing, vision, psychiatric, etc.) which may need reasonable accommodation, please contact the ADA and Disabilities Resource Center located in Rendezvous room 125 or call (208) 282-3599. Late notification may cause the requested accommodations to be delayed or unavailable, as per ISU policy.

CSD 2251-01 - American Sign Language III

Monday – Wednesday: 1:00 PM – 1:50 PM, REND 234

Thursday (LAB): 1:00 PM – 1:50 PM, REND 234

Instructor

Jill Radford, Ed.S.

Phone

208 904 3552 (VP)

Email

radfjill@isu.edu

Course Overview

Students are introduced to linguistic principles of ASL and a transcription system for recording and preparing dialogues and texts. Emphasis is on student-generated conversations.

Linguistic principles of ASL are introduced, emphasis is on increasing proficiency in narration, conversation, and description.

Emphasis on expressive and receptive skills utilizing ASL as primary language in the classroom. Knowledge of Deaf Culture and Deaf people will be incorporated throughout the course.

Office Location

SPA (Building 68), 308B

Office Hours

Monday & Wednesday
10:00 AM – 11:00 AM

Friday by appointment

Required Text

Lenz, E.M., Mikos, K., & Smith, C. (2014). *Signing Naturally Units 7-12 Student Set*. San Diego, CA: DawnSignPress ISBN: 978-1-58121-221-1. Please be sure that purchase includes 2 DVDs that can be viewed.

Required Course Materials

- **Moodle Account:** This is where the course content, grades and communication will be posted.
- **Video Recording Device.** Device will be used frequently for assessment and assignments. Device must have high video resolution.

PREREQ

CSD 1152, CSD 1152L, and Sign Language Studies major or permission of instructor.

Specific Learning Outcomes

Students who complete the course with a high-level of achievement will be able to:

- Demonstrate ASL skills in communicating subject knowledge, short stories, narratives, and dialogues at an intermediate level.
- Analyze, discuss, and reflect on important issues in Deaf Culture
- Demonstrate expressive and receptive proficiency of grammatical features of American Sign Language at an intermediate level.
- Use appropriate conversation regulators in intermediate level of ASL conversation.

Academic Integrity and Dishonesty Policy

Our department takes issues of academic integrity very seriously. Academic dishonesty will not be tolerated in any form. If there are any questions about Academic Integrity, visit this website:

http://coursecat.isu.edu/undergraduate/academic_integrity_and_dishonesty_policy/

Course Communication Policy

While respect is given to the first language of individual students, the primary mode of communication for this course is American Sign Language (ASL).

Written English will be used for course materials and during class discussion (sparingly).

Spoken English during class is strongly discouraged. During class time the “No-Voice Policy” will be enforced. This will allow for optimal opportunity to develop expressive and receptive skills in ASL. Class discussion, questions, and answers will be expressed using ASL. When necessary, use of other nonverbal communication (gestures, pantomime, etc.) may be used.

If any student still uses their voice during class, a warning will be given ONCE. If a second offence occurs, the student will be asked to leave the classroom.

Class Attendance

To maximize instruction, discussion, and learning opportunities; consistent class attendance and participation are essential. It is the student’s responsibility to obtain all information distributed during missed class. Excessive absences will result in a lower grade for the course

Important Dates

Date	
August 20	First Day of Classes
August 24	Last Day to Add/Drop Course
September 3	Labor Day (NO CLASS)
September 10	1 st Video Submission DUE

Date	
September 21	Last Day to Withdraw
October 8-12	Midterm Week
October 15	2 nd Video Submission DUE
November 19-23	Fall Recess
November 26	Community Event Reflection Papers DUE
December 3-5	Closed Week
December 10 (12:30 – 2:30)	FINAL EXAM (3 rd Video Submission will be the Final Exam)
December 10-14	Final Exams

Homework Policy

Course Assignments/Video Submissions must be completed by due dates. The student is responsible for staying up-to-date with course work. Late work due to procrastination will not be accepted. Later work due to a legitimate emergency may be accepted.

Course Activities/Assignments

Unit Assignments – each unit consists of 13-14 lessons. You are required to complete the assignments at the end of each lesson and submit for grading. Will be graded based on completion not competence.

Video Submissions – three videos will be submitted to document progress and skills learned throughout the course. The final video will be culmination of stories and skills.

Deaf Community Event – students will attend **two** Deaf community events and type a reflection papers about each experience. Event opportunities will be shared via Moodle. Reflection papers must be a 1-2 page, double-spaced, typed, and contain minimal grammar and spelling errors.

Receptive Skills Quizzes – at conclusion of each unit there will be a receptive skills quiz.

Course Assignments/Points Allocation

Assignment	Total Points	Weighted Percentage
Participation	100	20%
Unit Assignments	200	10%
Video Submission (3)	300	40%
Community Event Reflection Paper (2)	200	20%

Assignment	Total Points	Weighted Percentage
Receptive Quizzes	50	10%
Total Points Possible	850	100%

Video Submissions/Points Distribution

Due Date	Topic/Description
September 10	Childhood Narrative (50 points)
October 15 (Midterm)	Fairy Tale (100 points)
December 10 (Final)	Final Project (150 points)

Grades

Grade will be monitored and accessed via Moodle. Please check Moodle frequently to ensure assignment completion and grade documentation. If there are any concerns, contact the instructor for a meeting to address the concern. If more questions, see ISU credit and grading policy:

<http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/>

Grading Scale

	Percentage	Points		Percentage	Points
A	94-100	795-850	C	74-76	625-650
A-	90-93	761-794	C-	70-73	591-624
B+	87-89	736-760	D+	67-69	565-590
B	84-86	710-735	D	64-66	540-564
B-	80-83	676-709	D-	60-63	506-539
C+	77-79	651-675	F	Below 60	Below 505

Additional Information

Tutoring Opportunities

A resource available to student is available at the Student Success Center. Tutoring for ASL III Course will begin the third week of the semester. Required forms must be completed before tutoring takes place. **When requesting tutors, please use the tutors that are recommended by instructor.** (To be posted on Moodle) These tutors have been selected to provide optimal support in learning ASL. For more information, see link below

<http://coursecat.isu.edu/undergraduate/academicinformation/studentsuccesscenter/>

Accommodations for Disabilities

Reasonable accommodations are available for students with a documented disability. Students with an approved accommodation form should present the form to the course instructor the first week of class. Reasonable accommodations will be made to ensure student success in completing the course.

If you have a diagnosed disability or believe you have a disability (physical, learning, hearing, vision, psychiatric, etc.) which may need reasonable accommodation, please contact the ADA and Disabilities Resource Center located in Rendezvous room 125 or call (208) 282-3599. Late notification may cause the requested accommodations to be delayed or unavailable, as per ISU policy.

CSD 2252-03 - American Sign Language IV

Monday/Wednesday: 11:00 AM – 12:15 PM, REND 228

Thursday (LAB): 10:30 AM – 11:20 AM, REND 228

Instructor

Jill Radford, Ed.S.

Phone

208 904 3552 (VP)

Email

radfjill@isu.edu

Office Location

SPA (Building 68), 308B

Office Hours

Tuesdays/Fridays by
appointment

Course Overview

Linguistic features of ASL are expanded, including inflection, spatialization, movement, redundancy, and use of facial expression and body posture. Emphasizes vocabulary development and conceptual accuracy. Student topics of interest and skill development will direct instruction.

COREQ: CSD 2252L. PREREQ: CSD 2251, CSD 2251L, and Sign Language major or permission of instructor.

Required Text

Spradley, Thomas S., and James P. Spradley. *Deaf like Me*. Gallaudet Univ. Press, 2004.

Required Course Materials

- **Moodle Account:** This is where the course content, grades and communication will be posted.
- **Video Recording Device:** Device will be used frequently for assessment and assignments. Device must have high video resolution.
- **Video Compression Application:** Used to ensure uploading of video submission is done correctly.

Syllabus Changes

This syllabus is subject to change. Notifications will be given regarding all changes. Dates for individual assignments and exams are *tentative* and may be altered based on class progress at the discretion of the professor. In the event of any discrepancy between this syllabus and content found in Moodle, the information in **MOODLE WILL TAKE PRECEDENCE**.

Specific Learning Outcomes

Students who complete the course with a high-level of achievement will be able to:

- Apply expressive and receptive mastery of grammatical features of American Sign Language at the intermediate/advanced level.
- Apply ASL skills in communicating subject knowledge, short stories, narratives, and dialogues at the intermediate/advanced level.
- Use appropriate conversation regulators in intermediate/advanced level of ASL conversations.
- Explain main ideas of extended discourse on increasingly complex topic in ASL.
- Work on specific language functions such as description, giving directives, making suggestions or request, expressing opinions, persuading and informing.
- Continue to develop conversational skills.

Academic Integrity and Dishonesty Policy

Our department takes issues of academic integrity very seriously. Academic dishonesty will not be tolerated in any form. If there are any questions about Academic Integrity, visit this website:

http://coursecat.isu.edu/undergraduate/academic_integrity_and_dishonesty_policy/

Course Communication Policy

ASL Zone: This classroom is an ASL Zone, voicing or English mouthing is strongly discouraged during class time. Once class time begins, the “No-Voicing” policy will be enforced. Please “turn-off your voice” and sign with your class peers.

Remember: Talking without signing in the presence of a Deaf professor or any Deaf person is considered rude in Deaf culture. Write notes to each other if you must or SIGN! Disruptive students will be asked to leave the class.

While respect is given to the first language of individual students, the primary mode of communication for this course is American Sign Language (ASL). Written English will be used for course materials and during class discussion. Class discussion, questions, and answers will be expressed using ASL. When necessary, use of other nonverbal communication (writing, gestures, pantomime, etc.) may be used.

Deaf Space: During this course you are expected to respect the cultural norms of Deaf Culture. Eye contact is an essential part of the culture. Minimal visual distractions are needed to provide an optimal learning environment for the class. Please refrain from use of laptops and phones during class time. Large objects should be placed on the floor to leave signing space free of distractions. Seating will be in the “horse-shoe” arrangement to provide optimal viewing of all individuals in the class.

Class Attendance/Participation

To maximize instruction, discussion, and learning opportunities; consistent class attendance and participation are essential. It is the student's responsibility to obtain all information distributed during a missed class. Excessive absences will result in a lower grade for the course. Lack of participation in class discussions, practice, and activities will result in a lower grade for the course.

Important Dates

Date	
January 7	First Day of Classes
January 18	Last Day to Add/Drop Course
January 21	MLK Day/Idaho Human Rights Day (no classes)
February 18	President's Day (no classes)
February 22 – 23	ISU Silent Weekend (REQUIRED)
February 25 – March 1	Midterm Week
March 15	Last Day to Withdraw
March 18 - 22	Spring Break (NO CLASSES)
April 18	Community Event Reflection Papers DUE
April 22 - 26	Closed Week (NO TESTS OR QUIZZES)
May 1 (10:00 AM – 12:00 PM)	FINAL EXAM
April 29 – May 3	Final Exams

Homework Policy

Course Assignments/Video Submissions must be completed by due dates. The student is responsible for staying up-to-date with course work. Late work due to procrastination will not be accepted. Late work due to a legitimate emergency may be accepted.

Course Activities/Assignments

Class presentations/Video Submissions – expressive skill development will be evaluated in class and through video submissions. Three videos will be submitted to document progress and skills learned throughout the course. The final video will be culmination of skills learned.

Deaf Community Event – students will attend **two** Deaf community events and type a reflection papers about each experience. Event opportunities will be shared via Moodle. Reflection papers must be a 1-2 page, double-spaced, typed, and contain minimal grammar and spelling errors.

ISU’s SILENT WEEKEND: Event held February 22-23 in Gooding, Idaho. Attendance to this event is **REQUIRED**. More details will be posted as they become available.

Receptive Skills Quizzes – at conclusion of each unit there will be a receptive skills quiz.

Text Analysis – students will complete reflective papers for each chapter of required reading for the course. These papers are not a summary of the chapter. Reflective thinking should be evident. Due dates will be posted in Moodle. All reflections are to be submitted on Moodle.

Quizzes – will be administered periodically to assess student learning.

Course Assignments/Points Allocation

Assignment	Total Points
Participation/Discussions	100
Class Presentations/Video Submissions	800
Text Analysis	200
Community Event Reflection Papers (2)	200
Quizzes	100
Final Exam	200
Total Points Possible	1600

Grades

Grades will be monitored and accessed via Moodle. Please check Moodle frequently to ensure assignment completion and grade documentation. If there are any concerns, contact the instructor for a meeting to address the concern. If more questions, see ISU credit and grading policy:

<http://coursecat.isu.edu/undergraduate/academicinformation/creditandgradingpolicies/>

Grading Scale

Percentage		Percentage	
A	94-100	C	74-76
A-	90-93	C-	70-73
B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	Below 60

Additional Information

Tutoring Opportunities

Tutoring is available to students at the Student Success Center. Required forms must be completed before tutoring takes place. **When requesting tutors, please use the tutors that are recommended by instructor.** (To be posted on Moodle) These tutors have been selected to provide optimal support in learning ASL. For more information, see link below

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Accommodations for Disabilities

Reasonable accommodations are available for students with a documented disability. Students with an approved accommodation form should present the form to the course instructor the first week of class. Reasonable accommodations will be made to ensure student success in completing the course.

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CSD 2256 – Deaf Culture and Community

Summer 2019, 3 credits - Online Course

Instructor

Jill Radford, Ed.S.

Phone

208 904 3552 (VP)

Email

radfjill@isu.edu

Office Location

SPA (Building 68), 308B

Office Hours

Mondays and Wednesdays
10:00 AM – 12:00 Noon

Course Overview

Emphasizes aspects of Deafhood and Deaf culture. Focus on identity, language impact, educational issues, and minorities within the Deaf culture and how these affect language and identity. Includes examination of Deaf culture as a worldwide experience and contrasts it with American Deaf culture. Fulfills Objective 9. of the General Education Requirements. PREREQ: CSD 1151 and CSD 1151L

Required Text

Leigh, Irene, et al. *Deaf Culture: Exploring Deaf Communities in the United States*. Plural Publishing Inc., 2018. To access student materials, you must register on the companion website and log in using the access code provided in your text. *if you have purchased a used text or rented the text, the access code will not work if it has already been redeemed by the original buyer of the book.

Required Course Materials

- **Moodle Account:** This is where the course content, grades and communication will be posted.
- **Video Recording/Viewing Device.** Device will be used frequently for assessment and assignments. Device must have high video resolution. Any videos submitted whether in Spoken English or American Sign Language, captions or transcript of content must be provided. This allows access for all participants in the course.

Recommended Text

Lane, H. L., Hoffmeister, R., & Bahan, B. J. (1996). *A Journey Into the Deaf-World*. San Diego, CA: DawnSignPress.

Bauman, H. L. (2008). *Open Your Eyes: Deaf Studies Talking*. Minneapolis, MN: University of Minnesota Press.

Syllabus Changes

This syllabus is subject to change. Notifications will be given regarding all changes. Dates for individual assignments and exams are *tentative* and may be altered based on class progress at the discretion of the professor. In the event of any discrepancy between this syllabus and content found in Moodle, the information in **MOODLE WILL TAKE PRECEDENCE**.

Specific Learning Outcomes

Students who complete the course with a high-level of achievement will:

- Identify the characteristics of Deaf culture and analyze, in depth, the diverse communities within the Deaf community.
- Examine People of Color, Native Americans, LGBT communities, and Gender issues and contrast the characteristics of each community within a larger framework: American Culture.
- Compare the similarities and differences between Deaf culture characteristics in America with other Deaf culture worldwide,
- Apply knowledge of diverse cultures to address contemporary or historical issues.
- Discuss how American culture has historically marginalized the Deaf community and Deaf culture and how this is reflected in history.
- Discuss the lack of information on Deaf culture in historical texts, in political texts, in literature, and in psychology.
- Spend time discussing the perceived characteristics of the Deaf community as opposed to the reality of the Deaf community and how this perception is altered by how the Deaf community is portrayed in literature

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Course Communication Policy

Communication that takes place online should be accessible to all participants. To ensure access is happening, video recordings of must have subtitles. This applies to videos submitted in ASL as well as those in Spoken English. If your submission is posted via spoken English, there must be a written transcript provided.

All discussion post should elicit honest, reflective, and RESPECTFUL content. You have the freedom to disagree with each other. However, any name-calling, insults, or bullying will be deleted and result in loss of participation points for the discussion.

Safe Space: During this course you are expected to respect your peers and professor. The objective of the course is for you to increase your knowledge of the Deaf community. This is a safe space for you to learn, question, and reflect on the content presented.

Class Attendance

This course is an 8-week online format. Attendance is graded by participation in weekly forums and completion of lectures, assignments, projects and papers by posted due dates.

Important Dates

Date	
May 13	First Day of Classes
Week 1 (May 13 – May 17)	Course Expectations/Forums Introduction Defining Culture Chapter 1: Deaf Communities Past and Present
May 17	Last Day to Add/Drop Course
Week 2 (May 20 -24)	Chapter 2: Causes of Being Deaf Medical vs. Cultural View of Deafness
May 24	Last Day to Withdraw
Week 3 (May 27 – May 31)	Chapter 3: American Sign Language Chapter 4: Deaf Education and Deaf Culture
May 27	Memorial Day – No Classes Held
Week 4 (June 3 – June 7)	Midterms Chapter 5: How Deaf Children Think and Learn Chapter 6: Deaf Identities
Week 5 (June 10 – 14)	Chapter 7: Navigating Deaf and Hearing Worlds Deaf Around the World a Global View Chapter 8: Technology and Accessibility
Week 6 (June 17 – 21)	Chapter 9: Arts, Literature, and Media Chapter 10: Advocating and Career Opportunities
Week 7 (June 24 – 28)	Chapter 11: Final Thoughts on Deaf Culture and Its Future
Week 8 (July 1 - July 5)	Final Exams
July 4th	Independence Day – No classes Held

Homework Policy

Course readings, lectures, activities and assignments must be completed by due dates. The student is responsible for staying up-to-date with course work. Late work due to procrastination will not be accepted. Late work due to a legitimate emergency *may be* granted extensions.

Course Activities/Assignments

<i>Weekly Forum Discussions</i>	Every week there will be at least one discussion forum posted. You will be graded on your participation in the discussions. If more than one forum is posted you will need to participate in each forum for full participation points to be awarded.
<i>Unit Quizzes</i>	There will a question set related to the assigned reading materials, lectures, and activities for each chapter of the text.
<i>Unit Assignments</i>	Assignments will be posted with due dates on Moodle. You will need to complete all assignments by the dates posted.
<i>Deaf Experience Reflection</i>	Several videos and articles will be provided for you to analyze, provide insight and reflect on the Deaf experience.
<i>Compare / Contrast Paper</i>	You will compare / contrast American Deaf Culture with American Culture in this paper. This paper will include a comparison of a minority group within each culture.
<i>Compare/Contrast Slide Show Project</i>	You will compare/contrast American Deaf Culture with the Deaf culture from another country. This project will be an online presentation. You will need to submit a PPT or GoogleSlides presentation to share with your peers.

Course Assignments/Points Allocation

Assignment	Grade Weight
Forum Discussions	20%
Unit Quizzes	10%
Unit Assignments	10%
Deaf Experience Reflection Paper	15%
Compare and Contrast Paper	15%
Compare/Contrast Slide Project	15%
Deaf Literature/Art Research	15%
Total	100%

Grades

Grade will be monitored and accessed via Moodle. Please check Moodle frequently to ensure assignment completion and grade documentation. If there are any concerns, contact the instructor to address the concern. If more questions see ISU credit and grading policy:

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Grading Scale

Percentage		Percentage	
A	94-100	C	74-76
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B+	87-89	D+	67-69
B	84-86	D	64-66
B-	80-83	D-	60-63
C+	77-79	F	Below 60

General Education Objective

This course fulfills the requirements of the General Education Objective 9. The course activity satisfies the requirements by:

Objective	Course Activity
Identify the defining characteristics of culturally diverse communities in regional, national, or global contexts	Weekly Forum Discussions Unit Quizzes Unit Assignments Compare/Contrast Slides Project
Describe the influence of cultural attributes just as ability, age, class, epistemology, ethnicity, gender, language, nationality, politics, or religion inherent in different cultures or communities	Compare/Contrast Paper Compare/Contrast Slides Project
Apply knowledge of diverse cultures to address contemporary or historical issues	Deaf Experience Reflection Paper

Additional Information

Tutoring Opportunities

A resource available to student is available at the Student Success Center. Required forms must be completed before tutoring takes place. When requesting tutors, please use the tutors that are recommended by your instructor. (To be posted on Moodle) These tutors have been selected to optimize support in learning ASL. For more information, see link below

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Idaho State University
CSD 2258 Language Acquisition in American Sign Language

Spring 2019
January 7-May 6, 2018
Online class

Kristi Blacker
Office Hours: By appointment only

Contact information:
E-mail: amolkris@isu.edu (office)
Kristi.akers13@gmail.com (home)
Phone (cell): (208) 490-0765

COURSE DESCRIPTION

Focuses on theories on language acquisition and language development through American Sign Language. Issues of language deprivation and language equality are surveyed.

Expanded Description: The course incorporates information on language acquisition that is typical for hearing children (acquiring a spoken language) and compares that to the way in which Deaf and Hard of Hearing children (and CODAs) acquire American Sign Language as a first language. Language learning theories, language acquisition versus language learning, communication modes (i.e. SEE, PSE), developmental milestones, and arguments for and against sign language use are discussed. Students will participate in weekly discussion forums, complete weekly individual learning logs (blogs/vlogs), various assignments (i.e. papers, projects), and complete quizzes to demonstrate knowledge of the learning objectives of the course.

DIVERSITY AND INCLUSION

The Education Department at Idaho State University defines diversity as it impacts teaching and learning as “differences, or variety, among groups of people based on a range and combination of backgrounds and histories related to ethnicity, race, gender, language, socioeconomic status, sexual orientation, disability, geographical area, religious background, and exceptionalities in learning.” The department is committed to addressing diversity in curriculum, instruction, assessment, and interpersonal relations.

COURSE TEXTS

- a) Required Texts
1. Mahshie, S. (1995). *Educating deaf children bilingually*. Washington, DC: Gallaudet University Press.
 2. Owens, R.E. (2005). *Language development: An introduction*. Boston, MA: Pearson.

3. Pichler, D.C., Kuntze, M., Lillo-Martin, D., de Quadros, R.M., & Rossi Stumpf, M. (2016). *Sign language acquisition by deaf and hearing children: A bilingual introduction*. Washington, D.C.: Gallaudet University Press.
- b) Video resources/Webinars:
1. Maximizing Language Acquisition: <https://clerccenteronline.ning.com/topic-interest-groups/maximizing-language-acquisition/webcast>
 2. Language Learning Through the Eye and Ear: <https://clerccenteronline.ning.com/topic-interest-groups/language-learning-through-the-eye-and-ear>
 3. Advantages of Early Visual Language: <http://vl2.gallaudet.edu/research/research-briefs/english/advantages-early-visual-language/>
 4. Language in Motion: <http://www.gallaudet.edu/clerc-center-sites/setting-language-in-motion.html>
 5. Through Your Child's Eyes: American Sign Language: <https://www.youtube.com/watch?v=FV69iJuXwP4>
 6. Early Intervention Network: <http://www.gallaudet.edu/clerc-center-sites/early-intervention-network-supporting-linguistic-competence-for-children-who-are-deaf-or-hard-of-hearing/early-intervention-factors/factor-1.html>
 7. Are parents of deaf children fully informed of choices? https://www.youtube.com/watch?time_continue=7&v=RQIMZnwVSPA
 8. Deaf Education and Families project <https://www.youtube.com/watch?v=79MR9doZC40>
 9. Deaf People are cheated by oralism <https://www.youtube.com/watch?v=ly6oPflUyA>
 10. Parenting a child who is DHH <http://www.gallaudet.edu/clerc-center-sites/setting-language-in-motion/modules/module-7---family-supports.html>
 11. Sharing Power (Gallaudet Webcast): <http://webcast.gallaudet.edu/?id=84>
- c) Supplemental Texts (You do not need to purchase—excerpts will be provided as needed):
1. Chamberlain, C., Morford, J.P., & Mayberry, R.I. (Eds.). (2000). *Language acquisition by eye*. Mahwah, NJ: Lawrence Erlbaum Associates.
 2. Easterbrooks, S. & Estes, E. (2007). *Helping deaf and hard of hearing students to use spoken language: A guide for educators and families*. Thousand Oaks, CA: Corwin Press.
 3. Easterbrooks, S. & Baker, S. (2002). *Language learning in children who are deaf and hard of hearing: Multiple pathways*. Boston, MA: Allyn & Bacon.
 4. Klein, D. (2011). *Spoken communication for students who are Deaf and hard of hearing: A multidisciplinary approach*. Hillsboro, OR: Butte Publications.
 5. Lane, H., Hoffmeister, R., & Bahan, B. (1996). *A journey into the deaf-world*. San Diego, CA: DawnSignPress.
 6. *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association. **(OR use OWL Purdue APA website)**
- d) Supplemental Articles (you can find on ISU library website AND will be posted in Moodle):
1. Allen, T.E., Letteri, A. Choi, S.H., & Dang., D. (2014). Early visual language exposure and emergent literacy in preschool deaf children: Findings from a national longitudinal study. *American Annals of the Deaf*, 159(4), 346-358.

2. Bavalier, D., Newport, E.L., & Supalla, T. (2003). Children need natural languages, signed or spoken. Retrieved from <http://www.dana.org/Cerebrum/Default.aspx?id=39306>.
3. Campbell, R., MacSweeney, M., & Woll, B. (2014). Cochlear implantation (CI) for prelingual deafness: the relevance of studies of brain organization and the role of first language acquisition in considering outcome success. *Frontiers in Human Neuroscience*, 8(834), 1-11.
4. Clark, M.D., Hauser, P.C., Miller, P., Kargin, T., Rathmann, C., Guldenoglu, B., Kubus, O., Spurgeon, E., & Israel, E. (2016). The importance of early sign language acquisition for deaf readers. *Reading & Writing Quarterly*, 32, 127-151.
5. Cormier, K., Mauk, C., & Repp, A. (1998). Manual babbling in deaf and hearing infants: A longitudinal study. In *Proceedings of the Twenty-ninth Annual Child Language Research Forum* (pp. 55-61). Stanford, CA: CSLI Publications.
6. Coryell, J. & Holcomb, T. K (1997). The use of sign language and sign systems in facilitating the language acquisition and communication of deaf students. *Language, Speech, and Hearing Services in Schools*, 28, 384-394.
7. Courtin, C. (2000). The impact of sign language on the cognitive development of deaf children: The case of theories of mind. *Journal of Deaf Studies and Deaf Education*, 5(3), pp. 266-276.
8. Cramer-Wolrath, E. (2013). Parallel bimodal bilingual acquisition: A hearing child mediated in a deaf family. *Sign Language Studies*, 13(4), 516-540.
9. Cummins, J. (n.d.). The relationship between American Sign Language proficiency and English academic achievement: A review of the research. Retrieved from <http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.521.8612&rep=rep1&type=pdf>.
10. do Carmo, P., Mineiro, A., Branco, J.C., de Quadros, R.M., & Castro-Caldas, A. (2013). Handshape is the hardest path in Portuguese Sign Language acquisition. *Sign Language & Linguistics*, 16(1), 75-90.
11. Emmorey, K. & McCullough, S. (2009). The bimodal bilingual brain: Effects of sign language experience. *Brain Lang.*, 109(2-3), 124-132.
12. Goldin-Meadow, S. & Mayberry, R.I. (2001). How do profoundly deaf children learn to read? *Learning Disabilities Research & Practice*, 16(4), 222-229.
13. Hall, W.C. (2017). What you don't know can hurt you: The risk of language deprivation by impairing sign language development in deaf children. *Matern Child Health*. Retrieved from http://www.mhit.org/assets/Hall_2017_LanguageDeprivation-whatyoudontknow-canthurtyou.pdf.
14. Henner, J., Hoffmeister, R.J., Fish, S., Rosenberg, P., & DiDonna, D. (n.d.). Bilingual instruction works even for deaf children of hearing parents. Center for the Study of Communication and the Deaf, Boston University: Boston, MA.
15. Humphries, T., Kushalnagar, P. Mathur, G., Napoli, D.J., Padden, C., Rathmann, C., & Smith, S. (2015). Language choices for deaf infants: Advice for parents regarding sign languages. *Clinical Pediatrics*, 1-5.
16. Humphries, T., Kushalnagar, P., Mathur, G., Napoli, D.J., Padden, C., & Rathmann, C. (2014). Ensuring language acquisition for deaf children: What linguists can do. *Language*, 90(2), 31-52.
17. Karadoller, D. Z., Sumer, B., & Ozyurek, A. (n.d.). Effects of delayed language exposure on spatial language acquisition by signing children and adults. Retrieved from <http://repository.ubn.ru.nl/bitstream/handle/2066/175337/175337.pdf?sequence=1>.

18. Lederberg, A. R., Schick, B., & Spencer, P. E. (2012). Language and literacy development of deaf and hard-of-hearing children: Successes and challenges. *Developmental Psychology*. Advance online publication. doi: 10.1037/a0029558.
19. Masataka, N. (1996). Perception of motherese in a signed language by 6-month-old deaf infants. *Developmental Psychology*, 32(5), pp. 874-879.
20. Masataka, N. (1998). Perception of motherese in Japanese sign language by 6-month-old hearing infants. *Developmental Psychology*, 34(2), pp. 241-246.
21. Mayberry, R.I. (1993). First-language acquisition after childhood differs from second-language acquisition: The case of American Sign Language. *Journal of Speech and Hearing Research*, 36, 1258-1270.
22. McQuarrie, L., & Parrila, R. (2014). Literacy and linguistic development in bilingual deaf children: Implications of the “and” for phonological processing. *American Annals of the Deaf*, 159(4), 372-384.
23. Meinzen-Derr, J., Wiley, S., & Choo, D. (2011). Impact of early intervention on expressive and receptive language development among young children with permanent hearing loss. *American Annals of the Deaf*, 155(5), 580-591.
24. Mellon, N.K., Niparko, J.K., Rathmann, C., Mathur, G., Humphries, T., Napoli, D.J., Handley, T., Scambler, S., & Lantos, J.D. (2015). Should all deaf children learn sign language? *Pediatrics*, 136(1), 170-176.
25. Petitto, L.A. & Marentette, P.F. (1991). Babbling in the manual mode: Evidence for the ontogeny of language. *Science*, New Series, 251 (5000), pp. 1493-1496.
26. Schick, B., de Villiers, P., de Villiers, J., & Hoffmeister, R. (2007). Language and theory of mind: A study of deaf children. *Child Development*, 78(2), pp. 376-396.
27. Singleton, J.L. & Tittle, M.D. (2000). Deaf parents and their hearing children. *Journal of Deaf Studies & Deaf Education*, 5(3), 221-236.
28. Stuckless, E.R., & Birch, J.W. (1997). The influence of early manual communication on the linguistic development of deaf children. *American Annals of the Deaf*, 142(3), 71-79.

Course Documents Posted on Moodle

The course documents as posted on the Moodle will be reviewed, revised, and updated periodically in order to reflect changing demands of the course and in order to keep pace with the changing scope of practice reflected by these changes and innovations in the field of Deaf (Bilingual) education.

Materials

- 1) Computer with robust internet access and compatible programming to access the course.
- 2) Video camera to record and ability to post videos to the site.

ABSENCE AND TARDY POLICY: For OL courses

It is expected that students participate in online discussion forums and learning logs as this is how students ‘participate’ in this online class. Also, it is expected that students participate in periodic online video conferencing meetings (i.e. Zoom meetings) to discuss course content and to ask questions. There will be approximately 7 meetings held throughout the semester and it is expected that students participate in 5 of them to receive full credit. If a student must miss more than the 2 allowed Zoom conferences, they are required to notify the instructor prior to their absence and explain the reason for the absence; absences will be excused on a case-by-case basis.

Assignments are due by the date they are listed on the syllabus and/or Moodle by 11:59 p.m. on the date listed. Late assignments will not be accepted. Discussion forums cannot be made up at a later date—it is critical that discussions take place in the week in which they are being held for the benefit of all students. In the event of a disability-related absence or need for flexibility with due dates, the student must contact the instructor within one day of the initial date of absence or original due date of assignment, quiz, or exam.

In terms of time and commitment, this course is based on the traditional, undergraduate 3-credit-hour semester. It is expected that each participant sign-on to Moodle at least three times a week and participate in the Discussion Forums.

To do well in this class, participants should expect to spend approximately:

Weekly to daily: For this course, you should probably estimate:

- 3 hours per week reading the content online
- 4-5 hours doing the related readings, papers, etc.
- Total: 8 hours per course per week
- Or a little more than 1 hour per day

Conference Times: The instructor will be available to meet with students for pre-arranged conferences or to answer questions via Zoom (video conference), email, or telephone. If you have any questions, though, you should first post in the QUESTION FORUM on the Discussion Forum. Your question may be someone else's question, too.

COURSE STANDARDS:

- Standard 5: Curriculum Design
 - Explicit strategies to expose students to multicultural/diverse populations
- Standard 6: As related to Interpreting Theory and Knowledge
 - Interpreter role, function, and responsibilities
 - Needs of various consumers (i.e. disabilities or other conditions)
 - Respect for individual self-identification
 - Respect for individual language and/or communication choices

COURSE OBJECTIVES:

Upon completion of this course, students should have attained the following objectives:

Students will:

- Understand and be able to explain the components of language
- Understand and be able to explain the parameters of American Sign Language (ASL)
- Understand the similarities and differences between spoken and signed languages and their acquisition
- Demonstrate understanding of important language acquisition milestones for all children, deaf or hearing
- Explain the various language learning theories and how they relate to acquisition of language in ASL
- Explain the difference between language acquisition and language learning
- Demonstrate understanding of the critical period for language acquisition and be able to explain consequences of language deprivation
- Explain the importance of early intervention and early access to a visual language and what those look like for deaf/hard of hearing children

- Understand the meaning of ‘CODA’ and demonstrate understanding of how their language acquisition is similar and/or different to deaf children acquiring sign language
- Explain the literacy implications for Deaf children who do/do not have early access to visual language
- Explain their stance on language acquisition and use research to support that stance/position
- Understand various types of hearing loss, degrees of loss, and how these impact one’s communication modes, speech, and use of sign language

COURSE REQUIREMENTS/ASSIGNMENTS:

Students will be expected to do the following:

- 1) Anticipation Guide:
Students will be expected to complete an anticipation guide rating how well they are currently familiar with course topics. This anticipation guide will be completed at the beginning at the course and again at the end of the course to serve as a pre/post self-assessment.
Total possible points: 15 points each (30 total)
- 2) Quizzes:
Students will take brief quizzes to demonstrate comprehension of course material. There will be four quizzes throughout the semester.
Total possible points: 20 each (80 total)
- 3) Concept Map:
Students will use Kidspiration (or other software/program) to create a concept map demonstrating their understanding of language acquisition and the pathways in which language can be acquired. Students will include the components/elements of language (i.e. phonology, morphology, syntax), modes of communication (i.e. spoken language, ASL), language deprivation, **and other important information** learned to date in the course.
Total possible points: 100
- 4) Discussions board:
Attendance & Participation: The Discussion Board is how you “attend” class. Everyone should log onto Moodle a minimum of **three times a week** and participate in the required class conversations. Every module will have a forum with a number of threads. The conversations work best when participants log on throughout the week, preferably **once** at the beginning of the week (Mon/Tues), **at least once** in the middle of the week (Wed/Thurs/Fri), and **at least once** during the last part of the week (Sat/Sun).
 - Approximately **6 discussion forums will be held in ASL** using GoReact or FlipGrid and will be decided on by the instructor.
 - All other discussion forums will be conducted on Moodle and responses will be done in English.
 - Students are expected to respond to the instructor’s initial post and then to at least 2 other students’ comments for a total of **3 responses to each discussion question each week**. If there are 2 questions posed by the instructor, then a total of 6 responses are required for that week. The same requirements apply for responses done via FlipGrid or GoReact and responses to other students’ posts can be done in either language, as appropriate.
 - Attachments are not appropriate responses on the discussion board; please place all text within the text box, itself, in order to facilitate group discussions.

However, you may want to type your responses in Word for editing purposes, then copy and paste your responses in the text box on the Discussion Forum threads.

- If for some reasons students' access to the Internet becomes severely restricted and they are unable to connect to the resources they need, they will need to contact the professor immediately; often arrangements to get the materials in other ways can be made. Students will need to be connected to the Internet for the following activities: 1) sending and receiving e-mail; connecting to web sites related to the course; 2) using ISU Moodle to do course assignments; and 3) checking outcomes for their assignments.

Due dates: Weekly

Total possible points: 12 points each, (180 points total)

5) Learning Logs:

Students will be expected to post at least once per week in their learning log. The learning log is a place to summarize, analyze, and synthesize information from the week/module's reading material. Students are expected to read texts critically and to summarize information from multiple texts. Students can pose questions about the texts and the content, suggest solutions to problems faced by Deaf children, and otherwise just share ideas, thoughts, musings, etc. During the course, students are expected to post **5 learning logs in ASL and will be done on either FlipGrid or GoReact and the weeks in which ASL responses will be done will be chosen by the instructor**. The English responses will be conducted on Moodle the remainder of the weeks.

Total Possible Points: 12 points per learning log (180 total)

6) Zoom Meetings/Face-to-Face Video Conferencing:

Students are expected to participate in class discussions/lectures via Zoom whenever the instructor creates the opportunity. Zoom meetings will take place about every 2 weeks but no more than once per week. Students' schedules will be considered when establishing a day/time to meet. Students will be graded on their attendance as well as meaningful participation in discussions.

Total possible points: 15 each for 7 meetings (105 total)

7) Position Paper:

Students will write a paper that outlines his/her personal view on language acquisition for deaf children. Students will locate at least 3 articles on the topic of language acquisition and/or language deprivation for Deaf and hard of hearing children. Information gathered from these articles will be synthesized into a position paper explaining how deaf children acquire language, causes of language deprivation, and the student's stance on how to best ensure language access and acquisition by deaf children (citing sources throughout their paper).

Total possible points: 100

8) Synthesis project/Infographic:

Students will complete the course by synthesizing information they have learned about language development and acquisition by creating an infographic with key points and statistics from the course. The specific focus for the infographic must be pre-approved by the instructor. This assignment will be graded on accuracy of information included, creativity, maintaining focus on one element of language acquisition, and use of appropriate citations.

Total possible points: 200

COURSE EXPECTATIONS:

The following policies and expectations are intended to create a productive learning atmosphere for all students.

Classroom Climate and participation

The success of this course is directly related to the sense of community that students will develop in and outside classroom. Participation in class discussion and activities is a critical part of the course. Quality participation assumes preparation for class through assigned readings and activities, ability to express one's ideas effectively while contributing to the relevance of the specific topics. Students are encouraged to share their views and listen to those of others. Debate and discussion are an important part of the learning process. While there will no doubt be disagreements, students are to expect the members of this community (especially those of outside classroom) to challenge ideas in a manner that reflects respect and recognition of opposing viewpoints without attacking each other.

Submitting Assignments

All assignments must be posted electronically on Moodle unless otherwise instructed by professor.

*Carefully read the rubric given by professor. Be sure to clarify what guidelines or rules students are to follow and specifically what parts of the assignment and/or project are to be evaluated. If students are to develop a rubric, they can ask professor to see examples.

It is expected that all required work will be submitted on time. Quality work is expected. All work should be neat and proofread. Projects submitted later than the due date will be subject to a reduced grade.

FORMATTING FOR WRITTEN ASSIGNMENTS:

- One-inch margins all around
- Times New Roman or other sans serif font, 12 point
- Double spaced, page numbers, header with name, date, course number (see below)
- All references should be cited using APA format
- All assignments will be submitted through Moodle
- There must be a header that is formatted: last name, assignment title, date, and course

number (e.g., Blacker, Position Paper, (date), CSD 2258)

Use of American Psychological Association (APA) Guidelines

All assignments are to be in APA format. Students may use the information found at the following site: http://owl.english.purdue.edu/handouts/research/r_apa.html. They are expected to comply with guidelines for proper citations. Please note the difference:

- a. References -- lists only the literature that are actually used or cited in the assignments
- b. Bibliography -- lists everything used or cited in assignments.

The act of citing sources is also a defense against allegations of plagiarism (see Honor Code).

Use of Copyrighted Works

The contents provided on course Moodle are intended for class use only. Copying, e-mailing, or posting these materials online for any other purpose without the copyright holder's express written consent may be prohibited by law.

GRADING POLICY

Grades will be determined on a weighted point system.

Participation is an indicator for course outcomes and is a factor in the final course evaluation.

Additional indicators for course outcomes include completing all tasks on-time and fully participating during group and individual activities. All assignments must be presented to the instructor on or before the due date. Late assignments may not be accepted and if accepted will have points deducted.

INCOMPLETE POLICY: A grade of Incomplete will only be considered for *extreme* emergencies and with permission of the instructor. The instructor will inform the student requesting an Incomplete grade how much time will be allowed for submission of work. Incomplete requirements not fulfilled within the time constraint will automatically be translated into an “F” grade on the student transcript. It is expected that students will complete work missed, in consultation with the instructor, as soon as possible.

Request for Accommodations

Idaho State University, in accordance with the Americans With Disabilities Act of 1990 (ADA) and the Federal Rehabilitation Act of 1973/ Section 504, will provide reasonable accommodations for eligible students with disabilities. If students require special assistance, please see professor privately and/or seek assistance directly from the ADA & Disability Resource Center. If students require accommodation(s), please contact the professor no later than two class sessions. Students are responsible for initiating arrangements that are in collaboration with the ADA & Disability Resource Center and the professor.

In the event of a disability-related absence or need for flexibility with due dates, the student must contact the instructor within one day of the initial date of absence or original due date of assignment, quiz, or exam.

Students are expected to demonstrate bilingual proficiency for this course. In other words, students are expected to consciously manage and effectively use two academic languages, ASL and English in all class sessions. Thus, students will make every conscious effort to use both academic languages to effectively communicate meaning to other course mates and professor with clarity and fluency.

Use of Written English

Idaho State University believes that the ability to communicate in writing is an important professional skill, and one that plays a critical role in any professional educator’s position. These assignments will be counted on content and writing style. Writing style refers to organization, focus, elaboration, grammar usage, punctuation, capitalization, and spelling.

Use of ASL

Idaho State University also believes that the ability to communicate in ASL is also viewed as an important professional skill, and one that supports the need for a signing community in an educational setting. For this reason, in each class, students will not try to find a sign for every word in the English statement. Students will be expected as they communicate in ASL, using sign-order rather than word order. The syntax of ASL is

sometimes flexible, permitting any one of the several arrangements of signs, while at other times the syntax is rigidly fixed.

Determination of Final Course Grade

The final course grade is based on the number of points earned. The letter grade will be given according to the following:

A+ = 774 – 800 points	A = 747 – 773 points	A- = 720 – 746 points
B+ = 694 – 719 points	B = 667 – 693 points	B- = 640 – 666 points
C+ = 614 – 639 points	C = 587 – 613 points	C- = 560 – 586 points
D+ = 534 – 559 points	D = 507 – 533 points	D- = 480 – 506 points
	F = 0 – 479 points	

Incomplete Grades

According to Idaho State University, the grade of “incomplete” is reserved for “exceptional cases, where an unanticipated event beyond one’s control interferes with students’ completion of course requirements.

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CLASS SCHEDULE*

*Class schedule is subject to change based on the interests of class and direction in which class proceeds.

NOTES:

- Reading assignments are **DUE on the date for which they are listed**. For example, the readings/assignments listed on 1/15 are due prior to or by that date. This enables for full discussion of readings throughout the week.
- Assignments/projects are due by the end of the week they are listed. For example, the Anticipation Guide is listed for the week of January 7th so it is due by the **end of the week of January 7th** (i.e. due on January 13th). Please let me know if you have any questions. Please refer to the due date checklist for specific dates as well.
- Learning logs and discussion board threads are due every week and therefore not listed here

- Zoom meetings will be on the Wednesday of the week they are listed but are subject to change based on students' and instructor's availability

Class	Date	Class Topic	Reading/Viewing	Assignments & Other
1	1/7	Introduction/course overview Discussion of anticipation guide	Begin discussion forums Start on reading due for 1/14	Syllabus Anticipation Guide
2	1/14	What is Language? 1) Speech vs. Language vs. Communication 2) Components of language (morphemes, phonemes, semantics, syntax, pragmatics) 3) Elements of Language: Form, Content, Use 4) Parameters of ASL (handshape, palm orientation, location, movement)	<ul style="list-style-type: none"> • Owens, pp. 6-26 • Easterbrooks & Baker, pp. 34-36 (on Moodle) • Pichler, D.C., Kuntze, M., Lillo-Martin, D, et al (Chapter 1: Introduction) 	
3	1/21	Language Learning Theories 1) Linguistic/information processing theory 2) Neuropsychological Theory 3) Psycholinguistic Theory: A Syntactic Model 4) Cognitive-Socialization Theory 5) Behavioral Theory	<ul style="list-style-type: none"> • Owens, pp. 30-63 • Easterbrooks & Baker, pp. 67-78 (on Moodle) 	Zoom meeting #1
4	1/28	Language Acquisition vs. Language Learning Part 1 1) Critical Period 2) Natural languages 3) Comprehensible Input 4) Child-directed speech or sign 5) Types of hearing loss and effects on speech production Watch: https://clerccenteronline.ning.com/topic-interest-groups/language-learning-through-the-eye-and-ear Parts 1 & 2	Watch/Read: <ul style="list-style-type: none"> • Pichler, Kuntze, Lillo-Martin (2017) video text, Ch & Chapter 7 • Lederberg, Schick, & Spencer (2012) (article) • Mahshie (1995), pp. 27, 94-110; 111-132 • Bavalier, Newport, & Supalla (2003) (article) Watch: <ul style="list-style-type: none"> • Pichler, D.—Language Learning Through the Eyes & Ears (webcast) 	Zoom meeting #2
5	2/4	Similarities and Differences between Signed and spoken languages: 1) Child-directed sign language 2) Motherese 3) Babbling/manual babbling Early Intervention vs. Language Deprivation: 1) Incomplete auditory input (English) 2) Early visual language exposure and emergent literacy 3) Linguistic abilities tied to cognitive skills 4) What you don't know can hurt you 5) Early identification (video) 6) Communication and language in the home (video) Watch: http://www.gallaudet.edu/clerc-center-sites/setting-language-in-motion/modules/module-1---early-identification.html Watch: http://www.gallaudet.edu/clerc-center-sites/setting-language-in-motion/modules/module-6---communication-and-language-in-the-home	Watch/Read: <ul style="list-style-type: none"> • Pichler, Kuntze, Lillo-Martin (2017) video text, Ch (review) • Petitto & Marentette (1991) <ul style="list-style-type: none"> • Humphries, Kushalnagar, Mathar, et al. (2014) (article) • Hall (2017) (article) • Baker, S. (2011) (VL2 Research Brief #2) • Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 7 (Review) Watch videos (to left)	Quiz #1 Chat Meeting
6	2/11	L1 Development (0-12 months) 1) Language milestones birth to 6 months 2) Language milestones 6-12 months 3) Babbling	<ul style="list-style-type: none"> • Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 3 	Zoom meeting #3

		<p>4) Early Phonology 5) Socialization and Early Communication (0-6 months) 6) Development of intentionality (7-12 months) 7) Joint Action, Turn-taking, joint reference</p> <p>Watch: http://www.gallaudet.edu/clerc-center/sites/setting-language-in-motion.html (Module 4)</p>	<ul style="list-style-type: none"> • Lieberman, A. (2012) (VL2 Research Brief #5) • Gallaudet/Clerc Center Setting Language in Motion: Module 4 (see link on left) • Owens, Chapter 3 (pp. 64-82); Chapter 6 (pp. 150-156; 157-163) 	
7	2/18	<p style="text-align: center;">L1 Development (12-18 months)</p> <p>1) The Explorer: Twelve to Twenty-Four months (Owens) 2) Continued Phonological Development 3) Lexical Development 4) Iconicity and Gesture</p>	<ul style="list-style-type: none"> • Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 4 • Owens, Chapter 3 (pp. 83-86) • Enns, C. & Price, L. (2013) (VL2 Research Brief #9) 	
8	2/25	<p style="text-align: center;">L1 Development (18-36 months)</p> <p>1) The Exhibitor: Age 3 to 5 years (Owens) 2) Later lexical development 3) Development of Syntax 4) Spatial syntax</p>	<p>Watch/Read:</p> <ul style="list-style-type: none"> • Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 5 • Owens, Chapter 3 (pp. 83-93); Chapter 7 (pp. 191-213) 	<p>Quiz #2 Zoom meeting #4</p>
9	3/4	<p style="text-align: center;">Language Acquisition vs. Language Learning Part 2</p> <p>1) Examining Sign Systems—approaches, assumptions, advantages, areas of concern, and actual practice of each</p> <ol style="list-style-type: none"> a. MCE b. ASL c. PSE d. TC e. SimCom f. Bilingual ASL/English Instruction <p>2) Bilingual Education for Deaf children of hearing parents</p>	<p>Watch/Read:</p> <ul style="list-style-type: none"> • Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 2 (review) and Chapter 9 • Henner, Hoffmeister, Fish, Rosenburg, & DiDonna (n.d.) • Coryell & Holcomb (1997) • Fish, S. & Morford, J. (2012) (VL2 Research Brief #7) 	<p>Position Paper</p>
10	3/11	<p style="text-align: center;">L1 Development (36 months and beyond)</p> <p>1) Nonmanual signals 2) Classifiers 3) Narrative and discourse 4) The Exhibitor: Age 3 to 5 years (Owens) 5) A First Language: Single word utterances to multiword combinations Theory of Mind</p>	<p>Watch/Read;</p> <ul style="list-style-type: none"> • Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 6 • Owens, Chapter 3 (pp. 87-93); Chapter 8 (pp. 222-256) • Courtin (2000) 	<p>Zoom meeting #5</p>
	3/18	Spring Break		
11	3/25	<p style="text-align: center;">Second Language Acquisition</p> <p>1) BICS vs. CALP 2) First language supports second language 3) Interdependence hypothesis 4) Common underlying proficiency (CUP) 5) Signed and Spoken Languages: A Unique Underlying System?</p>	<ul style="list-style-type: none"> • Cummins, (n.d.) (article) • Mahshie (1995), pp. 75-84 • Peperkamp & Mehler (1999) • Mayberry (n.d.) • Mayberry (2006) 	

		6) Critical period for sign language acquisition (psycholinguistic approach)		
12	4/1	<p style="text-align: center;">Literacy Implications</p> <ol style="list-style-type: none"> 1) Early visual access leads to better literacy outcomes 2) Dual route reading theory 3) Orthographic deep theory 4) How do profoundly deaf children learn to read? 5) The importance of fingerspelling for reading 6) 15 Principles of Reading to Deaf Children in ASL <p>Watch: http://www3.gallaudet.edu/clerc-center/learning-opportunities/learning/fifteen-principles-for-reading-to-deaf-children.html</p>	<ul style="list-style-type: none"> • Goldin-Meadow & Mayberry (2001) • Lederberg, Schick, & Spencer (2012) • Allen, Letteri, Choi, & Dang (2014) • Morere, D. (2011) (VL2 Research Brief #4) • Baker (2010) (VL2 Research Brief #1) • Schleper (1997) (15 principles of reading to deaf children) 	Zoom meeting #6 Quiz #3
13	4/8	<p style="text-align: center;">Sign Language for All?</p> <ol style="list-style-type: none"> 1) Should all deaf children learn sign language? 2) Cochlear implants and language acquisition 3) Where does speech fit in? 4) Bilingualism and bimodalism 5) Language choices for deaf infants <p>Watch: https://clerccenteronline.ning.com/topic-interest-groups/maximum-language-acquisition/webcast</p>	<ul style="list-style-type: none"> • Mellon, Niparko, Rathmann, et al. (2015) • Humphries, Kushalnagar, Mathar, et al (2015) (article) • Emmorey & McCullough (2009) <p>Watch video (to left)</p>	Concept Map
14	4/15	<p style="text-align: center;">What is best for Deaf Children?</p> <ol style="list-style-type: none"> 1) Through Your Child's Eyes (ASL) 2) Sharing Power 3) Family Supports (video below) 4) Are parents of deaf children fully informed of choices? 5) Deaf Education and Families Project 6) Deaf children are cheated by oralism (video below) 7) Planning Language Instruction <p>Watch: http://www.gallaudet.edu/clerc-center/sites/setting-languages-in-motion/modules/module-7---family-supports.html</p>	<ul style="list-style-type: none"> • Pichler, Kuntze, Lillo-Martin, et al (2017) video text, Chapter 8 • Clark, Hauser, Miller, et al (2016) (article) • Easterbrooks & Baker, p.192 (Chapter 5) 	Zoom Meeting #7 Quiz #4
15	4/22	<p style="text-align: center;">Future of Deaf Education</p> <ol style="list-style-type: none"> 1) The Future of the Deaf World 2) Bimodal bilingual strategies for children with CIs 3) ASL/English Bilingual Education 4) Bilingualism 5) Bimodalism 6) Visual Attention & Deafness 	<p>Read:</p> <ul style="list-style-type: none"> • Lane (1996), Chapter 13 pp. 369-378 (on Moodle) • Garate, M. (2012) (VL2 Research Brief #8) • Mitchiner, J., Nussbaum, D., & Scott, S. (2012) (VL2 Research Brief #6) • Hishorn, E. (2011) (VL2 Research Brief #3) 	Anticipation Guide (post-assessment)
16	4/29	<p style="text-align: center;">CODAs and Acquisition of ASL</p> <ol style="list-style-type: none"> 1) First language of CODAs 2) Parallel bimodal bilingualism 3) Coda Talk 4) Code switching/code blending 5) Effects on the brain 6) Benefits of Fingerspelling for Reading 	<ul style="list-style-type: none"> • Singleton & Tittle (2000) • Emmorey & McCullough (2009) • Baker (2010) (VL2 Research Brief #1) 	Infographic/Final Project--**due by May 3
17	5/6	Overall course discussion and evaluation		Feedback/Course evaluation

IDAHO STATE UNIVERSITY Department of Communication Sciences and Disorders Spring 2019

CSED 3330: Language Science

Instructor: Diane A. Ogiela, PhD, CCC-SLP

Office: Meridian, Room 808B on the second floor.

Office Hours: By appointment; Meetings can be held in person, by phone, or by web conference. Please send meeting requests via email and suggest 3 dates/times that you are available.

Office Phone: 208-373-1853

E-mail: ogiedian@isu.edu

Graduate Teaching Assistant: Hannah Cassim: casshann@isu.edu

Text & Computer Requirements

- Moodle Website: You are required to have access to the Moodle Website for this class. You should check that website at least 3 times per week for updates. I will usually post announcements on the News Forum, so be sure to check that to see if there is anything new. ISU recommends the Mozilla Firefox Browser for interfacing with Moodle. Other browsers may have incompatibility issues with certain functions.
- You must have regular access to an internet connected computer.
- You must have Adobe Reader downloaded onto your computer.
- You must have access to your ISU email address and check it regularly.
- If you are an on-campus student taking this course in Pocatello or Meridian, you must set up an ISU Computer account. This will allow you access to exams in the computer labs on campus. There is a computer account fee per semester. Meridian students need to contact Student Services and Pocatello students can set this up by going to the IT Service Desk in the basement of Business Administration Building, the Rendezvous computer lab, or during Registration held in the Pond ballroom each semester.

Required Texts

Fromkin, L., Rodman, R., Hyams, N. (2017). *An Introduction to Language* (11th Ed). Boston, MA: Cengage. (I cannot accommodate a different edition).

Justice & Ezell (2016). *The Syntax Handbook: Everything you Learned about Syntax (but Forgot)*. 2nd Ed. Thinking Publications. (1st edition is ok, let me know).

Catalog Description

Introduction to the nature, structure and function of language with an emphasis on the structure of the English language. Includes an introduction to language analysis and language diversity.

Course Purpose

- To provide you with the opportunity to establish a strong foundational understanding of language that can be applied future clinical work and clinical classes.
- To provide you with the opportunity to learn about the structure of the English language so that you can adequately analyze language for clinical purposes.
- To provide you with opportunities to develop and practice language analysis skills for use as an SLP/educator.

Course Objectives and ASHA Standards

The following are the ASHA standards that are partially addressed in this course. The underlined segments are specifically addressed in this course. The Course Objectives that follow address these segments of Standards IV-B and IV-C

Standard IV-B

The applicant must have demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. The applicant must have demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

Standard IV-C

The applicant must have demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the following areas:

- articulation;
- fluency;
- voice and resonance, including respiration and phonation;
- receptive and expressive language (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication and paralinguistic communication) in speaking, listening, reading, writing;
- hearing, including the impact on speech and language;
- swallowing (oral, pharyngeal, esophageal, and related functions, including oral function for feeding, orofacial myology);
- cognitive aspects of communication (attention, memory, sequencing, problem-solving, executive functioning);
- social aspects of communication (including challenging behavior, ineffective social skills, and lack of communication opportunities);
- augmentative and alternative communication modalities.

Objective 1 Acquire knowledge of the fundamentals of language, including, morphology, syntax, semantics, and pragmatics.

Outcomes

1. Students will be able to recognize and provide definitions that differentiate speech, language and communication, based on theory and research.
2. Students will be able to formally differentiate and describe the differences between the various components of language, morphology, syntax, semantics, pragmatics, form, content, and use, as measured by their performance on quizzes and exams, and a language sample analysis assignment.

Objective 2 Demonstrate knowledge of and be able to describe the fundamental aspects of the structure of the English language.

Outcomes

1. Students will be able to formally identify and describe and differentiate different types of, morphemes, syntactic categories, and lexical categories as measured by their performance on quizzes and exams, and a language sample analysis assignment.
2. Students will be able to formally identify and describe various basic phrase and clause structures, basic semantic roles, and communicative functions, as measured by their performance on quizzes and exams, and a language sample analysis assignment.

Objective 3 Demonstrate knowledge of language in the social context and language variation.

Outcomes

1. Students will be able to recognize and provide definitions that differentiate varieties of language.
2. Students will be able to formally differentiate and describe language differences between various dialects and registers of English as measured by their performance on quizzes and exams.

Student Responsibilities:

- To attend/watch class lectures, to take notes, and to participate fully in the course.
 - I recommend that if you have the option of using a laptop during lectures, that you do so. You could download the PowerPoint lecture outlines, and add your notes to them during the lecture/presentations
- Complete assigned readings for class **before** watching the lectures in order to facilitate your own learning, your ability to ask questions and ability to engage in meaningful discussion.
- Prepare for quizzes/exams ahead of time.
- During the semester, questions will arise regarding course content or assignments. Please post your questions to the Q & A Forum on Moodle.
- Professional behavior requires that you practice *unconditional, positive, professional regard for others*. This includes the ways you interact with faculty, staff, classmates, other students in the program, offsite supervisors, and, of course, clients. This also includes using appropriate etiquette in class/online review sessions (turning off all ringers, refraining from texting, web- surfing, or talking on the phone, etc.). Appropriate etiquette (tone, language, respect) is also expected in email and on discussion forums on Moodle. This leads to a respectful, positive, and supportive atmosphere.

Contacting the professor:

- Content-related questions:
 - If you have questions relating to course content that others are likely to also have questions about, such as need for clarification of an issue/topic, or a request for some examples or references, **please post such questions to the Q & A Forum on our Moodle page**. Please refrain from asking such questions via email because of the volume of emails that professors receive daily. We will do our best to respond within 48 hours.
 - The GTA or I will respond to you and the whole class may also benefit.
 - Your question may lead to a productive class discussion.
 - Fellow students may be able to respond to your question as well.
 - Several students have similar or related questions and I may be able to provide a review of a particular topic during the next class meeting.
- If you have logistic questions regarding due dates, upcoming exams/quizzes, etc. please email the class GTA. If s/he cannot answer your question, she will forward it to the professor.
- Phone:
 - Please leave a message if I am unable to answer when you call. Please leave the best call back number if you wish for me to call you back. ○ If you do not get a call back from me within 48 hours, please be sure to follow up with an email. I may be at a conference, travelling to/from Pocatello, or otherwise not able to check phone messages at the office. If you really need to speak to me by phone, just say so in your email and I will call you back as soon as I am able to.
- E-mail
 - Use email for questions that relate specifically to your particular situation or needs.
 - **Always send email with the number 3330 in the subject line**, whether you are sending it through Moodle or through your email. I have my email set up to send 3330 email to a dedicated folder and it will ensure that your email does not go to junk mail.
 - On weekdays, I will do my best to respond to email within 48 hours, if you do not hear back from me over the course of 2 business days, **please resend your email**.
- In case of an emergency, please send an email AND call to leave a voice mail message. Please send an email even if you have called and talked to me or left a message. This will serve as a record of our communication.
- When sending an email or posting a message regarding a content or quiz issue, **please be specific so that the GTA or I can quickly respond to you**. If your question is vague, my response cannot be specific and timely.
 - Example of a poor e-mail message: "I'm in your class and don't know why I got number 6 wrong on the test." This is problematic because I won't know who you are, what class you are in, what test you took or what the question is about. You are likely to receive a response that says, "Please be more specific about your question or concern."
 - Example of a good e-mail message: "This is Sue Z. Cue. I am in CSED 3330 in Pocatello (or Meridian or Online) and I have a question about Test 3. I did not understand why I got question 6 wrong. It was the question where we had to calculate an MLU (describe the question b/c questions are randomized per student). My calculation for the sample sentence was 5.73, but that answer was wrong. Could you please explain how you calculated the correct answer?"
- Meeting:
 - Please feel free to request a meeting in person, by phone or by video conference. When you do so, please list at least 3 times that you are available to meet.

Assignments: General Guidelines

- When applicable, complete the assigned chapter exercises from your text books and check them with the answer keys. Be sure to complete the assignment report on Moodle by the due date to indicate that

you have completed and checked the homework. Reports of completing your assignments is required. If you do not, it will result in a reduction of your course grade.

- You will have skills practice exercises for several modules during the course. You are required to complete these with a grade of 80% prior to taking the quiz that included that material. The end-of-module quiz won't open unless you have met that requirement. You may work on these exercises as many times as is needed to achieve a score of 80%. These exercises are not included in your final grade, but the quizzes related to these exercises are included in your final grade. If you have worked on your practice exercises carefully and diligently, this will help you be prepared for taking the end of module quizzes.

- In an effort to save paper and printer ink, the "paper" portions of the language sample assignment will be **submitted on Moodle** (as appropriate).

- When you submit assignments, use the following filename format: 3330_Lastnamefirstinitial_assignmentname_campus.doc (ex: 3330_smithc_langsamp-poc (or mer or online)).

- **Late** assignments are considered such if they are turned in after 5:00 PM on the day they are due. Ten points per day are deducted.

- Please contact me ASAP if you anticipate having difficulty meeting a deadline for an assignment or an assessment/exam due to a medical situation or other EMERGENCY. Documentation of the situation is required, but I am very willing to work with you under difficult circumstances.

- Some assignments may be added to the course during the semester on an as needed basis. This may involve a quiz-like format for practice on Moodle or "check off" task to indicate that you have completed a particular task or reading.

Earning Your Grade:

- Completion of Assignments, Assessments/Exams
 - For online students, the Midterm and Final Exam will be proctored online. Further information about the Safe Exam Browser and Test procedures will be provided prior to the first test.
 - Assignments, quizzes, and exams are to be taken/completed and turned in at the designated times.
 - If you miss an exam and you have an acceptable, documented excuse for (e.g., police accident report, physician's note, funeral home documentation, coach's note, military reserve service), we will schedule a make-up exam.
 - Late assignments will only be accepted at full value if the student provides formal documentation of an acceptable excuse.
 - If an exam or quiz is missed, without an acceptable documented medical/emergency excuse and instead is due to something like I overslept, forgot, had a bad week, etc., the professor may, at her discretion, allow the student to take the exam/quiz with a starting value of 70%. Quizzes and exams that are not excused cannot be retaken unless you have contacted the professor within 48 hours of the due date & time.
 - If you anticipate being unable to meet a due date or an exam date, due to a medical situation or other emergency, please contact me in advance if possible. If the situation is a crisis situation, **please just take care of your or your family members' health and well-being and contact me when the crisis has passed.** Please obtain documentation if possible.
 - Additional assignments may be added to the course on an as needed basis, at the instructor's discretion. Such assignments will contribute to the attendance & participation grade.

• Attendance Policy

- Your attendance and participation for this course is expected. Poor attendance and/or participation will result in a grade reduction on the final grade. Class disruptions and unprofessional conduct may also result in a final grade reduction after 1 warning. Please be aware that course activity is monitored by Moodle and that those logs provide participation information.
- I will not be tracking attendance, unless I notice that many students are missing. If you choose to not attend a class, **you** are responsible for acquiring the information on your own. If you have a documented, excused absence, I will gladly provide you with additional assistance in acquiring the information and/or the recording of the class session.

• Grade Calculation

- Reading Quizzes – 5%
- End of Module Quizzes – 25%
- Midterm Exam 25%
- Final Exam – 25%
- Language Sample Transcript Quiz – 15%
- Completion of exercises/homework – 5%
- Attendance and Participation – Poor attendance and participation can result in the final grade being lowered.
 - Poor attendance and/or lack of participation in practice activities, non-graded activities, disruption in class, and/or unprofessional conduct may result in a downward adjustment of the final grade at the professor's discretion.

• Letter Grade Equivalents

A = 93% - 100% A- = 90% - 92% B+ = 87% - 89% B = 83% - 86% B- = 80% - 82% C+ = 77% - 79% C = 73% - 76% C- = 70% - 72% D+ = 68% - 69% D = 64% - 67% F = < 64%

Need assistance?

If you are doing your readings, watching the lectures, and studying your notes but are having difficulty in the course, **please make an appointment to talk with me. I am very eager to help you learn and succeed.** In addition to working with you, I also recommend that you contact the ISU Student Success Center (see below).

Student Success Center <http://www.isu.edu/success/>

For **students**, they offer:

- **Free** individual and small-group tutoring in math, writing, and content area courses ranging from anthropology to zoology.
- Classes, workshops, and individual tutoring for non-native speakers of English in areas including American culture, written and oral presentation support, and accent modification.
- 8-week classes focused on learning strategies.
- Small First Year Seminar classes designed to enrich the experience of incoming students.

Students with Disabilities:

Reasonable accommodations are available for students with a documented disability. ISU students who have a disability, have a record of a disability, or are perceived as having a disability that substantially limits one or more major life activities, may apply for services through the Disabilities Services office (<https://www.isu.edu/disabilityservices/>) You can call them at 208-282-3599). Students with an approved

accommodation form should present the form to the professor during the first week of class showing accommodations needed for the course. During the semester, students should continue to work with me to make sure accommodations are appropriate. Please note that you are responsible for contacting the professor to make accommodations for exams at least 1 week prior to the scheduled exams. Late notification may cause the requested accommodations to be delayed or unavailable, as per ISU policy.

Academic Honesty:

I begin every semester with the assumption that each individual in this course is a person of integrity who wants to learn and earn their grade independently. However, the reality is that there are a minority of students who may choose to be dishonest. Faculty members are asked to make our policies clear to our students should such an unfortunate event occur. If a student chooses to engage in academic dishonesty, s/he is also choosing to accept the consequences of that decision.

All assignments are expected to be reflections of individual performance unless it is a group project. If you are found to plagiarize, copy, or cheat on exams or assignments, accept or give exam/assignment information with another student or facilitate such dishonest behavior, you will receive a zero grade for the assignment and/or an F for this course. This is in accordance with ISU policy (See the Student Handbook as well as the complete policy in the Idaho State University Faculty and Staff Handbook, Part 6, Sec. IX, page 6.9.1 for definitions of cheating and plagiarism found at:

http://coursecat.isu.edu/undergraduate/academic_integrity_and_dishonesty_policy/

If you are not sure what constitutes plagiarism, see the following document

<http://www2.isu.edu/success/writing/handouts/plagiarism.pdf>

Spring 2019
Communication Sciences and Disorders (CSD) 3330
Language Science

Tentative Course Schedule

*Please note that the *schedule below is subject to change* at the professor's discretion and that readings and assignments may be added throughout the semester.

Week	Week of	Topics	Readings (assignments are for whole chapters unless specific page numbers are given)	Due Dates/Tasks
1	1/7	<ul style="list-style-type: none"> Introduction to Course Module 1: Language & Linguistic Knowledge 	F, R, & H Ch. 1	<p>Complete Syllabus Quiz <u>Due: 1/11 at 11pm</u></p> <p>Reading Quiz: FRH Ch. 1 What is Language? Due prior to opening lecture outline for all reading quizzes <u>Quiz closes 1/18 at 11pm</u></p> <p>Chapter Exercises:FRH Ch. 1: (# 2, 3, 5, 6, 8) <u>Reporting due by 1/18 at 11pm</u></p>

2	1/14	<ul style="list-style-type: none"> Module 1: Language & Linguistic Knowledge Module 2: Morphology 	F, R, & H Ch. 2	<p>Last day to reg/add/ drop 01/18</p> <p>Reading Quiz: FRH Ch. 2 Morphology <u>Quiz closes 1/25 at 11 pm</u></p> <p>Chapter Exercises: FRH Ch. 2: (# 2, 3, 4, 5, 6, 13, 16, 20) <u>Reporting due 1/25 at 11pm</u></p> <p>Morphology practice exercises on Moodle</p>
3	1/21 MLK Jr. Day 1/21	<ul style="list-style-type: none"> Module 2: Morphology Module 3: Introduction to Syntax 	<p>F, R, & H Ch. 2</p> <p>F, R, & H Ch. 6 (p. 216 – 221)</p> <p>F, R, & H Ch. 3 p. 75-88</p>	<p>Reading Quiz: FRH Ch. 3&6: Intro to Syntax <u>Quiz closes 2/1 at 11pm</u></p> <p><u>End-of-Modules 1& 2 Quiz on Moodle Opens Thurs 1/24 @ 3pm, Closes Mon 1/28 @ 11pm</u></p>

4	1/28	<ul style="list-style-type: none"> Module 4: Syntactic Categories - Nouns & Pronouns 	<p>F, R, & H Ch. 3 p. 75-88</p> <p>J&E Preface, Introduction, Ch. 1 & 2</p>	<p>Reading Quiz: J&E Ch. 1 & 2: Nouns and Pronouns <u>Quiz closes 2/8 at 11pm</u></p> <p>Chapter Exercises: J&E Ch. 1(#1A, 1D, 1E, 1G); J&E Ch. 2(#2A, 2B, 2C) <u>Reporting due by 2/8 at 11pm</u></p> <p>Nouns & pronouns practice exercises on Moodle</p>
5	2/4	<ul style="list-style-type: none"> Module 5: Syntactic Categories – Determiners Module 6: Syntactic Categories - Verbs 	<p>J & E Ch. 6</p> <p>J & E Ch. 3</p>	<p>Reading Quiz: J&E Ch. 3&6: Verbs & Determiners <u>Quiz closes 2/15 at 11pm</u></p> <p>Chapter Exercises: J&E Ch. 6(#6A,, 6B, 6E) <u>Reporting due by 2/15 at 11pm</u></p> <p>Module 3 & 4 End-of Modules Quiz (need to have 80% on Pronoun practice prior to taking this quiz) <u>Opens Thurs, 2/7 @ 3pm, Closes Mon, 2/11 @ 11pm</u></p> <p>Determiner practice exercises on Moodle</p>

6	2/11	<ul style="list-style-type: none"> Module 6: Syntactic Categories - Verbs 	<p>J & E Ch. 3</p>	<p>Chapter Exercises: J&E Ch. 3(#3A, 3C, 3D) <u>Reporting due by 2/22 at 11pm</u></p> <p>Verb practice exercises on Moodle</p>
7	2/18 President's day 2/18	<ul style="list-style-type: none"> Module 7: Syntactic Categories - Adverbs & Adjectives Module 8: Syntactic Categories - Conjunctions, Prepositions 	<p>J & E Ch. 4, 5 <i>Note: In Chapter 4, do NOT read the sections on Possessive Adjectives, Demonstrative Adjectives, Cardinal Adjectives, Definite and Indefinite Articles, Indefinite Adjectives, or Interrogative Adjectives as these were covered as <i>Determiners</i> earlier in the semester.</i></p> <p>J & E Ch. 7, 8 <i>Note: Although there are 4 chapters this week, they are very short chapters.</i></p>	<p>Reading Quiz: 1.) J&E Ch. 4&5: Adjectives & Adverbs <u>Quiz closes 3/1 at 11pm</u> 2.) J&E Ch. 7&8: Conjunctions & Prepositions <u>Quiz closes 3/1 at 11pm</u></p> <p>Chapter Exercises: J&E Ch. 4 (#4B, 4C, 4D), Ch. 5 (#5A, 5B, 5C, 5D, 5E), Ch. 7(#7A, 7B, 7C), Ch. 8(#8A, 8B, 8C, 8D, 8E) <u>Reporting due by 3/1 at 11pm</u></p> <p>Module 5 & 6 End-of Modules Quiz (need to have 80% on Verb and Determiner practice exercises prior to taking this quiz), <u>Opens Thurs 2/21 @ 3pm and closes Mon 2/25 @ 11pm</u></p>

<p>8 Midterm Week</p>	<p>2/25</p>	<ul style="list-style-type: none"> Module 9: Morphosyntax of English 	<p>Morphology Practice Exercises on Moodle</p>	<p>No Reading Quiz this week</p> <p>Midterm Exam (Module 7 & 8 End of Modules Quiz included on Midterm exam) <u>Exam opens Thurs 2/28 @ 3pm and closes Mon 3/4 @ 11pm</u></p>
<p>9</p>	<p>3/4</p>	<ul style="list-style-type: none"> Module 10: Syntax – Sentence Structure 	<p>J & E Ch. 9 & 10</p>	<p>Reading Quiz: J&E Ch 9&10 Sentence Structure <u>Quiz closes 3/15 at 11pm</u></p> <p>Chapter exercises: J&E Ch. 9(#9A, 9B, 9C, 9D) Ch. 10(#10A, 10B, 10C, 10D, 10E, 10F) <u>Reporting due by 3/15 at 11pm</u></p>
<p>10</p>	<p>3/11</p>	<ul style="list-style-type: none"> Module 10: Syntax – Sentence Structure (Continued) 	<p>F, R & H Ch. 3 p. 88-124</p> <p>J & E Ch. 9 & 10 (cont)</p>	<p>Last day to withdraw 3/15</p> <p>Syntactic categories practice exercises on Moodle</p> <p>Chapter exercises: FRH Ch.3 (# 2, 3, 4, 5, 6, 9, 10, 12, 14, 15, 18, 20, 22) <u>Reporting due by 3/22 at 11pm</u></p> <p>Syntactic Category Quiz: Opens 3/14 @ 3pm and closes 3/18 @ 11pm</p>

11	3/18	No Classes- Spring Break	No Classes- Spring Break	
12	3/25	<ul style="list-style-type: none"> Module 11: Syntax – Complex Sentences 	J & E Ch. 11 & 12, 13	Reading Quiz: J&E Ch. 11, 12, 13 Complex Sentences & Complex Syntax <u>Quiz closes 4/5 at 11pm</u>
13	4/1	<ul style="list-style-type: none"> Module 11: Syntax- Complex Sentences (continued) 	<p>J & E Ch. 11 & 12, 13 (continued)</p> <p>F, R, & H Ch. 4 p. 133-158</p>	Identifying complex sentences, identifying dependent clauses practice exercises on Moodle
14	4/8	<ul style="list-style-type: none"> Module 12: Semantics Module 13: Pragmatics 	F, R, & H Ch. 4 p. 133-169	<p>Reading Quiz: FRH Ch. 4 Semantics & Pragmatics <u>Quiz closes 4/19 at 11pm</u></p> <p>Chapter exercises: FRH Ch. 4(#2, 3, 5, 6, 9, 12, 14, 17, 18, 20, 21) <u>Reporting due by 4/19 at 11pm</u></p> <p>Modules 9, 10, 11 End-of Modules Quiz <u>Opens 4/11 @ 3pm and closes 4/15 @ 11pm</u></p>

15	4/15	<ul style="list-style-type: none"> Module14: Language in Society/Language Variation 	F, R & H Ch. 7	<p>Reading Quiz: FRH Ch. 7 Language in Society Chapter exercises: FRH 7(#1 a-j, 2b, 5, 6, 8, 12,) <u>Reporting due by 4/26 at 11pm</u></p> <p>Modules 12 & 13 End-of Modules Quiz <u>Opens 4/18 at 3pm and closes 4/22 at 11pm</u></p> <p>Language Sample Assignment & Quiz Due <u>Quiz and submission portal close on 4/16 @11pm</u></p>
16 Closed Week	4/22	<ul style="list-style-type: none"> Module 14: Language in Society/Language Variation 	Nicaraguan Sign Language Reading and Video	
17 Finals Week	4/29		<p>Cumulative Final Exam (Module 14 & 15 End of Modules Quiz are included on Final exam). Requires online Proctor through Examy; Opens Monday, 4/29/19 @8 am MT; Closes Wednesday, 5/1/19 at 11 pm MT</p>	

CSD 3335, Language Disorders
Summer 2016
Online

Instructor: Amy Hardy M.S. CCC-SLP course manager,
Lecture content Dr. Kathleen Kangas
Office Hours: M W 12-2pm MST office hours Virtual or by appointment
Office: 548 CSED Meridian
Phone: 208-373-1724 (office)
928-606-4630 (cell)
Email: hardamy3@isu.edu

Purpose: The purpose of this class is to prepare students for graduate coursework, including clinical practicum, in Speech-Language Pathology. It is designed to assist students in the early stages of development in basic preparation for independent professionals. The class provides opportunities for students to study language disorders and treatment by building on their previous knowledge of normal language development. Projects are designed to help students develop beginning skills in language assessment and planning of language intervention sessions.

Requirements:

Computer Requirements: You must be able to access this class from Moodle. The moodle site should be checked at **least twice** a week in addition to class modules. If you have difficulty with Moodle please do not contact me, please contact the ISU Computer Center Help Desk-ITRC. Please check Moodle website two times a week, possibly more if directed. This will also factor into your attendance grade. Class lectures/modules and notes will open every Friday afternoon on the Moodle site for the next week content, with the exception of the first week of class, that will open the first day.

This video will show you how to access courses in Moodle ISU 2 <http://youtu.be/nDkf87VPO8c>. For more information please contact the ITRC (282-5880, itrc@isu.edu) or visit their website (www.isu.edu/itrc).

Required Text: Reed, V. (2012). *An introduction to children with language disorders*. 4th edition. Boston: Pearson.

Class Policies

1. **All assignments** must be:
 - submitted via Moodle, **late work will not be accepted for all assignments with the exception of the standardized scoring assessment project (-10 points per day late past submission deadline)**
 - typed, handwritten analysis is accepted for the language analysis assignment
 - use a standard font (Times New Roman, Arial)
 - at least 10 point size.

- Word documents or pdf acceptable formats for submission. .jpeg only if professor is able to read document and download.
2. **Submission of work taken directly from another source** (internet, material prepared by another student, book, etc) will be considered plagiarism and no credit will be given for the assignment. (<http://www.isu.edu/library/research/ait/benefits.html> - this is a quick tutorial that will help you understand the important points of academic integrity) See APA guidelines for the correct method for citing other authors' work. (<https://owl.english.purdue.edu/owl/resource/560/01/> is a good resource for the basics!)
 3. **Persons-first language** will be used in ALL work and classroom discussion as is consistent with Individuals with Disabilities Educational Act (IDEA). Emphasize the person, not the disability - child diagnosed with Down Syndrome, not Down Syndrome child.
 4. **Incomplete Grade Policy** - An Incomplete Grade can be assigned at the discretion of the instructor. Typically, an Incomplete grade is given when a student experiences difficulty outside their control, such as a sudden medical condition, family emergencies, etc. The student should be performing adequately before the incident. An Incomplete grade will not be given to a student simply because they are unhappy with his/her earned grade. (http://www.isu.edu/areg/policy-proc/incompl_grd.shtml - here is a link to the university policy.)
 5. **Take personal responsibility** for learning. Pace yourself, log into the course at least every other day to ensure that you don't miss announcements/discussions. Due dates are posted the first day of class, you may work at your own pace, but keep in mind that late work is not accepted with the exception of the standardized scoring assessment project (-5 points per day late past submission deadline).

Student Responsibilities:

Readings: You are expected to complete ALL assigned readings BEFORE listening to lectures, modules. Prior knowledge will be important as a clinician and as a student. I recommend printing the slides provided (.ppt or .pdf) and taking notes from the posted lectures.

Participation: Class participation is required. All course content will not come from the textbook. Participation in the forum content will be a critical part of your learning. Posting on the question and answer forum, asking questions and logging into the class lectures/assignments. 10 points.

*For a 3-credit class you should be studying 2 hours for 1 hour spent in the modules, studying, this does not include time spent in the modules.

Contacting the professor and professor response time:

Q and A Forum: If you have questions or statements relating to course content post these questions to the **Q and A Forum** at the top of the class Moodle page. Do not e-mail me questions related to the **course content**, I will refer you to the forum. If you have particular questions that would **not** relate to the content, then e-mail would be

appropriate. Also, if you have a question about an exam please e-mail me as sometimes not all students have completed by the deadline, so please e-mail me with exam, quiz questions. In addition, on this **Q and A Forum** there may be questions that the professor provides and students are required to participate as indicated in the participation points.

E-mail: Always send e-mail with the **number 3335 in the subject line**. I will do my best to respond within 24 hours. Or use the quickmail feature on the right hand side of your moodle screen, this feature automatically places 3335 in the subject line. If you do not hear from me, please re-send or call.

Graded items and response to assignments: Assignments are due 11:55pm Mondays' MST. All assignments will be graded within 72 hours of the due date. For all exams, quizzes that have fill-in the blank, short answer or essay I will grade these items within 72 hours of the deadline. If I am unable to meet this deadline due to unforeseen clinical obligations I will post in the news forum.

My office phone is available and I have posted my cell phone as well. We can meet online if needed as a scheduled appointment for virtual office hours.

Projects: (33%) See Below Grading. There will be five assignments. All requirements for these assignments are posted on Moodle 2 for this class.

1. Journal article summaries- (25 points, 2 articles) Due March 6, 2017
2. Standardized test scoring- (50 points). Due April 10, 2017.
3. Development of assessment/development/intervention/treatment digital notebook- (25 points). Due April 17, 2017.
4. Observation log- (25 points) Due April 24, 2017
5. Language Sample Analysis- (35 points) Due April 17, 2017

*All Assignments are due on a Monday 11:55pm MST, no exceptions to dates and times

Please see posts in Moodle in the introduction section of the course. Information for each assignment in detail and due dates are posted. Assignments may be subject to change.

Quizzes: (30%) There will be weekly quizzes. Each quiz is worth 10 points. The quiz will open up on Thursday and close every Sunday MST time, with the exception of a week there is an exam, then the exam will post instead of the quiz. (100 points total 30% of your overall grade). If you miss a quiz it cannot be made up so, please pay attention to opening and closing dates and times of the quizzes.

Exams: (17%) There will be four exams. Exams will be a combination of multiple choice, true false, fill in the blank and short essay. Once you have completed the exam online I will need to go back in and check your answers for fill in the blank and short essay. Three exams will be

worth (50 points each, 17% of your overall grade) and the final comprehensive exam will be worth (100 points 20% of your overall grade). If you miss an exam you may take the exam starting at 70 points and if you miss questions your grade will go down from the 70 points. The final cannot be made up so pay attention to timelines.

Final Exam: (20%) The Final Exam will be a combination of multiple choice, true false, fill in the blank and short essay. Once you have completed the exam online I will need to go back in and check your answers for fill in the blank and short essay. The final exam is comprehensive and will be 100 points worth 20% of your overall grade. If you miss the final exam it cannot be made up so you will need to pay attention to opening and closing dates you will receive a 0 if you miss the final.

Grades: This course uses a weighted mean of grades. This method of grading converts every grade to a percentage, finds the average for the category and then weights each category to weigh the overall grade. Weights are listed in accordance with weights for each category in the course.

Quizzes (30%)	Assignments (33%)	Final Exam (20%)	Exams (17%)
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Final grades will be based on the following criteria:

95% or above	=A	76.0-79.9%	=C+
90.0-94.9%	=A-	73.0-75.9%	=C
86.0-89.9%	=B+	70.0-72.9%	=C-
83.0-85.9%	=B	66.0-69.9%	=D+
80.0-82.9%	=B-	63.0-65.9%	=D
		60.0-62.9%	=D-
		59.9% or below	=F

Additional Readings: If there are additional readings from sources other than your textbook. I will make those readings available to you on Moodle.

Student Success Center: <http://www.isu.edu/success/>

Idaho State University is committed to equal opportunity in education for all students, including those with documented disabilities. If you have a diagnosed disability or if you believe that you have a disability that might require reasonable accommodation in this course, please contact the ADA and Disabilities Resource Center Pocatello, ID Room 123, Graveley Hall. Phone Number 208-282-3599. University policy states that it is the responsibility of students to contact instructors during the first week of each semester to discuss appropriate accommodations to ensure equity in grading, experiences and assignments.

Academic Integrity:

Academic Integrity will be followed from the ISU Student Handbook.

<http://www.isu.edu/references/fs.handbook/>

All assignments are expected to be reflections of individual performance. If you facilitate or display dishonest behavior you will receive a failing grade for the course.

*All assignments and exams may be subject to change. Professor Amy Hardy will be the course manager and Dr. Kathleen Kangas will be providing the lecture content due to this fact the below schedule of topics is tentative and may change please refer to the Moodle site to receive accurate up to date information in regards to the schedule. Assignment due dates, quiz and exam dates will remain.

Required Readings and assignments/module postings:

Week	Dates/Topics/Readings/Assignments	Quiz/Exams
Week 1	Chapter 1 Language and Human Communication Chapter 2 Normal Language Development	Quiz1
Week 2	Chapter 3 Toddlers and Preschoolers with Specific Language Impairment	Quiz2
Week 3	Chapter 4 Language and Children with Learning Disabilities	Exam 1 Modules 1-5 chapters 1-4
Week 4	Chapter 5 Adolescents with Language Impairment	Quiz 3
Week 5	Chapter 6 Language and Children with Intellectual Disabilities	Quiz4

Week 6	Chapter 7 Language and Children with Autism	Quiz5
Week 7	Chapter 8 Language and Children with Auditory Impairments	Exam 2 midterm Modules 1-7.5 and Chapters 1-7 not 8
Week 8	Chapter 9 Language and Linguistically Culturally Diverse Children	Quiz 6
Week 9	Chapter 10 Children with Acquired Language Disorders	Quiz7
Week 10	Chapter 12 Language and Augmentative and Alternative Communication	Exam 3 hearing impairments –AAC Chapters 8,9,10,12 not 11 and modules accordingly
Week 11	Chapter 13 Assessment	No quiz or exam prepare for final
Week 12	Chapter 14 Considerations for Language Intervention	Final Exam

Assignment Due Dates:

1. Journal article summaries- (25 points, 2 articles) Due March 6, 2017
2. Standardized test scoring- (50 points). Due April 10, 2017.
3. Development of assessment/development/intervention/treatment digital notebook- (25 points). Due April 17, 2017.
4. Observation log- (25 points) Due April 24, 2017
5. Language Sample Analysis- (35 points) Due April 17, 2017

*All Assignments are due on a Monday 12am MST, no exceptions to dates and times

Please see posts in Moodle in the introduction section of the course. Information for each assignment in detail and due dates are posted. Assignments may be subject to change.

Professor References for Course Overview/Syllabus:

Canada, M. (2013). The Syllabus: A Place to Engage Students' Egos. *New Directions for Teaching and Learning*, 2013(135), 37-42.

Doolittle, P.E., & Siudzinski, R.A. (2010). Recommended syllabus components: What do higher education faculty include in their syllabi? *Journal on Excellence in College Teaching*, 20(3), 29-61.

Harnish, R. J., & Bridges, K. R. (2011). Effect of syllabus tone: students' perceptions of instructor and course. *Social Psychology of Education, 14*(3), 319-330.

Slattery, J. M., & Carlson, J. F. (2005). Preparing an effective syllabus: *Current best practices. College Teaching, 53*(4), 159-164.

Ludwig, M. A., Bentz, A. E., & Fynewever, H. (2011). Your Syllabus Should Set the Stage for Assessment for Learning. *Journal of College Science Teaching, 40*(4), 20-23.

Saville, B. K., Zinn, T. E., Brown, A. R., & Marchuk, K. A. (2010). Syllabus detail and students' perceptions of teacher effectiveness. *Teaching of Psychology, 37*(3), 186-189.

West, J. A., & Shoemaker, A. J. (2012). The Differences in Syllabi Development for Traditional Classes Compared to Online Courses: A Review of the Literature. *International Journal of Technology, Knowledge & Society, 8*(1).

CSD 4460 Educational Audiology
Summer 2019 Version_Online

Instructor:

Mary M. Whitaker, Au.D., CCC-A, FAAA
282-2190; whitmary@isu.edu**
Office: Room 121 Bldg 68

**Please email course questions using the Subject CSD 4460 and then your subject. This will help me track email!

Course Outcomes: (Audiology Certification Standards and how outcomes are assessed/demonstrated)

Upon completion of this course with a 70% or above grade average the learner will be able to:

1. Describe the components of an educational audiology model of service provision for the management of school-aged children with hearing loss. (A18, A19)
 - a. Successful completion of Educational Audiology Intro Learning Activity, Module 1.
 - b. Successful completion of Midterm questions.
2. Identify and describe the requirements to receive services under special education, Section 504 and ADA laws. (A19, A21, F4, F10)
 - a. Successful completion of Law and Meeting Individual Needs Learning Activity, Module 2.
 - b. Successful completion of Midterm questions.
3. Create an inservice presentation using adult learning principles addressing a topic of interest for persons working with children with hearing loss. (A17, D5, E2)
 - a. Successful completion of Inservice Assignment in Module 3.
4. Discuss a family centered approach to early hearing detection and intervention (EHDI). Describe key components of EHDI programs based on the Joint Committee on Infant Hearing (JCIH) guidelines. (A10, A 11,A 16, A 23, B1, B6,

- B8, B10, B13, D5)
- a. Successful posting in Forum Discussion Communication without Bias, Module 4.
 - b. Successful completion of EHDI Learning Activity, Module 4.
 - c. Successful completion of Midterm questions.
5. Describe an effective school age hearing loss identification program to determine if it meets ASHA guidelines and evaluate the components of an effective pure tone hearing screening.(B6, B9, B10, B14)
- a. Successful posting in the Identification Forum, Module 5.
 - b. Successful completion of Identification Learning Activity, Module 5.
 - c. Successful evaluation of a pure tone screening video.
6. Recognize and describe effective assessment methods of educationally significant hearing loss. Describe the potential educational impact of and interventions to minimize any negative impact of educationally significant hearing loss. (A7, A9, A10, C2, C8, C9, C10)
- a. Successful completion of course Audiogram Learning Activities
 - b. Participation in class discussions of case studies.
 - c. Successful completion of Assessment Learning Activity, Module 6.
 - d. Successful completion of Midterm and Final questions.
7. Discuss the components of an assistive device monitoring program. Evaluate the appropriateness of a hearing assistive technology Monitoring demonstration. Defend the need for assistive device monitoring. (F5, F6)
- a. Successful completion of Assistive Technology Learning Activity, Module 8.
 - b. Successful completion of Final questions.
8. Define auditory processing disorder (APD) and describe intervention for children with auditory processing disorders. (C2, C15, E7)
- a. Successful completion of Auditory Processing Learning Activity, Module 7.
 - b. Successful completion of Final questions.
9. Describe aural rehabilitation and activities used for school age children to provide aural rehabilitation. (D5, D7, E4, E6, E21, F7, F11)
- a. Successful posting in Bringing Sound to Life discussion forum, Module 9.

- b. Successful completion of Aural Rehabilitation Learning Activity, Module 9.
 - c. Successful completion of Final Questions.
10. Discuss the impact of hearing loss on speech and language development. (B 10, B11, B12, B13, F8)
- a. Successful completion of Aural Rehabilitation Activity, Module 9.
 - b. Successful completion of Final Questions.
11. Describe the need for and hearing loss prevention programs in the schools. List hearing loss prevention techniques. (B3, B4)
- a. Successful completion of Hearing Loss Prevention Learning Activity, Module 10.
 - b. Successful completion of Final questions.
12. Identify the factors that impact classroom acoustics and identify who can benefit from an improved signal to noise ratio. (F12)
- a. Successful completion of Classroom Acoustics Learning Activity, Module 11.
 - b. Successful completion of Final questions.
13. Interpret an audiogram and identify the communication and learning difficulties associated with a hearing loss depicted on an audiogram. (A10, E5)
- a. Successful completion of course Audiogram Learning Activities
 - b. Participation in class discussions of case studies.
 - c. Successful completion of midterm and final questions

This course is taught completely online. Students will view/listen to recorded lectures, read text assignments, view posted resources, complete website activities and view posted website resources to complete the course. Students in this course often have very different levels of experience with the material. This course is typically the third in a series of audiology courses but there are no required prerequisites. All students can be successful and are encouraged to ask questions and clarify information when further information is needed.

Dates	Topic	Readings	Key Concepts/Activities/Assignments
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<p>Module 1 May 13- May 19</p>	<p>What is Educational Audiology? Models of Service Delivery Clinical vs. Educational Educationally Significant Hearing Loss</p>	<p>Chapter 2 Chapter 1 Madell & Flexer (2018)</p>	<p><i>This is a summary and general idea regarding activities/assignments. See Moodle modules for specific assignments and due dates. The official dates will be listed in Moodle.</i></p> <p>Review Syllabus, text, audiogram quizzes.</p>
<p>Module 2 May 20- May 26</p>	<p>IDEA: Key concepts Relating to Children with HL Section 504 Case Law IEP/IFSP Development Transition Planning ADA</p>	<p>Chapter 12 Chapter 13</p>	<p>What is IDEA? What is an IEP? What is an IFSP? What factors are important to consider when developing an IEP/IFSP for a student with a hearing loss? What is a 504 plan? What factors should be considered when planning for a student with a hearing loss? What is ADA?</p>
<p>Module 3 May 27- June 2</p>	<p>Inservice: Teaching the Service Provider</p>	<p>Chapter 16 Web Activities</p>	<p>What is Inservice? Choose Inservice topics. What makes an inservice interesting? What goes into planning an inservice?</p> <p><i>Inservice assignment due July 7th.</i></p>
<p>Module 4 June 2- June 9</p>	<p>EHDI: Early Hearing loss Detection and Intervention</p> <ul style="list-style-type: none"> • Universal Newborn Hearing Screening • Early Intervention • Relationships with Families • Exploring Communication Options 	<p>Chapter 11 Chapter 15 Web Activities</p>	<p>Discussion activities. Videos posted in Moodle.</p>
<p>Module 5 June 10- June 16</p>	<p>School Age Identification Programs Children with Hearing Loss: Demographics Pure tone Screening, Otoacoustic Emissions Screening</p>	<p>Chapter 3</p>	<p>Develop and evaluate the effectiveness of a school age hearing screening program. Evaluate a school age hearing screening following ASHA Guidelines. Analyze appropriate hearing screening technique using a portable audiometer.</p>

	Otосcopy and Tympanometry		<i>Midterm exam available June 13- June 16th.</i>
Module 6 June 17- June 23	<p>Assessment: Hearing Status</p> <ul style="list-style-type: none"> ● The Impact of Hearing: What is an Educationally Significant Hearing Loss? ● What factors besides hearing loss impact educational significance? ● Functional Listening Evaluation 	Chapter 4	
Module 7 June 24- June 30	Auditory Processing Disorders (APD)	Chapter 5	Review and evaluate case studies.
Module 8 July 1- July 7	<p>Assistive Technology</p> <ul style="list-style-type: none"> ● Personal Hearing Aids ● Cochlear Implants ● Personal Assistive Device Systems ● Auditory Distribution Systems <p>Assistive Technology Monitoring and Troubleshooting</p>	Chapter 7	<p>Describe the differences between assistive device technologies.</p> <p>Discuss the components of an assistive device monitoring program.</p> <p>Support the need for assistive device monitoring.</p>
Module 9 July 8- July 14	<p>Case Management and Habilitation</p> <ul style="list-style-type: none"> ● Skill Level Assessment ● IEP Goals ● Direct Treatment ● Classroom Activities 	Chapter 8 Chapter 9	Bringing Sound to Life Video
Module 10 July 15- July 21	Hearing Loss Prevention	Chapter 10	Web Activities

<p>Module 11 July 22- July 28</p>	<p>Classroom Acoustics</p>	<p>Chapter 6</p>	<p>Videos links posted online. <i>Final will be available July 26- July 28</i></p>
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Course Requirements (% of grade):

1. Complete two **examinations** to be timed and administered via Moodle (**25% each**). You may use your notes, books etc but you must finish within the allotted time exams will cover reading, lecture and in class presentation materials. Not a group project. Use the module objectives to study. That is where the instructor goes to create test questions.
2. **Inservice Project (20%)**. Topic and guidelines to be assigned in Moodle.
3. **Participation (30%)**. Complete all learning activities. These will include activities posted online and activities such as case study questions, quizzes, group discussions or activities, etc. **Late work will not receive credit**. In order for all students to have the opportunity to learn from each other assigned activities must be posted on time.

Office Hours: Contact with an instructor during an online class is important. I will attempt to answer all emails or posts in the questions to the instructor forum within 24 hours Monday-Thursday. Friday-Sunday I will try to respond as quickly as possible but may not be as prompt as during the week. I am most accessible via email or in the questions to the instructor forum but I am willing to hold chat sessions, schedule telephone calls. I have access to Zoom, FaceTime and Google chat as well. If you would like to ask a question or spend more time on any concept please do not hesitate to contact me.

Classroom Response Time and Feedback on Assignments: Weekly learning activities will be graded immediately. I will do my best to have forum discussions graded within the week following the due date. I typically require initial posts on discussions due by Wednesday at midnight as this gives all participants the opportunity to respond as appropriate by Sunday at midnight. I try to use Sunday/Monday to do grading and planning for the upcoming week so this schedule helps me keep things on track! Exams with subjective grading elements such as essay questions will take longer to grade but I will try to have those graded within a week following the due date. The Inservice assignment requires at least two weeks for all the grading to be completed. As always please feel free to contact me with questions.

Highest Grade Percentage	Lowest Grade Percentage	Letter Grade
100	93.00	A
92.99	90.00	A-
89.99	87.00	B+
86.99	83.00	B
82.99	80.00	B-
79.99	77.00	C+
76.99	73.00	C
72.99	70.00	C-
69.99	67.00	D+
66.99	63.00	D
62.99	60.00	D-
59.99	0.00	F

Grades: Grades will be assigned based on performance on and value assigned to course requirements listed above. See the Moodle Grade tool to monitor your progress in the class and how you are earning points in each individual section and toward your final toward your final grade. See the ISU Policies [ISU Undergraduate Credit and Grading Policy](#) for information on grading policies and incomplete grades.

Text: Johnson & Seaton (2012). [Educational Audiology Handbook, 2nd](#) ed. Delmar Cengage Learning, ISBN 13: 978-1-4180-4130-4

Other readings may be assigned by instructor and will be posted to Moodle.

Technical Skills: Students will need access to Moodle 2. Instructor will post syllabus, lecture notes, in-class assignments, and other materials on Moodle. Additionally, students may be asked to participate in class discussions by posting on specific topics of discussion. Students are expected to have the technical skills and appropriate computer access for the use of the course management system. This includes the use of the Firefox browser, access and ability to e-mail, the use of basic word processing programs and presentations software (powerpoint). Accessible technologies are

used in this course. Links to accessibility information are provided in the Student Resources file in the Introductory Module in Moodle. Some documents and websites may not be fully accessible. Alternative information will be provided upon request. Review the information provided in this [student handout](#) regarding browser, software and other plug-in requirements.

Contact the ISU Helpdesk 282-HELP or visit [ISU Help desk](#) for help with technical difficulties.

Classroom and Online Communication: All participants will be respectful of one another during class activities. Class discussions will be conducted professionally. All forum postings will be completed in a professional manner in standard and grammatically correct English. The ability to professionally communicate with other professionals is a skill necessary for success in all of our professions. See the following webpage to review your "[Netiquette](#)".

ISU Student Conduct Policy: All students are expected to follow the [ISU Student Conduct Policy](#).

Academic Dishonesty: Student success and earned grades are of interest to both students and faculty. Everyone has a role and responsibility in maintaining the integrity of the grades earned in each class. Students will adhere to the [ISU Academic Dishonesty](#) policy. If you feel there is a problem with academic dishonesty please bring it to the instructor's attention.

Students with Disabilities: Our program is committed to all students achieving their potential. Reasonable accommodations are available for students with a *documented disability*. ISU students who have a disability, have a record of a disability, or are perceived as having a disability that substantially limits one or more major life activities, may apply for services with Ali Crane at ISU-Meridian (Room 637, phone 373-1706) or at the Disabilities Services in Pocatello (Rm 125 Rendezvous Complex, 282-3599) or [ISU Student Disability Center](#). Students with an approved accommodation form should present the form to me *during the first week of class* showing accommodations needed for the course. During the semester, students should continue to work with me to make sure accommodations are appropriate. Late notification may cause the requested accommodations to be delayed or unavailable, as per ISU policy.

ISU Library Services: The ISU Library has services for all students. Access to online journals, periodicals and books is available to all students. Visit the Library website for more information and assistance [ISU Library](#).

Student Success Center: The Student Success Center offers a range of programs designed to support student education including learning strategies, services for non-native English speakers and writing assistance. Contact the Student Success Center at 282-7925 or [Student Success Center](#).

Idaho State University
College of Education
EDUC 4460/5560 Foundations of ESL
Fall, 2017

Syllabus

COURSE INFORMATION

INSTRUCTOR: Dr. Shu-Yuan Lin

OFFICE: Rm 105j, Bdg 62

PHONE: (208) 282-3185

EMAIL: linshu@isu.edu

COURSE FORMAT: Web course (Fully online: Asynchronous) through Moodle

COURSE SECTIONS: EDUC 4460-01 & EDUC 5560-01

COURSE CREDIT: 3 credits

COURSE LEVEL: Undergraduate and graduate dual levels

OFFICE HOURS: By appointment (via in-person, phone, or online consultation)

COURSE DESCRIPTION

Contemporary philosophies of second language acquisition, with topics related to language use, legal foundation of ESL/bilingual education, cultural diversity, program models, and other related issues related to ESL/bilingual education. Study of ESL learner characteristics, historical, philosophical, cultural and linguistic foundations of ESL. AF

REQUIRED COURSE MATERIALS OR READINGS

Whelan Ariza, E. N., Morales-Jones, C. A., Yahya, N. & Zainuddin, H. (2010). *Why TESOL? Theories & issues in teaching English to speakers of other languages in K-12 classrooms* (4th ed.). Dubuque, LA: Kendall Hunt.

Suggested Readings:

Kelly, N., & Zetzsche, J. ((2012). *Föund in TŘansLatiØn: How language shapes our lives and transforms the world*. New York, NY: Penguin.

Other Readings

- There will be selected articles throughout the semester. These articles will be posted in the course Moodle or distributed in class.

COURSE REQUIREMENTS AND ASSESSMENTS/ASSIGNMENTS

Class Participation

- Regular and active participation forums: Learning is an interactive process of sharing information and forming new ideas. Class participation is necessary for sharing knowledge and receiving information among all class participants. The instructor expects participation in the form of discussions, questions, answers, forums, and other activities.

Assessments and Assignments

The major assessments in this course include:

1. An annotated bibliography: An annotated bibliography is a brief synopsis/critique) with citation. It should include bibliographic information (i.e., author(s), title, publisher, etc.) and a paragraph of summary/critique of each source in APA style. **Ten annotated bibliographies are required for undergraduate, and 15 for graduate students.** See guidelines.
2. An evidence-based literature review paper: Each student will complete an evidence-based literature review project to demonstrates your in-depth knowledge base relative to the teaching and learning of English learners in your future teaching area. Your paper should be: **10 pages in**

length (double-spaced) at least **10 references** in APA style. (For graduate students: 15 pages and at least 15 references). See guidelines.

3. A presentation: Each student will prepare and present your findings from your evidence-based literature review using a technological presentation tool (e.g., Screencast-0-Matic, PPT with audio, etc.)
4. Field experience/Voice from the field:
 - This course will include a field experience involving interviewing teachers, administrators, supervisors, and ESOL district coordinators regarding ELL programs in schools (6 hours over at least two visits). The core questions you should ask are in regards to support for ELLs in mainstream classrooms (for example, administrator’s support, collaboration with content area teachers, parents, and community members), classification of ELLs, identification of ELLs with learning disabilities, types of assessments, use of technology to support language learning, technological resources available to teachers and learners, and so on. You might also inquire about the roles of bilingual/ENL paraprofessionals if they are employed in the school, communication issues with parents of ELLs and what is being done to include their input. Keep a journal of your conversations and observations. Do not mention the names of the schools or of individuals who permit you to interview them. Remember that you are representing ISU and must conduct yourself and be dressed in a professional manner at all times.
 - After each field experience with bilingual/ENL teachers, administrators, supervisors, or ENL specialists/coordinators, write a report describing your observations/experience. Post your information to the Voice from the field forum.
5. Forums: There are 13 forums throughout the semester. Each forum is available for a week from Monday to Sunday. You are expected to complete the forum *by Thursday* (or as soon as possible) to allow time for your peers to read and respond. Each forum is worth 5 points (except voice from the field/10 pts, self-introduction & experience with ELLs/no rating).
6. Glossary activity: Each week you will need to identify and define one concept/term/vocabulary that is important in your understanding of the topic during the week. This activity will be available from *the fourth week till 13th week of the semester (September 11-November 19)*.

Any missed test or assignment that is unexcused and not made-up may be awarded zero points AND you may be awarded a failing grade for the course for failure to meet course requirements. Please note I will not automatically assign you a grade of incomplete if you miss the final test or other end of semester assignments. All incomplete grades require a contract and incomplete grades must be finalized within one semester.

Note: All documents about assignments, assessments, tests, and papers submitted electronically should be in .doc or .docx formants with **proper file names**.

GRADING SYSTEM

Annotated Bibliographies	50 points
Evidence-Based Literature Review Written Paper	130 points
Presentation.....	50 points
Field Experience Time Log & Journal	50 points
Glossaries.....	20 points
Forums	50 points
TOTAL	350 points

A = 94 – 100%	A- = 90 – 93%	
B+ = 87 – 89%	B = 84 – 86%	B- = 80 – 83%
C+ = 77 – 79%	C = 74 – 76%	C- = 70 – 73%

D+ = 67 – 69%	D = 64 – 66%	F = Below 64%

TARGETED STANDARDS/GOALS

This course addresses the following *Idaho Foundation Standards for Bilingual Education and ESL (English as a Second Language) Teachers* and *Idaho Standards for ESL (English as a Second Language) Teachers*.

Foundation Standards

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.*

Course Objectives/Learning Outcomes:

- K1. The teacher understands the processes of language acquisition and the stages of development of linguistically diverse students.
- K2. The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).

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

Course Objectives/Learning Outcomes:

- K1. The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.
- K2. The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).
- K3. The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.
- K4. The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).

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.*

Course Objectives/Learning Outcomes:

- K1. The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.
- k2. The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and 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.*

Course Objectives/Learning Outcomes:

- K1. The teacher understands the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.
- K2. The teacher understands various language instruction educational program models.
- K3. The teacher understands that language is a system (including linguistic and socio- linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.

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.*

Course Objectives/Learning Outcomes:

K1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

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.*

Course Objectives/Learning Outcomes:

K1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

k5. The teacher understands appropriate accommodations for language learners being tested in the content areas.

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.*

Course Objectives/Learning Outcomes:

K2. The teacher understands research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

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.*

Course Objectives/Learning Outcomes:

K1. The teacher understands the importance of staying current on research related to language learning.

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.*

Course Objectives/Learning Outcomes:

K1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.

K2. The teacher understands the necessity of collegiality, collaboration, and leadership to promote opportunities for language learners.

ESL Standards (Enhancement Standards)

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.*

K1. The ESL teacher understands linguistic features of the English language.

ALIGNMENT OF OBJECTIVES WITH ASSESSMENTS

Alignment of Goals, Objectives, and Assessment Methods		
Standard	Course Objective	Assessment Method
1	K1. The teacher understands the processes of language acquisition and the stages of development of linguistically diverse students. K2. The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).	Literature review, annotated bibliographies, forums, & field report

2	<p>K1. The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.</p> <p>K2. The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).</p> <p>K3. The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.</p> <p>K4. The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).</p>	Literature review, annotated bibliographies, field report & forums
3	<p><i>K1. The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.</i></p> <p><i>k2. The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.</i></p>	Literature review, annotated bibliographies, field report & forums
4	<p>K1. The teacher understands the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.</p> <p>K2. The teacher understands various language instruction educational program models.</p> <p>K3. The teacher understands that language is a system (including linguistic and socio- linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.</p>	Literature review, annotated bibliographies, field report & forums
5	<p>K1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.</p>	Literature review, annotated bibliographies, field report & forums
6	<p>K1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.</p> <p>K5. The teacher understands appropriate accommodations for language learners being tested in the content areas.</p>	Literature review, annotated bibliographies, & forums
8	<p>K2. The teacher understands research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.</p>	Literature review, annotated bibliographies, field report & forums
9	<p>K1. The teacher understands the importance of staying current on research related to language learning.</p>	Literature review & forums
10	<p>K1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.</p> <p>K2. The teacher understands the necessity of collegiality, collaboration, and leadership to promote opportunities for language learners.</p>	Literature review, annotated bibliographies, field report & forums
ESL Standard 4	<p>K1. The ESL teacher understands linguistic features of the English language.</p>	Literature review & forums (linguistic forum)

COURSE EXPECTATIONS AND POLICIES

Late Work Policy

Class assignments and papers are to be turned in **on time**. If you are unable to turn in an assignment on time because of a documented illness or family tragedy, you will not be penalized for turning in work late, *provided you present your written excuse within one week of returning to class*. If you must turn in work late for other reasons, you are subject to the following penalties:

- One point will be deducted for each day on late assignments.
- All online activities (forums, blogs, wiki, glossary, etc.) should be completed by deadline. Late postings will not be graded and you will receive 0 for the specific activity/forum, etc.

Professionalism

- All course participants are expected to exhibit professional behavior and treat others respectfully in the class. Professionalism is also included in the ways such as communication in groups, in writings, and in any online formats. This is especially important in all aspects of writing and communications.
- It is expected that **you set high standards for yourself in the areas of presenting and writing**. Poorly written papers, papers with poor grammar, spelling, and editing, or papers that merely express opinions without making reference to readings will be graded down. All your work is expected to be of very high quality. Your grade on each assignment is a reflection of the quality of your work. All papers are required to be written in APA (American Psychology Association) style.

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please call the Director, ADA & Disabilities Resource Center, 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

ASSESSMENT CONSENT

A part of institutional and state outcomes assessment requirements, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. Nevertheless, as part of periodic program reviews, authorized representatives of Idaho State Department of Education, the Idaho State Board of Education, the National Council for the Accreditation of Teacher Education or other accreditation and oversight agencies may need to review individual records maintained by the College of Education. However, these representatives are bound by rules of confidentiality not to reveal your identity to others. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to disclose your identity in order to give you credit for your performance. We may also disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Idaho State University policies to insure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Dr. Emma Wood (woodemma@isu.edu), Coordinator of Assessment, College of Education.

STUDENT CONDUCT

“Dishonest conduct is unacceptable. Academic dishonesty includes (but is not limited to) plagiarism and cheating.” For more information refer to the ISU Handbook:

<http://www.isu.edu/references/st.handbook/conduct.html#CONDUCT>. Also, see the ISU Faculty and Staff Handbook, Part 6, Sec. IX, page 6.9.1 for definitions of cheating and plagiarism:

http://www.isu.edu/fs-handbook/part6/6_9/6_9.html

All course participants are expected to be to class on time and to remain in class until the class is dismissed (except under emergency situations). You are asked to refrain from bringing children or other guests to class (*unless granted specific permission in advance*). You are asked to **turn off** cellular telephones, beepers, and other electronic devices that may be disruptive to class activities **before coming to class**. You may bring a capped water bottle to class (*or a similar protected container for liquids*), and you may eat snack foods unobtrusively, so long as you do not disrupt the class or me with your eating. Remember, you have “*the obligation to respect the rights of others in the maintenance of classroom order and in the observance of courtesy*” (ISU Student Handbook, <http://www.isu.edu/studenta/handbook/> and to conduct yourself in accordance with the *ISU Student Code of Conduct*).

Instructor's Notes

Academic Dishonesty

Care should be taken when dealing with written communication, digital texts and graphical elements. All materials used in this course, whether copyright protected, or in the public domain, must be properly cited. This requirement applies to all student work, including digital presentations. Failure to follow this policy will result in a grade of “F” for the assignment in question. Repeated violations will result in a grade of “F” for the course.

Issues and Concerns

Problems that are allowed to fester only become worse, especially when left until late in the semester. Discuss problems with your instructor as soon as possible to aid in your success in this course.

COURSE EVALUATION

There will be an end-of-course evaluation conducted by the College of Education at the conclusion of the semester. The course evaluation will be available on Moodle.

Idaho State University
College of Education

EDUC 5563/4463-01 ESL Methods

3 credits, online

Spring 2017

Class Type: Asynchronous, Web-based course

Time: 5:00 -7:50 p.m., Thursdays (Reserved for class meetings)

Office Hours: By appointment

Instructor: Dr. Shu-Yuan Lin

Office: Rm 105j, Bdg 62

Phone: (208)282-3185

Email: linshu@isu.edu

THE COLLEGE OF EDUCATION'S VISION AND MISSION

OUR VISION

Building on a tradition of excellence, we will work to continuously improve the education we offer.

OUR MISSION

Through excellence in teaching, scholarship and service, we foster professionalism in all that we do.

- We prepare and support professionals who are ethical and reflective and known for the quality of their work.
- We provide recognized leadership in the support of our students, professional partners, and those who employ our graduates.
- We promote a culture of caring, respect, and intellectual rigor within our college and beyond.
- We foster collaborative relationships with the schools, communities, and professional organizations that we serve.
- We advance our understanding of the professions we serve and the application of that understanding in practice.

COURSE DESCRIPTION

Language assessment, planning, and delivery for teaching limited English proficient K-12 students. Appropriate methods for students at various developmental stages of language acquisition will be studied. PREREQ: EDUC 4460 or permission of instructor. AS

REQUIRED TEXTS

Díaz-Rico, L. T. (2013). *Strategies for teaching English learners* (3rd ed.). Upper Saddle River, NJ: Pearson.

Recommended Text:

Gibbons, P. (2015). *Scaffolding language scaffolding learning: Teaching English language learners in the mainstream classroom* (2nd ed.). Portsmouth, NH: Heinemann.

Suggested Reading Texts:

Haley, M. H., & Austin, T. Y. (2014). *Content-based second language teaching and learning: An Interactive approach* (2nd ed.). Boston, MA: Pearson.

Haley, M. H. (2010). *Brain-compatible differentiated instruction for English language learners*. Boston, MA: Pearson.

Celce-Murcia, M. (Ed.). (2013). *Teaching English as a second or foreign language (4th ed.)*. Boston: Heinle & Heinle.

Richards, J., & Rodgers, T. (2001). *Approaches and methods in language teaching (2nd ed.)*. Cambridge: Cambridge University Press.

Kelly, N., & Zetzsche, J. ((2012). *Föund in TRansLatiÖn: How language shapes our lives and transforms the world*. New York, NY: Penguin.

Other readings will be posted in Moodle.

COURSE REQUIREMENTS/ASSESSMENTS

Requirements

TaskStream: Teacher Candidates enrolled in the COE teacher education program must purchase and maintain a TaskStream subscription. For more information on how to subscribe, please see the course instructor or visit <https://w.taskstream.com/ts/manager299/issueducatorpreparation>

Assessments and Assignments

1. **EL/CLD Student Profile:** Each candidate will observe a CLD student (K-12) in an ESL and/or all-English classroom setting, analyze the context, identify challenges/factors, design and deliver lessons, and reflection the effectiveness of lesson design. Consequently, this project is divided into four parts: (1) **classroom observation:** describe the context and student (2) **analysis:** identify sociocultural and academic (content and language) challenges that the student confronts in all-English classroom settings and write the planning implications of these challenges for classroom instruction; (3) **Instructional and Assessment Plans:** Based on your observation, design your instructional and assessment plans; and (4) **Lesson Design, Delivery & Reflections:** Design 2 lessons, deliver the lessons in an ESL classroom setting, and reflect the effectiveness of the lessons and the impact on student learning. See guidelines and rubric provided by the instructor. (Parts 1 and 4 are partial requirements for EDUCg 4464 Practicum.) See Guidelines and rubric.
2. **Textbook Evaluation/50 points:** Each candidate will review, analyze, and write an evaluation for an ESL textbook. This document will be 900-1500 words. See guidelines and rubric provided by the instructor.
3. **Software Evaluation/50 points:** Each candidate will review, analyze, and write an evaluation for a computer software program or an App. Use the evaluation form (provided by instructor) to evaluate a software program designed for language learning. This evaluation will be 600-900 words. See guidelines and rubric provided by the instructor.
4. **Current Event Reflections:** Each undergraduate candidate will write 2 summary reports of a current event or news item relative to K-12 bilingual or ESL teaching methods/practices reported in professional journals, periodicals, or association/organization. (*TESOL, NABE, NCELA/National Clearinghouse for English Language Acquisition*). Graduate students will write a 3rd reflection report. See guidelines and rubric provided by the instructor.
5. **Forums:** Throughout the semester, there will be 4 forum discussions. These 4 forums include teaching philosophy/mindset, Teaching ELLs–vignette, and reflections. Each forum is available from Monday to Sunday for two weeks.

- a. **Teaching philosophy forum** (Foundation Standards 1K1, 1K2, 2K1, 2K2, 2K3, 2K4, 3K1, 3K2): The candidate demonstrates his knowledge and understanding of ELLs, learning differences, and learning environment through the development of his/her teaching philosophy/statement.
- b. **Language assessment forum** (Foundation Standards 1K1, 6K1, 6K2, 6K3). The purpose of this forum includes: to reflect on components of a balance language system and to explore how different assessment practices can inform teaching and improve learning using scenarios.

The candidate demonstrates their understanding of what a balanced language assessment system (WIDA) is and how different forms of language assessments inform teaching and learning through reflections on scenarios.

GRADING CRITERIA AND SCALE

Course Grading

Assignment	Points	Points Earned
EL/CLD Profile Analysis and lesson design	100	
Textbook Evaluation	50	
Software/Apps Evaluation	50	
2 Current Event Reports 15 20 points each	40	
Forum 1: Teaching philosophy	10	
Forum 2: Building on students' Strength	10	
Forum 3: Teaching ELLs (Vignettes discussions)	10	
Forum 4: Language Assessment (Assessment Scenario Discussions)	10	
Total Points	270	

Course Grades

A = 94 – 100%	A- = 90 – 93%	
B+ = 87 – 89%	B = 84 – 86%	B- = 80 – 83%
C+ = 77 – 79%	C = 74 – 76%	C- = 70 – 73%
D+ = 67 – 69%	D = 64 – 66%	F = Equal or Below 63%

Notes:

- This grading system is a *point system* that is based on the College of Education grading scale. Your grade will be based *strictly* on the total number of points accumulated (*rounded to the nearest whole point*). Although papers, assignments and tests will be graded, technically your grade does not exist until the final points are totaled and a grade for the course is assigned. You should also realize grades of **C or higher** are prerequisite to higher levels of educational courses, even if credit is awarded for completion of this course.
- Incompletes are not often assigned to students. All incomplete grades require a written contract and must be finalized within an academic year.

TARGETED STANDARDS/GOALS

This course addresses the following *Idaho Foundation Standards for Bilingual Education and ESL (English as a Second Language) Teachers* and *Idaho Standards for ESL (English as a Second Language) Teachers*.

Foundation Standards

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.

Course Objectives/Learning Outcomes:

Knowledge

1. The teacher understands the processes of language acquisition and the stages of development of linguistically diverse students.
2. The teacher understands the concepts of bilingualism and biliteracy in regards to language development and how a student's first language may influence second language development.

Performance

1. The teacher plans, integrates, and delivers language and content instruction appropriate to the students' stages of language development.
2. The teacher facilitates students' use of their first language as a resource to promote academic learning and further development of the second language.

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

Course Objectives/Learning Outcomes:

Knowledge

1. The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences.
2. The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness).
3. The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency.
4. The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education).

Performance

1. The teacher identifies ways to promote respect and advocate for diverse linguistic communities.
2. The teacher demonstrates the ability to collaborate with other area specialists to appropriately identify culturally and linguistically diverse students with exceptionalities.
3. The teacher demonstrates the ability to provide appropriate accommodations that allow students to access academic content based on their current level of language proficiency.

4. The teacher identifies and describes characteristics of major language and cultural groups in Idaho.

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.

Course Objectives/Learning Outcomes:

Knowledge

1. The teacher understands that language is socially constructed and the importance of individual and collaborative learning.
2. The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.

Performance

1. The teacher demonstrates the ability to create a culturally responsive classroom environment.

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.

Course Objectives/Learning Outcomes:

Knowledge

1. The teacher understands the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.
2. The teacher understands various language instruction educational program models.
3. The teacher understands that language is a system (including linguistic and socio- linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.

Performance

1. The teacher establishes goals, designs curricula and instruction, and facilitates student learning in a manner that builds on students' linguistic and cultural diversity.
2. The teacher evaluates various language instruction program models and makes possible recommendations for improvement.
3. The teacher analyzes language demands for instruction.

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.

Course Objectives/Learning Outcomes:

Knowledge

1. The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

Performance

1. The teacher develops active and interactive activities that promote proficiency in the four domains of language.

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.

Course Objectives/Learning Outcomes:

Knowledge

1. The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.
2. The teacher understands how to measure English language proficiency and is familiar with the state English language proficiency assessment.
3. The teacher understands the difference between levels of language proficiency and how it can affect a students' academic achievement through various assessments.
4. The teacher knows how to interpret data and explain the results of standardized assessments to students who are English learners, the students' families, and to colleagues.
5. The teacher understands appropriate accommodations for language learners being tested in the content areas.
6. The teacher understands how to use data to make informed decisions about program effectiveness.

Performance

1. The teacher demonstrates the ability to use a combination of observation and other assessments to make decisions about appropriate program services for language learners.
2. The teacher demonstrates the ability to use 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.
3. The teacher demonstrates the ability to identify and utilize appropriate accommodations for language learners being tested in the content areas.
4. The teacher demonstrates the ability to use English language proficiency data (formative, summative, etc.), in conjunction with other student achievement data, to evaluate language instruction program effectiveness.

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.

Course Objectives/Learning Outcomes:

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.

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 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.

Course Objectives/Learning Outcomes:

Knowledge

1. The teacher understands 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 understands research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.

Performance

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

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.

Course Objectives/Learning Outcomes:

Knowledge

1. The teacher understands the importance of staying current on research related to language learning.

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.

Course Objectives/Learning Outcomes:

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, collaboration, and leadership to promote opportunities for language learners.

Performance

1. The teacher identifies ways in which to create family and community partnerships that promote students' linguistic, academic, and social development.
2. The teacher identifies ways in which to collaborate with colleagues to promote opportunities for language learners.
3. The teacher identifies ways in which to assist other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

ESL Standards (Enhancement Standards)

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.*

Course Objectives/Learning Outcomes:

Knowledge

1. The ESL teacher understands linguistic features of the English language.

Performance

2. The ESL teacher is able to integrate linguistic features of the English language in lesson planning, delivery, and instruction.

ALIGNMENT OF OBJECTIVES WITH ASSESSMENTS

Alignment of Standards, Learning Outcomes, and Assessment Methods		
Standards/Goals	Course Objectives/Learning Outcomes The teacher candidate...	Assessment Methods
Foundation Standard 1	K1. understands the processes of language acquisition and the stages of development of linguistically diverse students. K2. understands the concepts of bilingualism and biliteracy in regards to language development and how a student’s first language may influence second language development. P1. The teacher plans, integrates, and delivers language and content instruction appropriate to the students’ stages of language development. P2. The teacher facilitates students’ use of their first language as a resource to promote academic learning and further development of the second language.	Teaching philosophy Software Evaluation Textbook Evaluation Teaching ELLs EL/CLD Student Profile Parts 3 & 4
Foundation Standard 2	K1. The teacher understands differences in culture for planning, integrating, and delivering inclusive learning experiences. K2. The teacher understands there are unique considerations and strategies for appropriately identifying culturally and linguistically diverse students with exceptionalities (learning disabilities/giftedness). K3. The teacher understands the importance of providing appropriate accommodations that allow students to access academic content based on their current level of language proficiency. K4. The teacher understands there are unique considerations for specific language learner groups (e.g. immigrants, refugees, migrant, students with interrupted formal education). P1. The teacher identifies ways to promote respect and advocate for diverse linguistic communities. P2. The teacher demonstrates the ability to collaborate with other area specialists to appropriately identify culturally and linguistically diverse students with exceptionalities.	Teaching philosophy Software Evaluation Software Evaluation Textbook Evaluation EL/CLD Student Profile Part 1 & 2 Building on students’ strengths EL/CLD Student Profile Part 3 & 4

	<p>P3. The teacher demonstrates the ability to provide appropriate accommodations that allow students to access academic content based on their current level of language proficiency.</p> <p>P4. The teacher identifies and describes characteristics of major language and cultural groups in Idaho.</p>	
Foundation Standard 3	<p>K1. The teacher understands that language is socially constructed and the importance of individual and collaborative learning.</p> <p>K2. The teacher understands the importance of creating a safe, culturally responsive learning environment that promotes engagement and motivation.</p> <p>P1. The teacher demonstrates the ability to create a culturally responsive classroom environment.</p>	<p>Software Evaluation</p> <p>Software Evaluation Textbook Evaluation EL/CLD Student Profile Part 1 & 2 EL/CLD Student Profile Part 3 & 4</p>
Foundation Standard 4	<p>K1. understands the evolution, research, and current federal and state legal mandates of education for linguistically diverse learners.</p> <p>K2. understands various language instruction educational program models.</p> <p>K3. understands that language is a system (including linguistic and socio- linguistic) and is able to distinguish between forms, functions, and contextual usage of social and academic language.</p> <p>P1. establishes goals, designs curricula and instruction, and facilitates student learning in a manner that builds on students' linguistic and cultural diversity.</p> <p>P2. evaluates various language instruction program models and makes possible recommendations for improvement.</p> <p>P3. analyzes language demands for instruction.</p>	<p>Textbook Evaluation</p> <p>Software Evaluation EL/CLD Student Profile Part 1 EL/CLD Student Profile Part 1 EL/CLD Student Profile Part 2 EL/CLD Student Profile Part 3 & 4</p> <p>EL/CLD Student Profile Part 2</p>
Foundation Standard 5	<p>K1. understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.</p> <p>P1. develops active and interactive activities that promote proficiency in the four domains of language.</p>	<p>Textbook Evaluation Software Evaluation EL/CLD Student Profile Part 2 EL/CLD Student Profile Part 3</p>
Foundation Standard 6	<p>K1. understands variations in assessment of student progress that may be related to cultural and linguistic differences.</p> <p>K2. understands how to measure English language proficiency and is familiar with the state English language proficiency assessment.</p> <p>K3. understands the difference between levels of language proficiency and how it can affect a students' academic achievement through various assessments.</p> <p>K4. knows how to interpret data and explain the results of standardized assessments to students who are English learners, the students' families, and to colleagues.</p> <p>K5. understands appropriate accommodations for language learners being tested in the content areas.</p> <p>K6. understands how to use data to make informed decisions about program effectiveness.</p> <p>P1. demonstrates the ability to use a combination of observation and other assessments to make decisions about appropriate program services for language learners.</p> <p>P2. demonstrates the ability to use a combination of assessments that</p>	<p>Textbook Evaluation Language assessment</p> <p>EL/CLD Student Profile Part 2</p> <p>Software Evaluation</p>

	<p>measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.</p> <p>P3. demonstrates the ability to identify and utilize appropriate accommodations for language learners being tested in the content areas.</p> <p>P4. demonstrates the ability to use English language proficiency data (formative, summative, etc.), in conjunction with other student achievement data, to evaluate language instruction program effectiveness.</p>	<p>EL/CLD Student Profile Part 3 & 4</p>
Foundation Standard 7	<p>K1. understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.</p> <p>P1. 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.</p>	<p>Textbook Evaluation Teaching ELLs EL/CLD Student Profile Part 3</p> <p>EL/CLD Student Profile Part 3 & 4</p>
Foundation Standard 8	<p>K1. The teacher understands how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.</p> <p>K2. The teacher understands research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.</p> <p>P1. The teacher selects, adapts, creates and uses various culturally and linguistically appropriate resources related to content areas and second language development.</p> <p>P2. The teacher has a repertoire of research and evidence based strategies that promote students' critical thinking and problem solving at all stages of language development.</p>	<p>Software Evaluation Textbook Evaluation</p> <p>Software Evaluation Teaching ELLs EL/CLD Student Profile Part 3 EL/CLD Student Profile Part 3 & 4</p>
Foundation Standard 9	<p>K1. understands the importance of staying current on research related to language learning.</p>	<p>Current Event Reflections</p>
Foundation Standard 10	<p>K1. The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.</p> <p>K2. The teacher understands the necessity of collegiality, collaboration, and leadership to promote opportunities for language learners.</p> <p>P1. The teacher identifies ways in which to create family and community partnerships that promote students' linguistic, academic, and social development.</p> <p>P2. The teacher identifies ways in which to collaborate with colleagues to promote opportunities for language learners.</p> <p>P3. The teacher identifies ways in which to assist other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.</p>	<p>Teaching Philosophy Teaching ELLs EL/CLD Student Profile Part 1 & 2</p> <p>EL/CLD Student Profile Part 3 & 4</p>
Enhancement ESL Standard 4	<p>K1. The ESL teacher understands linguistic features of the English language.</p> <p>P1. The ESL teacher is able to integrate linguistic features of the</p>	<p>Textbook Evaluation</p> <p>EL/CLD Student</p>

	English language in lesson planning, delivery, and instruction.	Profile Part 3 & 4
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COURSE EXPECTATIONS AND POLICIES

Professionalism

You are expected to set high standards in the areas of presenting and writing. Your grade on each assignment is a reflection of the quality of your work. You are expected to exhibit professional behavior and treat others respectfully in the class. Professionalism is included in the ways we communicate in groups, in writings, and in any online formats. This is especially important in all aspects of your writing and communications. When writing, I expect that you will use professional writing, including proper spelling, grammar, and **citations**.

Student Conduct

“Dishonest conduct is unacceptable. Academic dishonesty includes (but is not limited to) **plagiarism** and cheating.” Plagiarism is defined as deliberately using some else’s work, ideas, language, or other original material (not common knowledge) and presenting as one’s own work without providing proper citations of the work (Council of Writing Program Administrators, 2003). It is your responsibility to understand the university’s policies with regard to academic honesty.

For information on proper citations in APA style, see *Publications Manual of the American Psychological Association* chapters 6 & 7 or [APA American Psychological Association APA Style](#) to help you improve your writing and learn the use of proper APA style and format in your writing.

For more information regarding to student conduct, see ISU Student Handbook, <http://www.isu.edu/studenta/handbook/>. You are expected to conduct yourself in accordance with the *ISU Student Code of Conduct*, particularly with respect to its policies regarding academic dishonesty (<http://www.isu.edu/studenta/handbook/>).

Instructional Materials

I, as the instructor of the course, reserve all rights to all the materials including lecture notes, oral presentations, PowerPoint slides, activity materials, etc. Without permission, no part of all the materials may be reproduced, stored in a retrieval system, played for or distributed to persons not enrolled in the course, or transmitted in any form or by any mean.

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please visit [ISU Disability Services](#) or call the Director of Disability Services, 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

ASSESSMENT CONSENT

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enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

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Assessment data are maintained and disclosed in accordance with Idaho State University policies to ensure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Ms. Emma Wood (Email: woodemma@isu.edu or Office phone: 208-282-5443).

EVALUATION OF COURSE

Course evaluation will be available in the Moodle course site. Your feedback is important for course improvement, so please complete the course evaluation.

COURSE OUTLINE

Please see course schedule.

Idaho State University | College of Education

EDHH 4459 Teaching Academic Subjects to the Deaf [Instructor Name]
 3 credits [Office Location]
 [Semester] [Phone Number/email address]
 [Time & Days of the Course] [Office Hours]

COURSE DESCRIPTION

Theoretical and practical knowledge of how to teach academic subjects to the Deaf and hard of hearing children and individuals. Emphasis on appropriate assessment practices and professional responsibilities.

TARGETED STANDARDS FOR TEACHERS OF THE DEAF and HARD OF HEARING

Knowledge	Performance
2f	1d, 1e, 1f
3a, 3c	2g, 2h, 2i
4a, 4b, 4c	3d, 3e, 3f
5a	4d, 4e
6a, 6b, 6c	5c
9b, 9c, 9d, 9e, 9f	6d, 6g
10a, 10d	8c
	9g, 9j, 9k, 9o

COURSE OBJECTIVES

Objective	Standard
1. The teacher designs opportunities in a lesson appropriate to the levels of language and literacy development for general academic content and social/emotional development.	1d, 1e, 1f
2. The teacher plans differentiated instruction based on learner characteristics which include: hearing status, auditory access, academic level, and culture.	2f, 2g, 2h, 2i, 7a

3. The teacher identifies the unique characteristics of deaf and hard of hearing students to create a learning environment the maximizes access to incidental language and intentional language experiences.	3a, 3c, 3d, 3e, 3f
4. The teacher identifies appropriate tools for the content area to meet the needs of deaf and hard of hearing students.	4a, 4b, 4c, 4d, 4e, 8c
5. The teacher discusses the implications of interpreters and assistive technologies on language acquisition.	5a, 5c
6. The teacher identifies appropriate assessments to measure growth for both content areas and language development.	6a, 6b, 6c, 6d, 6g
7. The teacher can ethically apply the continuum of services provided by individuals and agencies in the ongoing support of students who are deaf/hard of hearing.	10a, 10d, 9g, 9j, 9k, 9o

COURSE CONTENT / SCHEDULE / ORGANIZATION

Week	Topic	Objective
1	Accommodations for Deaf/Hard of Hearing students	7
2	Educational Placement Options For Deaf/Hard of Hearing Students	7
3	Team Collaboration/Being an Effective Team Member	7
4	Language Separation	2, 3
5	Authentic Assessments	6
6	Dual language learning	5
7	Strategies and Resources for Teaching Reading	1, 4
8	Strategies and Resources for Teaching Literature	1, 4
9	Strategies and Resources for Teaching Writing	4
10	Strategies and Resources for Teaching Math	4

11	Strategies and Resources for Teaching Science	4
12	Related Special Education Services for Deaf/Hard of Hearing Teachers	5
13	Ethical and Professional Responsibilities of Deaf/Hard of Hearing Teachers	7
14	Ethical and Professional Responsibilities of Deaf/Hard of Hearing Teachers	7
15	Review Week (No new content) Institutional Rule	
16	Finals Week	

COURSE TEXT / READINGS

Full APA bibliographic information for all assigned readings will be provided upon course approval.

COURSE REQUIREMENTS / ASSESSMENTS

Signature Assignment: Unit Plan
Course Assignments: To be determined

GRADING CRITERIA and GRADING SCALE

Methods for assessing student performance will match (or sample in a representative fashion) the targeted standards and PDK indicators; hence, course assessments should include assessments of knowledge, skills/abilities (performance), and dispositions. The contribution of participation and/or attendance to the final grade should be clearly specified in the course syllabus.

- A = 94 - 100
- A- = 90 - 93
- B+ = 87 - 89
- B = 84 - 86
- B- = 80 - 83
- C+ = 77 - 79
- C = 74 - 76
- C- = 70 - 73
- D+ = 67 - 69
- D = 64 - 66
- F = Below 63

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please call the Director, ADA & Disabilities Resource Center, 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

ASSESSMENT CONSENT

A part of institutional and state outcomes assessment requirements, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to disclose your identity in order to give you credit for your performance. We may disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Idaho State University policies to insure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Dr. Emma Wood, Assessment Coordinator, at 282-5443 or woodemma@isu.edu.

STUDENT CONDUCT (Optional)

Statements of instructor expectations with respect to students conduct while in the class and/or while participating in field experiences. Topics might include such issues as entering and leaving the classroom on time, use of communication devices, bringing children into the classroom, bringing food or drink into the classroom, etc. Students should also be referred to policy documents when available (e.g. the ISU Student Code of Conduct). Additionally, sections from such documents could be reprinted in this section of the course syllabus (e.g., the ISU copyright, plagiarism, and computer use policies would be appropriate to reprint in the syllabus for a course dealing with instructional technology).

OTHER SECTIONS (if appropriate)

Additional sections of the syllabus could include supplemental information such as special procedures for obtaining field placements, documenting fieldwork, APA style requirements for written assignments, information about how to obtain a computer account, etc.

EVALUATION OF COURSE AND INSTRUCTOR

College of Education course evaluation forms will be distributed at the end of the semester.

IDAHO STATE UNIVERSITY
College of Education
Department of Teaching and Educational Studies

Course:	SPED 4424 Assessment Procedures in Special Education, 3 credits				
Instructor:	Clovis Carlson, Ed. S. Adjunct Faculty				
Phone:	208-406-2329				
E-Mail:	kinnclo2@isu.edu carlsocl@sd25.us (allow 24 hours for response, longer on weekends)				
Class Time:	Tuesday 4:30 to 7:20 p.m.				
Sections:	01	02	03	04	05
Class Location:	Educati on 111				

COURSE DESCRIPTION

This course provides an introductory study of diagnostic assessment techniques and the writing of individual educational and behavioral plans and instructional objectives that are required to provide interventions suitable for remediating the learning problems in basic school curricula. PREREQ: Admission to the Teacher Education Program.

TEXTBOOKS AND COURSE MATERIALS

Required Texts

Pierangelo, R. & Guiliani, G. A. (2017). *Assessment in special education: A practical approach* (5th ed). Boston, MA: Pearson.
ISBN: 9780134145013

Idaho Special Education Manual 2015 <http://sde.idaho.gov/sped/sped-manual/>

Required Web Resources:

- *TaskStream*: Candidates will be required to purchase a subscription to TaskStream (<https://www1.taskstream.com/>). Information regarding the purchase and use of TaskStream is available on the College of Education website (<http://ed.isu.edu/studentResources/taskstream.shtml>.)
- *Moodle*: Course content, assignments, and grades will be managed in a Moodle (<http://elearning.isu.edu/moodle/>) course. It is the candidate's responsibility to become knowledgeable about how Moodle works and how to upload your assignments. Helpful links include:
 - *Student Guide to Moodle*: <http://elearning.isu.edu/moodle/enrol/index.php?id=8817>
 - *ISU Helpdesk*: <http://help.isu.edu/>
 - *Moodle Accessibility Guide*: <https://docs.moodle.org/27/en/Accessibility>
- *ISU Email*: The candidate's ISU email address will be the official email address used for all course-related communication. Candidates are expected to check their ISU email regularly.

Additional Readings (Available electronically on Moodle):

Additional journal articles or other readings may be assigned as the semester progresses. These readings will be posted on Moodle.

TARGETED IDAHO INITIAL CORE TEACHING STANDARDS: This course is designed to assist candidates in meeting, in part, the Idaho Standards for Special Education Generalists (ISSEG) listed below:

Standard 8: Assessment of Student Learning	The candidate understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.
Standard 10: Partnerships	The candidate interacts in a professional, effective manner with colleagues and parents.

COURSE OBJECTIVES: Course objectives reflect the Knowledge (K) and Performance (P) Standards associated with the ISSEC listed above that correspond with the course description and are listed and coded below.

ISSEG 8 K.1	The candidate understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.
ISSEG 8 K.2	The candidate knows the instruments and procedures used to assess students for screening, pre- referral interventions, and following referral for special education services.
ISSEG 8 K.4	The candidate understands the relationship between assessment and its use for decisions regarding special education service and support delivery.
ISSEG 8 K.5	The candidate knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.
ISSEG 8 P.1	The candidate analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.
ISSEG 8 P.2	The candidate collaborates with families and professionals involved in the assessment of students with disabilities.
ISSEG 8 P.3	The candidate gathers background information regarding academic, medical, and social history.
ISSEG 8 P.4	The candidate uses assessment information in making instructional decisions and planning individual programs that result in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.
ISSEG 10 K.1	The candidate understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

COURSE REQUIREMENTS

General Course Requirements:

1. *General Candidate Dispositions:* All candidates are expected to:
 - Attend class, read the materials assigned, and actively participate in in-class discussions, practice and out-of-class projects. Candidates are responsible for information missed due to absences;
 - Submit assignments on time; and
 - Use personal electronic devices responsibly. Candidates should not be talking on their cell phones or texting during class.

2. *Technology Requirements:* Candidates who own laptop computers, tablets, or smartphone are asked to bring their devices to class each week. These devices will be used to facilitate web-based activities.
3. *Printed Handouts:* Class slide presentations and other handouts will be posted on Moodle at least 3 hours before class meets. If you want to use printouts of the slide presentations for taking notes in class, it will be your responsibility to print them. Slide presentations will be available on Moodle for the remainder of the semester, once they have been posted. It is important to understand that slide presentations are sketches of each week's lecture and discussion and are not intended to be a stand-alone document including details of class materials.
4. *Student First Language:* Use of student first language is expected in all facets of this course – class discussion, discussion forum postings, written assignments, etc.
5. *Written Assignments:* Candidates are entering a professional field where they need to be able to set an example for their students and present a professional persona to parents, colleagues, and supervisors.
 - Correct spelling and grammar are expected for ***all*** assignments, **including discussion forums, quizzes, and comprehensive reports.**
 - Student first language will be used at all times.
 - Assignments that are submitted as an attachment in MS Word must be formatted as follows:
 - Title page,
 - One-inch margins,
 - 12-point font, and
 - Double-line spacing.
 - Resources and references for projects should be referenced using APA 6th Ed. format.
 - Failure to adhere to these guidelines will result in a loss of points when the assignment is graded.
6. *Naming Convention for Uploaded Files:* Pay careful attention to the naming convention for all assignments uploaded to Moodle or TaskStream. The file name should include the candidate's last name and the name of the assignment. For example: Carlson BMP would be an appropriate file name when submitting the Behavior Management Plan assignment. If no name is included in the file name and in the body of your assignment, the assignment will be returned ungraded. Candidates will be permitted to resubmit the assignment, but it will be subject to the late assignment policy.
7. *Target Student:* Candidates will have a target student with mild to moderate, high-incidence disability on whom they will complete a comprehensive evaluation. Candidates will need to identify their target student and gain parent permission to assess the student. Confidentiality should be respected at all times. A sample cover letter explaining the assignment and accompanying permission form will be provided.

Specific Course Requirements and Assessments:

The following assignments and activities will contribute to your final grade in this course. Assignment guidelines and grading rubrics are described below and/or will be posted on Moodle. Assignments and exams will be uploaded to the relevant assignment links in Moodle or TaskStream, as specified in this syllabus and detailed assignment guidelines. Carefully attend to the due dates and times described below and in the course schedule. Due dates and times will also be published in Moodle with each corresponding assignment.

1. Chapter Quizzes

Purpose	The purpose of the <i>Chapter Quizzes</i> is to assist candidates in preparing for class each week and to assess their understanding of chapter content. We will be discussing the chapters the week before the quiz. Student is responsible to read the chapters as listed and be prepared to discuss the week prior to the quiz.
Description	Candidates will take a selected response quiz after reading assigned chapters before coming to class each week.
Chapters for Quizzes	Due Feb 2: Chapter 1, 2, 3, and 4 (Part I) March 2: Chapter 5, 7, 8, 11 and 15 (Parts of the chapters that have been discussed) March 30: Chapter 9, 16 and 18 April 20: Chapter 17 and 19
Due Date	Chapter quizzes are due by 12:00 AM on the Friday after the chapter assignments. Late quizzes will not be accepted.
Points	10 points each quiz; 5 quizzes over the course of the semester
Other Information	Candidates will be allowed two attempts on each chapter quiz. The highest score will be recorded in the grade book. However, both attempts must be completed before the quiz closes at 12:00 AM. Quizzes will be untimed. However, once you open the quiz in one sitting. Be mindful that Moodle sessions do not remain open indefinitely.

2. Diversity Discussion Forum

Purpose	The purpose of this discussion forum is for candidates to explore and consider issues related to student diversity and assessment, thereby demonstrating their understanding of the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.		
Description	Candidates will reflect on readings about student diversity and assessment to answer the following questions: <ul style="list-style-type: none"> • <i>What are the effects of race, class, culture, gender, and disability on the assessment process?</i> • <i>How will you address these issues in your own practice to ensure equitable assessment for your future students?</i> 		
	Initial Posting	Replies to Classmates	Return to Initial Posting
Expectations	Candidates will answer the questions posted in <i>Diversity Discussion Forum</i> in 150-200 words. Postings should be comprehensive, substantive, and reflective.	Candidates will to reply 2 of their classmates' initial postings in 75-100 words. Replies to classmates should be substantive and add value to the initial posting by connecting to material covered in class, personal	Candidates will revisit their initial posting to read and respond to their classmates' replies in 75-100 words per response.

		experiences, reflecting on future practice, etc.	
	Candidates should reply to their classmates' postings in a manner that results in all classmates getting 2 replies. Therefore, if you click to reply to a classmate that already has 2 replies, then you should choose another classmate to whom you reply. Candidates' will not receive credit for a reply posting if it is the 3rd reply to a classmate, unless a classmate has failed to make an initial posting by the September 29 deadline. Therefore, candidates should wait until all initial posting have been created before replying to classmates.		
Due Date	10:00 PM, Wednesday, Feb 28	10:00 PM, Thursday, March 1	10:10 PM, Friday, March 2
	Late postings to the <i>Diversity Discussion Forum</i> will not be accepted.		
Points	6 points	6 points (3 per posting)	6 (3 points per posting)
	Grading will be based on the thoughtfulness and comprehensiveness of the candidates' postings, as described in the expectations above. Minimal postings will receive minimal points. 18 total points for the full discussion forum.		

3. Parent Interview

Purpose	The purpose of the <i>Parent Interview</i> assignment is for candidates to gather background information regarding academic, medical, and social history on their target student before administering assessments, thereby demonstrating their ability to collaborate with families involved in the assessment of students with disabilities.
Description	Candidates will interview a parent of the target student using the interview guide provided. Candidates will summarize the information gathered from the interview and write a short reflection on the interview, thereby demonstrating their ability to collaborate with families and professionals involved in the assessment of students with disabilities. The summary will be included in the <i>Comprehensive Evaluation Report</i> .
Due Date	5:00 PM, Friday, March 9
Points	10 points
Other Information	Detailed assignment guidelines and rubric will be available on Moodle. This assignment will be uploaded to Moodle.

4. Student Observation

Purpose	The purpose of the <i>Student Observation</i> assignment is for candidates to gather academic background information on their target student before administering assessment, thereby demonstrating their ability to collaborate with professionals involved in the assessment of students with disabilities.
Description	Candidates will observe the target student in his/her school setting for a total of one hour. The observation will take place during a time that the student is receiving academic instruction in the general education or special education classroom. The forty-minute time requirement may be completed in a single observation session or over two 20-minute sessions. Guiding questions for the observation will be provided. Candidates will write a summary of the target student's behavior and engagement during the observation. The summary will be included in the <i>Comprehensive Evaluation Report</i> .
Due Date	5:00 PM, Friday March 16
Points	10 points
Other Information	Detailed assignment guidelines and rubric will be available on Moodle. This assignment will be uploaded to Moodle.

5. Practice Assessments

Purpose	The purpose of the <i>Practice Assessments</i> assignments is to provide candidates the opportunity to administer and score a norm-referenced and criterion-based assessment on a student with a disability, thereby demonstrating their knowledge of the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.	
Description	Candidates will administer and score two assessments on their target student with mild to moderate, high-incidence disability: the Woodcock-Johnson IV Tests of Achievement (WJ IV ACH) and Wechsler Individual Achievement Test-II (WIAT-II). Candidate will submit the assessment protocols, student work samples, and scoring for each assessment, as well as observations and notes taken during or after the assessment.	
Due Date	WJ IV	WJ-IV
	4:00 PM, Sunday, April 8	4:00 PM, Sunday, April 15
Points	20 points per assessment	
Other Information	Detailed assignment guidelines and rubric will be available on Moodle. This assignment will be handed-in in class or a PDF will be submitted to Moodle.	

6. Comprehensive Evaluation Report

Purpose	The purpose of this assignment is for candidates analyze assessment results and demonstrate their understanding of the relationship between assessment and its use for decisions regarding special education service and support delivery.
Description	Candidates will write a comprehensive evaluation report based on the results <i>Parent Interview, Student Observation, WJ IV, and Brigance</i> to write a comprehensive report on the target student's strengths and weaknesses and to make recommendations for delivering instruction, providing accommodations and supports for the student in an inclusive classroom.

Due Date	6 PM, Tuesday April 24
Points	50 points
Other Information	Detailed assignment guidelines and rubric will be available on Moodle. This assignment will be uploaded to TaskStream.

7. Specific Learning Disability (SLD) Eligibility Report and Reflection

Purpose	The purpose of this assignment is to give candidates experiences completing the Idaho Specific Learning Disability Eligibility Report, thereby demonstrating their understanding of the relationship between assessment and its use for decisions regarding special education service and support delivery
Description	Candidates will work in teams to complete an SLD Eligibility Report based on a case study provided by the instructor. Each team will produce a single eligibility report. Each candidate will write a reflection on the team process and their understanding of the SLD Eligibility Report. Both components will be considered in the total score for this assignment.
Due Date	4:00 PM, Tuesday May 1
Points	30 points
Other Information	Detailed assignment guidelines and rubric will be available on Moodle. This assignment will be uploaded to Moodle.

GRADING CRITERIA and GRADING SCALE

The candidate's grade in this course will be determined by calculating the percentage of points candidates earn for all assignments and activities. A summary of points awarded for each assignment/activity and the grading scale are included in this section. However, failing to attend class and/or participate in class will result in a lowering of your grade. See the attendance policy. The points for all assignments are summarized below, as is the grading scale.

Points Summary:

Assessment		Points
Chapter Quizzes	10 points each; 4 quizzes	40
Parent Interview		10
Diversity Discussion Forum		18
Student Observation		10
Practice Assessments	20 points each; 2	40
Comprehensive Evaluation Report		50
SLD Eligibility Report and Reflection		30
Total Points		198

Grading Scale:

Grade	Percentage Earned	Grade	Percentage Earned
A	94 – 100	C	74 – 76
A-	90 – 93	C-	70 – 73
B+	87 – 89	D+	67 – 69
B	84 – 86	D	64 – 66
B-	80 - 83	F	below 64
C+	77 – 79		

ALIGNMENT OF OBJECTIVES WITH ASSESSMENTS

Alignment of Program Goals and Assessment Methods		
Idaho Standards for Special Education Generalists	Course Objectives	Assessment Method
Standard 8: Assessment of Student Learning	K.1 The candidate understands the legal provisions, regulations, and guidelines regarding assessment of students with disabilities.	Quiz
	K.2 The candidate knows the instruments and procedures used to assess students for screening, pre-referral interventions, and following referral for special education services.	Quiz, Practice Assessments
	K.4 The candidate understands the relationship between assessment and its use for decisions regarding special education service and support delivery.	Quiz, SLD Eligibility Report and Reflection; Comprehensive Evaluation Report
	K.5 The candidate knows the ethical issues and identification procedures for students with disabilities, including students from culturally and linguistically diverse backgrounds.	Quiz, Diversity Discussion Forum
	P.1 The candidate analyzes assessment information to identify student needs and to plan how to address them in the general education curriculum.	Comprehensive Evaluation Report
	P.2 The candidate collaborates with families and professionals involved in the assessment of students with disabilities.	Parent Interview; Student Observation
	P.3 The candidate gathers background information regarding academic, medical, and social history.	Parent Interview, Student Observation, Comprehensive Evaluation Report
	P.4 The candidate uses assessment information in making instructional decisions and planning individual programs that result	SLD Eligibility Report and Reflection;

	in appropriate placement and intervention for all students with disabilities, including those from culturally or linguistically diverse backgrounds.	Comprehensive Evaluation Report
Standard 10: Partnerships	K.1 The candidate understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.	Quiz

REASONABLE ACCOMMODATION FOR STUDENTS WITH DISABILITIES

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please call the Director of Disability Services, 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

ATTENDANCE, LATE ASSIGNMENTS, AND INCOMPLETE GRADE POLICIES

1. *Attendance:* This course is a professional undergraduate course in the College of Education. Because candidates are becoming established in their professional studies, it is expected that candidates will be professional in their **attendance** in class and in any visits to schools. Excessive absences and/or tardiness will affect the final grade and may result in a Professional Progress Report. Please consider the following when it is necessary to be absent.
 - a. Absences are considered unexcused unless candidates have notified the instructor prior class. Both excused and unexcused absences are recorded and are applied to the absence policy. Candidates are responsible for information missed due to absences.
 - b. If candidates have extenuating circumstances that prevent them from attending class, they **MUST** communicate with the instructor as soon as they are able to prevent their absences from influencing their final grade. Failure to communicate any attendance issues with the instructor in a timely manner will result in a lowering of the final grade based on the summary below. Whether or not missed classes count against a candidate’s final grade will be solely at the discretion of the instructor.
 - c. Grade changes due to absences are calculated after all other grading is completed at the end of the semester and are applied as follows:

Summary of Attendance Policy	
4 tardies	1 absence
2 absences	“+” or “-“ drop in grade
3 absences	1 letter grade drop
4 absences	1 letter grade plus “+”/”-“ drop
5 absences	2 letter grade drop
6 absences	F

2. *Assignments:* Assignment due dates are listed on the syllabus, course schedule, and Moodle. Assignments submitted after the due date will be considered late and penalized by the subtraction of 10% of the possible points for that assignment for each day the

assignment is late. Assignments will NOT be accepted one week after the due date. There is one exception to this late assignment policy:

- a. *Chapter Quizzes*: Chapter quizzes are connected to class preparation and participation. Therefore, **late chapter quizzes will not be accepted**.
3. *Extenuating Circumstances*: The instructor will work with candidates who experience extenuating circumstances (a death in the family, personal illness or injury, illness or injury of a family member for which the student must act as caregiver, active military duty, work-related travel, some travel for participation in athletics, etc.) during the semester that causes them to miss assignment deadlines. However, candidates must discuss any extenuating circumstances with the instructor, as soon as possible, once the situation arises and before any assignments are due. In this case, the instructor and candidate will develop a contract outlining:
 - the extenuating circumstances;
 - when the assignment will be submitted; and
 - what grading penalties will apply to the late assignment.**Deadlines will not be extended for students who fail to communicate extenuating circumstances with the instructor in a timely manner.**
4. *Incompletes*: The grade of *incomplete* will not be awarded automatically if a candidate is unable to complete all assignments within the semester, but will require an *incomplete contract* using the university's approved form. Candidates must have a passing grade in the course by the end of the semester to be eligible to receive an *incomplete*. If an incomplete grade is assigned, then the course grade will be finalized in accordance with the timeline stated in the contract.

ASSESSMENT CONSENT

As part of institutional and state requirements for outcomes assessment, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to disclose your identity in order to give you credit for your performance. We may disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Idaho State University policies to ensure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Emma Wood at 282-5443 or woodemma@isu.edu.

CONDUCT

1. Mutual respect is a professional disposition that is assumed and will be expected in this course. Your behavior in class has a direct affect on the teaching and learning of your instructor and classmates. Therefore, use of personal communication devices (cell phones, smart phones, etc.), bringing children to class, texting, surfing the internet, or other disruptive activities will not be tolerated. If you have any questions, you may refer to the ISU Student Code of Conduct.
2. Candidates are encouraged to bring laptops, tablets, and smartphones to class for note-taking, collaboration, or to research questions discussed in class. Please be courteous and keep class related materials on your screen. It is very distracting to those around you when you are checking Facebook or the latest sports scores.
3. "Dishonest conduct is unacceptable. Academic dishonesty includes (but is not limited to) plagiarism and cheating." For more information refer to the ISU Student Code of Conduct.
4. ISU Student Code of Conduct:
<http://www.isu.edu/studenta/pdf/ISUPPStudentConductSystem8-26-13.pdf>

IDAHO COMPREHENSIVE LITERACY ASSESSMENT (ICLA)

SPED teacher candidates are required to pass all three standards of the ICLA exam to earn their initial teaching certificate. Candidates usually take the ICLA assessment for Standard 1 during the semester in which they are enrolled in SPED 4432. Information about preparing for and taking this assessment will be shared with candidates once it becomes available.

EVALUATION OF COURSE AND INSTRUCTOR

There will be an end-of-course evaluation conducted by the College of Education at the conclusion of the semester. These evaluations are confidential. No identifying information will be passed to the instructor. Your end-of-course evaluation is important to the College of Education and your instructor, to ensure all students receive a high-quality educational experience. However, the suggestions offered in this evaluation will not directly affect your course for this semester.

IDAHO STATE UNIVERSITY
College of Education
Teaching and Educational Studies

Course: *Autism SPED3340 3 Credits*
Instructor: Jenn Gallup Ph.D.
Phone: 208-282-5382
E-Mail: galljenn@isu.edu
Skype: Dr.Gallup_ISU1
Office Hours: Monday 1-3pm F108 and by appointment available upon request
Virtual Hours: Tuesday 10-1 and by appointment available upon request
Class Time: Virtual – be sure to log in at least 2-3x a week
Class Location: Moodle

Course Description

Essential areas of exceptionality. Each area is studied on the dimensions of etiology, identification and labeling, characteristics, educational treatment, and prognosis for adjustment. Consideration also given toward structuring suitable educational programs applicable for each area and the basics of special education law. Includes 50-hour practicum.

Intended Audience:

Undergraduates seeking a B.A. or B.S. in education; special, early childhood, secondary, mathematics, or science, education.

Mode of Instruction:

To address unique needs and individual learning styles, SPED3330 models the principles of Universal Design for Learning (UDL). The course is offered online with a variety of formats for engagement to include: face-to-face, mixed mode, and Internet. All service delivery options include Moodle and ISU email for primary communication, assignment guidelines and submissions, grading, etc. This course uses lecture (PowerPoint), readings both text and from the Internet, class activities, and projects to teach and practice the competencies contained in the course objectives. Interactivity in online course delivery will be enhanced through podcasts, Camtasia Studio, Adobe. Padlet, Facebook, and Wiki pages. Students will be responsible for conducting observations and applied assignments in a school setting serving students with disabilities to meet the requirements of 50 hours of field experience.

Required Text(s)/Assigned Reading(s)/Course Materials

Exceptional Children and Youth Fifth Edition ISBN 9781111833428

Stratosphere by Michael Fullan

• ISBN-13: 978-0132483148

• ISBN-10: 0132483149

Student membership to the Council for Exceptional Children

Idaho Special Education Manual 2015, Idaho Department of Education

(Accessed electronically)

Additional Readings (Available electronically on Moodle)

Additional journal articles or other readings will be assigned as the semester progresses. These readings will be posted on Moodle.

Idaho Standards for Initial Certification: Special Education Generalists

This course is designed to assist students in meeting – in part – the Idaho Standards for Special Education Generalists listed below.

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.

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.

Course Objectives

Course Objectives reflect the Knowledge (K) and Performance (P) Standards associated with the Idaho Standards for Special Education Generalists (ISSEG) listed above.

ISSEG 1 K.1 The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.

ISSEG 10 K.1 The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.

ISSEG 10 K.2 The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.

ISSEG 10 K.3 The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.

ISSEG 10 K.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.

ISSEG 10 K.6 The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and community personnel in planning and implementing an individualized program.

ISSEG 10 K.8 The teacher knows about services, networks, and organizational for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

Alignment of Course Objectives with Assessments

KEY: **ICC** = Council for Exceptional Children Competencies (Initial Common Core)
DD = Council for Exceptional Children Competencies (Developmental Disabilities/Autism)
ESE = Exceptional Student Education Subject Area Competencies
PEC = Florida Professional Educator Competencies
ESOL = English for Speakers of Other Languages
ISCI = Council for Exceptional Children – Initial Special Education Developmental Disabilities and Autism

Objectives	Standards and Competencies
1. Recognize the learning styles of individuals with disabilities/ EBD/EH and the impact on learning.	ICC2K2, ICC2K3; PEC 13; ESE1, ESE3; ESOL 2.1.d, 2.2.a, 2.2.c, 4.1.d CEC-ACS #2
2. Demonstrate awareness of current theories of disorder	DD1K1, DD2K2, DD2K3 CEC-ACS #3
3. Demonstrate knowledge of current research-based treatment options including biomedical treatment options, ecological treatment options, educational treatment options	ICC4K1; DD2K5, DD4K2 CEC-ACS #3
4. Demonstrate knowledge of Federal Laws and Regulations related to eligibility, service delivery, individual education plans, transition, and related services impacting individuals with disabilities.	ESE1; ICC1K2 CEC-ACS #1
5. Develop a personal philosophy statement that includes beliefs that reflect best practices and the most current literature regarding the education of individuals with disabilities.	ICC1S1; ESE 3 CEC-ACS #5
6. Develop a mission statement for a classroom that reflects best practices and the most current literature regarding the education of individuals with ASD.	ESE3
7. Evaluate an existing program for its concordance with best practices and the most current literature regarding the education of individuals with ASD.	DD4K2, DD7S4; PEC3; ICC7S6, ICC9S13 CEC-ACS #4
8. Demonstrate knowledge of and ability to use instructional strategies to address core deficits of ASD including inclusive practices, social skills instruction, principles of applied behavior analysis, functional/meaningful curriculum, and community-based instruction.	ESE3, ESE4; DD4K3, DD6S1, DD6S2; ICC4S3, ICC5K5, ICC5S4,

	ICC5S5; PEC12; ESOL 3.2.j., k. 3.3.a CEC-ACS #4
9. Demonstrate knowledge of the immediate and long term impact of ASD on families across the lifespan and best practices for working with families including person-centered planning, communication and collaboration/teaming, family training, and multicultural perspectives.	ESE3, 7; PEC12; ESOL1.1.a., b.; ICC1K7, ICC2K4, ICC10K3 CEC-ACS #6
10. Apply and relate all material instructed within the class in case study assignments and supervised, field-based experience including site visits in schools and agencies.	ICC7S7, ICC7S10, ICC7S11; DD7S2; PEC1

Alignment of Course Objectives and Assessment Methods

Special Education Standard	Course Objectives	Assessment Method
ISSEG Standard 1: Knowledge of Subject Matter	K.1 The teacher understands the theories, history, philosophies, and models that provide the basis for special education practice.	Field Experience Discussion UDL Lesson plan Iris module Compilation project
ISSEG Standard 10: Partnerships	K.1 The teacher understands current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.	
	K.2 The teacher understands variations of beliefs, traditions, and values regarding disability across cultures and the effect of these on the relationship among the student, family, and school.	
	K.3 The teacher knows the rights and responsibilities of parents/guardians, students, teachers, professionals, and schools as they relate to students with disabilities.	
	K.4 The teacher is aware of factors that promote effective communication and collaboration with students, parents/guardians, and the community in a culturally responsive manner.	
	K.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.	
	K.6 The teacher knows the roles of students with disabilities, parents/guardians, teachers, peers, related service providers, and other school and	

	community personnel in planning and implementing an individualized program.	
	K.7 The teacher knows how to train or access training for paraprofessionals.	
	K.8 The teacher knows about services, networks, and organizational for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.	

Common Core State Standards (CCSS)

The Common Core State Standards (CCSS) were developed by the Council of Chief State School Officers and the National Governors Association Center for Best Practices in an effort to identify for grades K-12 the knowledge and skills students need in order to be successful in college and careers. These standards were adopted by the Idaho State Board of Education as Idaho State Standards. The CCSS address content areas of English Language Arts, Literacy in History, Social Studies, Science, and Technical Subjects, Mathematics and English Language Learners. The effective special educator, on completion this program, will demonstrate an understanding of how to develop and implement specialized instruction within the general curriculum that challenge students with disabilities to meet the appropriate level of CCSS. For more information on CCSS and specific knowledge and skills sets within content areas, please go to <http://www.corestandards.org>.

Course Requirements

1. *General Candidate Dispositions:* All candidates are expected to:
 - Attend class/check Moodle regularly (3+x a week), read the assigned materials, and actively participate in in-class discussions, and out-of-class projects. Candidates are responsible for missed information due to absences;
 - Respond to feedback and constructive criticism from instructor and peers in a positive manner (do not argue or complain, make a good faith effort to implement the suggested changes);
 - Be enthusiastic about your learning and teaching experience, especially when working directly with students;
 - Submit assignments on time; **NO LATE ASSIGNMENTS ACCEPTED all assignments are due at 11:55 p.m. on the day they are assigned.** See the listed assignments below. **Assignments turned in at 11:56 pm will be considered late and will not be accepted.**
 - Turn off cell phones and/or pagers when in the classroom – candidates should not be talking on cell phones or texting during class, observations, or interactions at any public or private school. However, technology will be used in class as per the instructor’s digression.
 - Be sure to obtain an ISU email address and check it regularly, the instructor **will only** communicate through your ISU email.
 - Candidates enrolled in the COE teacher education program must purchase and maintain a TaskStream subscription. For more information on how to subscribe, please visit <http://ed.isu.edu/studentResources/taskstream.shtml>

2. *Person First Language:* For all written assignments and in-class/group discussions, person-first language as mandated by IDEA (2004) must be used and reflect the you awareness of exceptional student education at all times (e.g., “student with autism” vs. “autistic student” or “student with intellectual disabilities” vs. “trainable mentally retarded”) and emphasize in the total humanity of the person. For example, behaviors or conditions should not be confused with the person of concern. Thus, referring to individuals first, “students with disabilities,” is required by the IDEA (2004) mandates.

3. *Written Assignments:* Candidates are entering a professional field where they need to be able to set an example for their students and present a professional persona to parents, colleagues, and supervisors. Therefore, correct spelling and grammar are expected for ***all*** assignments, **including discussion forums, quizzes, and tests**. Person-first language will be used at all times, points will be deducted for not using person-first language. Assignments that are submitted as an attachment in MS Word must be formatted according to the Publication Manuel of the American Psychological Association, Edition 6. (APA 6th Edition ISBN:1433805618). You may refer to [Owl Purdue](#) for formatting guidelines. Resources and references for projects should also be referenced using APA 6th Edition format. Failing to adhere to these guidelines will result in a loss of points.

4. **Specific Course Requirements and Assessments:**
The following assignments and activities will contribute to your final grade in this course. Detailed assignment guidelines and grading rubrics are described below and/or will be posted on Moodle. Assignments and exams will be uploaded to the relevant assignment links in Moodle. Carefully attend to the due dates and times described below and in the course schedule. Due dates and time will also be published in Moodle with each corresponding assignment.

Course Content/Schedule/Assignment Due Dates

This course schedule is subject to change.

Item	Poin ts	Week	Readings, text, web, and video associated with this week
Introduction Due Jan 13Forum	5	Jan 7-13	N/A
Acronym Definitions assignment Due Jan 20 Reflections on the history of special		Jan 14-20	Reach Chapter Read chapter 1 of your text Exceptional Children and Youth Read the Power point (PPT) and complete the reflection in moodle forums or on Facebook Choose some of the supporting videos to watch

<p>education Due Jan 20Forum</p>			
<p>UDL Lesson plan Due Feb 10Assignme nt</p> <p>Log 1 Due Jan 27Forum</p>	<p>100</p> <p>5</p>	<p>Jan 21-27</p>	<p>Your task this week is to learn as much as you can about UDL from visiting the websites, reviewing the UDL PowerPoint, and reading the articles below. Then you will critically analyze a lesson plan in your content area (Math, Science, History, English). This assignment requires you to think and analyze based on everything you know about students and teaching in your content area.</p> <p>Start with reading chapter 2 of your Exceptional Children and Youth text.</p> <p>Articles to Read</p> <ul style="list-style-type: none"> · Edyburn, D. L. (2010). Would you recognize Universal Design for Learning if you saw it? Ten propositions for new directions for the second decade of UDL. Learning Disability Quarterly, 33 33-41. · Edyburn, D. L. (2010). Failure is not an option. Learning and Leading with Technology. 33 33-41. <p>Weblinks to Explore and Learn From</p> <p>http://Cast.org (Links to an external site.) http://udlhcpss.wordpress.com/curriculum-writing-training-materials/ (Links to an external site.)</p> <p>Learn more about students with disabilities by watching these short videos!</p> <p>Strengths of students with learning disabilities and other disabilities</p> <p>http://www.youtube.com/watch?v=CYHzJGTA6KM (Links to an external site.)</p> <p>What is Executive Function?</p> <p>http://www.youtube.com/watch?v=z9c8-KMIK0s (Links to an external site.)</p>
<p>Log 2 Due Feb 3Forum</p>	<p>5</p>	<p>Jan 28-Feb 3</p>	<p>Review:</p> <p>http://www.ldonline.org/</p> <p>Read chapter 5 of your text</p> <p>Watch some of the videos to support your readings:</p> <p>what is a learning disability</p> <p>"My life with an LD"</p>

			<p>Must see the following will be referred to through the rest of the semester and your academic career at ISU in the education and special education program:</p> <p><u>Carol Dweck and the growth mindset and the power of yet</u></p> <p><u>The Growth mindset</u></p> <p><u>The power of praise</u></p> <p><u>Perfectionism</u></p>
<u>Log 3 Due Feb 10Forum</u>	5	Feb 4-10	<p>Read chapter six of your text</p> <p>Watch the following:</p> <p><u>How we suppress genius and create learning disability: Scott Sonnon at TEDxBellingham</u></p> <p><u>Intellectual Disabilities</u></p> <p><u>Powtoon Intellectual disability</u></p> <p><u>A day in the life</u></p> <p><u>A day in the life special ed teacher</u></p> <p><u>Another example of a special education classroom</u></p>
<u>log 4 Due Feb 17Forum</u> <u>UDL Lesson plan and peer critique Due Feb 17Forum</u>	5	Feb 11-17	<p>Read chapter 7 of your text</p> <p>Watch and read the history of severe disabilities. Willowbrook is one of the most horrifying cases, read with caution.</p> <p><u>http://geraldo.com/page/willowbrook</u></p> <p>Here is an NPR on Willowbrook</p> <p><u>http://www.npr.org/templates/story/story.php?storyId=87975196</u></p> <p>Closing of Willowbrook</p> <p><u>http://disabilityjustice.org/the-closing-of-willowbrook/</u></p>
<u>Log 5 Due Feb 24Forum</u>	5	Feb 18-24	<p>Overview and readings</p> <p>Read chapter 8 of your text.</p>

<p><u>EBD - article, website, or videoForum</u></p>	<p>15</p>		<p><u>Read the following article:</u> http://aasep.org/fileadmin/user_upload/Protected_Directory/JA_ASEP/2010_Winter/Positive_Behavioral_Strategies_EBD_Needed_Support_Teach_Para.pdf</p> <p>Watch the following.</p> <p><u>DJ Baptiste</u></p> <p><u>Power of words DJ</u></p> <p><u>First Day</u></p> <p>Find one article on the Council for Exceptional Children (CEC) and share with your peers in the forum or on Facebook for your article critique and EBD resource on bullying. Follow the critique guidelines.</p>
<p><u>Log 6 Due March 3Forum</u></p> <p><u>Autism Iris Module Due March 10Assignment</u></p> <p><u>App for Autism Due March 3Forum</u></p>	<p>5</p> <p>60</p> <p>5</p>	<p>Feb 24-March 3</p>	<p>Read chapter 9 of your text.</p> <p>Watch the following:</p> <p><u>ASD classroom</u></p> <p>Download the EBP (evidence based practices sheet) Review the EBP for Autism.</p> <p>Review the National Professional Development Center on ASD (NPDC)</p> <p>Assignment this week: Find and share an app that could help a student with ASD in the Google Doc.</p> <p>Assignment II</p> <p>Complete the Iris module and demonstrate completion through the assessment. Post your answers in the assessment link.</p> <p>Here is the link to the Iris module:</p> <p>http://iris.peabody.vanderbilt.edu/module/asd1/</p> <p>Your EBP assignment will support this assignment as it ties right into the 6 questions. Refer to the google doc for support.</p>

			Here is the link to the Assessment/assignment: http://iris.peabody.vanderbilt.edu/module/asd1/cr_assess/#content
Log 7 Due March 10Forum Music within Due March 15Forum	5	March 4 – 10	<p>Read Chapter 10 of your text.</p> <p>Go to the library website and request the following article and read it:</p> <p>Sennott, S. C., & Mason, L. H. (2016). AAC Modeling with the iPad during shared storybook reading pilot study. <i>Communication Disorders Quarterly</i>, 37,(4), 242-254. doi:10.1177/1525740115601643</p> <p>Watch the following videos:</p> <p>One of my heroes and new friends Norman Kunc</p> <p>Norman</p> <p>Assessment for AAC example of AAC in a classroom</p> <p>A day in the life</p>
Log 8 Due March 17Forum	5	March 11 – 17	<p>Read chapter 11 of your text</p> <p>Read the tips for teaching students who are deaf:</p> <p>http://www.umaryland.edu/media/umb/oaa/campus-life/disability-services-/documents/Tips-for-Teaching-Students-Who-Are-Deaf-or-Hard-of-Hearing.pdf</p> <p>Read and watch the following:</p> <p>http://www.learnnc.org/lp/multimedia/15900</p>
		March 18 – 24	Spring Break
Log 10 Due March 31Forum Strategies, differentiation, UDL, accommodation	5	November 7-13	<p>Read chapter 14 of your text</p> <p>Complete the Iris module</p> <p>http://iris.peabody.vanderbilt.edu/module/di/</p> <p>Read this website:</p>

tion, modification Due April 10 Assignment			https://www.nagc.org/resources-publications/gifted-education-practices/what-it-means-teach-gifted-learners-well
Log 11 Due April 7 Forum		April 1 – 7	No new readings – work on your differentiation – schedule your office meeting with me as needed to get you ready to finish!
Log Due April 14 Forum Iris Assessment Module Assi gnment		April 8 – 14	Read ch. 12
Log 12 Due april 21 Forum		April 15 - 21	Read page 527-530 of your text & reflect on problem based learning as it relates to differentiation!
Final log	5	April 22-28	Closed Week – no new information
Final Discussion	5	April 29-May 5	Thank you for an amazing semester of learning and conversation! See you next year! Dr. Gallup
Total Points	480	Grades posted by 5-9-2019	NO LATE WORK ACCEPTED!!!!!!

Grading Criteria/Policy/Scale

The candidate’s grade in this course will be determined by totaling the points for all assignments. The points for all assignments are summarized below, as is the grading scale based on the total points available in the course.

Points Summary:

POINTS SUMMARY & GRADING SCALE

Points Summary:

Grading Scale:

ISU Grading Scale:

- | | |
|--------------|--------------|
| A = 94 - 100 | C+ = 77 - 79 |
| A- = 90 - 93 | C = 74 - 76 |
| B+ = 87 - 89 | C- = 70 - 73 |
| B = 84 - 86 | D+ = 67 - 69 |
| B- = 80 - 83 | D = 64 - 66 |
| | F = Below 63 |

Reasonable Accommodations for Students with Disabilities

If you have a diagnosed disability or believe that you have a disability that might require “reasonable accommodation” on the part of the instructor, please call the Director of Disability Services, 282-3599. As a part of the Americans with Disabilities Act, it is the responsibility of the student to disclose a disability prior to requesting reasonable accommodation.

Incomplete Grade and Late Assignment Policies

Assignments are due at the date and time they are scheduled. Late assignments will not be accepted. Contact instructor for emergencies.

1. ***Extenuating Circumstances:*** The instructor will work with candidates who experience extenuating circumstances (a death in the family, personal illness or injury, illness or injury of a family member for which the student must act as caregiver, active military duty, work-related travel, some travel for participation in athletics, etc.) during the semester that cause them to miss assignment deadlines. However, candidates must discuss any extenuating circumstances with the instructor as soon as possible once the situation arises. In this case, the instructor and candidate will develop a contract outlining:
 - a. the extenuating circumstances;
 - b. when the assignment will be submitted; and
 - c. what grading penalties will apply to the late assignment.
2. ***Incompletes:*** The grade of *incomplete* will **not** be awarded automatically if a candidate is unable to complete all assignments for the semester, but will require an *incomplete contract* using the university’s approved form. If an incomplete grade is assigned, then the course grade will be finalized in accordance with the timeline stated in the contract.

Conduct

1. Mutual respect is a professional disposition that is assumed and will be expected in this course. Your behavior in class has a direct effect on the teaching and learning of your instructor and classmates. If you have any questions, you may refer to the ISU Student Code of Conduct.
2. “Dishonest conduct is unacceptable. Academic dishonesty includes (but is not limited to) plagiarism and cheating.” For more information refer to the ISU Student Code of Conduct.
3. ISU Student Code of Conduct:
http://www.isu.edu/policy/fs-handbook/part6/6_10/6_10b.html

Evaluation of Course and Instructor

Course evaluations will be available in Moodle near the end of the course. Course evaluations are an important tool used to improve my performance as an instructor and the Special Education degree program. Your participation in completing a course evaluation at this end of the semester will be greatly appreciated. Your responses will be anonymous and will not influence your grade in the course.

ASSESSMENT CONSENT

A part of institutional and state outcomes assessment, and state and national program accreditation requirements, the College of Education collects copies of performance assessments and assessment data for the purposes of individual and program accountability. By enrolling in this course, you consent to have your assessment information collected and utilized by the College of Education for these purposes and as part of credibility studies supporting the validity, consistency, and fairness of the assessments.

To protect your confidentiality, when summary reports are published or discussed in conferences, no information will be included that would reveal your identity. If photographs, videos, or audiotape recordings of you obtained from your performance assessments are used to demonstrate program accountability, then your identity will be protected or disguised, or we will ask you for permission to disclose your identity in order to give you credit for your performance. We may disclose the assessment information we collect about you under other circumstances as permitted or required by law.

Assessment data are maintained and disclosed in accordance with Idaho State University policies to insure compliance with the provisions of the Federal Family Education Rights and Privacy Act of 1974, as amended. If you have any questions, please contact Emma Wood, Assessment Coordinator, woodemma@isu.edu.

STUDENT CONDUCT

“Dishonest conduct is unacceptable. Academic dishonesty includes (but is not limited to) plagiarism and cheating.” For more information refer to the Educator Preparation Clinical Practice Handbook [here](#).

Also, see the ISU Faculty and State Handbook, Part 6, Sec. IX, page 6.9.1 for definitions of cheating and plagiarism [here](#).

EVALUATION OF COURSE AND INSTRUCTOR

The College of Education course and instructor forms are accessible in Moodle at the end of the semester. The evaluations are confidential, and the instructor does not see a summary of the results until after the grades are recorded.

COLLEGE OF EDUCATION VISION AND MISSION

Please refer to the following [link](#) for a copy of the College of Education Framework plus standards:

COURSE CONTENT / SCHEDULE / ORGANIZATION

Schedules are available in moodle.



“A Tradition of Excellence”

The College of Education’s Vision and Mission

OUR VISION

Building on a tradition of excellence, we will work to continuously improve the education we offer.

OUR MISSION

Through excellence in teaching, scholarship and service, we foster professionalism in all that we do.

- We prepare and support professionals who are ethical and reflective and known for the quality of their work.
- We provide recognized leadership in the support of our students, professional partners, and those who employ our graduates.
- We promote a culture of caring, respect, and intellectual rigor within our college and beyond.
- We foster collaborative relationships with the schools, communities, and professional organizations that we serve.

-- We advance our understanding of the professions we serve and the application of that understanding in practice.

Department of Teaching and Educational Studies Mission

The Department of Teaching and Educational Studies and its partners exemplify and prepare professional educators who are reflective, ethical, lifelong learners. We prepare professionals who:

- Are committed to standards based practice and assessments.
- Integrate current technologies, content, and pedagogical expertise to effectively promote depth of student learning.
- Provide educational opportunities that support cognitive, social-emotional, and physical development of all learners.
- Establish and enhance learning communities to support learning of diverse student populations.

Idaho State University College of Education Core Teaching Standards

The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, and families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

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 #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.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

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.

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.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal, teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

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.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

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.



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The standards have been grouped into four general categories to help users organize their thinking about the standards: The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. This language has been adopted verbatim from the April 2011 InTASC Model Core Teaching Standards.

The Learner and Learning

Teaching begins with the learner. To ensure that each student learns new knowledge and skills, teachers must understand that learning and developmental patterns vary among individuals, that learners bring unique individual differences to the learning process, and that learners need supportive and safe learning environments to thrive. Effective teachers have high expectations for each and every learner and implement developmentally appropriate, challenging learning experiences within a variety of learning environments that help all learners meet high standards and reach their full potential. Teachers do this by combining a base of professional knowledge, including an understanding of how cognitive, linguistic, social, emotional, and physical development occurs, with the recognition that learners are individuals who bring differing personal and family backgrounds, skills, abilities, perspectives, talents and interests. Teachers collaborate with learners, colleagues, school leaders, families, members of the learners' communities, and community organizations to better understand their students and maximize their learning. Teachers promote learners' acceptance of responsibility for their own learning and collaborate with them to ensure the effective design and implementation of both self-directed and collaborative learning.

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.

Content

Teachers must have a deep and flexible understanding of their content areas and be able to draw upon content knowledge as they work with learners to access information, apply knowledge in real world settings, and address meaningful issues to assure learner mastery of the content. Today's teachers make content knowledge accessible to learners by using multiple means of communication, including digital media and information technology. They integrate cross-disciplinary skills (e.g., critical thinking, problem solving, creativity, communication) to help learners use content to propose solutions, forge new understandings, solve problems, and imagine possibilities. Finally, teachers make content knowledge relevant to learners by connecting it to local, state, national, and global issues.

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.

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.

Instructional Practice

Effective instructional practice requires that teachers understand and integrate assessment, planning, and instructional strategies in coordinated and engaging ways. Beginning with their end or goal,

teachers first identify student learning objectives and content standards and align assessments to those objectives. Teachers understand how to design, implement and interpret results from a range of formative and summative assessments. This knowledge is integrated into instructional practice so that teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to modify instruction. Planning focuses on using a variety of appropriate and targeted instructional strategies to address diverse ways of learning, to incorporate new technologies to maximize and individualize learning, and to allow learners to take charge of their own learning and do it in creative ways.

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.

Professional Responsibility

Creating and supporting safe, productive learning environments that result in learners achieving at the highest levels is a teacher's primary responsibility. To do this well, teachers must engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. A cycle of continuous self-improvement is enhanced by leadership, collegial support, and collaboration. Active engagement in professional learning and collaboration results in the discovery and implementation of better practice for the purpose of improved teaching and learning. Teachers also contribute to improving instructional practices that meet learners' needs and accomplish their school's mission and goals. Teachers benefit from and participate in collaboration with learners, families, colleagues, other school professionals, and community members. Teachers demonstrate leadership by modeling ethical behavior, contributing to positive changes in practice, and advancing their profession.

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.

NEW PROGRAM FOR CERTIFICATION REQUEST

Institution: Idaho State University Date of Submission 5/24/2019

Program Name: Standard Instructional Certificate Certification & Endorsement Family Consumer Science (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

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	No enhancement standards	
Standard 2 Learning Difference	No enhancement standards	
Standard 3 Learning Environments	CTE Knowledge 3(a) The teacher is able to apply concepts of classroom motivation and management to laboratory and field settings.	EDUC 3308 Lesson Plan EDUC 4408 Lesson Plan EDUC Student Teaching
Standard 4 Content Knowledge	CTE Knowledge 4(a) The teacher understands basic technological principles, processes, terminology, skills, and safety practices of the occupational area. 4(b) The teacher understands industry trends and labor market needs. 4(c) The teacher understands organizational and leadership structures in the workplace. 4(d) The teacher understands the philosophical principles and the practices of career-technical education.	FCS 2209 Child Guidance Plan FCS 2229 Exam, Sewing Swatches FCS 4429 Exam, Research Paper FCS 4435 Project FCS 3314 Exam FCS 3332 Project CTE 4401 Philosophy Paper NTD 2205 Exam

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>4(e) The teacher understands the importance of intra-curricular student leadership development in career-technical program areas.</p> <p>FCS Knowledge</p> <p>4(a) 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.</p> <p>4(b) The teacher knows of community agencies and organizations that provide assistance to individuals and families.</p> <p>4(c) The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.</p> <p>4(d) The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.</p> <p>4(e) The teacher understands the social, emotional, intellectual, physical, and moral development across the lifespan.</p> <p>4(f) 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.</p> <p>4(g) The teacher understands the design, selection, and care of textiles and apparel products.</p> <p>4(h) The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.</p> <p>4(i) The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.</p> <p>4(j) The teacher understands resource conservation and environmental issues in relation to family and community health.</p> <p>4(k) The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.</p>	<p>NTD 2239 Exam BED 3341,42,43 Service-Learning Project</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>4(l) The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.</p> <p>4(m) The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.</p> <p>4(n) The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.</p> <p>CTE Performance</p> <p>4(f) The teacher demonstrates specific occupational skills necessary for employment.</p> <p>4(g) The teacher uses current terminology, industry logistics, and procedures for the occupational area.</p> <p>4(h) The teacher incorporates and promotes leadership skills in state-approved Career- Technical Student Organizations (CTSO).</p> <p>4(i) The teacher assesses the occupational needs of the community.</p> <p>4(j) The teacher facilitates experiences designed to develop skills for successful employment.</p> <p>4(k) The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, employment opportunities).</p> <p>FCS Performance</p> <p>4(o) The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.</p> <p>4(p) 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.</p> <p>4(q) The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.</p> <p>4(r) The teacher incorporates the science and practical application</p>	<p>FCS 2209 Learning Center Presentation</p> <p>FCS 2229 Construction Project(s)</p> <p>FCS 3314 FCCLA Star Event</p> <p>FCS 4429 Style Project, Closet Inventory</p> <p>FCS 4435 Project</p> <p>FCS 3332 Delivery of Project</p> <p>BED 3341,42,43 Service-Learning Project</p> <p>NTD 2205 Lab Analysis</p> <p>EDUC 4408 Lesson Plans</p> <p>EDUC 4497 Student Teaching</p>

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STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>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.</p> <p>4(s) The teacher demonstrates the design, selection, and care of textiles and apparel products.</p> <p>4(t) The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.</p> <p>4(u) 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.</p> <p>4(v) The teacher integrates resource conservation and environmental issues in relation to family and community health.</p>	
<p style="text-align: center;">Standard 5 Application of Content</p>	<p>No enhancement standards</p>	
<p style="text-align: center;">Standard 6 Assessment</p>	<p>CTE Knowledge</p> <p>6(a) The teacher knows how to analyze data about a student’s progress, including assessments, to evaluate workplace readiness.</p> <p>6(b) The teacher understands the importance of conducting a follow-up survey of graduates.</p> <p>6(c) The teacher understands how to modify the instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.</p> <p>6(d) The teacher understands how to assess student learning in applicable laboratory settings.</p> <p>FCS Knowledge</p> <p>6(a) The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.</p> <p>CTE Performance</p> <p>6(e) The teacher analyzes data about a student’s progress, including assessments, to evaluate workplace readiness.</p>	<p>FCS 3332 Lesson Plan EDUC 3308 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching</p> <p>FCS 3332 Lesson Plan EDUC 3308 Lesson Plan EDUC 4497 Student Teaching</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>6(f) The teacher provides verbal and written assessment feedback on students' classroom and/or laboratory assignments.</p> <p>6(g) The teacher modifies instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.</p> <p>FCS Performance</p> <p>6(b) The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.</p>	
<p style="text-align: center;">Standard 7 Planning for Instruction</p>	<p>CTE Knowledge</p> <p>7(a) The teacher understands state-approved career-technical secondary-to- postsecondary standards and competencies, and how these are organized in the curriculum.</p> <p>7(b) The teacher understands how to embed state-approved career-technical student organization (CTSO) activities in the curriculum.</p> <p>7(c) The teacher knows how to identify community and industry expectations and access resources.</p> <p>FCS Knowledge</p> <p>7(a) The teacher understands how to apply family and consumer sciences national standards and other resources when planning instruction.</p> <p>7(b) The teacher understands how program alignment across grade levels (6-12) and family and consumer sciences content area maximizes learning.</p>	<p>FCS 3332 Lesson Plan BED 3341,42,43 Service-Learning Project EDUC 4408 Lesson Plans EDUC 4497 Student Teaching</p>
	<p>CTE Performance</p> <p>7(d) The teacher designs instruction to meet state-approved career-technical secondary- to-postsecondary curricula and industry standards.</p>	<p>FCS 3332 Lesson Plan</p>
<p style="text-align: center;">Standard 8</p>	<p>CTE Knowledge</p>	<p>FCS 3332 Lesson Plan</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Instructional Strategies	<p>8(a) The teacher understands how to provide students with realistic occupational and/or work experiences.</p> <p>8(b) The teacher knows how to utilize education and industry professionals, and research to enhance student understanding of processes, knowledge, and safety.</p> <p>8(c) The teacher understands integration of student leadership development, community involvement, and personal growth into instructional strategies.</p> <p>8(d) The teacher understands how academic skills and advanced technology can be integrated into an occupational learning environment.</p>	BED 3341,42,43 Service-Learning Project
	<p>CTE Performance</p> <p>8(e) The teacher models ethical workplace practices.</p> <p>8(f) The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.</p> <p>8(g) The teacher integrates academic skills into each occupational area.</p> <p>8(h) The teacher uses simulated and/or authentic occupational applications of course content.</p> <p>8(i) The teacher uses experts from business, industry, and government as appropriate for the content area.</p> <p>8(j) The teacher discusses innovation and entrepreneurship in the workforce and incorporates them where possible.</p>	EDUC 4408 Lesson Plan EDUC 4497 Student Teaching
Standard 9 Professional Learning and Ethical Practice	<p>CTE Knowledge</p> <p>9(a) The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.</p> <p>9(b) The teacher understands the importance of maintaining current technical skills and seeking continual improvement.</p> <p>9(c) The teacher understands current state and federal guidelines and regulations related to career-technical education requirements.</p>	EDUC 4408 Lesson Plan EDUC 4497 Student Teaching FCS 3332 Lesson Plan

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>CTE Performance 9(d) 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. 9(e) The teacher participates in continual relevant professional development activities through involvement with local, state, and national career and technical organizations.</p>	EDUC 4408 Lesson Plan EDUC 4497 Student Teaching FCS 3332 Reflection
<p style="text-align: center;">Standard 10 Leadership and Collaboration</p>	<p>CTE Knowledge 10(a) The teacher understands the role technical advisory committees play in continuous program improvement. 10(b) The teacher understands the importance of using industry experts to develop and validate occupational skills. 10(c) The teacher understands the importance of professional organizations within the content and occupational areas. 10(d) The teacher understands career-technical education advanced opportunities. 10(e) The teacher understands the local, state, and national opportunities of state- approved career-technical student organizations (CTSO).</p>	FCS 3332 Lesson Plan BED 3341,42,43 Service-Learning Project
	<p>CTE Performance 10(f) The teacher participates with technical advisory committees for program development and improvement. 10(g) The teacher cooperates with educators in other content areas to develop instructional strategies and to integrate learning. 10(h) The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.</p>	FCS 3332 Lesson Plan BED 3341,42,43 Service-Learning Project
<p style="text-align: center;">Standard 11 Safety</p>	<p>CTE Knowledge 11(a) The teacher understands how to safely handle and dispose of waste materials. 11(b) The teacher understands how to care for, inventory, and maintain materials and equipment.</p>	FCS 2229 Exams, Course Assignment(s) FCS 3314 Chapter Assignment FCS 3332 Lesson Plan

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>11(c) The teacher understands safety contracts and operation procedures.</p> <p>11(d) The teacher understands legal safety issues related to the program area.</p> <p>11(e) The teacher understands safety requirements necessary to conduct laboratory and field activities.</p> <p>11(f) The teacher understands time and organizational skills in laboratory management.</p> <p>11(g) The teacher is aware of safety regulations at school and work sites.</p>	
	<p>CTE Performance</p> <p>11(h) The teacher ensures that facilities, materials, and equipment are safe to use.</p> <p>11(i) The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.</p> <p>11(j) The teacher demonstrates effective management skills in the classroom and laboratory environments.</p> <p>11(k) The teacher models and reinforces effective work and safety habits.</p>	<p>EDUC 4408 Lesson Plans EDUC 4497 Student Teaching</p>
<p style="text-align: center;">Standard 12 Career Readiness</p>	<p>CTE Knowledge</p> <p>12(a) The teacher understands workplace employability skills and related issues.</p> <p>12(b) The teacher understands the issues of balancing work and personal responsibilities.</p> <p>12(c) The teacher understands how to promote career awareness.</p>	<p>FCS 4431 Research FCS 4435 Quiz(s)</p>
	<p>CTE Performance</p> <p>12(d) The teacher designs instruction that addresses employability skills and related workplace issues.</p> <p>12(e) The teacher discusses how to balance demands between work and personal responsibilities.</p>	<p>FCS 3332 Lesson Plan FCS 4431 Recorded Presentation FCS 4435 Final Project</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	12(f) The teacher provides opportunities for career awareness and exploration.	

Section II: New Program Course Requirements

BED 3341,42,43 Leadership in Career-Technical Student Organization (CTSO) (3)

CTE 4401 Foundations of Career-Technical Education (3)

FCS 3314 Interior Design & Housing Perspectives (3)

FCS 3332 Programs in Family & Consumer Sciences (3)

FCS 2209 Early Childhood Environments (3)

NTD 2239 Nutrition (3)

NTD 2205 Foods and Meal Management (3)

and NTD 2205L Foods and Meal Management Lab (1)

FCS 4435 Relationships with Families (3)

One course from:

FCS4431 Consumer Economics (3)

or

FCS 4470 Family Resource Management (3)

One course from:

FCS 2229 Textile Products (3)

or

FCS 4429 Social / Psychological Aspects of Clothing (3)

***EDUC 2201 Human Development (3) is an FCS program requirement but is also required within the Core Teacher Education Program. I have included it in the knowledge and performance standards and coursework, the credit requirement is already met through the core requirements.

College Chair/Director/Dean (Institution): Mark W. Neill

Date: 5/23/2019

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

Date: _____

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ATTACHMENT 2

**Idaho State University - Coursework Alignment Matrix
Career Technical and Family Consumer Sciences Standards**

Standard	Knowledge Performance	Indicator	Course	Artifact	Course	Artifact	Course	Artifact
CTE 3	K	3a	EDUC 3308	Lesson Plan	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching
CTE 4	K	4a	FCS 2209	Child Guidance Plan	FCS 2229	Exam Sewing Swatches	FCS 3332	Project
			NTD 2205	Exam	NTD 2239	Exam	FCS 3314	Exam
		4a	FCS 4429	Exam, Research Paper				
	K	4b	FCS 1100	Project	FCS 3314	Exam	FCS 3332	Project
	K	4c	FCS 3332	Project	FCS 1100	Project		
	K	4d	CTE 4401	Philosophy Paper				
	K	4e	FCS 1100	Project	BED 3341,42,43	Service Learning Project		
	P	4f	FCS 3332	Delivery of Project	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	P	4g	FCS 3332	Delivery of Project	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	P	4h	BED 3341, 42,43	Service-Learning Project	FCS 3314	FCCLA Star Event		
	P	4i	FCS 3332	Project				
	P	4j	EDUC 4408	Teaching	EDUC 4497	Student Teaching		
	P	4k	FCS 3332	Delivery of Project	EDUC 4408	Teaching	EDUC 4497	Student Teaching
FCS 4	K	4a	FCS 2209	Child Guidance Plan	EDUC 2201	Core TES		
	K	4b	FCS 1100	Project				
	K	4c	EDUC 2204	Core TES				
	K	4d	EDUC 2204	Core TES	EDUC 2201	Core TES		
	K	4e	EDUC 2201	Core TES				
	K	4f	NTD 2205	Exam	NTD 2239	Exam		
	K	4g	FCS 2229	Exam Sewing Swatches				
	K	4h	FCS 3314	Exam				
	K	4i	FCS 4431	Project	FCS 4470	Project	FCS 4435	Project
	K	4j	FCS 4435	Project				
	K	4k	FCS 1100	Project				
	K	4l	FCS 3332	Project	EDUC 2204	Core TES		
	K	4m	BED 3341,42,43	Service-Learning Project	FCS 3332	Delivery of Project		
	K	4n	FCS 1100	Project				
	P	4o	BED 3341,42,43	Service-Learning Project	EDUC 4408	Teaching	EDUC 4497	Student Teaching
			FCS 3332	Delivery of Project				

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Standard	Knowledge Performance	Indicator	Course	Artifact	Course	Artifact	Course	Artifact
	P	4p	FCS 2209	Child Guidance Plan	EDUC 2201	Core TES	EDUC 2204	Core TES
	P	4q	FCS 2209	Child Guidance Plan	EDUC 2201	Core TES		
	P	4r	NTD 2205	Lab Analysis				
	P	4s	FCS 4429	Style Project, Closet	FCS 2229	Construction Project		
	P	4t	FCS 3314	Exam	FCS 3314	FCCLA Star Event		
	P	4u	FCS 4431	Project	FCS 4470	Project	FCS 4435	Project
	P	4v	FCS 4431	Project	FCS 4470	Project		
CTE 6	K	6a	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	K	6b	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	K	6c	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	K	6d	FCS 3332	Lesson Plan				
	P	6e	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	P	6f	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	P	6g	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
FCS 6	K	6a	EDUC 3308	Teaching	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	P	6b	FCS 3332	Delivery of Project	EDUC 4408	Teaching	EDUC 4497	Student Teaching
			EDUC 3308	Teaching				
CTE 7	K	7a	FCS 3332	Lesson Plan				
	K	7b	FCS 3332	Lesson Plan				
	K	7c	BED 3341,42,43	Service-Learning Project	EDUC 4408	Teaching	EDUC 4497	Student Teaching
	P	7d	FCS 3332	Lesson Plan				
FCS 7	K	7a	FCS 3332	Lesson Plan				
	K	7b	FCS 3332	Lesson Plan	FCS 3332	Project		
	P	7d	FCS 3332	Lesson Plan	EDUC 4408	Teaching	EDUC 4497	Student Teaching
CTE 8	K	8a	BED 3341,42,43	Service-Learning Project	FCS 3332	Delivery of Project		
	K	8b	BED 3341,42,43	Service-Learning Project	FCS 3332	Delivery of Project		
	K	8c	BED 3341,42,43	Service-Learning Project	FCS 3332	Delivery of Project		
	K	8d	BED 3341,42,43	Service-Learning Project	FCS 3332	Delivery of Project		
	P	8e	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	8f	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	8g	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	8h	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	8i	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		

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Standard	Knowledge Performance	Indicator	Course	Artifact	Course	Artifact	Course	Artifact
	P	8j	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
CTE 9	K	9a	FCS 3332	Lesson Plan	EDUC 4497	Student Teaching		
	K	9b	FCS 3332	Lesson Plan	EDUC 4497	Student Teaching		
	K	9c	FCS 3332	Lesson Plan	EDUC 4497	Student Teaching		
	P	9d	FCS 3332	Reflection	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching
	P	9e	FCS 3332	Reflection	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching
CTE 10	K	10a	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	K	10b	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	K	10c	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	K	10d	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	K	10e	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	P	10f	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	P	10g	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
	P	10h	BED 3341,42,43	Service-Learning Project	FCS 3332	Lesson Plan		
CTE 11	K	11a	FCS 3332	Lesson Plan				
	K	11b	FCS 3314	Project	FCS 3332	Lesson Plan		
	K	11c	FCS 3332	Lesson Plan	FCS 2229	Exams, Course Assignments		
	K	11d	FCS 3332	Lesson Plan				
	K	11e	FCS 3332	Lesson Plan				
	K	11f	FCS 3332	Lesson Plan				
	K	11g	FCS 3332	Lesson Plan				
	P	11h	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	11i	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	11j	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
	P	11k	EDUC 4408	Lesson Plan	EDUC 4497	Student Teaching		
CTE 12	K	12a	FCS 4431	Research	FCS 4435	Quiz		
	K	12b	FCS 4431	Research	FCS 4435	Quiz		
	K	12c	FCS 4431	Research	FCS 4435	Quiz		
	P	12d	FCS 3332	Plans	FCS 4431	Recorded Presentation	FCS 4435	Final Project
	P	12e	FCS 3332	Plans	FCS 4431	Recorded Presentation	FCS 4435	Final Project
	P	12f	FCS 3332	Plans	FCS 4431	Recorded Presentation	FCS 4435	Final Project

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

University of Idaho; Proposed Theater Arts (5-9 or 6-12) Endorsement Program

REFERENCE

February 2014	Board accepted the Professional Standards Commission recommendation and accepted the state team report and provided approval of a content area programs at the University of Idaho.
August 2014	Board accepted the Professional Standards Commission recommendation and conditionally approved the University of Idaho new programs for the Online Teaching Endorsement and English as a New Language Endorsement.
June 2017	Board accepted the Professional Standards Commission recommendation and accepted the state team focus visit report and recommendation for full approval of the University of Idaho's Teacher Librarian preparation 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

During its September 2019 meeting, the Standards Committee of the Professional Standards Commission (PSC) conducted a New Program Approval Desk Review of the Secondary Education Drama Teaching program proposed by University of Idaho (UI). Through the comprehensive presentation, the Standards Committee gained a clear understanding that all of the state standards would be met through the proposed program, resulting in a Theater Arts (5-9 or 6-12) endorsement.

During its September 2019 meeting, the full PSC voted to recommend Conditional Approval of the proposed Secondary Education Drama Teaching program through UI. With this Conditionally Approved status, UI may admit candidates to the program, which meets the requirements of the Theater Arts (5-9 or 6-12) endorsement. This new program will be re-visited during the next regularly scheduled review.

**CONSENT
DECEMBER 18, 2019**

IMPACT

This new program will enable UI to prepare educators who seek an endorsement to teach Theater Arts in grades 5-9 or 6-12 in Idaho schools.

ATTACHMENTS

Attachment 1 – UI Secondary Education Drama Teaching 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 meet the Idaho core teaching standards, to teach the state content standards for their applicable subject areas, and are up-to-date on best practices in various teaching methodologies. The state standards include standards for technology and reading/literacy instruction for all teachers, K-12.

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.

Staff recommends approval of the programs as recommended by the Commission.

CONSENT
DECEMBER 18, 2019

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Theater Arts (5-9 or 6-12) endorsement program offered through the University of Idaho as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Proposed Secondary Education Drama Teaching Minor
20 credit hours
(revised July 2018)

5 credits of Communications Courses

COMM 101: Fundamentals of Public Speaking	2 credits
COMM 111: Introduction to Communication Studies	3 credits

16 credits of proposed Theatre Courses (new curriculum):

THE 101: Introduction to Theatre	3 credits
THE 102: Introduction to Design	3 credits
THE 105: Basics of Performance	3 credits
THE 103: Theatre Technology I	3 credits
THE 471: Directing I	3 credits

Theatre and Comm Courses 20 credits

Theater Arts (5-9 or 6-12). **Twenty (20) semester credit hours** leading toward competency as defined by Idaho Standards for Theater Arts Teacher, including coursework in each of the following areas: **acting and directing**, and a minimum of **six (6) semester credits in technical theater/stagecraft**. To obtain a Theater Arts (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theater.

Methods courses are not listed in UI endorsement requirements. They are embedded in degree requirements. Individuals seeking this endorsement will be required to take EDCI 436: Secondary Arts Methods, which includes the pedagogy of acting, directing, and technical theater.

Indicator	Theatre Arts Class and Assignment (for assessment)
Standard 4: Content Knowledge	
Knowledge	
1. The teacher knows the history of theatre as a form of entertainment and as a reflection of culture and society influence.	THE 101: Exams on textbook reading assignments, lecture
2. The teacher knows the basic history, theories, and processes of playwriting, acting, and directing.	THE 101: Exams on play reading assignments
3. The teacher understands technical theatre/stagecraft is an essential component of theatre arts.	THE 101: Exams on textbook reading assignments THE 102: Inspiration boards, research materials, preliminary sketches THE 105: Acting exercises and scene studies
Performance	
1. The teacher demonstrates proficiency in all aspects of technical theatre/stagecraft.	THE 103: Scenery and prop construction projects; hand and focus participation; running crew responsibilities (includes Practicum course)
2. The teacher demonstrates proficiency in all aspects of performance	THE 471: Audition, rehearsal and direction of a ten-minute play
Standard 5: Application of Content	
Performance	
1. The teacher demonstrates the ability to direct shows for public performance.	THE 471: Audition, rehearsal and direction of a ten-minute play
2. The teacher demonstrates the ability to employ all aspects of technical theatre/stagecraft to build a show for public performance.	THE 103: Scenery and prop construction projects; hand and focus participation; running crew responsibilities
Standard 9: Professional Learning and Ethical Practice	
Performance	
1. Teacher demonstrates the ability to secure performance rights for various forms of productions.	THE 471: Audition, rehearsal and direction of a ten-minute play
Standard 11: Safety and Management	
Knowledge	

1. The teacher understands how to safely operate and maintain the theatre facility.	THE 103: Exams, quizzes and lab participation; instrument hang and focus
2. The teacher understands how to safely operate and maintain technical theatre equipment.	THE 103: Scenery and prop construction projects; instrument hang and focus
3. The teacher understands OSHA and safety standards specific to theatre arts.	THE 103: Exams, quizzes, and lab participation; instrument hand and focus
4. The teacher understands how to safely manage the requirements unique to theatre arts.	THE 471: Audition, rehearsal and direction of a ten-minute play
Performance	
1. The teacher can safely operate and maintain the theatre facility.	THE 103: Exams, quizzes and lab participation; instrument hang and focus
2. The teacher can safely operate and maintain technical theatre equipment.	THE 103: Scenery and prop construction projects; instrument hang and focus
3. The teacher employs OSHA and safety standards specific to theatre arts.	THE 103: Exams, quizzes, and lab participation; instrument hand and focus
4. The teacher can safely manage the requirements unique to the theatre arts.	THE 471: Audition, rehearsal and direction of a ten-minute play

Signature of College Chair/Director/Dean		Date	9/5/19
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Director of Teacher Education

**CONSENT
DECEMBER 18, 2019**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates

REFERENCE

December 2018	Board reviewed and approved twenty-two (22) provisional certificates for the 2018-19 school year.
February 2019	Board reviewed and approved forty-eight (48) provisional certificates for the 2018-19 school year.
April 2019	Board approved seven (7) provisional certificates for the 2018-19 school year.
April 2019	Board approved Department requests for clarification to provisional certification process.
June 2019	Board reviewed twelve (12) provisional certificates for the 2018-19 school year and approved eleven (11).
August 2019	Board reviewed four (4) provisional certificates, three (3) for the 2018-19 school year and one (1) for the 2019-20 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 3: Educational Attainment, Objective C: Access

BACKGROUND/DISCUSSION

Twenty Four (24) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring districts salary based apportionment.

Boise Independent School District #1

Applicant Name: Heather Bullington

Content & Grade Range: Career Technical Education (CTE) Occupational Specialist (OS) – Business Management/Finance 6-12 and CTE – Business Technology Education 6-12

Certified: Standard Occupational Specialist with Work-Based Learning Coordinator endorsement.

Declared Emergency: July 8, 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

CONSENT
DECEMBER 18, 2019

Summary of Recruitment Efforts: Applicant is already a certified CTE teacher in the Boise School District. An employee that retired left and the district was unable to offer Personal Business Finance and Business Law/Ethics. With declining enrollment, we could not justify hiring a full-time position. The additional endorsements were needed to round out this employee's schedule and to provide additional opportunities for students at Capital High School. As a result, the candidate was asked if they would teach the classes for the 2019-20 school year. Reviewed by Kristi Enger, Division of Career Technical Education, prior to review by the Professional Standards Commission (PSC).

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Boise Independent School District's request for Heather Bullington without reservation.

Boise Independent School District #1

Applicant Name: Bartholomew Mestelle

Content & Grade Range: Natural Science 6-12

Certified: Interim Out-of-State - Chemistry 6/12

Declared Emergency: August 12, 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were four applicants and three interviews. This is a one year position for an employee that is on a leave of absence, causing limited applicants. This candidate was the best option and had experience teaching both Advanced Placement (AP) and University setting courses. This candidate has no plan or route that will lead to certification.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Boise Independent School District's request for Bartholomew Mestelle without reservation.

Boise Independent School District #1

Applicant Name: Brittany Zeigler

Content & Grade Range: Mathematics 6-12

Degree: BA, Elementary Education 5/2019

Declared Emergency: August 12, 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were zero applicants and zero interviews. The position was posted at part-time mathematics and part-time dance teacher. This candidate has no plan or route that will lead to certification.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Boise Independent School District's request for Brittany Ziegler without reservation.

Caldwell School District #132

Applicant Name: Chad Lawson

Content & Grade Range: All Subjects K-8

Degree: 129 semester college credits

CONSENT
DECEMBER 18, 2019

Declared Emergency: August 12, 2019, Caldwell School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were 36 applicants and 10 interviews. The employee that held this position 2018-19 school year was unable to meet the requirements for certification by September 1. Mr. Lawson was a late hire. He is scheduled to graduate with his bachelor's degree at the end of August and will enroll in ABCTE.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Caldwell School District's request for Chad Lawson without reservation.

Cassia Joint School District #151

Applicant Name: Kaylen Anderson

Content & Grade Range: All Subjects K-8

Degree: 76 semester college credits

Declared Emergency: August 15, 2019, Cassia Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were three applicants and two interviews. Of the three, one had no education or experience, the next was teaching in California and could not guarantee that she could move prior to the beginning of school, the third applicant was selected. This applicant is enrolled in an educator preparation program at Western Governors University (WGU) for Special Education. The previous teacher was moved to another building the last week of July.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Cassia Joint School District's request for Kaylen Anderson without reservation.

Cassia Joint School District #151

Applicant Name: Grace Campos

Content & Grade Range: English as a Second Language K-12 and All Subjects K-8

Degree: AA, Liberal Arts 5/2014

Declared Emergency: August 15, 2019, Cassia Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: This is Cassia Joint School District and Grace's third request for a provisional certificate. Grace enrolled in WGU for Interdisciplinary Studies (All Subjects K/8) and will add the ESL endorsement. She is frustrated with the program and will contact WGU to possibly change to BA program only. If she is able to convert, she will contact CSI to discuss enrolling in their program for All Subject K/8 and ESL K/12. There were six applicants and two interviews. Ms. Campos is enrolled in WGU in BA teacher prep program and is scheduled to start her student teaching in the Fall 2020. She has 13 years experience in migrant/ESL.

PSC Review: The PSC Committee Authorizations Committee met September 19, 2019 and recommends that this is the final Emergency Provisional Authorization

CONSENT
DECEMBER 18, 2019

for these endorsement areas and she will need to have a plan for endorsement areas for a future Alternative Authorization - Content Specialist.

Cassia Joint School District #151

Applicant Name: Tammy Cooper

Content & Grade Range: Health 6-12

Degree: AA, General Studies 7/2018

Declared Emergency: August 15, 2019, Cassia Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were five applicants and one interview. The health teacher retired and additional computer application classes are needed to accomodate the large incoming freshman class. This candidate has no plan or route that will lead to certification.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Cassia Joint School District's request for Tammy Cooper without reservation.

Cassia Joint School District #151

Applicant Name: Angela Solis

Content & Grade Range: All Subjects K-8

Degree: AA, Nursing 5/2016

Declared Emergency: September 19, 2019, Cassia Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were four applicants and four interviews. Angela was the closest to being qualified for the position. This applicant is enrolled in an educator preparation program at Grand Canyon University for Elementary Education.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Cassia Joint School District's request for Angela Solis without reservation.

Hansen School District #415

Applicant Name: James Rife

Content & Grade Range: Mathematics 6-12

Degree: 63 semester college credits

Declared Emergency: September 16, 2019, Hansen School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was one applicant and two interviews. With only one applicant for the opening, the committee felt that after interviewing the one candidate that they should pursue Mr. Rife. Mr. Rife is excited for the opportunity and is enrolled in CSI in order to complete his associates degree. This candidate has no plan or route that will lead to certification..

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Hansen School District's request for James Rife without reservation.

**CONSENT
DECEMBER 18, 2019**

Idaho Arts Charter #795

Applicant Name: Fauna Woehlke

Content & Grade Range: All Subjects K-8

Certified: Expired Interim Out-of-State – All Subjects K-8

Declared Emergency: August 19, 2019, Idaho Arts Charter Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants. The district was unaware that the candidate did not complete the interim certificate requirements prior to it expiring of ICLC/ICLA, MTI/TMT and #5001 Praxis II.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Idaho Art Charter's request for Fauna Woehlke without reservation.

Lakeland Joint School District #272

Applicant Name: Matthew Schug

Content & Grade Range: Mathematics 6-12

Certified: Expired Interim ABCTE – Mathematics 6-12

Declared Emergency: July 27, 2019, Lakeland Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants. The district was unaware that the candidate did not complete the interim certificate requirements prior to it expiring for his mentor component.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Lakeland Joint School District's request for Matthew Schug without reservation.

McCall-Donnelly Joint School District #421

Applicant Name: Janell Hodsdon

Content & Grade Range: English 6-12

Certified: Standard Instructional Certificate with Health 6-12 and PE K-12 endorsements.

Declared Emergency: August 12, 2019, McCall-Donnelly Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were six applicants and two interviews. This position was posted twice. The initial candidate withdrew from the position. Janell was part of the second selection process. This candidate has no plan or route that will lead to certification.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends McCall-Donnelly Joint School District's request for Janell Hodsdon without reservation.

Minidoka County Joint School District #331

Applicant Name: Laree Cook

Content & Grade Range: All Subjects K-8

Degree: BS, Horticulture 12/2009

**CONSENT
DECEMBER 18, 2019**

Declared Emergency: August 12, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were eight applicants and five interviews for three elementary openings. The candidate is enrolled in ABCTE, but was unable to qualify on the Uniform Standard for Evaluating Content Competency and has not met the content or pedagogy assessment requirement for an alternate route to certification.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Laree Cook without reservation.

Minidoka County Joint School District #331

Applicant Name: Katelyn Fennell

Content & Grade Range: All Subjects K-8

Degree: BA, Child Development 4/2018

Declared Emergency: July 18, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were three elementary positions available and eight candidates applied. Of the eight candidates, only three were certified. Two certified applicants were hired in addition to Katelyn. She is enrolled in ABCTE, but was unable to qualify on the Uniform Standard for Evaluating Content Competency and has not met the content or pedagogy assessment requirement for an alternate route to certification.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Katelyn Fennell without reservation.

Minidoka County Joint School District #331

Applicant Name: Jessica Gill

Content & Grade Range: All Subjects K-8

Degree: 84 semester college credits

Declared Emergency: August 12, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were 16 applicants and four interviews for three elementary openings. Of the applicants, only three were certified, two of which had poor references and one did not return the phone call for an interview. This applicant is enrolled in an educator preparation program at Western Governors University for Special Education.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Jessica Gill without reservation.

Minidoka County Joint School District #331

Applicant Name: Miranda Jones

Content & Grade Range: All Subjects K-8

Degree: 66 semester college credits

**CONSENT
DECEMBER 18, 2019**

Declared Emergency: July 15, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were three applicants and one interview. Of the three, only one was certified, but the references were not favorable. The previous teacher turned in her resignation 7/1/19. The position was posted that day and stayed open until July 10, 2019. The July 15 board meeting is the last regular meeting to hire staff prior to the first teacher contract date of August 14. This candidate has no plan or route that will lead to certification.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Miranda Jones without reservation.

Minidoka County Joint School District #331

Applicant Name: Travis Kent

Content & Grade Range: CTE OS – General Engineering (PLW) 6-12 and CTE OS – Drafting 6-12

Certified: Standard Instructional certificate with a Mathematics 6-12 endorsement

Declared Emergency: June 17, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: He held an interim certificate but failed to meet the requirements for Occupational Specialist endorsements of Electronic Technology, Electromechanical Technology, Manufacturing Technology, Computer Assisted Production, Electrical Technology, Drafting, Industrial Electronics and General Engineering (PLW) 6/12. Emergency area of need declared by the school board October 21, 2019. There were no applicants for this position as he was previously certified. Reviewed by Kristi Enger prior to review by the PSC.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Travis Kent without reservation.

Minidoka County Joint School District #331

Applicant Name: Kelsi Sagers

Content & Grade Range: All Subjects K-8

Degree: BA, University Studies, 4/2013

Declared Emergency: September 15, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were eight applicants and three interviews for three elementary openings. The candidate is enrolled in the CSI non-traditional route educator preparation program, but was unable to qualify on the Uniform Standard for Evaluating Content Competency (Board approved assessment).

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Kelsi Sagers without reservation.

**CONSENT
DECEMBER 18, 2019**

Minidoka County Joint School District #331

Applicant Name: Allison Stevenson

Content & Grade Range: All Subjects K-8

Degree: 65 semester college credits

Declared Emergency: August 12, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were 16 applicants and four interviews for three elementary openings. Of the applicants, only three were certified, two of which had poor references and one did not return the phone call for an interview. This applicant is enrolled in an educator preparation program at Western Governors University for All Subjects K/8.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Allison Stevenson without reservation.

Minidoka County Joint School District #331

Applicant Name: Mary Williams

Content & Grade Range: School Counselor K-12

Certified: All Subjects K/8, Natural Science 5/9 and Principal Pre-K/12

Declared Emergency: August 12, 2019, Minidoka County Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were five applicants and four interviews. One candidate was hired June 17, 2019 and then declined the position July 10, 2019. There were only two applicants the second time - one was hired July 24, 2019 and then declined the position August 2, 2019. There were no applicants the third time and a veteran teacher offered to take the position for one year only.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Minidoka County Joint School District's request for Mary Williams without reservation.

Payette River Technical Academy #794

Applicant Name: Eileen Bromgard

Content & Grade Range: CTE OS – Family Consumer Sciences 6-12

Degree: BS, Health and Human Services – FCS, 7/2019

Declared Emergency: August 13, 2019, Payette River Technical Academy Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: Eileen was on an Alternative Authorization - Content Specialist for 2015-16, 2016-17, 2017-18 and 2018-19. In 2015-16 she was unsure of what program to do. 2016-17 she was not accepted into the cohort at U of I. She now has only one class to take in Spring of 2020, the Praxis II and observations by U of I in order to receive her institutional recommendation. Reviewed by Kristi Enger prior to review by the PSC.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Payette River Technical Academy's request for Eileen Bromgard without reservation.

**CONSENT
DECEMBER 18, 2019**

Snake River School District #52

Applicant Name: Rebekah Zorrilla

Content & Grade Range: All Subjects K-8

Degree: BA, International Studies, 4/2018

Declared Emergency: August 21, 2019, Snake River School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were three applicants and three interviews. The Kindergarten enrollment increased over the summer and the district decided to add a specialty program to offer a Spanish immersion program to help fill the need of added enrollment and to bridge the need in the community to help students associate more in the Hispanic portion of the community. This candidate has no plan or route that will lead to certification.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Snake River School District's request for Rebekah Zorrilla without reservation.

Soda Springs School District #150

Applicant Name: Christine Hauger

Content & Grade Range: Physical Education 6-12 and Visual Arts 6-12

Degree: BA, Communications and Arts, 5/1991

Declared Emergency: June 5, 2019, Soda Springs School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. This candidate had a background in graphic arts and is a certified trainer. This candidate has no plan or route that will lead to certification.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Soda Springs School District's request for Christine Hauger without reservation.

Victory Charter School #451

Applicant Name: Laura Burns

Content & Grade Range: All Subjects K-8

Degree: AA, General Studies, 12/2011

Declared Emergency: May 24, 2019, Victory Charter School Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were three applicants and two interviews. Mrs. Burns is working on her bachelor's degree and planning on applying to ABCTE.

PSC Review: The Professional Standards Commission Authorizations Committee met September 19, 2019. The committee recommends Victory Charter School's request for Laura Burns without reservation.

IMPACT

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

**CONSENT
DECEMBER 18, 2019**

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code, “every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education....” Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years accredited college training; except in “trades and industries” (occupational fields) or emergency situations, which must be declared, the state board may authorize the issuance of provisional certificates based on not less than two (2) years of accredited college training.

Section 33-512, Idaho Code, defines substitute teachers as “as any individual who temporarily replaces a certificated classroom educator...” Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term substitute prior to requesting provisional certification for the individual. In many cases the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Requests for emergency provisional certificates after the end of the school year for funding purposes is not consistent with the requirements of Section 33-1201, Idaho Code.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Heather Bullington, Bartholomew Mestelle, Brittany Zeigler, Chad Lawson, Kaylen Anderson, Grace Campos, Tammy Cooper, Angela Solis, James Rife, Fauna Woehlke, Matthew Schug, Janell Hodsdon, Laree Cook, Katelyn Fennell, Jessica Gill, Miranda Jones, Travis Kent, Kelsi Sagers, Allison Stevenson, Mary Williams, Eileen Bromgard, Rebekah Zorrilla, Christine Hauger and Laura Burns to teach the content area and grade ranges at the specified school districts as provided herein for the 2019-2020 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**DEPARTMENT OF EDUCATION
DECEMBER 18, 2019**

TAB	DESCRIPTION	ACTION
1	DEVELOPMENTS IN K-12 EDUCATION	Information Item
2	PROFESSIONAL STANDARDS COMMISSION ANNUAL REPORT 2018-2019	Information Item
3	AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE (ABCTE) EDUCATION PREPERATION PROGRAM REVIEW: STATE PROGRAM APPROVAL REVIEW TEAM REPORT	Action Item

**DEPARTMENT OF EDUCATION
DECEMBER 18, 2019**

SUBJECT

Developments in K-12 Education

BACKGROUND/DISCUSSION

Sherri Ybarra, Superintendent of Public Instruction, will share developments in K-12 Education with the Board.

BOARD ACTION

This item is for informational purposes only.

**DEPARTMENT OF EDUCATION
DECEMBER 18, 2019**

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Professional Standards Commission Annual Report 2018-2019

REFERENCE

December 2017	Board approved Professional Standards Commission Annual Report 2016-2017
December 2018	Board approved Professional Standards Commission Annual Report 2017-2018

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1208, 33-1251, 33-1252, 33-1253, 33-1254, and 33-1258, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective A: Data Access and Transparency

BACKGROUND/DISCUSSION

Professional Standards Commission

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the State legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The PSC consists of 18 constituency members appointed for terms of three years, the membership of which is prescribed in Section 33-1252, Idaho Code:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

The PSC publishes an annual report following the conclusion of each fiscal year to advise the State Board of Education regarding the accomplishments of the commission.

**DEPARTMENT OF EDUCATION
DECEMBER 18, 2019**

IMPACT

This report advises the State Board of Education regarding the accomplishments of the Professional Standards Commission at the conclusion of each fiscal year.

ATTACHMENTS

Attachment 1 – PSC Annual Report 2018-2019

Attachment 2 – PSC Annual Report 2018-2019 Presentation

STAFF COMMENTS AND RECOMMENDATIONS

The Professional Standards Commission is established through Section 33-1252, Idaho Code. The commission is made up of 18 members appointed by the State Board of Education. Membership is made up of individuals representing the teaching profession in Idaho, including a staff person from the Department of Education and the Division of Career Technical Education. No less than seven members must be certificated classroom teachers, of which at least one must be a teacher of exceptional children and one must serve in pupil personnel services. In addition to making recommendations regarding professional codes and standards of ethics to the State Board of Education, the Commission investigates complaints regarding the violation of such standards and makes recommendations to the Board in areas of educator certification and educator preparation standards.

The Professional Standards Commission report includes the number of alternative authorizations for interim certificates that have been issued during the previous school year. Interim certificates are issued to all individuals who are approved for an alternate authorization or non-traditional route to certification. During the 2018-2019 school year there were two non-traditional preparation programs approved by the Board: American Board for Certification of Teacher Excellence (ABCTE), and Teach for America (TFA). Recently the Board has approved two new non-traditional routes to certification, one at the College of Southern Idaho and a second one at Lewis-Clark State College. Alternate Authorizations are also available for existing instructional staff as an expedited route for adding endorsements to an existing certificate or as a route for earning a new certificate, such as an administrator or pupil service staff certificate. There are four alternative authorization options educators may use to add an endorsement to an existing certificate. These include:

- Assurance from an approved educator preparation program that the individual is competent in the field they are seeking the endorsement in,
- National Board Certification in the content specific area they are seeking endorsement in,
- Earning a graduate degree in the content specific area they are seeking endorsement in, or
- Proof of competency in the content specific area through a Board approved assessment.

**DEPARTMENT OF EDUCATION
DECEMBER 18, 2019**

Alternate authorizations for certification are available through three pathways in addition to the Board-approved non-traditional routes to certification. These include:

- Teacher to New Certification – this route is available to individuals with an existing certification to add an additional certification. Examples would be a teacher with an instructional staff certificate adding an occupation specialist certificate so they could teach both career technical and non-career technical courses, or an individual with an instructional staff certificate adding a pupil service staff certificate with a school counselor endorsement. This alternative authorization should not be confused with the alternative route for adding new endorsements to an existing certificate.
- Content Specialist – this route provides an expedited route to certification for individuals who are uniquely qualified in a subject area but have not gone through a traditional educator preparation route. An example would be an individual with industry experience in a content area or has deep content knowledge, such as a degree in engineering but did not go through a traditional educator preparation program. While this route was originally used primarily for filling vacancies in emergency situations, it was amended a few years ago to recognize not all quality educators enter the classroom through a traditional route and to allow non-traditional candidates to enter the classroom while still ensuring they meet quality standards.
- Pupil Service Staff – this route provides a mechanism for school districts to fill pupil service staff positions when they cannot find someone with a correct endorsement or certification.

Individuals on any of the Alternate Routes receive an up to three-year non-renewable interim certificate. During their time on the interim certificate they must complete the requirements of their chosen alternative route preparation program. This program could range from a formal alternative route preparation program with a Board-approved educator preparation program or could be an individual agreement developed by a consortium comprised of the certificate holder, designee from an approved educator preparation program, and a representative of the school district. For the Content Specialist route, it is the responsibility of the school district to assure the individual is qualified to teach in the area of identified need and that they are making adequate annual progress toward standard certification while on the interim certificate.

BOARD ACTION

I move to accept the Professional Standards Commission 2018-2019 Annual Report as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PROFESSIONAL STANDARDS
COMMISSION**

ANNUAL REPORT

2018-2019



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INTRODUCTION

The 1972 state legislature established the Professional Standards Commission (PSC). This legislative action combined the Professional Practices Commission, established by the state legislature in 1969, with the Professional Standards Board, an advisory board appointed by the State Board of Education. The Commission consists of 18 constituency members appointed or reappointed for terms of three years:

- Secondary or Elementary Classroom Teacher (5)
- Exceptional Child Teacher (1)
- School Counselor (1)
- Elementary School Principal (1)
- Secondary School Principal (1)
- Special Education Director (1)
- School Superintendent (1)
- School Board Member (1)
- Public Higher Education Faculty Member (2)
- Private Higher Education Faculty Member (1)
- Public Higher Education Letters and Sciences Faculty Member (1)
- State Career & Technical Education Staff Member (1)
- State Department of Education Staff Member (1)

For further detail regarding the establishment and membership of the Professional Standards Commission, see Idaho Code §33-1252.

PSC Vision

The PSC will continue to provide leadership for professional standards and accountability in Idaho's schools. We will handle that responsibility with respect and in a timely fashion. We will nurture positive relationships and collaborative efforts with a wide range of stakeholders. We will be a dynamic force and a powerful voice advocating on behalf of Idaho's children.

PSC Mission

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, pre-K-12 student achievement, and improved professional practice.

Statutory Responsibilities of the Professional Standards Commission

1. "The commission shall have authority to adopt recognized professional codes and standards of ethics, conduct and professional practices which shall be applicable to teachers in the public schools of the state, and submit the same to the state board of education for its consideration and approval. Upon their approval by the state board of education, the professional codes and standards shall be published by the board."

Idaho Code §33-1254

2. "The professional standards commission may conduct investigations on any signed allegation of unethical conduct of any teacher brought by:
 - a. An individual with a substantial interest in the matter, except a student in an Idaho public school; or
 - b. A local board of trustees."

Idaho Code §33-1209

3. "The commission may make recommendations to the state board of education in such areas as teacher education, teacher certification and teaching standards, and such recommendations to the state board of education or to boards of trustees of school districts as, in its judgment, will promote improvement of professional practices and competence of the teaching profession of this state, it being the intent of this act to continually improve the quality of education in the public schools of this state."

Idaho Code §33-1258

Professional Standards Commission Membership

During the 2018-2019 academic year, the PSC met four times: November, January, March, and June. The following individuals served as members of the PSC:

Name	Agency	Member Representation
Clara Allred	Twin Falls	Special Education Administrator
Iris Chimburas	Lapwai School District #341	Elementary Classroom Teacher
Margaret Chipman, Co-Chair	Weiser School District #431	School Board Member
Steve Copmann	Cassia County School District #151	Secondary School Principal
Kathy Davis	St. Maries School District #41	Secondary Classroom Teacher
Kristi Enger	Idaho Career & Technical Education	Career & Technical Education
Mark Gorton	Lakeland School District #272	Secondary Classroom Teacher
Marjean McConnell	Bonneville School District #93	School Superintendent
Charlotte McKinney, Chair	Mountain View School District #244	Secondary Classroom Teacher
Peter McPherson	Idaho State Department of Education	Department of Education
Terah Moore	College of Idaho	Private Higher Education
Taylor Raney	University of Idaho	Public Higher Education
Tony Roark	Boise State University	Public Higher Education – Letters and Sciences
Elisa Saffle	Bonneville School District #93	Elementary School Principal
Marianne Sletteland	Potlatch School District #285	Exceptional Child Teacher
Jennifer Snow	Boise State University	Public Higher Education
Topher Wallaert	Mountain Home School District #193	Elementary Classroom Teacher
Mike Wilkinson	Twin Falls School District #411	School Counselor

Lisa Colón Durham served as administrator for the PSC from July 1, 2018 to June 30, 2019.

INTERNAL OPERATION OF THE COMMISSION

The PSC has four standing committees that have specific duties. Below is a summary of the main duties for each of the standing committees.

1. Authorizations Committee

- Reviews and makes recommendations to the PSC regarding:
 - Approval of alternative authorizations to teach, serve as an administrator, or provide pupil service staff services;
 - *Alternative Authorization – Content Specialist*: Allows a candidate who does not hold a valid Idaho credential to serve in an assignment while they work toward obtaining the applicable certificate/endorsement.
 - *Alternative Authorization – Teacher to New*: Allows a candidate who already holds a valid Idaho credential to serve in an assignment while they work toward obtaining the applicable certificate/endorsement.
 - *Alternative Authorization – Pupil Service Staff*: Allows a candidate who does not hold a valid Idaho credential to service in an assignment that requires the Pupil Service Staff Certificate while they work toward obtaining the applicable endorsement.
 - *Emergency Provisional Certificate*: Allows a candidate who does not hold a valid Idaho credential to serve in an assignment for one year that requires certification/endorsement in an emergency situation.
 - Policies and procedures for alternative authorizations;
 - The development and publishing of certification reports as needed.

2. Budget Committee

- Develops a yearly budget;
- Monitors and makes recommended revisions to the annual budget.

3. Executive Committee

- Reviews, maintains, and revises the Code of Ethics for Idaho Professional Educators as needed;
- Determines if there is probable cause to pursue discipline against a certificated educator for alleged unethical conduct.

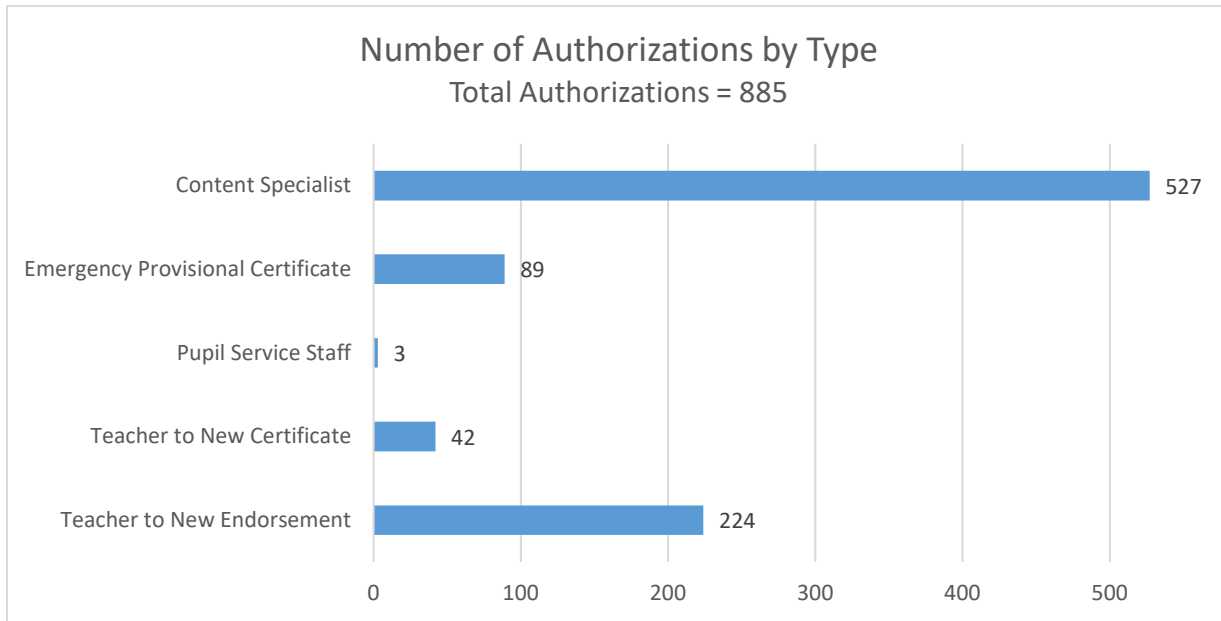
4. Standards Committee

- Develops recommendations for preservice educator standards for consideration by the State Board of Education;
- Develops and/or maintains standards and review processes for educator preparation programs including:
 - Annual review of approximately 20 percent of state educator preparation standards, certificates and endorsements;
 - Coordination of national recognition and national program accreditation (Council for the Accreditation of Educator Preparation or CAEP) along with state review to assure graduates of the program meet the state preparation standards;
- Develops and gives recommendations to the PSC for educator assessment(s) and qualifying scores;
- Develops and gives recommendations to the PSC for educator certificate and endorsement requirements for consideration by the State Board of Education.

ALTERNATIVE AUTHORIZATIONS

Local school districts, including charter schools or other educational agencies, may request approval of an alternative authorization for an individual to fill a certificated position when he/she does not presently hold an appropriate Idaho educator certificate/endorsement. The individual must have a plan that leads to certification in the assigned area.

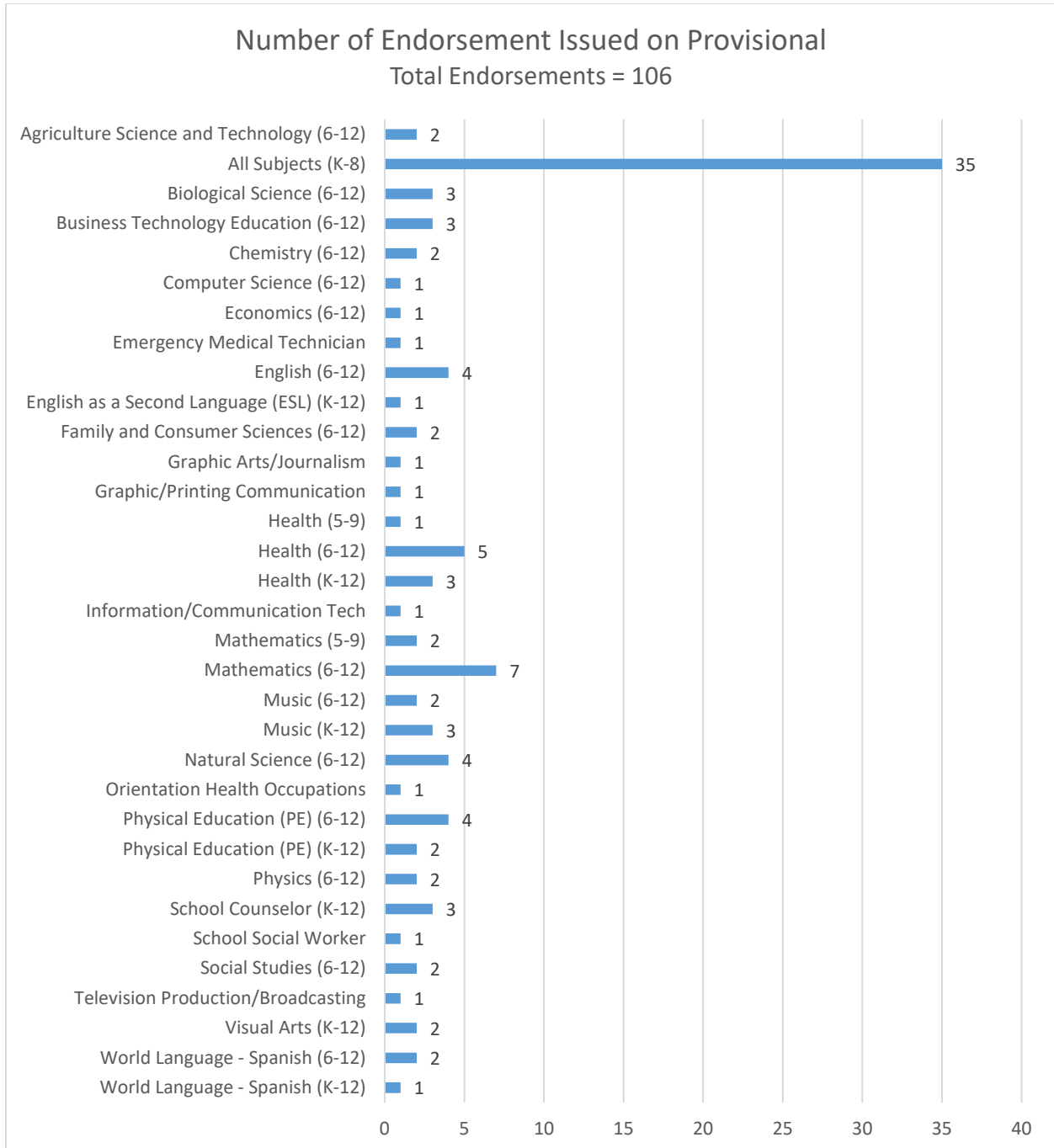
For further detail regarding alternative authorizations, see [Alternative Authorizations website](#).



There were 20,054 total certificated educators employed statewide during the 2018-2019 school year. The percentage of educators working with an alternative authorization was 4.41% percent.

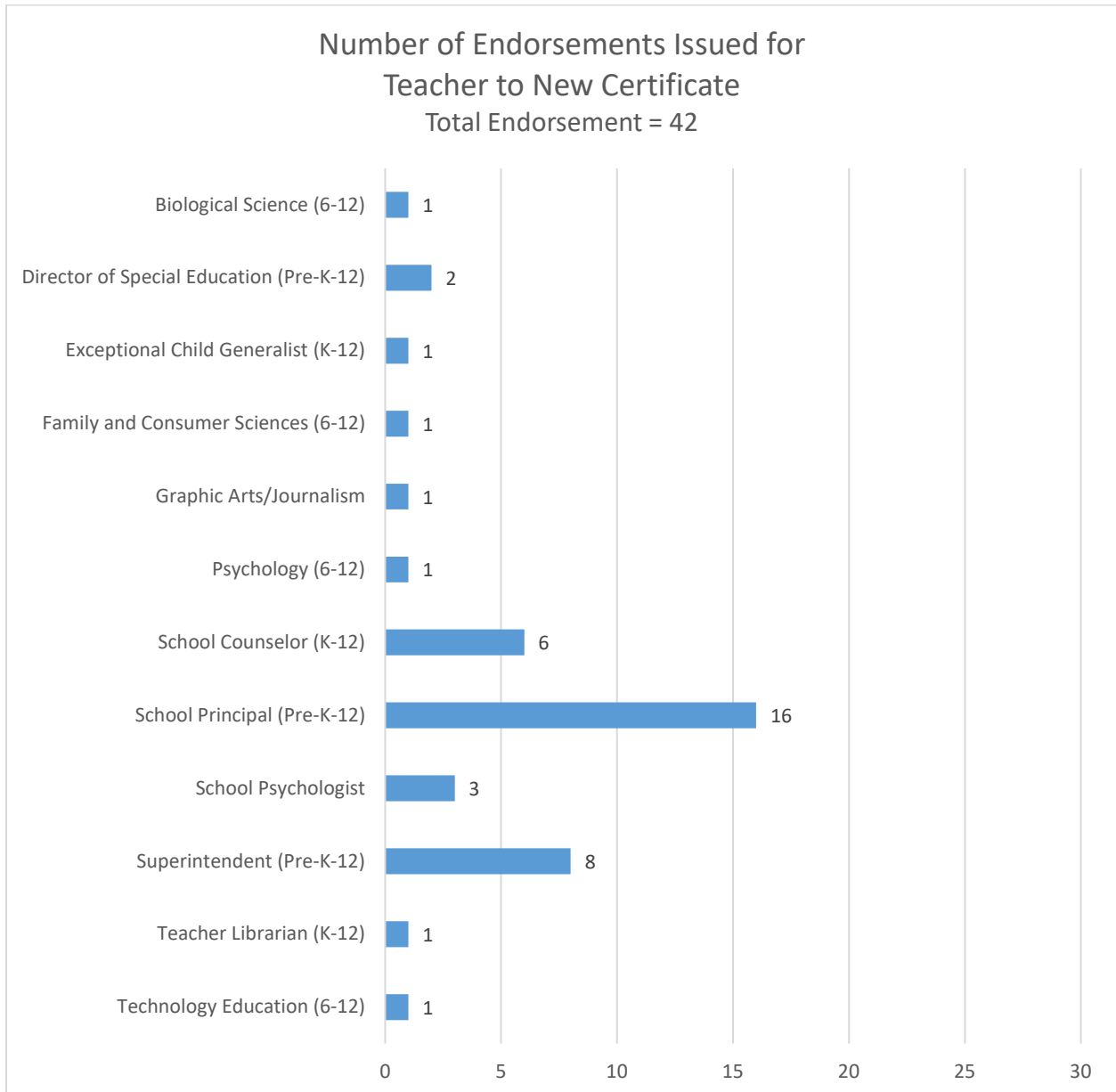
REQUESTS FOR EMERGENCY PROVISIONAL CERTIFICATE

The purpose of the Emergency Provisional Certificate is to allow an Idaho school district/charter to hire a candidate for one year who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement in an emergency situation. The district must declare an emergency and the candidate must have at least two years of college training. As per IDEA, Emergency Provisional Certificates are not permitted for special education. There were 89 Emergency Provisional Certificates with 106 total endorsements issued during the 2018-2019 school year as follows:



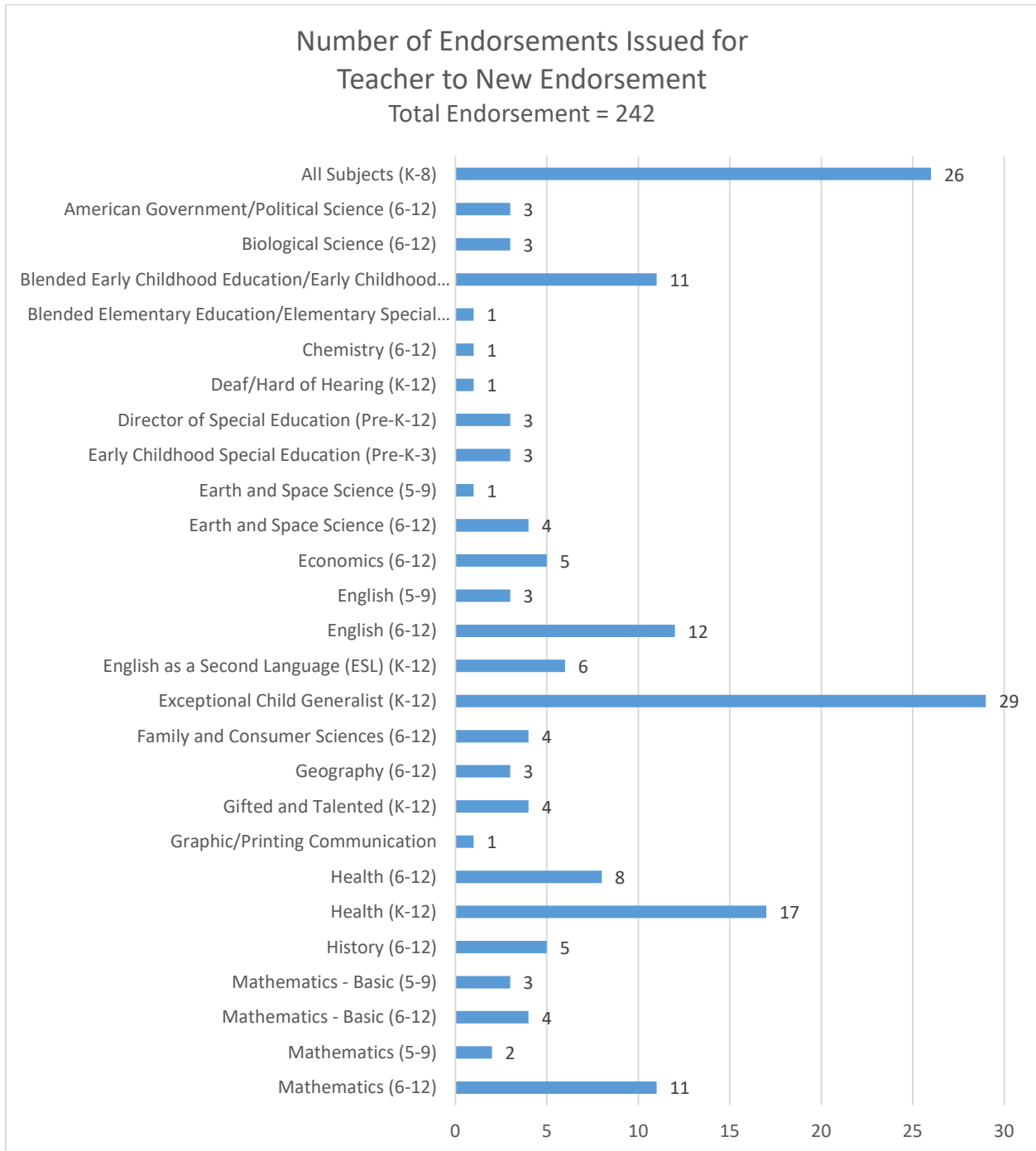
REQUESTS FOR TEACHER TO NEW CERTIFICATE AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who holds a valid Idaho credential to serve in an assignment for which the candidate does not hold the appropriate certificate and endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate and endorsement. There were 42 Teacher to New Certificate authorizations with 42 total endorsements issued during the 2018-2019 school year as follows:



REQUESTS FOR TEACHER TO NEW ENDORSEMENT AUTHORIZATIONS

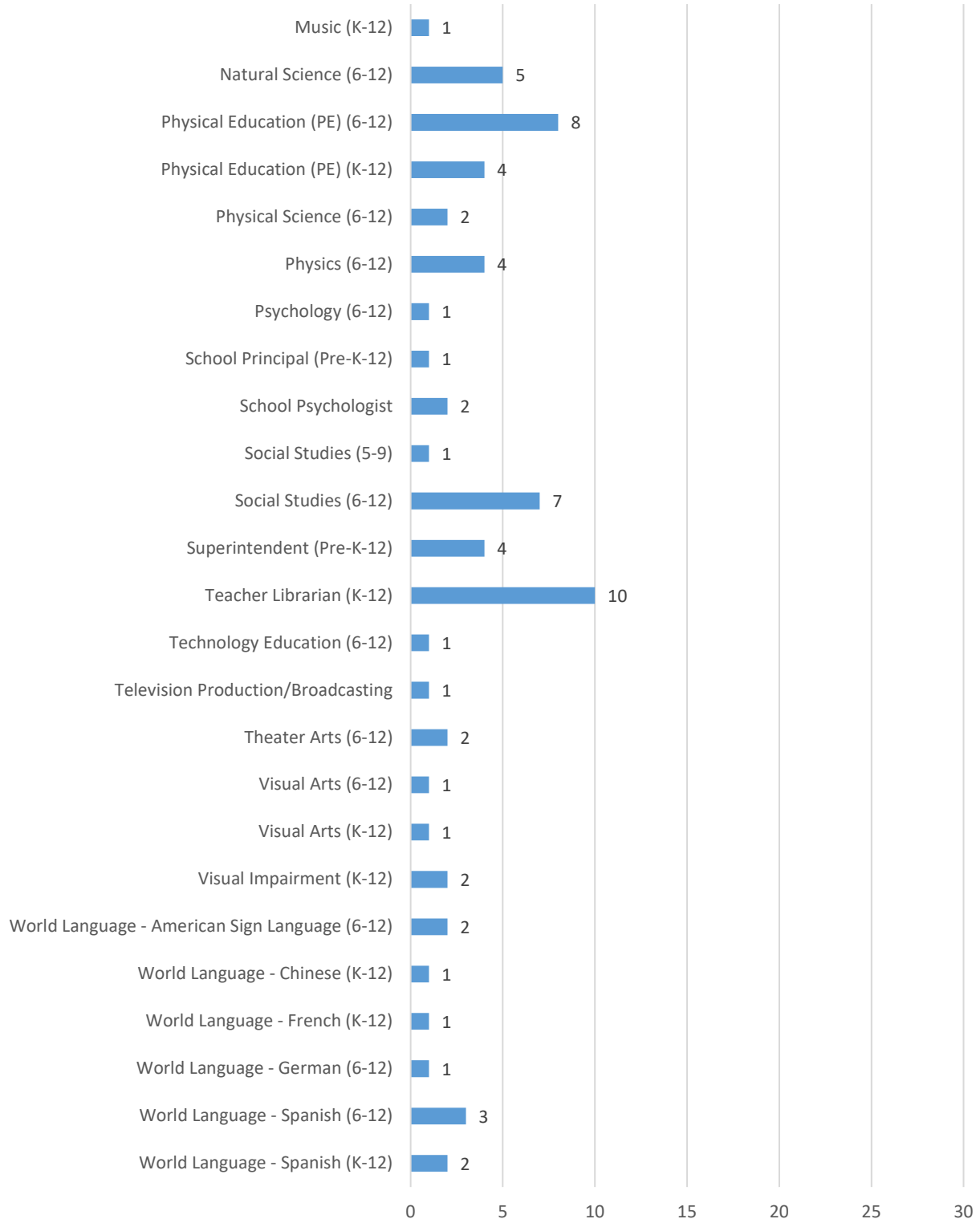
The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who holds a valid Idaho credential to serve in an assignment for which the candidate does not hold the appropriate endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable endorsement. There were 224 Teacher to New Certificate authorizations with 242 total endorsements issued during the 2018-2019 school year as follows:



Number of Endorsements Issued for
Teacher to New Endorsement

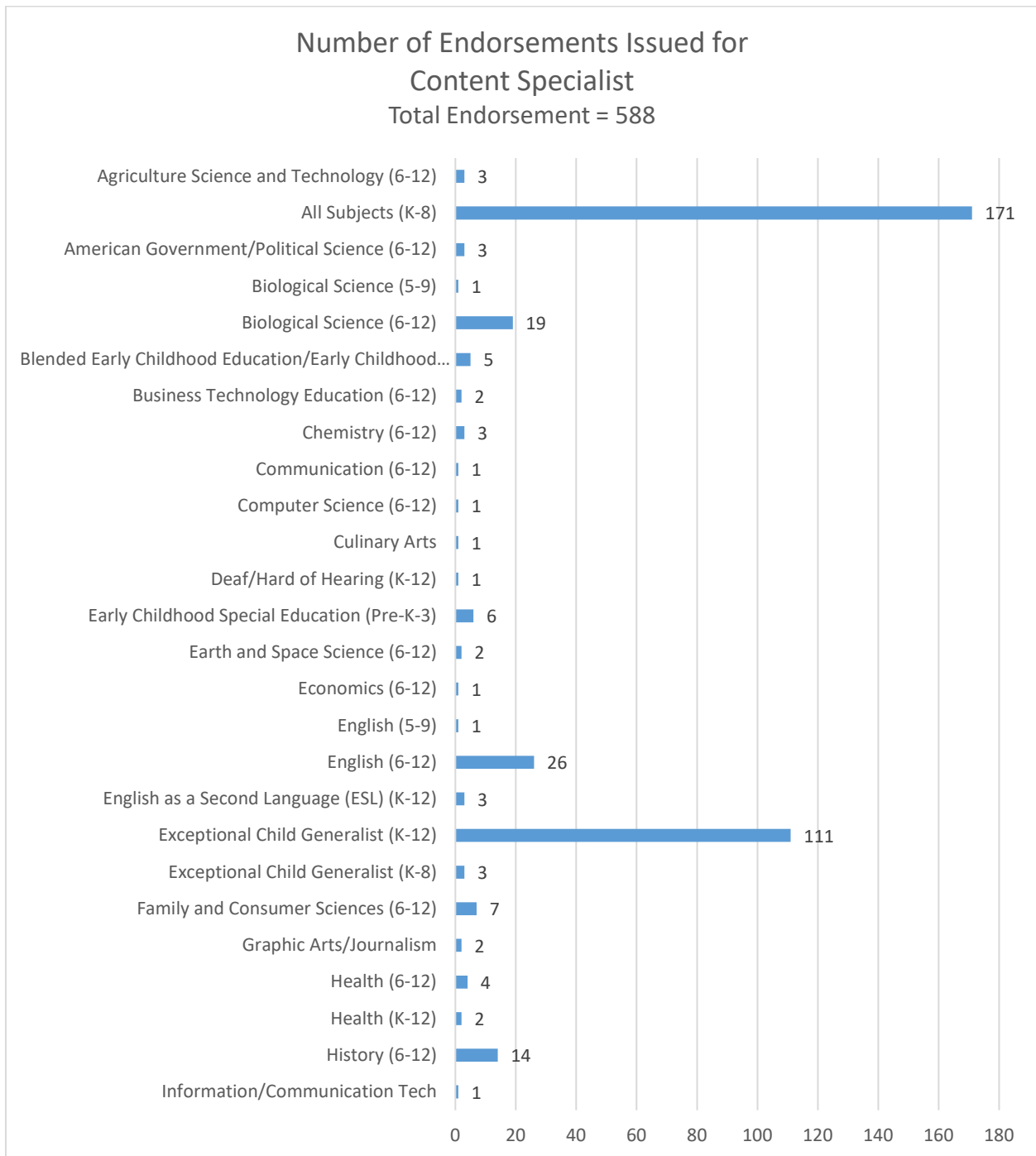
Total Endorsement = 242

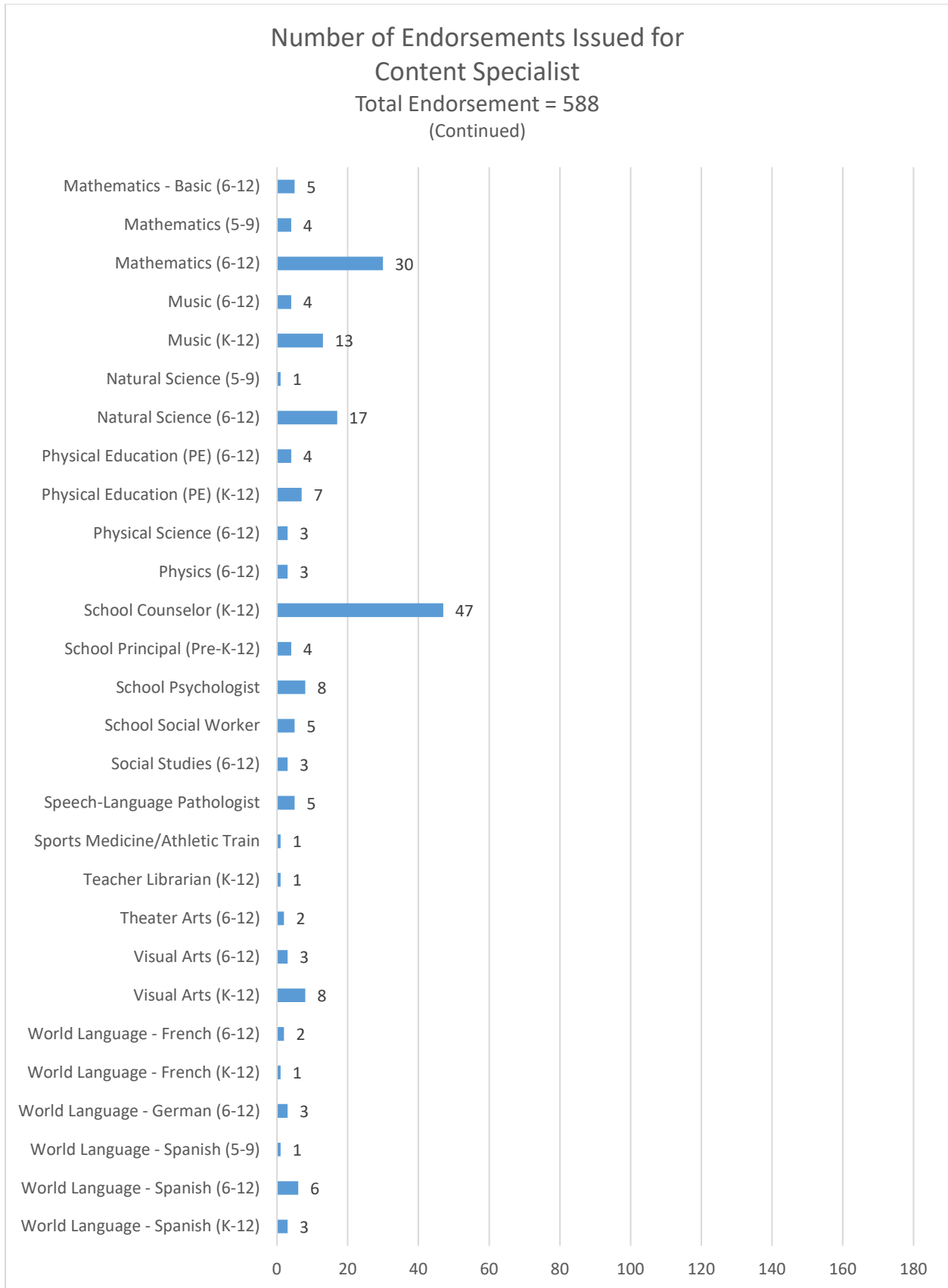
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REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

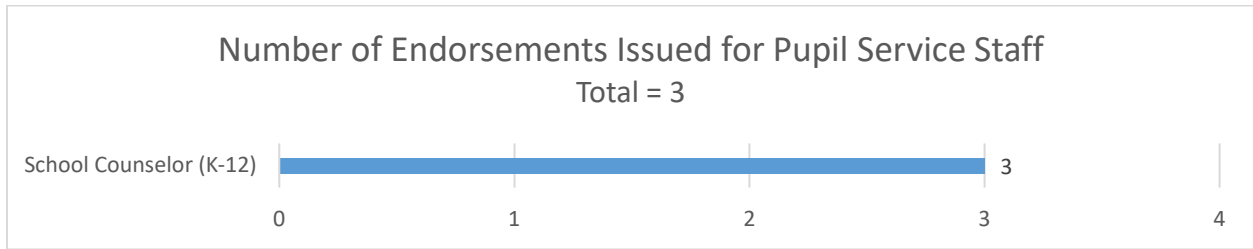
The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires certification/endorsement. The district must show that the candidate is uniquely qualified to serve in the assignment while the candidate works toward obtaining the applicable certificate/endorsement. There were 527 Content Specialist authorizations with 588 total endorsements issued during the 2018-2019 school year as follows:





REQUESTS FOR PUPIL SERVICE STAFF AUTHORIZATIONS

The purpose of this authorization is to allow an Idaho school district/charter to hire a candidate who does not hold a valid Idaho credential to serve in an assignment that requires the Pupil Service Staff Certificate. The authorization allows the candidate to serve in the assignment while working toward obtaining the Pupil Service Staff Certificate and the applicable endorsement. There were 3 Pupil Service Staff authorizations with 3 total endorsements issued during the 2018-2019 school year as follows:



EXECUTIVE COMMITTEE ACTIVITIES

Under Idaho Code §33-1208 and §33-1209, the PSC has the responsibility for suspending, revoking, issuing letters of reprimand, or placing reasonable conditions on any certificate for educator misconduct. The administrator of the PSC, in conjunction with the deputy attorney general and PSC staff, conducts a review of the written allegation using established guidelines to determine whether to open an investigation or remand the issue to the school district to resolve locally. The Executive Committee considers the allegation(s) and all additional relevant information to determine whether probable cause exists to warrant the filing of an administrative complaint. If probable cause is determined, the Executive Committee recommends disciplinary action to be taken against a certificate. Once an administrative complaint is filed, a hearing may be requested.

During 2018-2019, the PSC received 80 written complaints of alleged educator ethical misconduct, of which thirty-three (33) cases were opened. Additionally, thirty-six (36) cases were closed during 2018-2019. Seven (7) of the thirty-six (36) closed cases involved educators who were employed as administrators. Furthermore, PSC staff conducted one (1) educator ethical misconduct hearing. The data below represents the cases that were closed.

2018-2019 Closed Ethics Cases

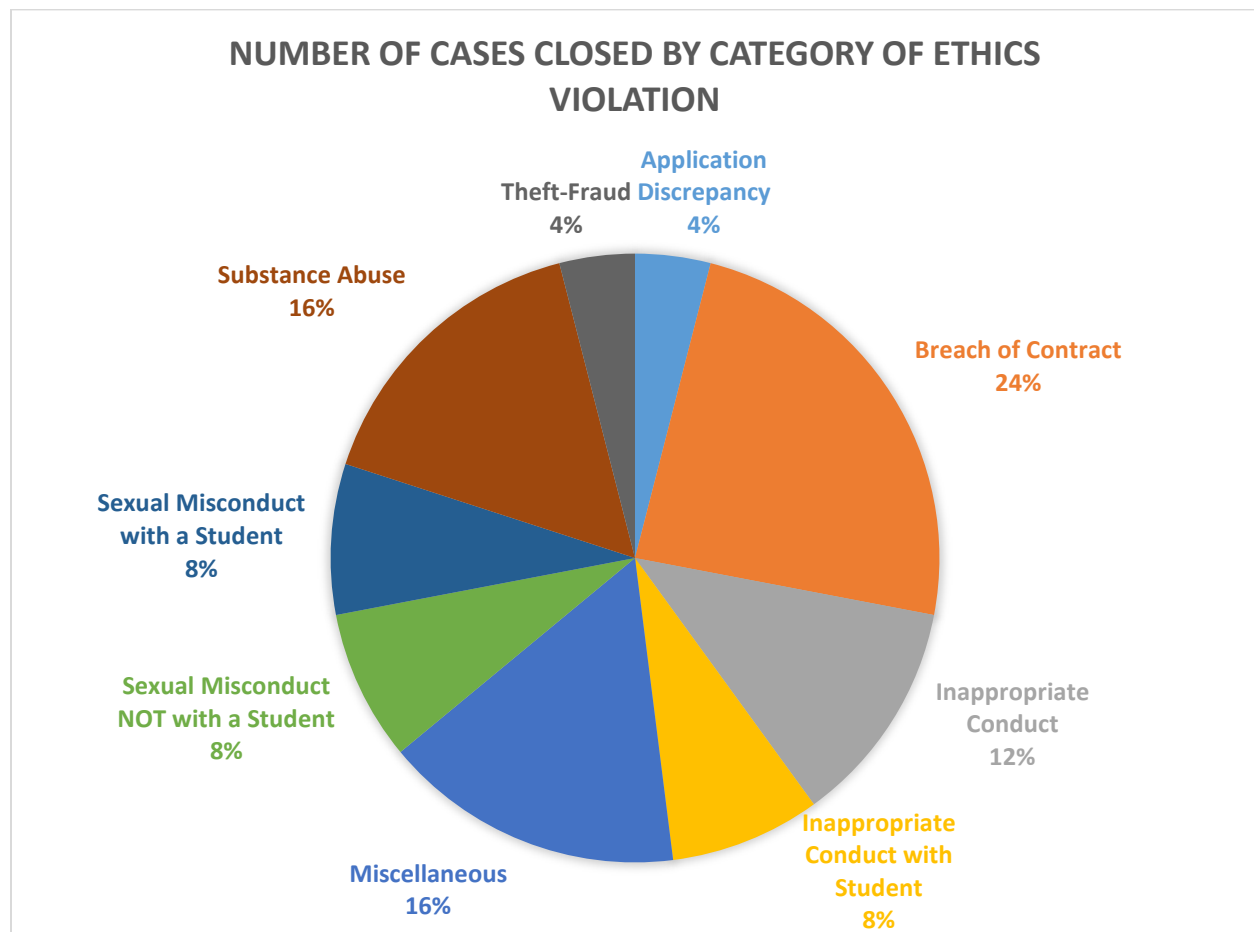
Case Number	Category of Ethics Violation	Probable Cause Found	Disciplinary Action
21635	Application Discrepancy	Yes	Letter of Reprimand
21710	Substance Abuse	Yes	Suspension
21805	Miscellaneous	Yes	Revocation
21810	Inappropriate Conduct	Yes	Letter of Reprimand
21817	Inappropriate Conduct	No	
21818	Inappropriate Conduct	No	
21723	Breach of Contract	Yes	Suspension
21732	Breach of Contract	Yes	Suspension
21808	Inappropriate Conduct with Student	Yes	Letter of Reprimand
21811	Substance Abuse	Yes	Suspension
21814	Inappropriate Conduct	No	
21815	Inappropriate Conduct	No	
21816	Inappropriate Conduct	No	
21706	Sexual Misconduct NOT with a Student	Yes	Revocation (Permanent)
21803	Breach of Contract	Yes	Suspension
21809	Miscellaneous	Yes	Letter of Reprimand
21820	Inappropriate Conduct	Yes	Letter of Reprimand
21823	Inappropriate Conduct with Student	No	
21828	Breach of Contract	No	
21802	Sexual Misconduct with a Student	Yes	Revocation
21812	Sexual Misconduct NOT with a Student	Yes	Revocation (Permanent)
21813	Breach of Contract	Yes	Suspension
21821	Inappropriate Conduct with Student	Yes	Suspension

Case Number	Category of Ethics Violation	Probable Cause Found	Disciplinary Action
21822	Breach of Contract	Yes	Suspension
21824	Substance Abuse	Yes	Revocation
21825	Breach of Contract	Yes	Letter of Reprimand
21827	Sexual Misconduct with a Student	Yes	Revocation (Permanent)
21904	Miscellaneous	No	
21906	Miscellaneous	No	
21910	Miscellaneous	No	
21819	Inappropriate Conduct	Yes	Voluntary Surrender
21829	Miscellaneous	Yes	Revocation (Permanent)
21903	Substance Abuse	Yes	Revocation
21913	Miscellaneous	No	
21902	Theft-Fraud	Yes	Letter of Reprimand
21907	Miscellaneous	Yes	Suspension

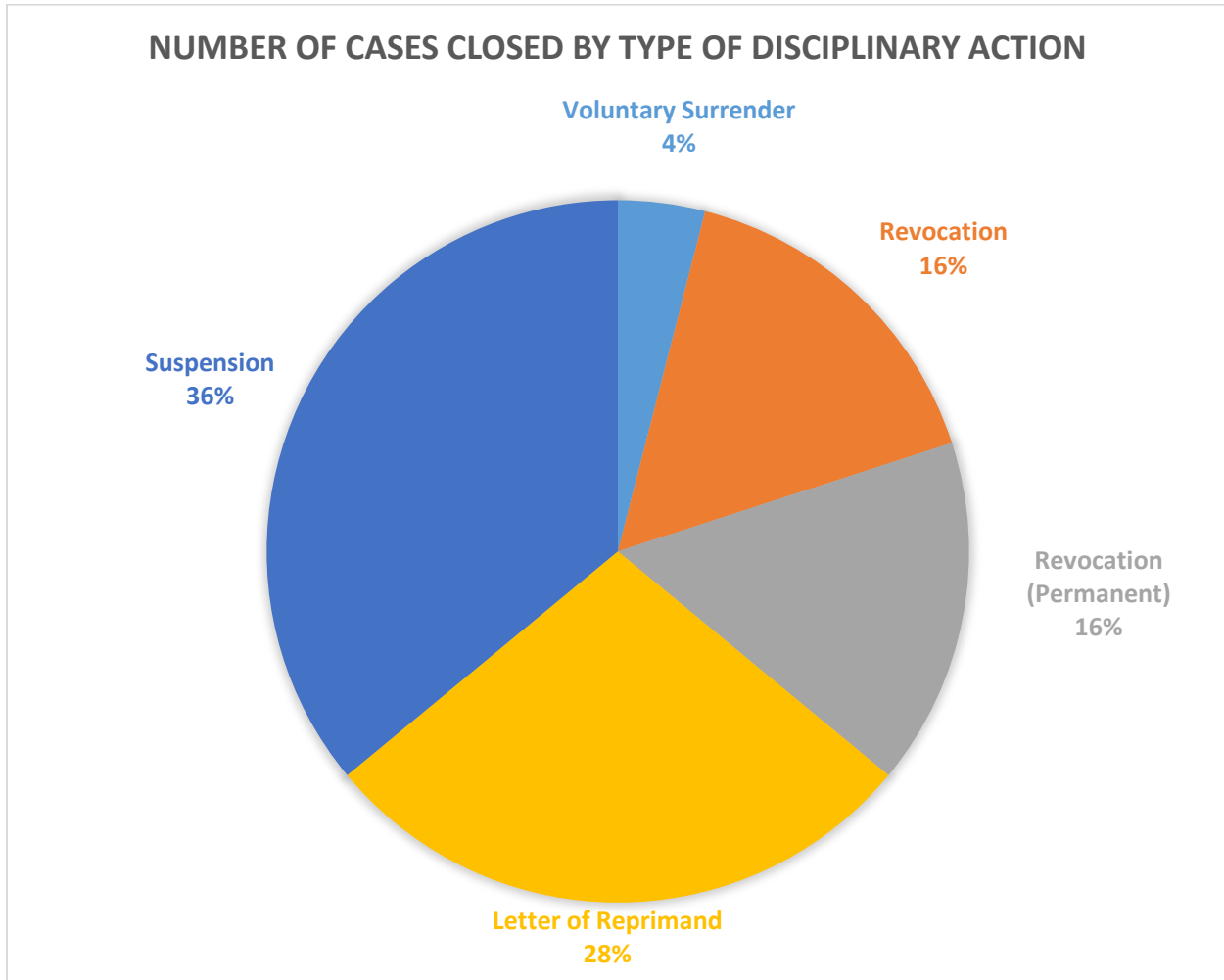
2018-2019 Aggregate Data of Closed Ethics Cases Where Probable Cause Was Found

During 2018-2019 the PSC closed thirty-six (36) cases and finalized disciplinary action in twenty five (25) cases. The disaggregated data is shown below. The first table shows the data by the category of the ethics violation. The second table displays the data by the type of disciplinary action.

Category of Ethics Violation	Number of Cases Closed	Percent of Cases Closed
Application Discrepancy	1	4%
Breach of Contract	6	24%
Felony (Other)	-	0%
Felony (Violent)	-	0%
Inappropriate Conduct	3	12%
Inappropriate Conduct with Student	2	8%
Miscellaneous	4	16%
Misdemeanor	-	0%
Sexual Misconduct Not with a Student	2	8%
Sexual Misconduct with a Student	2	8%
Substance Abuse	4	16%
Theft-Fraud	1	4%



Type of Disciplinary Action	Number of Cases Closed	Percent of Cases Closed
Conditioned Certificate	-	0%
Letter of Reprimand	7	28%
Revocation	4	16%
Revocation (Permanent)	4	16%
Suspension	9	36%
Voluntary Surrender	1	4%



STANDARDS COMMITTEE ACTIVITIES

The Standards Committee is responsible for completing educator preparation standards reviews, educator preparation program reviews, and educator preparation new program proposal reviews for recommendation to the full PSC. The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education for approval consideration.

EDUCATOR PREPARATION STANDARDS REVIEWS

The purpose of educator preparation standards reviews is to define and establish rigorous and research-based standards that better align with national standards and best practices. The standards provide requirements for educator preparation programs to ensure that future educators acquire the knowledge and performance standards to best meet the needs of students.

IDAPA 08.02.02.004 directs that the PSC continuously review/revise 20 percent of the standards per year. The review process involves teams of content area experts from higher education faculty and educators in K-12 Idaho schools. The standards and endorsements are reviewed and presented to the PSC, and then the State Board of Education for approval. Once approved, they are reviewed and approved by the legislature and become an incorporated-by-reference document in State Board rule.

The following standards and endorsements were reviewed by the PSC during the 2018-2019 school year:

- Blended Early Childhood Education/Early Childhood Special Education
- English Language Arts
- School Counselor
- School Psychologist
- School Social Worker
- Special Education
 - Blind and Visually Impaired
 - Deaf/Hard of Hearing
 - Exceptional Child Generalist

EDUCATOR PREPARATION PROGRAM REVIEWS

Each educator preparation program will undergo a state program approval process that is designed to assure that graduates meet the Idaho standards for professional educators. The PSC follows the national accreditation council model by which institutions pursue continuing approval through a full program review every seven (7) years. Additionally, the PSC conducts State-Specific Requirement Reviews, not to exceed every third year following the full program review. The requirements are defined in IDAPA 08.02.02.100: Rules Governing Uniformity and the CAEP standards.

The process for teacher preparation program approval is specifically defined in the [Manual of Instructions for Program Approval for Certification of Idaho](#).

The standards for evaluating teacher preparation programs are found in the [Idaho Standards for Initial Certification of Professional School Personnel](#) as updated and approved by the State Board of Education. For review purposes, pertinent rubrics accompanying these standards are on file in the office of the State Department of Education, Certification and Professional Standards.

Current CAEP standards can be reviewed on the [CAEP website](#).

Current PSC materials, reports, and resources are also available on the [State Department of Education website](#).

The following educator preparation programs were reviewed by the PSC during the 2018-2019 school year:

- **College of Idaho**

A state on-site Full Unit Program review was held at College of Idaho (C of I) on April 15-17, 2018. The CAEP State Team Report and State Review Team Report from that on-site visit were subsequently submitted to the PSC at its November 15-16, 2018, meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations in those reports with revisions.

The Idaho State Board of Education, at its February 14, 2019, meeting, approved the recommendations from the PSC for the College of Idaho reports. Conditionally approved programs are subject to a focused revisit within three years following the on-site visit to determine if specific standards are met.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on the [State Board of Education's website](#).

- **Northwest Nazarene University – Focused Visit**

A state on-site Focused Visit was held at Northwest Nazarene University (NNU) from September 29-October 2, 2018. Team reports were submitted to the PSC at its January 24-25, 2019 meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations with revisions.

The Idaho State Board of Education, at its April 18, 2019 meeting, approved the recommendations from the PSC for the Northwest Nazarene University state team report resulting from the on-site visit.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on the [State Board of Education's website](#).

- **Brigham Young University-Idaho**

A state on-site Full Unit Program review was held at Brigham Young University-Idaho (BYU-I) on October 24-26, 2018. The CAEP State Team Report and State Review Team Report from that on-site visit were subsequently submitted to the PSC at its April 4-5, 2019 meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations in those reports with revisions.

The Idaho State Board of Education, at its June 20, 2019 meeting, approved the recommendations from the PSC for the Brigham Young University-Idaho reports. Conditionally approved programs are subject to a focused revisit within three years following the on-site visit to determine if specific standards are met.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on the [State Board of Education's website](#).

- **Idaho State University – Focused Visit**

A state on-site Focused Visit was held at Idaho State University from November 10-13, 2018. Team reports were submitted to the PSC at its April 4-5, 2019 meeting. The reports were considered, and the PSC recommended that the State Board of Education accept the recommendations with revisions.

The Idaho State Board of Education, at its June 20, 2019 meeting, approved the recommendations from the PSC for the Idaho State University state team report resulting from the on-site visit.

Specific information regarding the Idaho State Board of Education's review of these documents can be found on the [State Board of Education's website](#).

EDUCATOR PREPARATION NEW PROGRAM PROPOSAL REVIEWS

Each educator preparation new program proposal will undergo a desk review designed to confirm the new program meets the standards in the [Idaho Standards for Initial Certification of Professional School Personnel](#). The PSC reviews the recommendations of the Standards Committee and makes recommendations to the State Board of Education for approval consideration.

The following educator preparation new program proposals were reviewed by the PSC and recommendation was made to the State Board of Education for conditional approval during the 2018-2019 school year:

- College of Idaho
 - Mathematics
- Lewis Clark State College
 - Non Traditional Educator Preparation Program
- Northwest Nazarene University
 - Computer Science

APPENDIX – FISCAL YEAR 2019 BUDGET EXPENDITURES

Revenue	Estimated	Actual Revenue	Variance
Cert Application Fees	\$590,000	\$628,375	\$38,375
Personnel	Budget	Actual Expenditures	Variance
Salaries & Benefits	\$436,800	\$450,669	(\$13,869)
Expenses (Spending Authority)	Budget	Actual Expenditures	Variance
Operating Expenses			
PSC Meeting/Travel/Meals	\$35,000	\$26,870	\$8,130
PSC PD & Training	\$1,500	\$0	\$1,500
Attract/Recruit	\$3,000	\$236	\$2,764
Governmental Overhead	\$13,000	\$0	\$13,000
Communication	\$12,000	\$7,912	\$4,088
Staff Development	\$1,700	\$1,565	\$135
Repairs & Maintenance Services and Supplies	\$1,000	\$0	\$1,000
Administrative Services	\$3,500	(\$3,442)	\$6,942
Computer Services	\$250	\$0	\$250
Staff Travel Costs	\$12,500	\$12,078	\$422
Administrative/Office Supplies	\$7,500	\$5,355	\$2,145
Computer Supplies	\$250	\$146	\$104
Insurance	\$1,500	\$1,245	\$255
Rentals & Operating Leases	\$10,000	\$9,885	\$115
Payroll/Accounting	\$2,000	\$1,748	\$252
Committee Work Expenses			
Executive - Printing	\$0	\$0	\$0
Executive - Investigations/Hearings/Trainings	\$8,000	\$1,892	\$6,108
Executive - Contract Investigative Services	\$8,000	\$1,163	\$6,838
Executive - NASDTEC Professional Practices Institute	\$7,000	\$5,256	\$1,744
Executive - NASDTEC Dues	\$4,500	\$4,500	\$0
Standards - Standard Reviews	\$25,000	\$10,075	\$14,925
Standards - EPP Reviews and Focused Visits	\$20,000	\$19,613	\$387
Standards - CAEP Partnership Dues	\$4,720	\$9,970	(\$5,250)
Capital Expenses			
Computer Equipment	\$2,000	\$0	\$2,000
Office Equipment	\$1,500	\$92	\$1,408
Total Expenses (Spending Authority)	\$185,420	\$116,159	\$69,261
All Expenditures (Personnel + Expenses)	\$622,220	\$566,828	
Revenue Less All Expenditures	(\$32,220)	\$61,547	



Professional Standards Commission

Annual Report 2018-2019

Lisa Colón Durham
Professional Standards Commission Administrator



December 18, 2019

PSC Overview



- The PSC consists of 18 constituency members that are nominated by respective stakeholders, appointed or reappointed by the State Board of Education for terms of three years:
 - Secondary or Elementary Classroom Teacher (5)
 - Exceptional Child Teacher (1)
 - School Counselor (1)
 - Elementary School Principal (1)
 - Secondary School Principal (1)
 - Special Education Director (1)
 - School Superintendent (1)
 - School Board Member (1)
 - Public Higher Education Faculty Member (2)
 - Private Higher Education Faculty Member (1)
 - Public Higher Education Letters and Sciences Faculty Member (1)
 - State Career & Technical Education Staff Member (1)
 - State Department of Education Staff Member (1)

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PSC Overview



- The PSC has four standing committees that have specific duties:
 1. Authorizations Committee
 2. Budget Committee
 3. Executive Committee
 4. Standards Committee

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PSC Annual Report



- Alternative Authorizations
- Executive Committee
- Standards Committee
- Budget Committee – FY19 Budget Expenditures

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Professional Standards Commission

Annual Report 2018-2019 – Alternative Authorizations



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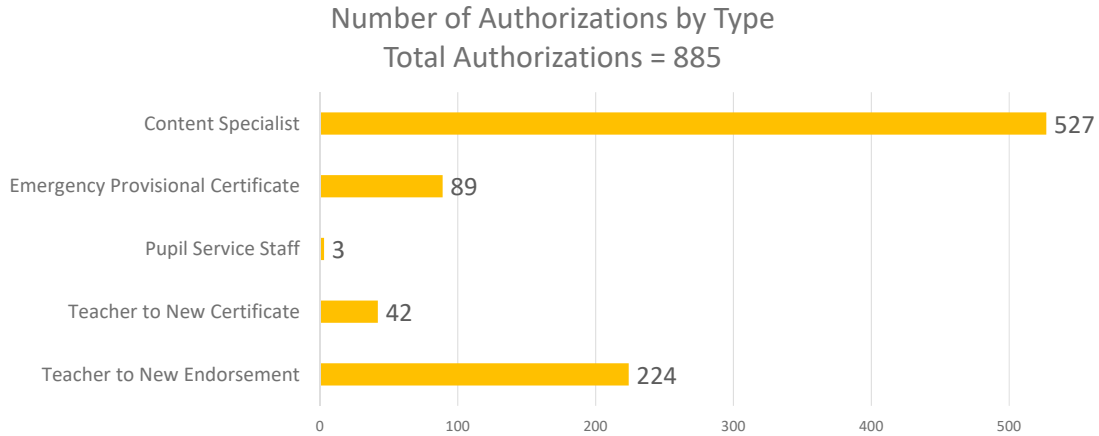
PSC Alternative Authorizations



- Emergency Provisional Certificates
- Authorization Types
 - Content Specialist
 - Pupil Service Staff
 - Teacher to New Certificate
 - Teacher to New Endorsement

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PSC Alternative Authorizations



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PSC Alternative Authorizations



- There were 20,054 total certificated educators employed statewide during the 2018-2019 school year.
- The percentage of educators working with an alternative authorization was 4.41%

Authorization Type	2016-2017 Number of Authorizations	2017-2018 Number of Authorizations	2018-2019 Number of Authorizations
Emergency Provisional Certificates	29	35	89
Teacher to New Certificate	34	33	42
Teacher to New Endorsement	219	206	224
Content Specialist	403	509	527
Pupil Service Staff	11	3	3
TOTAL	696	786	885

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Professional Standards Commission

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PSC Executive Committee



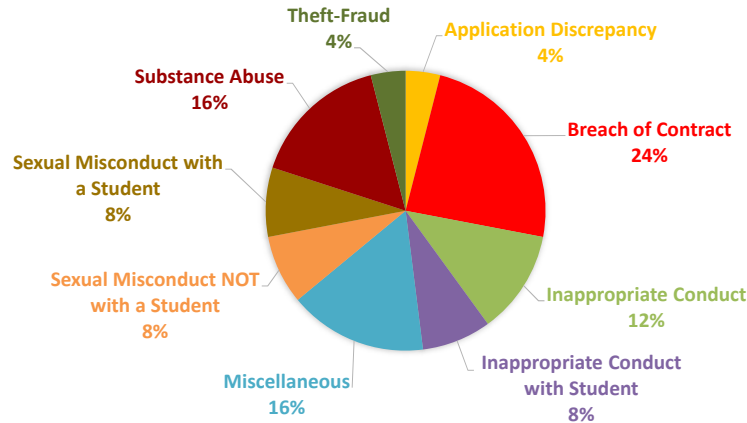
- During 2018-2019, the PSC received 80 written complaints of alleged educator ethical misconduct, out of which 33 cases were opened.
- There were 36 cases closed during 2018-2019.
 - 25 cases – probable cause found with disciplinary action taken
 - 11 cases – no probable cause found
 - 7 of the 36 cases were for educators employed as an administrator
- PSC staff conducted one (1) educator ethical misconduct hearing during 2018-2019.

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NUMBER OF CASES CLOSED BY CATEGORY OF ETHICS VIOLATION



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PSC Executive Committee

Summary of Closed Cases for Probable Cause Determination by Category of Ethics Violation



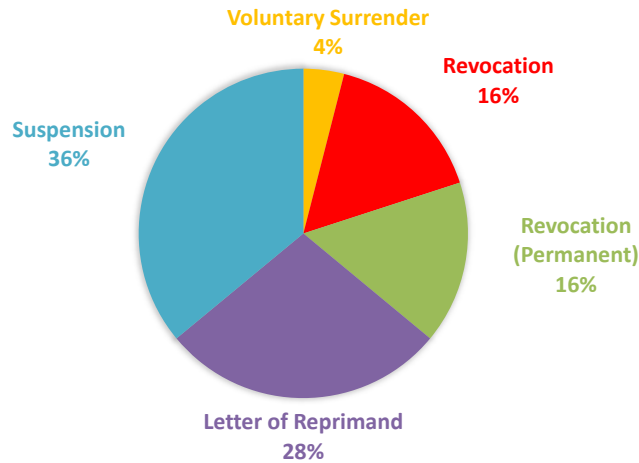
Category of Ethics Violation	2016-2017 Number of Cases Closed	2017-2018 Number of Cases Closed	2018-2019 Number of Cases Closed
Application Discrepancy	2	1	1
Breach of Contract	3	1	6
Felony (Other)	-	-	-
Felony (Violent)	-	-	-
Inappropriate Conduct	2	-	3
Inappropriate Conduct with Student	8	11	2
Miscellaneous	3	6	4
Misdemeanor	1	-	-
Sexual Misconduct Not with a Student	1	-	2
Sexual Misconduct with a Student	2	1	2
Substance Abuse	4	6	4
Theft-Fraud	2	4	1

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NUMBER OF CASES CLOSED BY TYPE OF DISCIPLINARY ACTION



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Summary of Closed Cases for Probable Cause Determination by Type of Disciplinary Action



Type of Disciplinary Violation	2016-2017 Number of Cases Closed	2017-2018 Number of Cases Closed	2018-2019 Number of Cases Closed
Conditioned Certificate	2	1	-
Letter of Reprimand	7	12	7
Revocation	7	8	4
Revocation (Permanent)	2	1	4
Suspension	9	8	9
Voluntary Surrender	1	-	1

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Professional Standards Commission

Annual Report 2018-2019 – Standards Committee



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PSC Standards Committee



- Reviews 20% of the educator preparation standards and endorsements each year. The following were reviewed during 2018-2019:
 - Blended Early Childhood Education/Early Childhood Special Education
 - English Language Arts
 - School Counselor
 - School Psychologist
 - School Social Worker
 - Special Education
 - Blind and Visually Impaired
 - Deaf/Hard of Hearing
 - Exceptional Child Generalist

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PSC Standards Committee



- Completes educator preparation program reviews. The following program reviews were completed during 2018-2019:
 - College of Idaho – Full Unit Program Review
 - Northwest Nazarene University – Focused Visit
 - Brigham Young University – Full Unit Program Review
 - Idaho State University – Focused Visit
- Completes educator preparation new program proposal desk reviews. The following new programs for certification were reviewed and approved by the State Board of Education during 2018-2019:
 - College of Idaho – Mathematics
 - Lewis Clark State College – Non-Traditional Educator Preparation Program
 - Northwest Nazarene University – Computer Science

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Questions?



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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

American Board for Certification of Teacher Excellence Educator Preparation Program Review: State Program Approval Review Team Report

REFERENCE

November 4, 2003 Board approved American Board Certification for Teacher Excellence as an approved vehicle for Idaho certification in Idaho public schools.

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, including non-traditional routes. From May 20 - 23, 2019, the PSC convened a State Review Team composed of 12 content experts and two (2) state facilitators to conduct a full unit review of the American Board for Certification of Teacher Excellence (ABCTE) educator preparation program.

The purpose of the on-site review was to determine if sufficient evidence was presented by ABCTE indicating that candidates 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*. Pursuant to IDAPA 08.02.02.100.02.d, the ABCTE program, being a non-traditional educator preparation program, must be aligned to these standards. 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 ABCTE to validate each standard. This evidence included but was not limited to: ABCTE web content, candidate lesson plans, ABCTE Professional Teaching Knowledge (PTK) Standards, surveys, clinical experience, observations, observation and evaluation forms, professional learning plans, exam snapshots, study plans and guides, classroom activities, and written testimonials from and

**DEPARTMENT OF EDUCATION
DECEMBER 18, 2019**

interviews with candidates, ABCTE staff, mentor teachers, and/or school principals.

After the site visit and review of the State Team Report, ABCTE submitted a rejoinder to the State Team Report. The Standards Committee of the PSC reviewed all documents at its September 19, 2019, meeting and recommended the State Team Report for approval. At the full PSC meeting on September 20, 2019, the PSC voted to recommend acceptance of the State Team Report as written. With this acceptance the PSC strongly recommended a focused review of the state-specific requirements that were not approved in this review, Preservice Technology and Model Preservice Student Teaching Experience.

The following standards/programs were recommended by the State Team as Conditionally Approved: Core Teaching Standards, Standards for Mathematics Teachers, Science Foundation Standards, Standards for Biology Teachers, Standards for Chemistry Teachers, Standards for Physics Teachers, and Standards for Elementary Teachers.

The following standards/programs were recommended by the State Team as Not Approved: Pre-Service Technology, Model Pre-Service Teaching Experience, Social Studies Foundation Standards, Standards for History Teachers, Standards for English Language Arts Teachers, Standards for Exceptional Child Generalists, and Standards for Literacy Teachers.

Programs that are Not Approved may be revised and resubmitted to the Standards Committee of the Professional Standards Commission for recommendation of Conditional Approval, provided the revised program request documents how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. As of October 31, 2019, ABCTE has provided no Revised Program Requests in response to the State Team Report.

IMPACT

The recommendations in this report will enable ABCTE to prepare teachers in a manner that ensures all state teacher preparation standards are being effectively embedded in their non-traditional route teacher preparation programs.

Programs that are Not Approved will not be offered to ABCTE candidates seeking initial certification. ABCTE can continue to provide those programs recommended as Not Approved to those candidates who are already certificated and seeking to add an additional endorsement.

A focused review of state-specific requirements and all Conditionally Approved programs is scheduled for Spring 2022.

**DEPARTMENT OF EDUCATION
DECEMBER 18, 2019**

ATTACHMENTS

Attachment 1 – 2019 ABCTE State Team Report
Attachment 2 – 2019 ABCTE 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 that the programs meet the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to meet the core teaching standards (including technology standards and literacy education standards), 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 and approved programs and make recommendations to the Board regarding program approval and continuance. 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.

ABCTE is a computer-based educator preparation route designed as an avenue to enter the teacher profession or to add additional endorsements to an existing instructional certificate. Candidates participating in the program must hold a baccalaureate degree or higher. The Board approved ABCTE as an approved non-traditional route to educator certification in November 2003. Pursuant to IDAPA 08.02.02.100.04, each approved educator preparation program must go through a full program review every seven (7) to receive continuing approval of the program. Program reviews are based on the Idaho Standards for Initial Certification of Professional School Personnel. Additionally, focused reviews are required to be conducted of state-specific core teaching requirements during the interim, not to exceed every third year following the full program review. All approved non-traditional educator preparation programs are required to be reviewed for continued approval on the same schedule as traditional educator preparation programs. Reviews are required to include determination of continued alignment with the approved Idaho Standards for the Initial Certification of Professional School Personnel and effectiveness of program completers. Idaho

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Standards for the Initial Certification of Professional School Personnel are separate from the accreditation standards that traditional institution-based educator preparation programs must also meet. Idaho's standards for initial certification are based on what completers must know and be able to do in the classroom and do not require educators be prepared in a specific way as long as they can meet the standards. Standards based on completer outcomes are equally applied to all programs, traditional and non-traditional. This is ABCTE's first program review. A summary of the Commission recommendations can be found on page 5 of Attachment 1.

The program review process is dependent on completer interviews, principal interviews, mentor interviews, and evidence provided by the educator preparation program. The ABCTE program evaluation was made more difficult by the lack of evidence provided by the program. Conditional approval of those programs indicated in the report will provide ABCTE with additional time to collect and provide evidence of their completers' ability to meet Idaho's state standards for Idaho educators. Acceptance of the recommendation of the Commission will grant conditional approval to those programs indicated on pages 5 and 6 of Attachment 1 and remove approval of those programs indicated as "Not Approved." Programs that are designated as Not Approved would no longer be able to accept new candidates for the program for initial Idaho certification. Individuals with an existing instructional certificate would be able still be able to use ABCTE for adding endorsements to an existing certificate through the alternative routes for endorsements.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission and the 2019 ABCTE State Team Report as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT-FULL PROGRAM REVIEW
AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE
MAY 20-23, 2019

Dr. Dana Johnson, Team Chair

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Heather Efaw

Nancy Gibson

Dr. Mark Haynal

Nichole Hall

Jared Hopkins

Stacey Jensen

Xeniya Kimball

Dr. Jonathan Lord

Megan Murdock

Dr. Sherawn Reberry

Lisa Colón Durham

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Professional Standards Commission

Idaho State Board of Education

Idaho State Department of Education



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INTRODUCTION

Founded in 2001 by the U.S. Department of Education, American Board for Certification of Teacher Excellence (American Board or ABCTE) is a nonprofit organization that provides career changers with an alternative route to become teachers. American Board's online program is self-paced and includes online tutorials but requires no additional college coursework or student teaching.

American Board serves 15 states including Arizona, Arkansas, Florida, Idaho, Mississippi, Missouri, New Hampshire, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, Tennessee, Utah, and Wisconsin.

In Idaho, American Board candidates have a prescribed path to completion, which requires several distinct parts that build on a route to certification. First, candidates complete ABCTE content and Professional Teaching Knowledge (PTK) exams. Next, if not currently employed with a district, candidates obtain employment with a district to complete the State of Idaho Interim Certificate requirements which may include the following: two years Idaho State Board Mentor Program, one year clinical experience with ABCTE (implemented 2017), Mathematical Thinking for Instruction (MTI) and Idaho Comprehensive Literacy Course (ICLC), mentor/evaluator checklist, Impact on Student Learning project, review of literature, and portfolio. Once the candidate has completed all requirements, the candidate converts the Idaho Interim Certificate into a five-year renewable certificate by submitting an application with the mentor and evaluator checklists. At this point, the candidate is then considered a completer.

The purpose of the review was to determine if sufficient evidence was presented indicating that candidates enrolled in American Board's educator preparation program (EPP) meet state standards for initial certification. A fourteen-member state program approval team conducted the review. The standards used to validate the Institutional Report were the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards 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: ABCTE PTK/Idaho Core Teaching Standards Alignment Document, Candidate Lesson Plans, Observation/Evaluation Forms, Testimony Letters from district administrators, the ABCTE website, and ABCTE study materials. Observations of candidates teaching through an elementary school site visit were also used. In addition to this documentation, team members conducted interviews with candidates, mentors, a building administrator, and ABCTE representatives.

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
Pre-Service Technology	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Model Pre-Service Student Teaching Experience	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Idaho Core Teaching Standards	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Mathematics Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Science Foundation Standards	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Biology Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Chemistry Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Idaho Standards for Physics Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
Social Studies Foundation Standards	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	

Standards/Program	Recommendation	Notes
Idaho Standards for History Teachers	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Idaho Standards for English Language Arts Teachers	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Idaho Standards for Exceptional Child Generalists	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Idaho Standards for Literacy Teachers	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
Idaho Standards for Elementary Teachers	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

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 as guidelines for reviewers 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
<ul style="list-style-type: none">The program provides evidence that candidates meet fewer than 75% of the indicators.	<ul style="list-style-type: none">The program provides evidence that candidates meet 75%-100% of the indicatorsThe program provides evidence candidates use assessment results in guiding student instruction (when applicable).	<ul style="list-style-type: none">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

PRE-SERVICE TECHNOLOGY STANDARDS

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 –EPP provided evidence to support assessment of the ISTE Standards through the multiple-choice tests; but there was a lack of evidence of the outcome from the assessments. A PowerPoint for candidates was provided as evidence; it explained the ISTE Standards, but there was a lack of evidence on what the Candidates do with this knowledge. Conversation with the EPP representative confirmed that the technology components were designed to fit into their clinical experience to align with the district. An ABCTE-trained Kindergarten teacher in her second-year teaching stated that technology is a personal weakness; indicating that through the EPP's preparation technology learning was lacking. There is lack of sufficient evidence to support any of the indicators.

Sources of Evidence

- Assessments related to ISTE Standards
 - ISTE Standards PowerPoint
 - Interview with ABCTE candidate Kindergarten Teacher
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•S.**

- 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
<i>Design and develop digital age learning experiences and assessments</i>	X		

Standard 2 Analysis –Candidate, principal, and mentor interviews during an elementary school visit revealed that candidates feel technology is an area of weakness in preparation. Through reviews of lesson plans and evaluations provided in different content areas it was noticed that there is a smattering of technology woven into lessons, as the teacher is comfortable implementing. The mentor, in an interview, mentioned that ABCTE-trained teachers take more time in the mentoring process than teachers from traditional pre-service routes; when pressed further to explain she said, “they take more time”. The mentor explained that she observes in the ABCTE teacher classroom approximately once per quarter. Together, the mentor and candidate also meet on a weekly basis in a mentoring conversation; it was explained that the agenda for the mentoring conversations is determined by the school district’s mentor program. It was difficult to ascertain what was provided through the ABCTE program and what is provided through the district’s established mentor program. The mentor interviewed indicated that she had a short training from ABCTE in preparation for mentoring. The building principal was very enthusiastic about his team members, whether they arrived at his building through a traditional route or through the ABCTE program. When directly asked if he knew how the ABCTE program trained teachers his response was that he didn’t know what ABCTE did. Confirming the findings through the interview and research, conversations with the ABCTE staff reiterated the findings – that the technology components are designed to fit into their district clinical experience and what is learned is left up to the district. There were indicators that technology is embedded throughout the Professional Teaching Knowledge (PTK); however, there was lack of evidence surrounding the Pre-Service Technology Standards.

Sources of Evidence

- Interview with ABCTE candidate

- Interview with Building Principal
- Interview with Building Mentor
- Interview with ABCTE Staff Member
- Lesson Plans
- Evaluations

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 – *The EPP is a fully online teacher preparation program, except the candidates are isolated, not progressing through the content in a cohort group. The interview with the ABCTE candidate indicated that the ABCTE exams were strong and she felt prepared for their exam; but mentioned that her real learning started as she began her teaching tenure. In reviewing the documentation provided there was reference to technology, but there was no alignment found between the course work and the Pre-Service Technology Standards. There was not sufficient data for this Standard to demonstrate fluency in any of the listed learning targets.*

Sources of Evidence

- Interview with ABCTE-trained teacher
- PTK Standards
- Interview with ABCTE staff

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 – A document titled, “Technology.PDF”, was located in the artifacts file for the Pre-Service Technology. This document was a compilation of the technology references throughout the PTK document. The information shared seemed to be an older version as it references needing to learn to program a VCR; in conversation with the ABCTE representatives, it was verified that this language was left in due to the nature of rural districts. There were several guidelines included that referenced responsibility for teachers in learning the technologies with and for their students. The documentation indicates that ABCTE candidates are learning the value of technology as a tool and are provided examples of use.

Sources of Evidence

- Technology PDF in Evidence Google Drive for Pre-Service Technology
 - ISTE PowerPoint
 - ABCTE representatives
- 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 – There was lack of sufficient evidence to demonstrate the candidate’s ability to engage with this standard. Throughout the review it was apparent that technology isn’t standalone with regards to the ABCTE course content but woven throughout different components. In conversation with the ABCTE representatives, it was noted that the information is provided for the candidates to digest and the real technology learning is completed during the clinical experience and aligned to the district expectations. This is concerning, because the candidates are completing exams indicating they have knowledge of the Pre-Service Technology Standards. During the interview with the ABCTE candidate, she indicated that her real learning occurred once employed at the school; not through content from ABCTE. Passing the exam would indicate that the candidate understands the expectations of Standard #5; but there is insufficient evidence to show understanding.

Sources of Evidence

- PTK Document
- ABCTE representatives
- ABCTE-trained teacher

Summary

EPP provided evidence in support of the Pre-Service Technology Standards; however there was insufficient evidence to indicate an acceptable rating. The EPP relies on local school districts and their mentor/evaluator to complete the State of Idaho Interim Certificate requirements. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature and Portfolio are all aspects of the candidate’s process in achieving completer status. The current program has two parts, and for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. In order to review and understand the ABCTE program fully with the artifacts the following items would need to be provided:

- Update the Technology Standards, as ISTE Teacher Standards were updated in 2018
- Interviews from candidates
- Alignment for technology standards
- Technology performance indicators
- Authentic performance artifacts
- Observations and lesson plans specific to technology

Summary	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Pre-Service Technology Standards	5	5		

Areas for Improvement

- *A technology portfolio compiled throughout the Candidate’s tenure may assist the candidate, mentor program, employing district and certification programs in validating evidence of knowledge and performance.*
- *Candidates in the EPP program would benefit from authentic performance practice throughout their coursework. Building relationships between the ABCTE representatives/staff, candidate, and potential employing districts would benefit all parties in placement for the clinical experience.*
- *A Mentor Program implemented early in coursework may assist the candidate in expectations earlier and in understanding different ways to implement what they are learning.*
- *The EPP would benefit from the development of an alignment for the Pre-Service Technology Standards to indicators for the standards.*
- *Many of the findings would be addressed if ABCTE were to align with the new ISTE Standards from 2018. Currently, all of the ISTE Standards referenced in the ABCTE evidence are to an older version. ABCTE would benefit if the Technology Standards were updated to the latest version.*

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

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 – *Based on clinical experience guiding documents, observations and interview with mentor teachers, the mentor teacher is decided by the building principal/administrator. The Rigorous Criteria section of the Clinical Experience Background document identifies the mentor teacher must be licensed in the current school and teach in the same subject area as the candidate, Standard 1(a). In addition, the ABCTE clinical experience staff interviews the mentor teacher identified by building principal/administrator. Evidence was not provided for Standards 1(b) through 1(f). None of the evidence provided showed the mentor teacher is trained in using the observation tool, and observations conducted lack documentation of what actually occurred in the lesson, Standards 1(e).*

Sources of Evidence

- Clinical Experience Background
- Clinical Experience Overview
- Interview

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 – Clinical Experience Background document indicates ABCTE has clinical experience staff who conducts the interview of the mentor teacher and receives required documentation. There is no evidence provided regarding the qualifications for the ABCTE clinical experience staff, Standards 2(a) through 2(d).

Sources of Evidence

- Clinical Experience Background
- Clinical Experience Overview

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 – The building principal/administrator selects the mentor teacher for the candidate and is interviewed by ABCTE clinical experience staff. This indicates limited partnership in the selection of the mentor; however, no evidence was provided for supporting the duties of the mentor teacher, Standard 3(a). Both the school and ABCTE supports the candidate during the clinical experience, Standards 3(b).

Sources of Evidence

- Clinical Experience Background
- Clinical Experience Overview
- Interview

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 – *Candidates are required to pass a background check, Standard 4(a), in order to receive an Interim Certificate. Standard 4(b) would not apply for the ABCTE route as candidates complete their experience while employed. Candidates are required to pass the ABCTE Content Area exam and Professional Teaching Knowledge exam prior to receiving the Interim Certificate, Standards 4(c) and 4(d). No evidence provided regarding dispositions of candidates, Standards 4(e).*

Sources of Evidence

- State Department of Education Website
- ABCTE Website
- Presentation by ABCTE

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

<i>Standard 5</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>Student Teaching Experience</i>	X		

Standard 5 Analysis – Six formal evaluations are required to be completed by the mentor teacher as well as six reports submitted to ABCTE clinical experience staff, Standard 5(a) and 5(b). The observation tool used indicates it is based on Danielson Framework for Teaching; however, the tool lacks the majority of domains and components, Standard 5(a) and 5(c). Clinical experience is a yearlong experience, Standards 5(e). Clinical experience requires development of Individualized Professional Learning Plan (IPLP) and evidence includes completed IPLPs, Standard 5(f). No evidence was provided for clinical experience showing competence in meeting the Idaho Standards for Initial Certification of Professional School Personnel, Standard 5(g), nor evidence provided for Standards 5(d) and 5(h).

Sources of Evidence

- Clinical Experience Background
- Clinical Experience Overview
- Individualized Professional Learning Plans
- Observations

Summary

Summary	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice Student Teaching Experience Standards	5	3	2	0

Areas for Improvement

- Provide criteria for selection and training of mentor teacher, focusing on coaching and conducting observations.
- Align clinical experience to ensure Idaho Standards for Initial Certification of Professional School Personnel are covered, including dispositions.
- Include summative assessment based on Idaho teacher evaluation (Danielson Framework for Teaching) and conduct observations using Idaho teacher evaluation observation forms.

- *Identify criteria for ABCTE clinical experience staff as well as responsibilities for supporting both the mentor teacher and candidate.*

Recommended Action on Model Preservice Student Teaching Experience Standards

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

IDAHO CORE TEACHING STANDARDS

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Knowledge

1. The teacher understands how learning occurs--how learners construct knowledge, acquire skills, and develop disciplined thinking processes--and knows how to use instructional strategies that promote student learning.
2. The teacher understands that each learner’s cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners’ strengths and needs.
3. The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
4. The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *The ABCTE PTK/Idaho Core Teaching Standards alignment document, candidate lesson plans, and observation report provide sufficient evidence that teacher candidates demonstrate adequate understanding of Indicators 1, 2, and 3. There is insufficient evidence that indicator 4 is adequately addressed. Ensuring candidates understand the role of learners’ language and culture in learning and how to modify instruction to make language comprehensible, and instruction accessible and challenging is insufficiently addressed in the PTK, and there is limited but insufficient evidence of this being done in candidate lesson plans. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observations Reports*

Performance

1. The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners’ needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
2. The teacher creates developmentally appropriate instruction that takes into account individual learners’ strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
3. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – *While there is sufficient evidence that through the PTK exam candidates are aware of Indicators 1 and 2, the PTK does not provide sufficient evidence of candidates meeting Indicator 3. A review of observations and candidate lesson plans provided sufficient evidence that candidates meet Indicators 1, 2 and 3. There is insufficient evidence in candidate lesson plans and observations that Indicator 3 is met, in particular collaborating with families and communities to promote learner growth and development.*

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observations*

Disposition

1. The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development
2. The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.
3. The teacher takes responsibility for promoting learners’ growth and development.

4. The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.3 Disposition	X		

1.3 Analysis – *There is limited, but insufficient, evidence that Indicators 1, 2, 3 and 4 are adequately addressed on the PTK exams. There is insufficient evidence that Indicators 1, 2, 3 or 4 are sufficiently, consistently, or intentionally addressed in the development or evaluation of lesson plans or observations. A 2016 principal survey provided aggregated evidence that principals were asked to evaluate certain candidate dispositions, but not those related to Indicators 1, 2, or 3. While testimony from principals makes general reference to ABCTE candidates demonstrating certain dispositions, there is insufficient evidence that Standard 1’s dispositions are systematically developed or evaluated as part of ABCTE’s program.*

Sources of Evidence

- Testimony – 2016 Principal Survey
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Learning Plans
- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Interviews with Candidates and Mentors

Standard 2: Learning Differences. *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Knowledge

1. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner’s strengths to promote growth.
2. The teacher understands students with exceptional needs, including those associated with disabilities and giftedness, and knows how to use strategies and resources to address these needs.
3. The teacher knows about second language acquisition processes and knows how to

incorporate instructional strategies and resources to support language acquisition.

4. The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
5. The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.1 Knowledge	X		

2.1 Analysis – *There is sufficient evidence that through the PTK exam candidates meet Indicators 1 and 4. There is limited, yet sufficient evidence that the PTK exam prepares candidates to meet Indicator 2. There is insufficient evidence that the PTK exam enables candidates to meet Indicators 3 and 5. Candidate observations provide sufficient evidence that Indicators 1 and 4 are met. Observations provided sufficient evidence that candidates meet Indicators 1 and 2. Overall, there is insufficient evidence in observations or lesson plans that Indicators 3, 4, and 5 are met. Lesson plans provide limited, but insufficient evidence that candidates have sufficient understanding of second language acquisition processes or culturally relevant instruction.*

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observation*
- *Interviews with Candidates and Mentors*

Performance

1. The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
2. The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

3. The teacher designs instruction to build on learners’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
4. The teacher brings multiple perspectives to the discussion of content, including attention to learners’ personal, family, and community experiences and cultural norms.
5. The teacher incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.
6. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance		X	

2.2 Analysis – The PTK, Candidate Lesson Plans and district and ABCTE observations provide ample evidence that Indicators 1, 2, 4, and 6 are met. There is more limited, yet sufficient, evidence that candidates meet Indicator 3. There is insufficient evidence that candidates meet Indicator 5. There is insufficient evidence in lesson plans that candidates consistently make content accessible to English language learners or plan to develop English proficiency.

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observation
- Interviews with Candidates and Mentors

Disposition

1. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
2. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
3. The teacher makes learners feel valued and helps them learn to value each other.

4. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.3 Disposition	X		

2.3 Analysis – While there is limited, but sufficient, evidence that Indicators 1, 2, and 3 are adequately addressed as knowledge items on the PTK exams, there is insufficient evidence that these Indicators are, in practice, systematically developed or evaluated as dispositions as part of ABCTE’s program.

Sources of Evidence

- Testimony – 2016 Principal Survey
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Learning Plans
- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Interviews with Candidates and Mentors

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Knowledge

1. The teacher understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self-direction and ownership of learning.
2. The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
3. The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
4. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.
5. The teacher knows how to use technologies and how to guide learners to apply them in

appropriate, safe, and effective ways.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *The PTK, observations and candidate lesson plans provide sufficient evidence that candidates meet Indicators 1, 2, 3 and 4. There is insufficient evidence that Indicator 5 is met. There is limited, but insufficient evidence that candidates consistently use technologies to guide learners or that there is ongoing instruction in how to use technologies in appropriate, safe and effective ways. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observation*
- *Interviews with Candidates and Mentors*

Performance

1. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
2. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
3. The teacher collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.
4. The teacher manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners’ attention.
5. The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
6. The teacher communicates verbally and nonverbally in ways that demonstrate respect for and

responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

7. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
8. The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis – The PTK and observations provide sufficient evidence that Indicators 1, 2, 3, 4, 5, 6 and 8 are met. Candidate lesson plans provide ample evidence that Indicators 2, 3, 4, and 5 are met. Overall, there is insufficient evidence that Indicator 7 is met. There is limited, but insufficient evidence that candidates consistently promote responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observation
- Interviews with Candidates and Mentors

Disposition

1. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
2. The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.
3. The teacher is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
4. The teacher seeks to foster respectful communication among all members of the learning community.

5. The teacher is a thoughtful and responsive listener and observer.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.3 Disposition		X	

3.3 Analysis –*The PTK, observations, and principal testimonies provide sufficient evidence that candidates meet Standard 3.3.*

Sources of Evidence

- *Testimony – 2016 Principal Survey*
- *Testimony – Letters from Principals*
- *ABCTE Clinical Experience Observations*
- *District Observations*
- *Learning Plans*
- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Interviews with Candidates and Mentors*

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 major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
2. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
3. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
4. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.
5. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis – *The PTK, observations, and lesson plans provide ample and sufficient evidence that Indicators 1, 3, and 5 are met. The observations and lessons plans provide limited but sufficient evidence that Indicator 2 is met. There is insufficient evidence that Indicator 4 is met. Lesson plans show occasional, but insufficient integration of culturally relevant content to build on learners’ background knowledge. This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.*

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observations*
- *Interviews with Candidates and Mentors*

Performance

1. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner’s achievement of content standards.
2. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.
3. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
4. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners’ experiences.
5. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
6. The teacher evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/ her learners.
7. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners
8. The teacher creates opportunities for students to learn, practice, and master academic

language in their content.

9. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis – The PTK, observations, principal testimony and lesson plans provide sufficient evidence that Indicators 1, 2, 4, 6, 7 and 8 are met. There is limited, yet sufficient evidence in lesson plans and observations that Indicators 3 and 6 are met. There is insufficient evidence that Indicators 5 and 9 are met. There is insufficient evidence in lesson plans that learner misconceptions are consistently anticipated and addressed. Furthermore, there is insufficient evidence that candidates evaluate learners' content knowledge in their primary language.

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observation
- Interviews with Candidates and Mentors

Disposition

1. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
2. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
3. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
4. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.3 Disposition	X		

4.3 Analysis – *Principal testimony, observations and candidate lesson plans provide evidence that Indicator 4 is met. Candidate lesson plans and Professional Learning Plans provide sufficient evidence that Indicators 1 and 2 are met. There is insufficient evidence Indicator 3 is met. Insufficient evidence is provided relative to candidates recognizing the potential of bias in his/her representation of the discipline and seeking ways to address bias.*

Sources of Evidence

- *Candidate Professional Learning Plans*
- *Candidate Lesson Plans*
- *Testimony – Letters from Principals*
- *ABCTE Clinical Experience Observations*
- *District Observations*
- *Interviews with Candidates and Mentors*

Standard 5: Application of Content. *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Knowledge

1. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
2. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.
3. The teacher understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.
4. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
5. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
6. The teacher understands communication modes and skills as vehicles for learning (e.g.,

information gathering and processing) across disciplines as well as vehicles for expressing learning.

7. The teacher understands creative thinking processes and how to engage learners in producing original work.
8. The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – Candidate lesson plans, observations and the PTK provide sufficient evidence that Indicators 1, 3, 5, and 8 are met. Lesson plans and observations provide sufficient evidence that Indicators 2, 6, and 7 are met. There is insufficient evidence that Indicator 4 is met. There is insufficient evidence that candidates evaluate issues of ethics and quality related to information and its use. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.**

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations
- Interviews with Candidates and Mentors

Performance

1. The teacher develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).
2. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).
3. The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.

4. The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
5. The teacher develops learners’ communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
6. The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
7. The teacher facilitates learners’ ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.
8. The teacher develops and implements supports for learner literacy development across content areas.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance		X	

5.2 Analysis – *The PTK, candidate lesson plans, observations and principal testimonials provide sufficient evidence that all performance indicators except 8 have been met. There is insufficient evidence in candidate lesson plans or observations that candidates consistently develop and implement supports for learner literacy development across content areas.*

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observation*
- *Interviews with Candidates and Mentors*

Disposition

1. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
2. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

3. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.3 Disposition		X	

5.3 Analysis – Principal testimony, observations, lesson plans and Candidate Professional Learning Plans provide sufficient evidence that all indicators of Standard 5.3 are met.

Sources of Evidence

- Candidate Professional Learning Plans
- Candidate Lesson Plans
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Interviews with Candidates and Mentors

Standard 6: Assessment. *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.*

Knowledge

1. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
2. The teacher understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.
3. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
4. The teacher knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.
5. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
6. The teacher knows when and how to evaluate and report learner progress against standards.

7. The teacher understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – *While the PTK, lesson plans and observations together provide sufficient evidence that Indicators 1, 2, 3, 5, 6, and 7 are met, gaps remain. The PTK provides limited evidence that Indicator 4 is addressed, but there is insufficient evidence within observations or lesson plans that candidates use assessment results to have students set goals for their own learning. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations

Performance

1. The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
2. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
3. The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.
4. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
5. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
6. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

7. The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.
8. The teacher prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.
9. The teacher continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance		X	

6.2 Analysis – *The PTK, observations and candidate lesson plans provide sufficient evidence that Indicators 1, 2, 3, 4, 5, 6 and 8 are met. There is insufficient evidence that Indicators 7 and 9 are met. While candidates use multiple and appropriate types of assessments, there is insufficient evidence that the data is used to identify each student’s learning needs and to develop differentiated learning experiences. There is limited but insufficient evidence that candidates continually seek appropriate ways to employ technology to support assessment or to more fully assess learner needs.*

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment Document*
- *Candidate Lesson Plans*
- *ABCTE Clinical Experience*
- *District Observation*
- *Interviews with Candidates and Mentors*

Disposition

1. The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.
2. The teacher takes responsibility for aligning instruction and assessment with learning goals.
3. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

4. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
5. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
6. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.3 Disposition		X	

6.3 Analysis – Observations, principal testimony, and candidate lesson plans provide sufficient evidence that Indicators 1, 2, 4, and 5 are met. While the PTK addresses these indicators as knowledge items, there is insufficient specific evidence relative to candidate dispositions that Indicators 3 and 6 are met.

Sources of Evidence

- Testimony – 2016 Principal Survey
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District Observations
- Learning Plans
- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Interviews with Candidates and Mentors

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 content and content standards and how these are organized in the curriculum.
2. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
3. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.

4. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
5. The teacher knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.
6. The teacher knows when and how to adjust plans based on assessment information and learner responses.
7. The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.1 Knowledge		X	

7.1 Analysis – *The PTK, candidate lesson plans, and observations provide sufficient evidence that Indicators 1, 3, 4, 5 and 7 have been met. There is insufficient evidence that Indicators 2 or 6 are consistently met. There is insufficient evidence in the PTK that candidates understand how integrating cross-disciplinary skills in instruction engages learners or when and how to adjust instruction based on assessment information and learner responses. Candidate lesson plans and observations provide evidence of a variety of forms of assessment being used, but insufficient explicit evidence of candidate knowledge regarding when and how to adjust instruction based on assessment information. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment Document
- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations

Performance

1. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
2. The teacher plans how to achieve each student’s learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
3. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
4. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
5. The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
6. The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student’s learning needs and enhance learning.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance		x	

7.2 Analysis – *The testimonials, district observations, ABCTE clinical experience reports and lesson plans provide sufficient evidence that Indicators 1 and 4 are met. There is more limited, yet sufficient evidence that Indicators 2, 3, and 5 are met. There is insufficient evidence that Indicator 6 is met. Adding differentiation and reflection to lesson plan requirement could provide evidence of teacher meeting student needs and that the teacher evaluates plans and makes adjustments to lessons. Requiring a unit could provide evidence that teacher develops appropriate sequencing.*

Sources of Evidence

- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations
- Testimonials

Disposition

1. The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.
2. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
3. The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
4. The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.3 Disposition	x		

7.3 Analysis – *There is limited evidence that Indicators 1, 2, 3 and 4 are adequately addressed and systematically developed or evaluated as part of ABCTE’s program. Testimonials from administrators mention planning as a collegial activity with colleagues, but extensions to larger community is lacking. Adding differentiation and reflection to lesson plan requirement could provide evidence of teacher disposition regarding planning for instruction.*

Sources of Evidence

- Candidate Lesson Plans
- Testimony – Letters from Principals
- ABCTE Clinical Experience Observations
- District 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 teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
2. The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
3. The teacher knows when and how to use appropriate strategies to differentiate instruction

and engage all learners in complex thinking and meaningful tasks.

4. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
5. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
6. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis: *The PTK study guide, workshop objectives, and suggested reading along with district mentor evaluations, observation records, and provided lesson plans indicate that ABCTE candidates use a variety of instructional strategies to encourage learners to develop understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. The ABCTE PTK/Idaho Core Teaching Standards Alignment document stating that Idaho standards correlate to ABCTE standards without specific correlation to more specific knowledge indicators was heavily relied upon as evidence for candidates meeting this standard. Minimal evidence was found in the PTK study guide, observation and interview opportunities in regards to indicators 2, 3, 5 and 6. Aggregate and/or disaggregated data on all Idaho candidates' Teacher Observation tools or PTK test data was unavailable to verify knowledge. This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.*

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- ABCTE observations during clinical experience
- ABCTE provided incomplete PLP's from candidates in their clinical experience.
- <https://www.americanboard.org/ptk>
- ABCTE Candidate observation and interview
- Principal Interview
- Interview with mentors

Performance

1. The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
2. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
3. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
4. The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
5. The teacher provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.
6. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
7. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
8. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
9. The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

<i>Standard 8 Instructional Strategies</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>8.2 Performance</i>		X	

8.2 Analysis – Through district observation evaluations, candidate lesson plans and ABCTE clinical experience evaluation reports provide sufficient evidence that Indicators 1,2,4,5,6,7,8, and 9 are met. There is insufficient evidence in Indicator 9 demonstrating that the teacher candidate collaborates with learners to design and implement relevant learning experiences.

Sources of Evidence

- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations

Disposition

1. The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
2. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
3. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
4. The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.3 Disposition		X	

8.3 Analysis – District observations, candidate lesson plans and ABCTE clinical experience evaluations provide sufficient evidence that Indicators 1,2,3,4 are met.

Sources of Evidence

- Candidate Lesson Plans
- ABCTE Clinical Experience
- District Observations

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

1. The teacher understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her practice and to plan for adaptations/adjustments.
2. The teacher know how to use learner data to analyze practice and differentiate instruction

accordingly.

3. The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
4. The teacher understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
5. The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

7.2 Analysis – *The ABCTE PTK/Idaho Core Teaching Standards Alignment, the PTK study guide, ABCTE provided PLP's, observation forms utilized during clinical experience, and mentor evaluations provide limited but adequate evidence that teacher candidates engage in ongoing professional learning and use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others, and adapts practice to meet the needs of each learner. The ABCTE PTK/Idaho Core Teaching Standards Alignment document stating that Idaho standards correlate to ABCTE standards without specific correlation to more specific knowledge indicators was heavily relied upon as evidence for candidates meeting this standard. Minimal evidence was found in the PTK study guide, observation and interview opportunities in regards to indicators 1, 2, and 5. Aggregate and/or disaggregated data on all Idaho candidates' Teacher Observation tools or PTK test data was unavailable to verify knowledge. **This standard was found to be acceptable; however, in the future the PTK/Idaho Core Teaching Standards alignment document will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- ABCTE observations during clinical experience

- *ABCTE provided incomplete PLP's from candidates in their clinical experience.*
- <https://www.americanboard.org/ptk>
- *ABCTE Candidate observation and interview*
- *Principal Interview*
- *Interview with mentors*

Performance

1. The teacher engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.
2. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
3. Independently and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.
4. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
5. The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
6. The teacher advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance		X	

9.2 Analysis – *District-required evaluation forms, partially completed PLPs, candidate observation and interview, as well as district mentor interviews, provide acceptable evidence that ABCTE candidates are able to meet the Idaho performance indicators for standard 9. Lesson plans, interviews, and district mandated evaluation forms provide evidence that indicators 1, 2, 3, and 5 are met. Indicators 4 and 6 are less apparent in the evidence provided. Some evidence exists that the teacher actively seeks professional, community, and technological resources, within and outside the school but not necessarily for supports for analysis, reflection, and problem solving as stated in the indicator 4. In*

addition, no evidence was provided that the teacher candidate advocates, models, and teaches safe, legal and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media (Indicator 6).

Sources of Evidence

- *ABCTE PTK/Idaho Core Teaching Standards Alignment document*
- *District required Observations/Evaluations forms for candidates*
- *Candidate provided lesson plans*
- *ABCTE provided incomplete PLP's from candidates in their clinical experience.*
- *<https://www.americanboard.org>*
- *ABCTE Candidate observation and interview*
- *Principal Interview*
- *Interview with mentors*
- *District required evaluation forms*

Disposition

1. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
2. The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
3. The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.
4. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.3 Disposition	X		

9.3 Analysis – *There is insufficient, evidence that Standard 10 disposition Indicators are adequately addressed on the PTK exams. There is insufficient evidence that disposition indicators are sufficiently, consistently or intentionally addressed in the development of evaluation lesson plans or observations. Some district data was provided to indicate that dispositions were evaluated but no aggregate or disaggregate data was provided on Idaho candidates While testimony from principals make general reference to ABCTE candidates*

demonstrating certain dispositions, there is insufficient evidence that dispositions are systematically developed or evaluated as part of ABCTE's program.

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- ABCTE observations during clinical experience
- ABCTE provided incomplete PLP's from candidates in their clinical experience.
- <https://www.americanboard.org/ptk>
- ABCTE Candidate observation and interview
- Principal Interview
- District Mentors' interview

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 schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.
2. The teacher understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.
3. The teacher knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.
4. The teacher knows how to contribute to a common culture that supports high expectations for student learning.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.1 Knowledge		X	

10.1 Analysis – *The ABCTE PTK/Idaho Core Teaching Standards Alignment document, PTK study guide, candidate interview, and candidate observation forms provide minimal but acceptable evidence 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. The ABCTE PTK/Idaho Core Teaching Standards Alignment document stating that Idaho standards correlate to ABCTE standards without specific correlation to more specific knowledge indicators was heavily relied upon as evidence for candidates meeting this standard. Minimal evidence was found in the PTK study guide, observation and interview opportunities in regards to indicators 1, 3, and 4. Aggregate and/or disaggregated data on all Idaho candidates' Teacher Observation tools or PTK test data was unavailable to verify knowledge. **This standard was found to be acceptable; however, in the future this crosswalk will not be considered or as heavily weighted in a review without the accompanying test specifications that verify the meeting of the knowledge standard at the indicator level.***

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- ABCTE observations during clinical experience
- ABCTE provided incomplete PLP's from candidates in their clinical experience.
- <https://www.americanboard.org/ptk>
- ABCTE Candidate observation and interview
- Principal Interview
- Interview with mentors

Performance

1. The teacher takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.
2. The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
3. The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
4. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
5. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
6. The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
7. The teacher uses technological tools and a variety of communication strategies to build

- local and global learning communities that engage learners, families, and colleagues.
8. The teacher uses and generates meaningful research on education issues and policies.
 9. The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
 10. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
 11. The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance		X	

10.2 Analysis – Candidate lesson plans, district required observation/evaluation forms, candidate, principal, and district mentor interviews and candidate observation indicate that ABCTE candidates provide minimal but acceptable evidence for the performance indicators of standard 10. Mandated district observations/evaluations and interviews provide evidence for indicators 1, 2, 5, 6, 7, 9, 10, and 11. The fact that one ABCTE candidate was part of the Idaho Coaching Network provided evidence for many of these. However, no evidence was provided that teacher candidates engage collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals (indicator 3), or works collaboratively with learners and their families **to establish mutual expectations** portion of indicator 4. Several evaluation comments reported candidates were able to communicate with families regarding learner development and achievement. Finally, there was a lack of evidence to show that teacher candidates **generate** meaningful research on education issues and policies. Minimal evidence was provided to show that candidates used meaningful research on educational issues and policies (indicator 8).

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- District required Observations/Evaluations forms for candidates
- Candidate provided lesson plans
- ABCTE provided incomplete PLP's from candidates in their clinical experience.
- <https://www.americanboard.org>
- ABCTE Candidate observation and interview
- Principal Interview

- Interview with mentors
- District required evaluation forms

Disposition

1. The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
2. The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
3. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
4. The teacher takes responsibility for contributing to and advancing the profession.
5. The teacher embraces the challenge of continuous improvement and change.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.3 Disposition	X		

10.3 Analysis – There is insufficient evidence that Standard 10 disposition Indicators are adequately addressed on the PTK exams. There is insufficient evidence that disposition indicators are sufficiently, consistently, or intentionally addressed in the development of evaluation lesson plans or observations. Some district data was provided to indicate that dispositions were evaluated, but no aggregate or disaggregate data was provided on Idaho candidates. While testimony from principals generally referenced ABCTE candidates demonstrating certain dispositions, there is insufficient evidence that dispositions are systematically developed or evaluated as part of ABCTE’s program.

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment document
- ABCTE observations during clinical experience
- ABCTE provided incomplete PLP’s from candidates in their clinical experience.
- <https://www.americanboard.org/ptk>
- ABCTE Candidate observation and interview
- Principal Interview
- Interview with mentors

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	1	9	
Performance	10	1	9	
Dispositions	10	6	4	

Overall, the ABCTE provided multiple evidence items for meeting the Core Teaching Standards that were difficult to track and measure at the specific indicator level. A more concise alignment of evidence items to specific indicators under each core standard would benefit the overall understanding of the unit's ability to have candidates meet these standards. When ABCTE is reviewed again in the State's three- and seven-year cycle, more than just an articulation of meeting standards through the PTK/Idaho Core Teaching Standards alignment document provided aligning ABCTE standards and exam to Idaho standards is needed. Stronger data evidence of meeting knowledge standards would strengthen evidential proof ABCTE candidates are meeting the standards. The conclusion of acceptable on meeting the majority of knowledge-based standards was based largely on the reviewers' acceptance of the alignment document and not verifiable evidence. In addition, there is a concern as to whether ABCTE standards and materials are based on current educational research.

Specific Areas for Improvement

- Sufficient evidence of candidates' knowledge and performance in all aspects of culturally relevant instruction and effectively instructing English Language Learners.
- Sufficient evidence of candidates' use of technology for effective instruction.
- Sufficient evidence of candidates' ability to develop literacy skills in all disciplines.
- Sufficient evidence of a comprehensive method to systematically monitor, assess, and develop candidate dispositions.
- Clearer articulation between indicators and evidence.
- Sufficient evidence that candidates' meet knowledge standards. The ABCTE PTK/Idaho Core Teaching Standards Alignment provided only partial evidence.

Recommended Action for Idaho Core Teacher Standards

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

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

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 learners.

Knowledge

1. The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
2. The teacher understands concepts of algebra.
3. The teacher understands the major concepts of geometry (Euclidean and non- Euclidean) and trigonometry.
4. The teacher understands basic concepts of number theory and number systems.
5. The teacher understands concepts of measurement.
6. The teacher understands the concepts of limit, continuity, differentiation, integration, and the techniques and application of calculus.
7. The teacher understands the techniques and applications of statistics, data analysis, and probability (e.g., random variable and distribution functions).
8. The teacher knows how to effectively evaluate the legitimacy of alternative algorithms.
9. The teacher understands the historical and cultural significance of mathematics and the changing ways individuals learn, teach, and do mathematics.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Professional Teaching Knowledge and Mathematics Content Standards, snapshot of exam, study plan, study guides, evaluations, observations, and provided classroom activities and lesson plans indicate that most candidates have sufficient content knowledge; lesson plans provide specific details related to candidates developing lesson plans with correct mathematical concepts.

- Knowledge Indicator 1
 - ABCTE Standards Alignment Document(s): Some aligned; a couple of

Professional Teaching Knowledge standards provided are misaligned. Reviewer found additional standards that align.

- *District Candidate Evaluation(s): Candidate evaluations indicate proficiency in content knowledge and pedagogical approaches.*
- *District Candidate Observation(s): Observations provide evidence that Candidates have knowledge of a variety of problem-solving approaches; to include, predicting, organizing, summarizing, categorizing, and self-monitoring.*
- *District Candidate Lesson Plan(s): Lesson plans provide further evidence of a variety of problem-solving approaches across candidates. A couple of candidates provided lesson plans that show a variety of problem-solving approaches, while a good portion provided evidence that focus on procedural understanding.*
- *Knowledge Indicator 2*
 - *ABCTE Standards Alignment Documents: Some misalignment with the ABCTE's General Mathematics Content Area Standards; additional supporting standards found by reviewer.*
 - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
 - *District Candidate Lesson Plan(s): Lesson plan provides evidence of candidate understanding of algebra.*
- *Knowledge Indicator 3*
 - *ABCTE Standards Alignment Documents: Some misalignment with the ABCTE's General Mathematics Content Area Standards; additional supporting standards found by reviewer.*
 - *District Candidate Observations(s): Observation provides evidence that the candidate understands the concepts of Geometry.*
 - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
 - *District Candidate Lesson plan(s): Lesson plan provides evidence of candidate knowledge of content area.*
- *Knowledge Indicator 4*
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards provided align to the standard.*
 - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
- *Knowledge Indicator 5*
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards provided align to the standard.*
 - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of*

candidate knowledge related to the Standard.

- *Knowledge Indicator 6*
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards provided align to the standard.*
 - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
 - *District Candidate Evaluation(s): Evaluation documented a task that provided evidence that the candidate had an understanding of measurement.*
 - *District Candidate Lesson Plan(s): Lesson plan provides evidence of the candidate's understanding of Calculus content.*
- *Knowledge Indicator 7*
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards provided align to the standard.*
 - *ABCTE Exam Snapshot & Study Plan: Documents provide evidence of candidate knowledge related to the Standard.*
- *Knowledge Indicator 8*
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge and Mathematics Content Standards somewhat align to the standard*
- *Knowledge Indicator 9*
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards are completely aligned; no alignment with provided Mathematics Standards.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *ABCTE Mathematics Content Standards*
- *Candidate District Evaluations*
- *Candidate District Lesson Plans*
- *ABCTE Exam Snapshots*
- *ABCTE Content Study Plans*

Performance

1. The teacher incorporates the historical perspective and current development of mathematics in teaching students.
2. The teacher applies appropriate and correct mathematical concepts in creating learning experiences.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis

ABCTE Professional Teaching Knowledge Standards do not align to the performance standard.

- *Performance Indicator 1*
 - *SDE Mentor Checklist: Requires a candidate to submit literature review of best practices in the content area, which may have an emphasis on historical context and current development of mathematics in teaching students; however, specific requirements were not provided, nor were the reviewers provided with evidence to examine.*
 - *District Lesson plan(s): One lesson plan describes use of current development of teaching mathematics through using self-paced user-adaptable system MobyMax. Use of current development of mathematics through the use of using Desmos lesson plans.*
 - *District Evaluation(s): Evaluation points to evidence of the TedED videos as current development of teaching mathematics.*

- *Performance Indicator 2*
 - *District Evaluation(s): Evaluation provided evidence that the Candidate applies appropriate and correct mathematical concepts in creating learning experiences.*
 - *District Observation(s): Observation evidence provided that the candidates apply appropriate and correct mathematical concepts in creating learning experiences.*

Sources of Evidence

- *Candidate District Evaluations*
- *Candidate District Observations*

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

Knowledge

1. The teacher knows how to make use of students' mathematical development, knowledge,

understandings, interests, and experiences.

- The teacher knows how to plan learning activities that respect and value students' ideas, ways of thinking, and mathematical dispositions.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – *Standards Alignment Document(s): provided Professional Teaching Knowledge Standards align with the standard.*

- **Knowledge Indicator 1**
 - *District Observation(s): Provided evidence that candidates are providing instruction on content that is appropriate for the age and educational background of students.*
 - *District Lesson plan(s): Lesson plans provided evidence that candidates are providing instruction on content that is appropriate for age and educational background of the students.*
 - *District Evaluation(s): evaluations provided evidence that candidates are providing instruction on content that is appropriate for age and educational background of the students.*
- **Knowledge Indicator 2**
 - *District Evaluation(s): Evaluations provided evidence of the candidate planning learning activities that respect and value student thinking, ideas and mathematical disposition.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Observations*
- *Candidate District Evaluations*
- *Candidate District Lesson plans*

Performance

- The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
- The teacher plans and delivers learning activities that respect and value students' ideas,

ways of thinking, and promotes positive mathematical dispositions.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – *Standards Alignment Documents: Professional Teaching Knowledge Standards provided do not align with the performance standards.*

- *Performance Indicator 1*
 - *District Evaluation(s): Evidence was found when candidates pre-assessed through questioning students’ knowledge and utilized tasks that connected new knowledge to past knowledge.*
- *Performance Indicator 2*
 - *District Lesson plan(s): provides evidence that the candidate delivers learning plans that respect and value students’ ideas and ways of thinking*
 - *Evaluation(s): Provides evidence that the candidate plans and delivers learning activities promoting positive mathematical dispositions*

Sources of Evidence

- *Candidate District Lesson Plans*
- *Candidate District Evaluations*

Standard 3: Modifying Instruction for Individual Needs - *The teacher understands how students differ in their approaches to learning mathematics and creates instructional opportunities that are adapted to learners with diverse needs.*

Knowledge

1. The teacher knows how to create tasks at a variety of levels of mathematical development, knowledge, understanding, and experience.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis –

- *Standards Alignment Documents: Professional Teaching Knowledge Standards provided alignment with the knowledge standards.*
- *District Observation(s): Provides evidence that the candidate created a lesson plan that meets the needs of English Language Learners.*
- *District Evaluation(s): Candidates evaluated on developing and implementing instruction based on the levels of cognitive development of students; provides a variety of appropriately challenging materials and resources. Evaluation provides evidence that teacher candidate creates tasks that extend student thinking across multiple levels.*
- *District Lesson Plan(s): Lesson plan provides evidence of the candidate developing a lesson plan that meets the needs of students; planning to extend students as needed, provide supports to struggling students, and common misconceptions.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Observations*
- *Candidate District Evaluations*
- *Candidate District Lesson Plans*

Performance

1. The teacher assists students in learning sound and significant mathematics and in developing a positive disposition toward mathematics by adapting and changing activities as needed.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.2 Performance		X	

3.2 Analysis

- *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided do not align with the performance standards.*
- *District Observation(s): Provides evidence that the candidate provide English Language Learners with warm-up problems in their native language to increase understanding of academic vocabulary.*
- *District Lesson plan(s): Lesson plan provides evidence of candidate assisting*

students learning mathematics by adapting and changing activities as needed.

- *District Evaluation(s): Evaluation provided evidence of candidate differentiating learning based on students' visual needs.*

Sources of Evidence

- *Candidate District Observations*
- *Candidate District Lesson plans*
- *Candidate District Evaluations*

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

Knowledge

1. The teacher knows how to formulate or access tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher knows a variety of instructional strategies for investigating and understanding mathematics including problem-solving approaches.
3. The teacher understands the role of axiomatic systems and proofs in different branches of mathematics as it relates to reasoning and problem solving.
4. The teacher knows how to frame mathematical questions and conjectures.
5. The teacher knows how to make mathematical language meaningful to students.
6. The teacher understands inquiry-based learning in mathematics.
7. The teacher knows how to communicate concepts through the use of mathematical representations (e.g., symbolic, numeric, graphic, verbal, and concrete models).
8. The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, and statistical software)

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis

- *Knowledge Indicator 1*
 - *ABCTE Standards Alignment Document(s): Professional Teaching Knowledge Standards provided align with the knowledge standards.*
 - *District Evaluation(s): Evaluation provided evidence that candidate provided students opportunities to justify their mathematical reasoning*
 - *District Lesson Plan(s): Lesson plan provides evidence that the candidate has formulated tasks that focus on the algorithm with little to no chances to develop mathematical reasoning.*
- *Knowledge Indicator 2*
 - *District Evaluation(s): Evaluation provides evidence that candidate uses his resources to learn multiple ways to investigate mathematics including problem-solving approaches.*
 - *District Lesson Plan(s): Provides evidence of candidate’s ability to provide different instructional strategies for investigative purposes.*
- *Knowledge Indicator 3*
 - *ABCTE Standards: ABCTE’s Mathematics Content Standards provided align with the knowledge standards; reviewer found evidence.*
- *Knowledge Indicator 4*
 - *District Evaluation(s): Evaluation provides evidence that candidate is using questioning and discussion techniques.*
- *Knowledge Indicator 5*
 - *District Lesson Plan(s): Lesson plan evidence where the focus was on simple and compound interest with additional examples of exponential functions.*
 - *District Evaluation(s): Evaluation provides evidence that students are engaged in providing explanations*
- *Knowledge Indicator 6*
 - *Misalignment of evidence provided.*
- *Knowledge Indicator 7*
 - *District Observation(s): Provides evidence that candidates use a variety of instructional practices to increase understanding; to include modeling, visuals, hands-on activities, demonstrations, etc.*

- *Knowledge Indicator 8*
 - *District Lesson Plan(s): Lesson plan provides evidence of candidate using appropriate technology for teaching mathematics (SmartBoard, MobyMax).*
 - *District Classroom Activity: Classroom activity provides evidence of candidate using appropriate technology for teaching mathematics using graphing calculator in Desmos activity.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Observations*
- *Candidate District Evaluations*
- *Candidate District Classroom Activity*

Performance

1. The teacher formulates or accesses tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
2. The teacher uses a variety of instructional strategies to support students in investigating and understanding mathematics, including problem-solving approaches.
3. The teacher uses and involves students in both formal proofs and intuitive, informal exploration.
4. The teacher uses a variety of instructional strategies to develop students' use of standard mathematical terms, notations, and symbols.
5. The teacher uses and encourages the students to use a variety of representations to communicate mathematically.
6. The teacher engages students in mathematical discourse by encouraging them to make conjectures, justify hypotheses and processes, and use appropriate mathematical representations.
7. The teacher uses and involves students in the appropriate use of technology to develop students' understanding (e.g., graphing calculators, dynamic geometry software, and statistical software).

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance		X	

4.2 Analysis

Standards Alignment Documents: Professional Teaching Knowledge Standards provided do not align with the performance standards.

- *Performance Indicator 1*
 - *District Candidate Observation(s): Observations provide evidence that candidate creates tasks that elicit problem-solving behavior in students.*
 - *Evaluation(s): Evaluation provided evidence of candidate providing students opportunities to provide their reasoning.*
- *Performance Indicator 2*
 - *District Candidate Observation(s): Provides evidence that candidates use a variety of instructional practices to increase understanding; to include modeling, visuals, hands-on activities, demonstrations, etc.*
 - *District Candidate Evaluation(s): Evaluation notes provide evidence of tasks that support students in investigating and understanding mathematics.*
- *Performance Indicator 3*
 - *District Candidate Observations(s): Evidence found of intuitive, informal exploration by students; no evidence found in regards to formal proof.*
 - *District Candidate Evaluation(s): Evidence found of intuitive, informal exploration by students; no evidence found in regards to formal proof.*
- *Performance Indicator 4*
 - *District Candidate Lesson Plan(s): Provides evidence of the the development of students' use of standard mathematical terms, notations and symbols.*
- *Performance Indicator 5*
 - *District Candidate Lesson Plan(s): Lesson plan provides evidence of candidate engaging students in the use of different representations to explain their mathematical reasoning.*

- *Performance Indicator 6*
 - *District Evaluation(s): evaluations provided evidence that the candidate engages students in explaining their thinking process and appropriate mathematical representations.*
- *Performance Indicator 7:*
 - *District Lesson Plan(s): Provides evidence of using online-based system MobyMax.*
 - *District Classroom Activity: Activity provides evidence of using Desmos-based activity involving use of graphing calculator.*
 - *District Evaluation(s): Provides evidence of the teacher using TedED videos for illustration of mathematical concept.*

Sources of Evidence

- *Candidate District Lesson Plans*
- *Candidate District Evaluations*
- *Candidate District Observations*
- *Candidate District Classroom Activity*

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 including verbal, nonverbal, and media to foster mathematical inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

1. The teacher knows and uses appropriate mathematical vocabulary/terminology.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis –

- *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided align with the knowledge standards.*
- *District Candidate Observation(s): Observations provide evidence that candidates are using appropriate mathematical vocabulary/academic language.*
- *District Lesson Plan(s): Lesson plan provides evidence of the candidate’s knowledge of appropriate mathematical vocabulary/terminology; examples include algebraic vocabulary related to equations.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Observations*
- *Candidate District Lesson Plans*

Performance

1. The teacher encourages students to use appropriate mathematical vocabulary/terminology.
2. The teacher fosters mathematical discourse.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis - Professional Teaching Knowledge Standards provided do not align with the performance standards.

- *Performance Indicator 1*
 - *District Candidate Observation(s): Observation provides evidence that candidate provide opportunities for students to practice and apply new knowledge through the four language domains; reading, writing, speaking and listening.*
- *Performance Indicator 2*
 - *District Candidate Observation(s): Evidence provided of students providing explanations of mathematical reasoning in solving problems, but no true mathematical discourse was observed in observations, evaluations or lesson plans.*

Sources of Evidence

- *Candidate District Observations*

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

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

Knowledge

1. The teacher knows how to assess students' mathematical reasoning.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.1 Knowledge		X	

8.1 Analysis

- *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided align with the knowledge standards.*
- *Candidate District Lesson Plan(s): Provide evidence of planned assessments.*
- *Candidate District Evaluation(s): Evaluation provides evidence of Candidate plans to modify assessments when necessary for specific students. Evaluation evidence also points to pre- and post-assessments. Another evaluation provides evidence of informal formative assessments.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Lesson plans*
- *Candidate District Evaluations*

Performance

1. The teacher assesses students' mathematical reasoning.

Standard 8 Assessment of Student Learning	Unacceptable	Acceptable	Exemplary
8.2 Performance		X	

8.2 Analysis –

- *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided do not align with the performance standards.*
- *District Candidate Observation(s): Provide evidence of candidates assessing students’ mathematical reasoning through formative assessment measures embedded within instruction; i.e. questing, providing students sentence frames to explain reasoning, etc. Observations provide evidence that Candidates provide regular feedback.*
- *District Candidate Lesson Plan(s); Lesson plans provide evidence of candidate scheduling regular check-ins to determine students’ understanding of procedural steps; conducted through individual check-ins, group responses, guiding questions, etc.*
- *District Candidate Evaluation(s): Candidate provides specific and timely guidance - formative assessment. Evidence of candidate walking around the room assessing students’ progress. Evaluation provides evidence that candidate utilizes a variety of assessments to determine students’ understanding. Candidate has students use assessment results to monitor progress.*

Sources of Evidence

- *Candidate District Observations*
- *Candidate District Lesson Plans*
- *Candidate District Evaluations*

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.

Standard 11: Connections among Mathematical Ideas - The teacher understands significant connections among mathematical ideas and the application of those ideas within mathematics, as well as to other disciplines.

Knowledge

1. The teacher has a broad base of knowledge and understanding of mathematics beyond the level at which he or she teaches to include algebra, geometry and measurement, statistics and data analysis, and calculus.
2. The teacher understands the interconnectedness between strands of mathematics.
3. The teacher understands a variety of real-world applications of mathematics.

Standard 11 Connections among Mathematical Ideas	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis –

- *Knowledge Indicator*
 - *ABCTE Standards Alignment Documents: Professional Teaching Knowledge Standards provided align with the knowledge standards.*
- *Knowledge Indicator 2*
 - *District Candidate Evaluation(s): Candidate can identify important concepts/content topics of the discipline and the relationship/connections between concepts/content topics.*
- *Knowledge Indicator 3*
 - *District Candidate Evaluation(s): Evaluation provides evidence that candidate understands a variety of real-world applications of mathematics and use them in their instruction.*
 - *District Candidate Classroom activity: Classroom activity provides evidence that candidates understand real-life application of mathematics.*

Sources of Evidence

- *ABCTE Professional Teaching Knowledge Standards*
- *Candidate District Evaluations*
- *Candidate District Classroom activity*

Performance

1. The teacher uses and encourages students to use mathematical applications to solve problems in realistic situations from other fields (e.g. natural science, social science, business,

and engineering).

2. The teacher encourages students to identify connections between mathematical strands.
3. The teacher uses and encourages students to use mathematics to identify and describe patterns, relationships, concepts, processes, and real-life constructs.

Standard 11 Connections among Mathematical Ideas	Unacceptable	Acceptable	Exemplary
11.2 Performance		X	

11.2 Analysis –

ABCTE Professional Teaching Knowledge Standards provided do not align with the performance standards.

- *Performance Indicator 1*
 - *District Candidate Evaluation(s): Evaluation provides evidence that candidate uses mathematics to solve real-life application problems in other subject areas (like roof reconstruction problems or calculating area to pour concrete for engineering).*
- *Performance Indicator 2*
 - *District Lesson Plan(s): Evidence provided that connects simple and compound interest with bivariate equations, correlations, and graphing.*
- *Performance Indicator 3*
 - *District Classroom activity: Classroom activity provides evidence of candidate using mathematics to describe real-life constructs.*
 - *District Candidate Evaluation(s): Evaluation provides evidence that candidate uses mathematics to describe real-world applications in his instruction.*

Sources of Evidence

- *Candidate District Lesson Plans*
- *Candidate District Classroom Activity*
- *Candidate District Evaluations*

Summary

The ABCTE program focuses primarily on building content knowledge whereas performance and instructional practice appears to be developed through the Clinical Experience (beginning in 2017). There was no Clinical Experience in Math 6-12 provided for reviewers; therefore, reviewers relied heavily on district-provided observations, evaluations, and lesson plans, which provided little consistency for finding evidence of performance standards being met during the review process.

It was evident within the district-level documents received, that candidates' understanding of research-based instructional practice was developed primarily through state-mandated professional learning opportunities, district professional learning opportunities, and individual professional learning based on current research focused on mathematical instructional practice.

Conditional Approved: The majority of the aligned evidence provided was district-level evidence that is not consistent across the state due to differences in district mentor programs. In order to ensure that the program is consistently meeting state performance standards' requirements, reviewers need to see evidence from the mentoring program designed and monitored by ABCTE, for example, evidence from Clinical Experience for specific Math 6-12 content.

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	0
Performance	7	3	4	0

Areas for Improvement

- Reviewers were unable to view Clinical Experience materials; the assumption is that there is no evidence available for Mathematics at the secondary level at this time due to recent adoption of Clinical Experience piece to ABCTE program.*
- Reviewers had plenty of evidence from the standards to believe that instructional practices and professional teaching knowledge (that align to CCSSO's Standards for Mathematical practices) in general was addressed; however, there were no instructional practices specific to Math 6-12 content in either set of standards, nor in Clinical Experience Plan.*
- There is minimal focus on the knowledge of instructional practices that provide opportunities for mathematical discourse between students; no evidence found in the materials provided by ABCTE.*
- It may be helpful for reviewers to see portfolios that document all the candidate development stages, including classroom activities, lesson plans, observations, personal learning plans, and evaluations in order to ensure that candidate is meeting state standard*

performance indicators intentionally and systematically as opposed to incidental and random occurrence.

Recommended Action for Mathematics

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

IDAHO SCIENCE FOUNDATION 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.

Knowledge

1. The teacher knows the history and nature of science and scientific theories.
2. The teacher understands the science content within the context of the Idaho Science Content Standards within their appropriate certification.
3. The teacher understands the concepts of form and function.
4. The teacher understands the interconnectedness among the science disciplines.
5. The teacher understands the process of scientific inquiry: investigate scientific phenomena, interpret findings, and communicate results.
6. The teacher knows how to construct deeper understanding of scientific phenomena through study, demonstrations, and laboratory and field activities.
7. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – Sufficient evidence that teacher candidate has the knowledge of standard one is evidenced in the candidate’s ability to complete the general content examination. All seven indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. Indicator 6 lacks evidence to demonstrate that the candidate has completed laboratory or field activities. The EPP-provided evidence for indicators 6 and 7 lacks context to establish relevance.

Sources of Evidence

- List of completers for the 2016, ‘17 and ‘18 academic school years (suggests that candidates passed core content knowledge examination).

- *Lesson Plans: numerous lessons were provided that suggest that candidates were producing lesson plans in content with knowledge of the standards above (although none provided insight into Standard 1.6*
- *Alignment Document*
- *Study Guide materials*
- *exams/quizzes*

Performance

1. The teacher provides students with opportunities to view science in its cultural and historical context by using examples from history and including scientists of both genders and from varied social and cultural groups.
2. The teacher continually adjusts curriculum and activities to align them with new scientific data.
3. The teacher provides students with a holistic, interdisciplinary understanding of concepts in life, earth systems/space, physical, and environmental sciences.
4. The teacher helps students build scientific knowledge and develop scientific habits of mind.
5. The teacher demonstrates competence in investigating scientific phenomena, interpreting findings, and communicating results.
6. The teacher models and encourages the skills of scientific inquiry, including creativity, curiosity, openness to new ideas, and skepticism that characterize science.
7. The teacher creates lessons, demonstrations, and laboratory and field activities that effectively communicate and reinforce science concepts and principles.
8. The teacher engages in scientific inquiry in science coursework.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – Indicators 1, 2, 6, 7, & 8 are all lacking enough evidence to suggest that a candidate is meeting the standard for performance. There are no lesson plans to indicate a student is learning about historical practices or gender equity in science as required in indicator 1. There are no reflective actions provided by educators to show they learn from their experiences as required in indicators 2, 6, and 8. There are observations that provide insight into the success of a candidate with regards to the Danielson framework for

teaching, which would suggest that a teacher has the ability to adjust teaching in response to data. Lesson plans did not provide evidence that teachers modeled scientific inquiry or creativity, openness, demonstrations and or activities. Lesson plans provide enough evidence that indicators 3-5 are meeting the standard. The EPP is lacking enough evidence to support the performance of the candidate as it relates to standard 1.2.

Sources of Evidence

- *Lesson Plans: numerous lesson plans were provided that suggest that candidates were producing lesson plans with awareness of indicators 3-5.*

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

Knowledge

1. The teacher knows how students construct scientific knowledge and develop scientific habits of mind.
2. The teacher knows commonly held conceptions and misconceptions about science and how they affect student learning.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – – *Sufficient evidence that teacher candidate has the knowledge of standard two is evidenced in the candidate’s ability to complete the general content examination. Both standards are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education.*

Sources of Evidence

- *Alignment Document*
- *Study Guide materials*
- *exams/quizzes*

Performance

1. The teacher identifies students’ conceptions and misconceptions about the natural world.
2. The teacher engages students in constructing deeper understandings of the natural world.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – *There is no evidence of candidate performance for indicators 1 or 2. The lesson plans provided did not identify student conceptions or misconceptions about the natural world or yield examples of ways in which the candidate may have adjusted their teaching or the environment to enhance student natural world conception (indicators one and two). The lesson plans did not allude to the candidate’s ability to engage students or draw them into higher order thinking, although some loose connection could be made to the rigor or the depth of knowledge necessary for learners to participate in some lessons.*

Sources of Evidence

- Lesson Plans

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

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis –Sufficient evidence that teacher candidate has the knowledge of standard four is evidenced in the candidate’s ability to complete the general content examination. All four indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. Indicator 3 requires the candidate to understand student engagement for individuals and larger group context and this indicator is lacking sufficient evidence. It is also unclear how the candidate uses research based best practices as noted in indicator 4.

Sources of Evidence

- Candidate observations suggest that teacher candidates are proficient
- Candidates qualify for employment suggesting they have passed their examinations
- Lesson plans implement the scientific method

Performance

1. The teacher applies mathematical derivations and technology in analysis, interpretation, and display of scientific data.
2. The teacher uses instructional strategies that engage students in scientific inquiry and that develop scientific habits of mind.
3. The teacher engages students in making deeper sense of the natural world through careful orchestration of demonstrations of phenomena for larger groups when appropriate.

Standard 4 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis – The EPP provided insufficient evidence to support indicators 1 and 3. Indicator one required the candidate to provide examples of direct application for mathematical derivations (which were loosely captured in two genetics lesson plans) and technology to analyze and interpret and display scientific data. One lesson plan did allude to the use of

technology to record data, otherwise insufficient evidence was provided for indicator three, in particular no evidence was provided toward the development of scientific habits of mind.

Sources of Evidence

- Lesson plans provided some
- Observations allude to candidate’s proficiency in applying multiple strategies when teaching.

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 in the classroom.

Knowledge

1. The teacher knows how to use a variety of interfaced electronic hardware and software for communicating data.
2. The teacher knows how to use graphics, statistical, modeling, and simulation software, as well as spreadsheets to develop and communicate science concepts.
3. The teacher understands technical writing as a way to communicate science concepts and processes.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.1 Knowledge		X	

6.1 Analysis – The EPP has provided sufficient evidence that teacher candidate has the knowledge of standard six, as evidenced in the candidate’s ability to complete the general content examination. All three indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. Sufficient evidence is lacking to support that a candidate is able to apply this knowledge.

Sources of Evidence

- Alignment Document
- Study Guide materials
- exams/quizzes

Performance

1. The teacher models the appropriate scientific interpretation and communication of scientific evidence through technical writing, scientific posters, multimedia presentations, and electronic communications media.
2. The teacher engages students in sharing data during laboratory investigation to develop and evaluate conclusions.
3. The teacher engages students in the use of computers in laboratory/field activities to gather, organize, analyze, and graphically present scientific data.
4. The teacher engages students in the use of computer modeling and simulation software to communicate scientific concepts.

Standard 6 Communication Skills	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – EPP evidence, provided insufficient support for indicators 1-4. Indicator one required the candidate to model direct application for their students. Indicators 2-4 required the candidate to engage learners in the same context and through the use of the same technological and scientific writing. No evidence provided context to these indicators.

Sources of Evidence

- Lesson plans: multiple lesson plans provided opportunity for students to experience scientific methods and practices, but no evidence was provided that students were reflecting, or observing a candidate who utilized these indicators in their teaching.

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.

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

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

Knowledge

1. The teacher understands the importance of keeping current on research related to how

students learn science.

- The teacher understands the importance of keeping current on scientific research findings.

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.1 Knowledge		X	

9.1 Analysis – The EPP has provided sufficient evidence that teacher candidate has the knowledge of standard nine, as evidenced in the candidate’s ability to complete the general content examination. Both indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education.

Sources of Evidence

- Alignment Document
- Study Guide materials
- exams/quizzes

Performance

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

Standard 9 Professional Commitment and Responsibility	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – The EPP provided insufficient evidence for both indicators. Indicators one and two are not evidenced in observations or lesson plans. Candidates have not shown a utilization of research in their lesson plan development or in their curricular design (no unit plans or assessments or assignments were provided).

Sources of Evidence

- Lesson Plans
- Observations

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.

Standard 11: Safe Learning Environment - The science teacher provides for a safe learning environment.

Knowledge

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

Standard 11 Safe Learning Environment	Unacceptable	Acceptable	Exemplary
11.1 Knowledge		X	

11.1 Analysis – *The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 11, as evidenced in the candidate's ability to complete the general content examination. All six indicators are in the ABCTE **sample alignment document** suggesting that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education.*

Sources of Evidence

- *Alignment Document*
- *Study Guide materials*
- *Exams/quizzes*

Performance

1. The teacher develops instruction that uses appropriate materials and ensures a safe environment.
2. The teacher creates and ensures a safe learning environment by including appropriate

documentation of activities.

3. The teacher makes informed decisions about the use of specific chemicals or performance of a lab activity regarding facilities and student age and ability.
4. The teacher models safety at all times.
5. The teacher makes use of Material Safety Data Sheet (MSDS) and storage information for laboratory materials.
6. The teacher creates lesson plans and teaching activities consistent with appropriate safety considerations.
7. The teacher evaluates lab and field activities for safety.
8. The teacher evaluates a facility for compliance to safety regulations.
9. The teacher uses safety procedures and documents safety instruction.
10. The teacher demonstrates the ability to acquire, use, and maintain materials and lab equipment.
11. The teacher implements laboratory, field, and demonstration safety techniques.

Standard 11 Safe Learning Environment	Unacceptable	Acceptable	Exemplary
11.2 Performance	X		

11.2 Analysis – *The EPP has provided insufficient evidence to support indicators 1-10 of Standard 11. This standard requires that a teacher created, models, and evaluates safe practices in their learning environment. Lesson plans and observations did not provide evidence of candidate performance directly related to any of the ten indicators.*

Sources of Evidence

- *Observations*
- *Lesson Plans*

Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.

Knowledge

1. The teacher knows a broad range of laboratory and field techniques.
2. The teacher knows strategies to develop students' laboratory and field skills.

Standard 12 Laboratory and Field Activities	Unacceptable	Acceptable	Exemplary
12.1 Knowledge		X	

12.1 Analysis – The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 12, as evidenced in the candidate's ability to complete the general content examination. Indicators in the ABCTE **sample alignment document** suggest that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. *Indicator two requires that a candidate knows strategies to develop lab and field skills; there is no evidence to indicate that a candidate has a pool of strategies to develop learners.

Sources of Evidence

- Alignment Document
- Study Guide materials
- Exams/quizzes

Performance

1. The teacher engages students in a variety of laboratory and field techniques.
2. The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

Standard 12 Laboratory and Field Activities	Unacceptable	Acceptable	Exemplary
12.2 Performance	X		

12.2 Analysis – The EPP has provided insufficient evidence to support indicators 1 and 2. Lesson plans do not provide sufficient evidence that students are engaged in lab or field techniques of

any type, nor are candidates using a variety of instructional strategies in lab or field experiences as required in indicators 1 and 2.

Sources of Evidence

- Lesson Plans
- Observations

Summary

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

Areas for Improvement

- *The EPP relies on local school districts and their mentor/evaluator to complete the Interim Certificate requirements from the State of Idaho. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature, and Portfolio are all aspects of the candidate’s process in achieving completer status. The current program has two parts; and for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. A system for collecting evidence from EPP candidates and school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*
- *In general, there is no evidence to support that a candidate has any of the skills or experience necessary to safely and adequately set up and run a laboratory experience for learners. The ABCTE test framework and study materials, as well as the format of multiple-choice testing, did not reveal a laboratory safety component or any real-life experiential learning. In addition, there was a lack of performance materials from candidates in the form of laboratory exercises, notebooks, and or safety training examples.*

Recommended Action for Idaho Foundation Standards for Science Teachers

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

IDAHO STANDARDS FOR BIOLOGY TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands that there are unifying themes in biology, including levels from molecular to whole organism.
2. The teacher knows the currently accepted taxonomy systems used to classify living things.
3. The teacher understands scientifically accepted theories of how living systems evolve through time.
4. The teacher understands how genetic material and characteristics are passed between generations and how genetic material guide cell and life processes.
5. The teacher knows biochemical processes that are involved in life functions.
6. The teacher knows that living systems interact with their environment and are interdependent with other systems.
7. The teacher understands that systems in living organisms maintain conditions necessary for life to continue.
8. The teacher understands the cell as the basis for all living organisms and how cells carry out life functions.
9. The teacher understands how matter and energy flow through living and non-living systems.
10. The teacher knows how the behavior of living organisms changes in relation to environmental stimuli.

<i>Standard 1 Knowledge of Subject Matter</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

1.1 Analysis – *The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 1, as evidenced in the candidate’s ability to complete the general content examination. Indicators in the ABCTE **sample alignment document** suggest that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education.*

Sources of Evidence

- *Alignment Document*
- *Study Guide materials*
- *Exams/quizzes*

Performance

1. The teacher prepares lessons that help students understand the flow of matter and energy through living systems.
2. The teacher assists students in gaining an understanding of the ways living things are interdependent.
3. The teacher assists students in understanding how living things impact/change their environment and how the physical environment impacts/changes living things.
4. The teacher helps students understand how the principles of genetics apply to the flow of characteristics from one generation to the next.
5. The teacher helps students understand how genetic “information” is translated into living tissue and chemical compounds necessary for life.
6. The teacher helps students understand accepted scientific theories of how life forms have evolved through time and the principles on which these theories are based.
7. The teacher helps students understand the ways living organisms are adapted to their environments.
8. The teacher helps students understand the means by which organisms maintain an internal environment that will sustain life.
9. The teacher helps students classify living organisms into appropriate groups by the current scientifically accepted taxonomic techniques.
10. The teacher helps students understand a range of plants and animals from one-celled organisms to more complex multi-celled creatures composed of systems with specialized tissues and organs.
11. The teacher helps students develop the ability to evaluate ways humans have changed living things and the environment of living things to accomplish human purposes (e.g., agriculture, genetic engineering, dams on river systems, and burning fossil fuels).
12. The teacher helps students understand that the cell, as the basis for all living organisms, carries out life functions.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – The EPP has not provided sufficient evidence for indicators 2, 3, 6, 7, 8, 9 or 11. Indicators 1, 4, 5, 10 and 12 were addressed through Lesson Plan submissions. The quality of the lesson plan samples varies. The score of unacceptable is due to a lack of evidence for each indicator due to a lack of volume of lesson plans, and a lack of other types of evidence such as assignments, assessments, unit plans, etc. Without candidate portfolio data, or data from student surveys, etc., there are too many indicators (7 out of 12) that are not covered with the given lesson plan examples.

Sources of Evidence

- 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.

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 - 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.

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

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.

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.

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.

Summary

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

Areas for Improvement

- *The EPP relies on local school districts and their mentor/evaluator to complete the Interim Certificate requirements from the State of Idaho. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature, and Portfolio are all aspects of the candidate's process in achieving completer status. The current program has two parts; and for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. A system for collecting evidence from EPP candidates and school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*
- *In general, there is no evidence to support that a candidate has any of the skills or experience necessary to safely and adequately set up and run a laboratory experience for learners. The ABCTE test framework and study materials, as well as the format of multiple-choice testing, did not reveal a laboratory safety component or any real-life experiential learning. In addition, there was a lack of performance materials from candidates in the form of laboratory exercises, notebooks, and or safety training examples.*

Recommended Action for Biology Teachers

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

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher has a broad knowledge of mathematical principles, including calculus, and is familiar with the connections that exist between mathematics and chemistry.
2. The teacher understands the subdivisions and procedures of chemistry and how they are used to investigate and explain matter and energy.
3. The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process.
4. The teacher understands the importance of accurate and precise measurements in chemistry and reports measurements in an understandable way.
5. The teacher understands the importance of accurate and precise measurements in science and reports measurements in an understandable way. CORE STANDARDS
6. The teacher knows matter contains energy and is made of particles (subatomic, atomic and molecular).
7. The teacher can identify and quantify changes in energy and structure.
8. The teacher understands the historical development of atomic and molecular theory.
9. The teacher knows basic chemical synthesis to create new molecules.
10. The teacher understands the organization of the periodic table and can use it to predict physical and chemical properties.
11. The teacher knows the importance of carbon chemistry and understands the nature of chemical bonding and reactivity of organic molecules.
12. The teacher understands the electronic structure of atoms and molecules and the ways quantum behavior manifests itself at the molecular level.
13. The teacher has a fundamental understanding of quantum mechanics as applied to model systems (e.g., particles in a box).
14. The teacher understands the role of energy and entropy in chemical reactions and knows how to calculate concentrations and species present in mixtures at equilibrium.

15. The teacher knows how to use thermodynamics of chemical systems in equilibrium to control and predict chemical and physical properties.
16. The teacher understands the importance of research in extending and refining the field of chemistry and strives to remain current on new and novel results and applications.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – *The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 1, as evidenced in the candidate’s ability to complete the general content examination. Indicators in the ABCTE **sample alignment document** suggest that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. Indicator three: “The teacher understands that chemistry is often an activity organized around problem solving and demonstrates ability for the process” suggests that a candidate would have knowledge and display that knowledge through a demonstration. There is not enough evidence in the sample alignment or study guide to suggest a candidate would be tested on ability to demonstrate.*

Sources of Evidence

- *Alignment Document*
- *Study Guide materials*
- *Exams/quizzes*

Performance

1. The teacher consistently reinforces the underlying themes, concepts, and procedures of the basic areas of chemistry during instruction, demonstrations, and laboratory activities to facilitate student understanding.
2. The teacher models the application of mathematical concepts for chemistry (e.g., dimensional analysis, statistical analysis of data, and problem-solving skills).
3. The teacher helps the student make accurate and precise measurements with appropriate units and to understand that measurements communicate precision and accuracy.
4. The teacher helps the student develop strategies for solving problems using dimensional analysis and other methods.

5. The teacher helps the student understand that matter is made of particles and energy and that matter and energy are conserved in chemical reactions.
6. The teacher helps the student understand the composition of neutral and ionic atoms and molecules.
7. The teacher helps the student learn the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and distinguishing charged states.
8. The teacher helps the student understand the structure of the periodic table and the information that structure provides about chemical and physical properties of the elements.
9. The teacher helps the student begin to categorize and identify a variety of chemical reaction types.
10. The teacher helps the student understand stoichiometry and develop quantitative relationships in chemistry.
11. The teacher helps the student understand and apply modern atomic, electronic and bonding theories.
12. The teacher helps the student understand ionic and covalent bonding in molecules and predict the formula and structure of stable common molecules.
13. The teacher helps the student understand the quantitative behavior of gases.
14. The teacher helps the student understand and predict the qualitative behavior of the liquid and solid states and determine the intermolecular attraction of various molecules.
15. The teacher helps the student understand molecular kinetic theory and its importance in chemical reactions, solubility, and phase behavior.
16. The teacher helps the student understand the expression of concentration and the behavior and preparation of aqueous solutions.
17. The teacher helps the student understand and predict the properties and reactions of acids and bases.
18. The teacher helps the student understand chemical equilibrium in solutions.
19. The teacher helps the student understand and use chemical kinetics.

20. The teacher helps the student understand and apply principles of chemistry to fields such as earth science, biology, physics, and other applied fields.
21. The teacher helps the student learn the basic organizing principles of organic chemistry.
22. The teacher can do chemical calculations in all phases using a variety of concentration units including pH, molarity, number density, molality, mass and volume percent, parts per million and other units.
23. The teacher can prepare dilute solutions at precise concentrations and perform and understand general analytical procedures and tests, both quantitative and qualitative.
24. The teacher can use stoichiometry to predict limiting reactants, product yields and determine empirical and molecular formulas.
25. The teacher can correctly name acids, ions, inorganic and organic compounds, and can predict the formula and structure of stable common compounds.
26. The teacher can identify, categorize and understand common acid-base, organic and biochemical reactions.
27. The teacher can demonstrate basic separations in purifications in the lab, including chromatography, crystallization, and distillation.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – *The EPP did not provide sufficient evidence to support the 27 indicators that are present in Standard 1. There were no lesson plans provided that were directly associated with Chemistry teaching. Observations that spoke to the specific indicators in this standard for performance were not provided as evidence. Because all 27 indicators require specific chemistry lessons that were not provided for in the candidate lessons or observations, the finding for this standard is unacceptable.*

Sources of Evidence

- *Observations*

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 - 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 - 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.

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

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.

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.

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.

Summary

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

Areas for Improvement

- *The EPP relies on local school districts and their mentor/evaluator to complete the Interim Certificate requirements from the State of Idaho. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature, and Portfolio are all aspects of the candidate's process in achieving completer status. The current program has two parts; and*

for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. A system for collecting evidence from EPP candidates and school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.

- *In general, there is no evidence to support that a candidate has any of the skills or experience necessary to safely and adequately set up and run a laboratory experience for learners. The ABCTE test framework and study materials, as well as the format of multiple-choice testing, did not reveal a laboratory safety component or any real-life experiential learning. In addition, there was a lack of performance materials from candidates in the form of laboratory exercises, notebooks, and or safety training examples.*

Recommended Action for Chemistry Teachers

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

IDAHO STANDARDS FOR PHYSICS TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
2. The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
3. The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.
4. The teacher understands contemporary physics events, research, and applications.
5. The teacher knows multiple explanations and models of physical phenomena and the process of developing and evaluating explanations of the physical world.
6. The teacher knows the historical development of models used to explain physical phenomena.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – – *The EPP has provided sufficient evidence that a teacher candidate has the knowledge of standard 1, as evidenced in the candidate’s ability to complete the general content examination. Indicators in the ABCTE **sample alignment document** suggest that a successful candidate has been able to pass an examination to qualify for employment and an interim certificate per the Idaho State Board of Education. All six indicators are accounted for in the cross-walk document and the study guide materials.*

Sources of Evidence

- *Alignment Document*
- *Study Guide materials*
- *Exams/quizzes*

Performance

1. The teacher engages students in developing and applying conceptual models to describe the natural world.
2. The teacher engages students in testing and evaluating physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
3. The teacher engages students in the appropriate use of mathematical principles in examining and describing models for explaining physical phenomena.
4. The teacher engages students in the examination and consideration of the models used to explain the physical world.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – *The EPP provided insufficient evidence to support a candidate’s ability to perform indicators 1-4 in standard one. Lesson plans provided some insight into the candidate’s ability to teach physics concepts, but indicators 1-4 require evidence of testing, evaluating, developing and applying through engagement with students in the classroom and laboratory environments. The evidence provided was insufficient in covering these indicators. It would be helpful to see laboratory procedures, student work, IPLP’s, etc., to triangulate the teacher’s engagement with student learning or environmental models.*

Sources of Evidence

- Lesson Plans
- Observations

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 and uses a variety of instructional strategies to develop student learning.*

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.

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

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.

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.

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.

Summary

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

Areas for Improvement

- *The EPP relies on local school districts and their mentor/evaluator to complete the Interim Certificate requirements from the State of Idaho. The MTI, ICLC, Evaluator checklist, Impact on Student Learning, Review of Literature, and Portfolio are all aspects of the candidate's process in achieving completer status. The current program has two parts; and for the purposes of evaluating this program as an alternative authorization pathway, the data from the candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given candidate. A system for collecting evidence from EPP candidates and school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*
- *In general, there is no evidence to support that a candidate has any of the skills or experience necessary to safely and adequately set up and run a laboratory experience for learners. The ABCTE test framework and study materials, as well as the format of multiple-choice testing, did not reveal a laboratory safety component or any real-life experiential*

learning. In addition, there was a lack of performance materials from candidates in the form of laboratory exercises, notebooks, and or safety training examples.

Recommended Action for Physics

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

IDAHO SOCIAL STUDIES FOUNDATION STANDARDS

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 – *Based on Study Guides and Observation reports for Standard 1: Learner development, the EPP demonstrated insufficient evidence of candidate knowledge of learner development. Provided artifacts indicate that knowledge is introduced, however, a full demonstration of candidate knowledge was not established in provided evidence.*

Sources of Evidence

- PTK Study Guides
- Observation Reports

Performance

1. 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 - *Based on Lesson Plans Standard 1.2: Learner development, the EPP demonstrated insufficient evidence of candidate providing opportunities for learners to engage in civic life, politics, and government. Provided artifacts indicate that candidates are aware of civic life, politics and government being important, however a full demonstration of candidate performance was not demonstrated in provided evidence.*

Sources of Evidence

- Lesson Plan

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 - Based on provided evidence, Study Guides, Lesson Plans, and Observation Reports, the EPP demonstrated adequate evidence that candidates are prepared to meet Standard 4.1 Content Knowledge.

Sources of Evidence

- Content Study Guides
- Lesson Plan – Elementary Social Studies, not secondary
- Observation Reports

Performance

1. The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, 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 – Based on provided Lesson Plans, Standard 4.2: Content Knowledge performance, the EPP demonstrated insufficient evidence of candidate providing instruction in comparing and contrasting various governments and cultures in terms of their diversity, commonalities, and interrelationships. Provided artifacts indicate that candidates are aware of incorporating methods of inquiry and scholarly research into the curriculum; however, a full demonstration of candidate performance was not established in provided evidence.

Sources of Evidence

- Lesson Plan

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 - Based on lesson plans, Standard 5.1: Application of Content, the EPP demonstrated insufficient evidence of candidate incorporating 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. Provided artifacts indicate that candidates are aware of how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts being important, however, a full demonstration of candidate application of content was not established in provided evidence.

Sources of Evidence

- Content Study Guides
- Lesson Plan

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 – Based on Study Guides and Observation reports Standard 5.2: Application of Content, the EPP demonstrated insufficient evidence of candidate knowledge of integrating knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence. Provided artifacts indicate that knowledge is introduced; however, a full demonstration of candidate knowledge was not established in provided evidence.

Sources of Evidence

- Content and PTK Study Guides
- Lesson Plan – Elementary Social Studies, not secondary

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 - *Based on Study Guides and Observation reports provided for Standard 8.1: Instructional Strategies, the EPP demonstrated insufficient evidence of candidate knowledge of strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards. Provided artifacts indicate that knowledge is introduced; however, a full demonstration of candidate knowledge was not established in provided evidence.*

Sources of Evidence

- PTK Study Guides

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 – *Provided lesson plans and observation reports did not demonstrate evidence of performance standard 8.1 Instructional Strategies. Provided evidence in observation reports was not Social Studies or History relevant and did not offer examples of being consistent with approved 6-12 standards for Social Studies Foundation standards.*

Sources of Evidence

- Lesson Plans
- Observation Reports

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

The EPP provided evidence shows an overall focus on content knowledge and artifacts provided strong evidence, unfortunately, the amount of artifacts did not provide full evidence. Performance data was provided, but was incomplete. The evidence does show preparation and that knowledge is provided, with a general trend towards acceptable. Performance and practice evidence were not covered as well. This is largely due to the separation of duties between the American Board and School Districts and the lack of systems to gather needed evidence for review.

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4	3	1	
Performance	4	4		

Areas for Improvement

- *Due to the existing separation of responsibilities between the American Board and Idaho School Districts, many forms of evidence were unavailable, such as candidate interviews, principal interviews PK-12, and candidate portfolios. A system for collecting evidence from School Districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*

Recommended Action for Foundation of Social Studies

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

IDAHO STANDARDS FOR HISTORY 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 themes and concepts in history (e.g., exploration, expansion, migration, immigration).
2. The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
3. The teacher understands how international and domestic relations impacted the development of the United States of America.
4. The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.
5. The teacher understands the political, social, cultural, and economic development of the United States of America.
6. The teacher understands the political, social, cultural, and economic development of the peoples of the world.
7. The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
8. The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.1 Knowledge		X	

4.1 Analysis -Based on provided evidence, Study Guides, Lesson Plans, and Observation Reports, the EPP demonstrated adequate evidence that candidates are prepared to meet Standard 4.1 Content Knowledge.

Sources of Evidence

- PTK Study Guides
- Lesson Plan – Elementary Social Studies, not secondary
- Observation Reports

Performance

1. The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.
2. The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
3. The teacher facilitates student inquiry regarding international relationships.
4. The teacher relates the role of compromises and conflicts to continuity and change across time.
5. The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.
6. The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis - Based on lesson plans provided, Standard 4.2: Content Knowledge performance, the EPP demonstrated insufficient evidence of candidate providing comparing and contrasting various governments and cultures in terms of their diversity, commonalties, and interrelationships. Provided artifacts indicate that candidates are aware that 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, a full demonstration of candidate performance was not established in provided evidence.

Sources of Evidence

- Lesson Plan
- Observation Reports

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

The EPP provided evidence shows an overall focus on content knowledge, performance data was provided, but was incomplete. The evidence does show preparation and that knowledge is provided. Performance and practice evidence were not covered as well. This is largely due to the separation of duties between the American Board and School Districts and the lack of systems to gather needed evidence for review.

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

Areas for Improvement

Due to the existing separation of responsibilities between the EPP and Idaho School Districts, many forms of evidence were unavailable, such as candidate interviews, principal interviews PK-12, and candidate portfolios. A system for collecting evidence from School Districts will assist the EPP in providing evidence for future reviews by the Idaho State Department of Education.

Recommended Action for History

- 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 – Based on District Lesson Plans and District Observations provided for Standard 1: Learner Development, candidates implement challenging learning experiences through lesson plans by utilizing a variety of texts including literature, poetry, and digital media. The available EPP evidence shows candidates engaging adolescents from grades 6-12 with both classic and contemporary texts; however, only two types of evidence were provided to demonstrate performance. The evidence lacked information regarding composing texts in a wide range of genres and formats, specifically non-fiction texts.

Sources of Evidence

- Lesson Plans
- Observations

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.

- 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 Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance	x		

2.2 Analysis – *The EPP provided two types of evidence for Standard 2: Learning Difference— district observations and lesson plans. Based on these types of evidence, candidates demonstrate an understanding of individual differences and ensuring an inclusive learning environment; however, the EPP not only provided insufficient types of evidence, but also did not demonstrate candidates specifically designing and implementing instruction relative to students’ cultural backgrounds and language practices for a variety of audiences and purposes. The PTK assessment provided evidence of knowledge, but not classroom practice.*

Sources of Evidence

- Observations
- Lesson Plans

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

- 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 – *The EPP provided district lesson plans and a district observation for Standard 3: Learning Environments. In these two pieces of evidence, candidates demonstrate an indication of individual and collaborative learning, along with active engagement; however, the EPP did not provide any type of evidence demonstrating the candidates using data to guide classroom*

instruction to help students become self-motivated and actively assume responsibility of their own ELA learning.

Sources of Evidence

- Lesson Plans
- Observation

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 – District observations, district lesson plans, and ABCTE ELA Standards for Standard 4: Content Knowledge provide sufficient evidence that candidates understand and demonstrate fundamental concepts of ELA, including literary terms and grammar.

Sources of Evidence

- Observations
- Lesson plans
- ELA 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.

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 – Based strictly on district lesson plans for Standard 5: Application of Content, candidates demonstrate an understanding of how to connect literary concepts to authentic local and global issues; however, the EPP did not provide enough variety of evidence that demonstrated instruction related to the strategic use of language conventions, candidates designing and implementing instruction related to a breadth and depth of texts. In addition, there was limited evidence of students actively participating in global conversations. Because there is only one type of evidence for this standard, the evidence is not substantiated.

Sources of Evidence

- 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 – Based solely on district lesson plans and observations for Standard 6: Assessment, candidates conduct assessments; however, the EPP provided only two types of evidence that demonstrate multiple methods of assessments. There was limited evidence of candidates designing assessments, evaluating results, or using data to guide curriculum. The evidence also did not indicate how candidates respond to student writing, nor communicating with students regarding their performance to involve them in the process.

Sources of Evidence

- Lesson Plans
- Observations

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.

<i>Standard 7 Planning for Instruction</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>7.2 Performance</i>	x		

7.2 Analysis – There were only two types of evidence available. Based on solely district observation and lesson plans for Standard 7: Planning for Instruction, candidates demonstrate and draw upon knowledge of content areas and cross-disciplinary skills in order to utilize a range of different texts across genres, periods, and cultures; however, the EPP evidence types provided do not provide enough examples of individual student support nor reflect knowledge of current teaching and reading theory.

Sources of Evidence

- *Observations*
- *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 – *Based strictly on district lesson plans and observations for Standard 8: Instructional Strategies, candidates utilize a variety of instructional strategies to engage students and encourage a deeper understanding of content; however, the EPP did not provide a variety of evidence demonstrating candidates identifying resources specific to effective literacy instruction and implementing instruction. In the two pieces of evidence, there was little proof of candidates demonstrating a variety of instructional strategies in conjunction with knowledge about students’ cultural backgrounds.*

Sources of Evidence

- Lesson Plans
- Observations

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 – *There was only one piece of evidence for Standard 9: Professional Learning and Ethical Practice—district observations. The available evidence suggests candidates are engaged in ongoing professional development and reflection of teaching practices. However, the evidence provided is limited to district observations, primarily in administrator and candidate discussions, and does not indicate consistent candidate self-evaluation and practice adaptation.*

Sources of Evidence

- Observations

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 – *Based completely on district observations and lesson plans for Standard 10: Leadership and Collaboration, candidates are involved in appropriate leadership roles and collaborate with colleagues and administrators. The EPP did not provide a variety of evidence that reflects candidates participating in leadership roles. Within the available evidence, there is little proof of candidate involvement and collaboration within the community and learners’ families.*

Sources of Evidence

- Observations
- Lesson Plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	0	N/A	N/A	N/A
Performance	10	9	1	0

Areas for Improvement

Through review of the performance indicators, it appears that EPP candidates have a strong background in their content area; however, because of the EPP design, it is difficult to assess candidate performance. Performance data was provided, but was incomplete. Many of the pieces of evidence come from a district level and not directly from the EPP, largely due to the separation of duties between the EPP and school districts. Evaluating more lesson plans, conducting interviews with 6-12 ELA candidates, and examining assessments and activities would provide additional evidence needed for approval. Implementing a standardized district level program that works in concert with the EPP in addition to the Clinical Experience may assist and help candidates meet the Idaho ELA performance standards.

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 and Individual Learning Differences	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – EPP provides sufficient evidence for indicators (1), (2) and (3) to demonstrate that the program is designed to meet the standard. Evidence includes observation of a candidate, review of district lesson plans and review of course syllabi.

Sources of Evidence

- *Candidate Observation*
- *District Lesson Plans*
- *Syllabi - Standards 2.1.01, 2.1.02, 2.1.03 and 2.1.04 of EPP’s Clinical Experience Observation Standards - language refers to demonstrating knowledge of exceptionalities and acting on this knowledge to provide meaningful learning experiences.*

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 and Individual Learning Differences	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – Observation of candidate and candidate lesson plans provide insufficient evidence that candidates demonstrate an adequate knowledge of how exceptionalities may interact with development and learning and how to use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Sources of Evidence

- Candidate Observation
- Candidate District Lesson Plans

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 – EPP provides insufficient evidence for indicators (1), (2), (3) and (4) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not

make it clear that “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.”

Sources of Evidence

- *Syllabi - Standards 1.1.05, 1.2.05, 1.3.06 and 1.3.08 of EPP’s Clinical Experience Observation Standards - language refers to behavioral safeguards, collaboration and meaningful learning activities.*
- *Candidate Interview*

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 – *Observation of candidate and candidate lesson plans provide insufficient evidence that candidates demonstrate an adequate knowledge of learning environments that individuals with exceptionalities become active and effective learners..*

Sources of Evidence

- *Candidate Observation*
- *Candidate District Lesson Plans*

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 – EPP provides sufficient evidence for indicators (1), (2) and (3) to demonstrate that the program is designed to meet the standard. Written evidence and observations make it clear that “The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.”

Sources of Evidence

- Syllabi - Standards 1.2.05, 1.3.06, 1.3.08, 2.1.01, 3.2.01, 3.2.06, 3.2.07, 3.3.06, and 3.3.09 of EPP’s Clinical Experience Observation Standards - language refers to modifying general and specialized curricula to make them accessible to individuals with exceptionalities; develop meaningful learning progressions for individuals with exceptionalities.
- District Observation Evidence
- Candidate District Lesson Plans

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 – *Observation of candidate, district observation evidence and candidate district lesson plans provide sufficient evidence that candidates use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.*

Sources of Evidence

- *District Observation Evidence*
- *Candidate Observation*
- *Candidate District Lesson Plans*

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 – EPP provides insufficient evidence for indicators (1), (2), (3), (4), (5), (6) and (7) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not make it clear that “The teacher uses multiple methods of assessment and data-sources in making educational decisions”

Sources of Evidence

- Syllabi - Standards 2.2.04, 3.1.01, 3.1.02, 3.1.03, 3.1.04, 3.1.05, 3.1.06, 3.1.07, 3.3.02, 3.3.03, 3.3.05, 3.3.07, 3.3.08, 3.3.10 and 3.4.03 of EPP’s Clinical Experience Observation Standards - language refers to using multiple methods of assessment and data sources and interpreting assessment results to guide educational decisions for individuals with exceptionalities.
- District Observation Evidence

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 – District observation evidence and candidate district lesson plans provide insufficient evidence that candidates use multiple methods of assessment and data-sources in making educational decisions.

Sources of Evidence

- District Observation Evidence
- Candidate District Lesson Plans

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 – EPP provides insufficient evidence for indicators (1), (2), (3), (4), (5), (6), (7), (8) and (9) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not make it clear that “The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.”

Sources of Evidence

- Syllabi - Standards 1.3.08, 2.1.01, 2.2.01, 2.2.03, 2.2.05, 2.4.11, 3.2.06, 3.2.07, 3.3.02, 3.3.03, 3.3.07, 3.3.10, 4.1.01 and 4.1.02 of EPP’s Clinical Experience Observation Standards - language refers to enhancing 21st Century student outcomes, understanding available technologies, and knowledge of teaching cross-disciplinarily.
- District Observation Evidence

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 – *Observation of candidate and district observation evidence provide insufficient evidence that candidates select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.*

Sources of Evidence

- District Observation Evidence
- Candidate Observation

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 – – *EPP provides insufficient evidence for indicators (1), (2), (3), (4) and (5) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not make it clear that “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.”*

Sources of Evidence

- *Syllabi - Standards 1.1.02, 1.2.01, and 1.2.06 of EPP’s Clinical Experience Observation Standards - language refers to ethical principles and practice standards; mentoring and professional learning communities; and maintenance of legal records as required by federal and state law.*
- *District Observation Evidence*

Performance

1. The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
2. The teacher provides guidance and direction to para-educators, 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 – *Observation of candidate, district observation evidence and candidate district lesson plans provide insufficient evidence that candidates use 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.*

Sources of Evidence

- District Candidate Observation
- Candidate District Lesson Plans

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 – – EPP provides insufficient evidence for indicators (1), (2), (3), (4), (5) and (6) to demonstrate that the program is designed to meet the standard. Written evidence and observations do not make it clear that “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.”

Sources of Evidence

- Syllabi - Standards 1.2.04, 1.2.05, 1.3.01, 1.3.06, 1.3.08, 2.2.01, 2.2.04 and 2.2.05 of EPP’s Clinical Experience Observation Standards - language refers to all aspects of collaboration, from theory to use, to best address the needs of individuals with exceptionalities across of range of learning experiences.
- District Observation Evidence

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 para-educators, 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 – District observation evidence and candidate observation provide insufficient evidence that candidates 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.

Sources of Evidence

- District Observation Evidence
- Candidate Observation

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	5	2	
Performance	7	6	1	

Areas for Improvement

- *Due to the current separation of responsibilities between the American Board and Idaho School Districts, many forms of evidence were unavailable, such as candidate interviews, principal interviews, and candidate portfolios. A system for collecting evidence from school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.*
- *A clinical experience portfolio detailing Special Education document preparation competency and knowledge would assist ABCTE in providing evidence for future reviews. This information may help communicate the depth of standards knowledge and performance of the American Board candidates.*
- *Evidence documenting the design and use of assessment data and data collection practices as listed in Standard 4, would assist ABCTE in providing evidence for future reviews by the Idaho State Department of Education enabling reviewers to better understand the depth of knowledge and performance of the American Board candidates.*

Recommended Action for Exceptional Child Generalists

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

IDAHO STANDARDS FOR LITERACY 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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

Standard 1 Learner Development	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – No evidence was provided that show candidates design and implement developmentally and challenging learning experiences based on research. No evidence was provided by the EPP to support candidates obtain the knowledge of the developmental progression for writing and use of assessments in writing. There is sufficient evidence candidates have the knowledge of standard one for the reading progression as evidenced by a candidate’s ability to pass the reading content examination. The ABCTE Reading Content Standards domains 2 through 7 address use of assessments in reading, while domain 8 addresses differentiated instruction. Evidence provided by EPP was sufficient to show knowledge for reading assessment and instruction to meet the diverse needs of students.

Sources of Evidence

- ABCTE Reading Content Standards-Domains 2-7 address use of assessments, last domain addresses differentiated reading instruction
- ABCTE Practice Exam/Section Quizzes
- List of completers for the 2016-18 academic school years (suggests that students passed core content knowledge examination)
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.
2. Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.
3. Provide students with linguistic, academic, and cultural experiences that link their communities with the school.
4. Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

Standard 2 Learning Differences	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – *The EPP did not provide sufficient evidence for performance indicators 1 through 4. No evidence was provided by the EPP about their candidates’ dispositions in the areas of fair-mindedness, empathy, and ethical behavior while working with other teachers and students. The EPP provided some evidence with the reading content standards to support performance indicator 2. Domain 1 of the reading content standards specifically addresses the relationship between a student’s socioeconomic background and their reading achievement. Assuming a student has successfully passed the reading exam he/she should have the knowledge mentioned in performance indicator 2. The EPP did not provide evidence that candidates link home and school in the areas of literacy as mentioned in performance indicator 3. Finally, the EPP did not provide evidence about how candidates adapt instructional materials to meet the needs of English learners and other students who struggle to acquire literacy skills and strategies.*

Sources of Evidence

- *ABCTE Reading Content Standards-Domain 1*
- *ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM*
- *ABCTE Practice Exam/Section Quizzes*
- *List of completers for the 2016-18 academic school years (suggests that students passed core content knowledge examination)*

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.
2. Modify the arrangements to accommodate students’ changing needs.
3. Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.
4. Create supportive environments where English learners are encouraged and given many opportunities to use English.
5. Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.
6. Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

Standard 3 Learning Environments	Unacceptable	Acceptable	Exemplary
3.2 Performance	X		

3.2 Analysis – No evidence was provided for performance indicators 1 or 2 showing candidates are able to arrange instructional materials and modify the arrangements based on students’ changing needs. No evidence was provided for performance indicators 3 and 4 to show candidates create supportive environments for struggling readers and English learners. No evidence was provided for performance indicators 5 and 6 to demonstrate candidates understand the role of routines in reading and writing instruction and successfully create routines for all learners. General classroom management and routines were discussed in the study guide. The routines were not specific to acquiring literacy skills and strategies.

Sources of Evidence

- ABCTE Reading Content Standards
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM

- *ABCTE Practice Exam/Section Quizzes*

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.
2. Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).
3. Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).
4. Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.
5. Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.
6. Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.
7. Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard 4 Content Knowledge	Unacceptable	Acceptable	Exemplary
4.2 Performance	X		

4.2 Analysis –For performance indicator 1, the EPP provided the reading content standards and the aligned practice exam/quizzes. This evidence shows candidates have the knowledge of

major reading theories. There is insufficient evidence to demonstrate candidate’s knowledge of writing theory. There is no evidence to show the application of this knowledge to understand the needs of all readers. For performance indicator 2, no evidence was provided to show candidates analyze their classroom environment so that students are motivated to read and write. The EPP provided evidence for performance indicator 4 to show candidates understand the literature and research about factors that contribute to reading success through the reading content standards and study guide. For performance indicator 5, the EPP was able to provide evidence through the study guide and reading content standards that their candidates have knowledge of the variables impacting text complexity. There was no evidence provided to demonstrate candidates use this knowledge about text complexity to analyze classroom materials. No evidence was provided for performance indicator 6 to show candidates consider the literacy skills and strategies demanded for online reading, comprehension, and research. For performance indicator 7, the EPP provided sufficient evidence that candidates have the knowledge of key concepts of literacy components and their interconnections in the study guide and content standards. There is a lack of evidence for the writing, speaking and listening, and the language portion of the performance indicator. No evidence was provided that demonstrates the application of this knowledge to candidates’ teaching and students’ learning.

Sources of Evidence

- Reading Content Standards
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM
- ABCTE Practice Exam/Section Quizzes

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

1. Understands how literacy (reading and writing) occurs across all subject disciplines

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.1 Knowledge	X		

5.1 Analysis –There is no evidence in the reading content standards, study guide, and practice quizzes/exam to show that candidates know how literacy occurs across all subject disciplines.

Sources of Evidence

- Reading Content Standards

- *ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM*
- *ABCTE Practice Exam/Section Quizzes*

Performance

1. Plans instruction addressing content area literacy according to local, state, and/or national standards.
2. Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
3. Incorporates all aspects of literacy across content areas for instructional planning.

Standard 5 Application of Content	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – *There is no evidence to show that candidates plan instruction that addresses content area literacy standards according to local, state, and/or national standards. For performance indicator 2, no evidence was provided to indicate candidates use digital resources to engage learners in collaborative problem solving related to authentic local and global issues. No evidence was provided that candidates incorporate all aspects of literacy (reading, writing, listening, and speaking) across content areas for instructional planning.*

Sources of Evidence

- *No evidence provided for this standard.*

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.*

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1. Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.
2. Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

3. Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).
4. Explain district and state assessment frameworks, proficiency standards, and student benchmarks.
5. Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.
6. Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.
7. Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
8. Demonstrate the ability to communicate results of assessments to teachers and parents.

Standard 6 Assessment	Unacceptable	Acceptable	Exemplary
6.2 Performance	X		

6.2 Analysis – For performance indicators 1 through 3, the evidence shows that candidates have knowledge of the use of assessments in literacy. Specifically, the topic of assessment is covered in each of the modules found in the study guide. A candidate's ability to complete the reading content exam demonstrates this knowledge. No evidence was provided for performance indicators 4 through 7 to show how candidates use, analyze, and communicate assessment results to teachers and parents.

Sources of Evidence

- Reading Content Standards
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM
- ABCTE Practice Exam/Section Quizzes

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.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.
2. Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.
3. Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.
4. Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.
5. Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

Standard 7 Planning for Instruction	Unacceptable	Acceptable	Exemplary
7.2 Performance	X		

7.2 Analysis – For performance indicator 1 the evidence shows that candidates have knowledge of the research and literature that undergirds literacy instruction in K-6th grade. A candidate’s ability to complete the reading content examination demonstrates this knowledge. There is insufficient evidence in the reading content standards, study guide, and quizzes/exam that principles reflecting 7th-12th grade literacy instruction are covered. No evidence was provided for performance indicators 2 through 5 to show how candidates develop unit plans and lesson plans to differentiate their instruction to meet the needs of all students.

Sources of Evidence

- Reading Content Standards
- ABCTE Study Guide The ABCs of Reading Instruction and CD-ROM
- ABCTE Practice Exam/Section Quizzes

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.
2. Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.
3. As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.
4. Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard 8 Instructional Strategies	Unacceptable	Acceptable	Exemplary
8.2 Performance	X		

8.2 Analysis – For performance indicators 1 through 4 no evidence was provided by the EPP to demonstrate teacher planning, implementation of plans, and/or student learning outcomes.

Sources of Evidence

- No evidence provided for this standard.

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

1. Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.
2. Demonstrate effective use of technology for improving student learning.

Standard 9 Professional Learning and Ethical Practice	Unacceptable	Acceptable	Exemplary
9.2 Performance	X		

9.2 Analysis – No evidence was provided for performance indicator 1 to show how candidates promote the value of reading and writing in their school community. The EPP did not provide evidence that candidates use technology to improve student learning.

Sources of Evidence

- No evidence provided for this standard.

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.

*For the purposes of these standards, the term “literacy” includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

Performance

1. Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.
2. Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.
3. Collaborate with others to build strong home-to-school and school-to-home literacy connections.

Standard 10 Leadership and Collaboration	Unacceptable	Acceptable	Exemplary
10.2 Performance	X		

10.2 Analysis – No evidence was provided for either performance indicator 1 or 3 to show how candidates are able to collaborate and hold effective conversations with others in their school communities. The EPP did not provide evidence that candidates demonstrate knowledge of local, state, and national policies that affect reading and writing instruction.

Sources of Evidence

- No evidence provided for this standard.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	1		
Performance	10	10		

Areas for Improvement

- *In the reading study plan, there are several links to resources that address the writing portion of the Idaho Literacy Standards. Similarly, some of the links address meeting the needs of English Language Learners. It would be helpful if the Reading Content Standards and quizzes/exam were modified and adjusted to reflect the content of the additional resources found in the study plan. This would show additional alignment to the Idaho Literacy Standards.*
- *Some evidence was provided that the knowledge portion of the performance indicators were being addressed in the Reading Content Standards, study guide, and quizzes/exam. In the future, the EPP may want to provide evidence of the application of the knowledge at the teacher and student level. For example, lesson plans, observation data, teacher interviews, principal interviews, unit plans, analysis of student reading data and plan for intervention, etc.*
- *There is insufficient evidence in the reading content standards, study guide, and quizzes/exam that principles reflecting 7th-12th grade literacy instruction are covered.*
- *Due to the existing separation of responsibilities between the EPP and Idaho school districts, many forms of evidence were unavailable, such as candidate interviews, principal interviews PK-12, and candidate portfolios. A system for collecting evidence from school districts will assist the EPP in providing evidence for future reviews by the Idaho State Department of Education.*

Recommended Action for Literacy

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

IDAHO STANDARDS FOR ELEMENTARY TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1. The teacher understands concepts of language arts and child development in order to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.
2. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.
3. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and test data to improve student reading ability.
4. The teacher understands the fundamental concepts and the need to integrate STEM disciplines including physical, life, and earth and space Sciences, Technology, Engineering, and Mathematics as well as the applications of STEM disciplines to technology, personal and social perspectives, history, unifying concepts, and inquiry processes used in the discovery of new knowledge.
5. The teacher understands major concepts, procedures, and reasoning processes of mathematics that define number systems and number sense, computation, geometry, measurement, statistics and probability, and algebra in order to foster student understanding and use of patterns, quantities, and spatial relationships that represent phenomena, solve problems, and manage data. The teacher understands the relationship between inquiry and the development of mathematical thinking and reasoning.
6. The teacher knows the major concepts and modes of inquiry for social studies: the integrated study of history, geography, government/civics, economics, social/cultural and other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.
7. The teacher understands the content, functions, aesthetics, and achievements of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.
8. The teacher understands the comprehensive nature of students' physical, intellectual, social, and emotional well-being in order to create opportunities for developing and practicing skills that contribute to overall wellness.
9. The teacher understands human movement and physical activities as central elements for active, healthy lifestyles and enhanced quality of life.

10. The teacher understands connections across curricula and within a discipline among concepts, procedures, and applications. Further, the teacher understands its use in motivating students, building understanding, and encouraging application of knowledge, skills, and ideas to real life issues and future career applications.
11. The teacher understands the individual and interpersonal values of respect, caring, integrity, and responsibility that enable students to effectively and appropriately communicate and interact with peers and adults.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.1 Knowledge		X	

1.1 Analysis – EPP has provided evidence that all ABCTE Professional Teaching Knowledge Standards have been aligned with Idaho State Standards. In supplement the ABCTE Course Study Plan (course syllabi) provides its candidates resources needed to access information to successfully pass the Professional Teaching Knowledge Exam and the Multiple Subject Exam, designed to meet Standard 1: Knowledge of Subject Matter; Knowledge and its indicators. ABCTE Candidates at the district level integrate this standard and indicators (1), (2), (3), (4), (5), (6) and (10) in their lesson plans. Indicators (7), (8) and (9) lacked specific opportunities to evaluate that candidates are addressing these standards based upon the information provided.

Sources of Evidence

- ABCTE/Idaho Core Elementary Standards
- ABCTE Study Guide (course syllabi)
- Candidate Lesson Plans

Performance

1. The teacher models the appropriate and accurate use of language arts.
2. The teacher demonstrates competence in language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education. Through inquiry the teacher facilitates thinking and reasoning.
3. The teacher provides a purpose and context to use the communication skills taught. The teacher integrates these communication skills across the curriculum.
4. The teacher conceptualizes, develops, and implements a balanced curriculum that includes language arts, reading, STEM disciplines, social studies, the arts, health education, and physical education.

5. Using his/her integrated knowledge of the curricula, the teacher motivates students, builds understanding, and encourages application of knowledge, skills, and ideas to real life issues, democratic citizenship, and future career applications.
6. The teacher models respect, integrity, caring, and responsibility in order to promote and nurture a school environment that fosters these qualities.

Standard 1 Knowledge of Subject Matter	Unacceptable	Acceptable	Exemplary
1.2 Performance	X		

1.2 Analysis – Interview with ABCTE candidate, district building principal and two district mentors, district observations and EPP’s Clinical Experience Observations provide limited evidence that candidates are demonstrating an adequate ability to apply this Standard 1.2 Knowledge of Subject Matter; Performance including its indicators. The EPP provides insufficient data such as assessment of ABCTE teacher candidates portfolios, test scores, student portfolios and impact on student learning to could detail how candidates are meeting these expectations outlined in this standard.

Sources of Evidence

- EPP’s Clinical Experience Observations
- District Level Interviews
- District Observations
- Candidate 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 young children’s and early adolescents’ literacy and language development influence learning and instructional decisions.
2. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning, and recognizes the role of inquiry and exploration in developing these abilities.

Standard2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.1 Knowledge		X	

2.1 Analysis – EPP has provided evidence that all ABCTE Professional Teaching Knowledge Standards have been aligned with Idaho State Standards. In supplement the ABCTE Course Study Plan (course syllabi) provides its candidates the resources needed to access information to successfully pass the Professional Teaching Knowledge Exam and the Multiple Subject Exam, designed to meet the Standard 2.1 Knowledge of Human Development and Learning; Knowledge and its indicators. ABCTE Candidates at the district level integrate this standard with its indicators (1) and (2) in their lesson plans.

Sources of Evidence

- ABCTE PTK/Idaho Core Teaching Standards Alignment
- ABCTE Study Guide (course syllabi)
- Candidate Lesson Plans

Performance

1. The teacher designs instruction and provides opportunities for students to learn through inquiry and exploration.

Standard 2 Knowledge of Human Development and Learning	Unacceptable	Acceptable	Exemplary
2.2 Performance	X		

2.2 Analysis – Interviews with ABCTE candidate, district building principal, district observations and EPP’s Clinical Experience Observations provide limited evidence that candidates are demonstrating an adequate ability to apply to Standard 2: Knowledge of Human Development and Learning; Performance and its indicators. Candidates at the district level provide evidence that this standard is integrated in their lesson plans. The EPP provides insufficient data such as assessment of ABCTE teacher candidates portfolios, test scores, student portfolios and impact on student learning to could detail how candidates are meeting these expectations outlined in this standard.

Sources of Evidence

- *EPP’s Clinical Experience Observations*
- *District Level Interviews*
- *District Observations*
- *Candidate Lesson Plans*

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students’ diverse needs and experiences.

Knowledge

1. The teacher understands the necessity of appropriately and effectively collaborating with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.1 Knowledge		X	

3.1 Analysis – *EPP has provided evidence that all ABCTE Professional Teaching Knowledge Standards have been aligned with Idaho State Standards. In supplement the ABCTE Course Study Plan (course syllabi) provides its candidates the resources needed to access information to successfully pass the Professional Teaching Knowledge Exam and the Multiple Subject Exam, designed to meet Standard 3: Modifying Instruction for Individual Needs; Knowledge and its indicators. Candidates at the district level integrate this standard and indicators (1) and (2) in their lesson plans.*

Sources of Evidence

- *ABCTE/Idaho Core Elementary Standards*
- *ABCTE Study Guide (course syllabi)*
- *Candidate Lesson Plans*

Performance

1. The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
2. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive.

Standard 3 Modifying Instruction for Individual Needs	Unacceptable	Acceptable	Exemplary
3.2 Performance	X		

3.2 Analysis – Interviews with ABCTE candidate, district building principal, district observations and EPP’s Clinical Experience observations provide limited evidence that candidates are demonstrating an adequate ability to apply to Standard 3: Modifying Instruction for Individual Needs; Performance and its indicators. Candidates at the district level provide evidence that this standard is integrated in their lesson plans. The EPP provides insufficient data such as assessment of ABCTE teacher candidates portfolios, test scores, student portfolios and impact on student learning to could detail how candidates are meeting these expectations outlined in this standard.

Sources of Evidence

- ABCTE Candidate Interview
- District Level Observation
- Candidate Lesson Plans

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 the importance of teaching and re-teaching classroom expectations.

- The teacher recognizes the importance of positive behavioral supports and the need to use multiple levels of intervention to support and develop appropriate behavior.

Standard 5 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
5.1 Knowledge		X	

5.1 Analysis – EPP has provided evidence that all ABCTE Professional Teaching Knowledge Standards have been aligned with Idaho State Standards. In supplement the ABCTE Course Study Plan (course syllabi) provides its candidates the resources needed to access information to successfully pass the Professional Teaching Knowledge Exam and the Multiple Subject Exam, designed to meet Standard 5 .1 Multiple Instructional Strategies; Knowledge and its indicators. Candidates at the district level integrate this standard and indicators (1) and (2) in their lesson plans.

Sources of Evidence

- ABCTE/Idaho Core Elementary Standards
- ABCTE Study Guide (course syllabi)
- District Candidate Lesson Plans

Performance

- The teacher consistently models and teaches classroom expectations.
- The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate behavior.

Standard 5 Multiple Instructional Strategies	Unacceptable	Acceptable	Exemplary
5.2 Performance	X		

5.2 Analysis – Interviews with ABCTE candidate, district building principal, district observations and EPP’s Clinical Experience observations provide limited evidence that candidates are demonstrating an adequate ability to apply to Standard 5 .1 Multiple Instructional Strategies;

Performance and its indicators. Candidates at the district level provide evidence that this standard is integrated in their lesson plans. The EPP provides insufficient data such as assessment of ABCTE teacher candidates portfolios, test scores, student portfolios and impact on student learning to could detail how candidates are meeting these expectations outlined in this standard.

Sources of Evidence

- *ABCTE Candidate Interview*
- *District Level Observation*
- *Candidate Lesson Plans*

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

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.

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.

Standard 9: Professional Commitment and Responsibility - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine teaching effectiveness.

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.

Summary

The EPP-provided strong evidence that displays an overall focus on content knowledge. Unfortunately, its performance indicators were insufficient in ability to determine whether the ABCTE candidates are addressing the requirements needed to provide an acceptable determination. This is largely due to the separation of duties between the EPP and school districts and the lack of systems to gather needed evidence for review.

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4		4	
Performance	4	4		

These summary results are evenly distributed between unacceptable and acceptable although it should be disclosed that in Standard 1.1: Knowledge of Subject Matter; Knowledge is unevenly heavier in its indicators than the others. That evidence which was provided to address standard 1:1 including its indicators does meet the expectations and should be considered when evaluating these results.

Areas for Improvement

Due to the existing separation of responsibilities between the American Board and Idaho School District, many forms of evidence were unavailable to complete an acceptable amount of sufficient evidence to enable to distinguish between the candidate's knowledge and performance skills. The EPP would benefit from gathering evidence to demonstrate a candidate's use of assessment results in guiding student instruction. A system for collecting the evidence from school districts will assist the American Board in providing evidence for future reviews by the Idaho State Department of Education.

Recommended Action for Elementary Education

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



August 27, 2019

American Board for Certification of Teacher Excellence (ABCTE) participated in the Idaho Educator Preparation Program Review May 21–24, 2019, and received the draft report on June 24, 2019. ABCTE was instructed to provide feedback including “any suggested corrections of factual error.” Errors were reported and the Idaho State Department of Education (SDE) incorporated corrections in the content of the cover page and introduction. All remaining errors were suggested as more appropriate for ABCTE’s Final Report rejoinder. In response to the Final Report received by ABCTE on July 16, 2019, ABCTE submits this rejoinder.

Background

Historically, Idaho has had a teacher shortage, particularly in its rural school districts. A 2017 report by the Idaho State Board of Education estimated that statewide, between teacher attrition and student population growth, nearly 2,000 new teachers are needed each year to meet the demands of Idaho school districts.

ABCTE works to certify local teachers in 15 states and has been operating in Idaho since 2003 with little pushback from the state. The program is designated as alternate route to teacher certification, meaning that ABCTE makes it possible for local professionals in other industries to earn their certification and teach in Idaho classrooms without taking time away from their families or incurring additional debt, thereby helping to address Idaho's teacher shortage. ABCTE has issued more than 3,000 certificates to teachers in Idaho, and based on their annual teacher evaluations, school administrators across Idaho are more than pleased with classroom performance of ABCTE graduates. However, in 2016 (13 years after ABCTE started working in Idaho) communications between ABCTE and SDE began to show a more hostile tone leading up to ABCTE's Program Review in May 2019.

The basis for this review almost immediately penalizes ABCTE because the review was based on how traditional educator programs are approved and periodically reviewed in Idaho. As stated in IDAPA 08.02.02.100.01, traditional teacher certification programs, such as those provided through a college or university, must meet the standards dictated by the Council for Accreditation of Educator Preparation (CAEP) standards model. Nontraditional educator preparation programs, otherwise known as "alt route programs" such as ABCTE are not. IDAPA 08.02.02.100.02 clearly sets forth four criteria, and CAEP standards are NOT one of those criteria. Furthermore, educator preparation programs are periodically reviewed by the Professional Standards Commission. IDAPA 08.02.02.100.04a specifically states that institutions are reviewed for their compliance with CAEP, but that requirement is not included in the administrative rule requirement for reviewing nontraditional teacher certification programs like ABCTE (IDAPA 08.02.02.100.04c) Although after much back and forth, SDE dropped the CAEP requirement for ABCTE's Program Review, they continued to enforce the Idaho State Specific Standards which, similar to CAEP, require that programs appear traditional in their offerings with a focus on performance and disposition—indicators that are not appropriate for an alternative program. This is analogous to assessing the ability of a square peg to fit in a round hole.

The Program Review measured ABCTE against standards that were not developed for this type of program, and to which ABCTE has never had to comply in the past. As a result, the review did not go well for ABCTE, despite repeated indications from SDE that the review was not to be punitive but was instead to bolster ABCTE in the state. Idaho needs certified teachers in classrooms. ABCTE has been providing teaching certificates to educators in Idaho since 2003 to the pleasure of school administrators. This review is a bureaucratic process, and is questionable as to its actual effectiveness of getting certified teachers into classroom.

More evidence is included below.

2016

SDE emails ABCTE with specifics as to what ABCTE's website should include. Emails include qualifiers that add a negative tone to the communications. For example, 'The following paragraph is *completely* inaccurate' when referring to a paragraph on the website that did not on Idaho page. In the same timeframe that ABCTE was receiving hostile emails from SDE, we were also receiving the first of many requests from SDE that ABCTE move a candidate who had yet to meet exam proficiency to certification. ABCTE worked with the candidate to build a portfolio of work capturing the candidates subject-area competency and was able to issue the candidate a completer certificate, at the request of SDE. ABCTE is informed that the SDE will soon be implementing program reviews for all Educator Preparation Programs (EPPs) in the state.

April 2017

ABCTE meets with SDE and is informed that all EPPs will be required to meet Council for Accreditation of Educator Preparation (CAEP) standards in order to pass the Program Review. ABCTE expresses extreme concern that CAEP is traditional-program specific and will put alternative programs at a disadvantage for program approval. SDE confirms that ABCTE will need to meet CAEP standards. SDE encourages ABCTE to attend an upcoming CAEP conference in order to prepare for the review. ABCTE's Director of Government affairs takes days out of office to attend the conference while conference registration, transportation, and lodging is paid for by SDE.

July 2017

ABCTE significantly alters its program in efforts to meet CAEP standards. A core tenant of ABCTE's program is that candidates are not required to participate in student teaching, nine to twelve weeks of unpaid time in a classroom—a teaching internship. Because CAEP requires EPP graduates to have experience in a classroom prior to program completion, ABCTE hires a panel of experts to develop ABCTE's Clinical Experience. Clinical Experience is developed in alignment to Idaho's standards. Clinical Experience takes place during a graduate's first year in the classroom, allowing ABCTE graduates to get the additional instruction CAEP requires without requiring the graduate to work in a classroom without pay. Clinical Experience is developed to mirror the Danielson Model of classroom observations, the same model SDE imposes upon local school districts.

ABCTE details this program addition to SDE and is told ABCTE's actions to add Clinical Experience are "very impressive"; SDE asks ABCTE to present Clinical Experience to the Professional Standards Committee. Because SDE response to Clinical Experience is favorable, ABCTE hires additional staff to implement Clinical Experience.

January 2018

ABCTE presents Clinical Experience program to the Professional Standards Committee. No program shortcomings are indicated. ABCTE is asked whether alterations to the program could be made to further mirror state requirements, allowing ABCTE to oversee state mentor experience requirements as opposed to having the state do so.

May 2018

ABCTE receives the first of several emails from Idaho candidates stating that the candidate was told by SDE that ABCTE can waive test requirements for some program candidates, allowing them to graduate to certification without testing. To this point, ABCTE has never allowed a candidate to graduate without completing all required testing and ABCTE has not received communication from SDE indicating that exceptions to this rule exist. ABCTE contacts SDE to learn why candidates are being told that they do not need to meet all ABCTE program requirements in order to earn certification. After much back and forth, SDE tells ABCTE that the program can waive testing requirements, but these cases will be taken into consideration during the Program Review. SDE explains that ABCTE will need present evidence during the Program Review that candidates who don't sit for all required tests have already met state requirements. When ABCTE asks SDE if a candidate holding a current Idaho teaching license would meet that requirement, ABCTE is met with ambiguities.

July 2018

SDE Program Review Coordinator contacts ABCTE to note that the Program Review is being schedule to take place within a year and provides ABCTE with Program Review requirements. Two Program Review requirements strike ABCTE as inappropriate for alternative programs—the first being the aforementioned CAEP standards, the second being the performance and disposition standards of the Idaho State Standards. ABCTE again expresses concern to SDE, stating very clearly that CAEP standards are for traditional programs and, even with the implementation of Clinical Experience, ABCTE will not meet the standards. It is confirmed that all programs must meet the requirements of the Program Review.

August 2018

ABCTE is in contact with program graduate, Representative Dorothy Moon. ABCTE informs Representative Moon of concerns with Program Review requirements, most notably the CAEP standards. Representative Moon contacts SDE Administration. The following day ABCTE is informed by SDE staff that alternative EPPs will not be required to meet CAEP standards. At this point, ABCTE has spent two years and tens of thousands of dollars working to meet the CAEP standards.

Throughout this time, ABCTE is still receiving input from SDE about what should appear on ABCTE's website.

February 2019

ABCTE participates in a conference call with Idaho Representative DeMordaunt, Representative Moon, and Idaho's State Board of Education. During this call, ABCTE explains that the performance and disposition indicators of the Idaho State Standards are not appropriate to be applied to alternative EPPs. The State Board of Education contact indicates that these indicators can be reviewed for appropriateness once ABCTE specifies which indicators are problematic. ABCTE staff attempt to provide the State Board of Education with a list of the problematic standards but is not able to make contact.

May 2019 Program Review

For the Program Review ABCTE submits complete access to ABCTE's online study materials including standards, workbooks, and online text books, in addition to dozens of lesson plans prepared by ABCTE teachers, dozens of observations conducted by local school administrators, and letters of recommendation written by principals who employ ABCTE teachers. ABCTE also provided a report per subject area showing alignment of ABCTE standards with Idaho State Standards. Additionally, ABCTE organized an opportunity for the entire review panel to observe the work of ABCTE graduates in Idaho classrooms, speak with a local principal employing ABCTE graduates, and participate in phone interviews with ABCTE candidates and graduates.

On three occasions, ABCTE asked that a member of ABCTE's team observe the candidate and graduate phone interviews with the Program Review panel because participants expressed concern about conversations with SDE and on all occasions ABCTE was told that the interviews are closed and ABCTE may not observe. Out of respect for the concerned participants, ABCTE withdrew the phone interviews as evidence for the Review.

The Review takes place over four days. At the end of day one, ABCTE receives a document from the review team detailing perceived shortcomings in the provided evidence. On the morning of day two, ABCTE notes to the Program Review Coordinator and Review Chair that several listed shortcomings are already addressed in the evidence. As an example, a science review asked for lesson plans, already provided in the evidence but because ABCTE allowed graduates to remain anonymous when submitting lesson plans, the reviewer wrote "nothing that would even suggest [the lesson plans] were taught in an Idaho school. I want to see Biology lesson plans, taught in Idaho schools, by Idaho Teachers." At this point in the Program Review, ABCTE had already confirmed for reviewers that all evidence provided was Idaho-specific.

It is during day two that Program Review team members are to travel to a local school to observe the teachings of ABCTE graduates, but the team decided that less than half of review panel members will attend. During this observation, the review panel member responsible for the CORE teaching standards—which impact ABCTE's outcome in all subject areas—becomes combative. This reviewer does not participate in the classroom observation, instead insisting on an interview with the teacher. ABCTE immediately moves to arrange an interview with the teacher, asking the school principal to cover her classroom while she meets with the reviewers. It is at this time that ABCTE notes that the interview-requesting reviewer has already left the school and does not participate in the interview. It is also during this school visit that ABCTE observes SDE staff asking school faculty several leading questions about the SDE staff members perceived shortcomings of ABCTE's program. ABCTE also observes bias in review team questions asked of school faculty. For example, one reviewer repeatedly asked a school mentor whether ABCTE graduates require more time and guidance than traditional EPP graduates. When the mentor noted that all new teachers need guidance, the reviewer again asked the question from a different angle.

On day three of the Program Review, ABCTE arranges for the review team to participate in a phone interview with a member of ABCTE's Curriculum Team specifically regarding the technology curriculum. ABCTE's Program Review Team was not allowed to sit in on this interview, but was later told by the Curriculum Team that the conversation frequently veered to topics beyond technology. During the

phone interview, SDE staff asked questions of the Curriculum Team that had already been answered on other occasions by ABCTE's Director of Government Affairs. At the conclusion of day three, ABCTE met with leads of the Program Review team and is informed that reviewers will be marking some provided subject areas as "not approved."

During the final meeting of the Program Review, ABCTE is informed that the following subject areas will not receive approval and can no longer be offered to the people of Idaho: English Language Arts, US and World History, Special Education, and Reading. ABCTE is informed that the program also failed the technology review and the student teaching component, even though Clinical Experience had already received positive feedback from the state. SDE and the Program Review lead indicate that these areas did not receive approval because reviewers could not find evidence that graduates were adequately prepared in these areas. Specifically, ABCTE was deemed insufficient in the performance and disposition indicators. Note that ABCTE had provided the following types of evidence to meet the performance and disposition requirements: a full year of classroom observations from 5 teachers, individual classroom observations conducted by school administration covering 77 ABCTE graduates, lesson plans from 36 ABCTE graduates, 17 program recommendation letters from local principals employing ABCTE teachers, and a performance review study of ABCTE graduates conducting by a traditional university school of education. This rejoinder covers more specific evidence supplied for the Program Review but deemed insufficient by the Program Review panel.

Cover Page

Lisa Colón Durham and Katie Mathias are given the title of State Observer; however, they were active participants in the review, drawing reviewers' attention to perceived programmatic shortcomings. *SDE removed titles from cover page.*

Page 3 (Introduction)

Included in the steps to program completion paragraph, it should be noted that many Idaho candidates are already teaching in schools through substitute positions or on emergency certificates at the time they enroll in ABCTE, and in these situations the candidates already have employment at the time of testing.

SDE updated this in final report.

Evidence included in addition to the ABCTE PTK/Idaho Core Teaching Standards Alignment Document, Candidate Lesson Plans, Observation/Evaluation Forms, Testimony Letters from district administrators, and the ABCTE website also included all ABCTE study materials including standards, study plans, and online textbook.

*CAEP definitions are used throughout the report despite the fact that CAEP standards are not appropriate for consideration during ABCTE's program review.

Page 8 (Pre-service Technology Standards)

Reviewers were provided with at least three pieces of evidence including ISTE tests required of candidates, technology study content including ISTE standards, and lesson plans and observations including the use of technology in the classroom.

In addition to the Sources of Evidence listed, EPP also provided a conference call interview with EPP curriculum staff and access to pedagogy standards and study materials covering technology in the classroom.

Idaho Core Teaching Standards

Page 20 (1.3 Disposition)

In addition to the sources of evidence listed for standard 1.2, ABCTE also provided the PTK standards and complete access to the study materials (digital text book) which clearly indicate that indicator 1.2.3 is met. For example, PTK Standard 3.5.01 commands that a candidate "Involves parents and guardians in monitoring their child's academic progress and homework." PTK Standard 3.5.02 commands that a candidate "Alerts parents and guardians to the educational benefits of leisure reading." And PTK Standard 3.5.03 commands "The teacher involves parents and other stakeholders to gather pertinent information related to student success."

Page 21

In addition to the sources of evidence listed for 1.3, ABCTE also provided a classroom observation which clearly addressed these indicators; however, the CORE standards reviewer refused to participate in the observation and therefore failed to witness demonstration of these indicators.

Page 22 (2.1 Knowledge)

In addition to the sources of evidence listed for 2.1, ABCTE also provided the PTK standards and complete access to the study materials (digital text book) which clearly indicate that standard 2.1.3 is met. For example, PTK Standard 2.2.28 commands that a candidate “provides effective instruction and assessment for English language learners, consistent with WIDA instructional standards.”

It is indicated that standard 2.1.5 is met. For example, PTK Standard 2.2.26 commands that “The teacher provides instruction that values the cultural heritages of different ethnic groups, both as legacies that affect students’ dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.” PTK Standard 2.2.27 commands that a candidate “Provides instruction and experiences that build bridges of meaningfulness between home and school experiences as well as between academic abstractions and reality.”

Page 23 (2.2 Performance)

In addition to the sources of evidence listed for standard 2.2, ABCTE also provided the PTK standards and complete access to the study materials (digital text book) which clearly indicate that indicator 2.2.5 is met. For example, PTK Standard 2.2.28 commands that a candidate “provides effective instruction and assessment for English language learners, consistent with WIDA instructional standards.”

Page 24 (2.3 Disposition)

In addition to the sources of evidence listed for standard 2.3, ABCTE also provided the PTK standards and complete access to the study materials (digital text book) which clearly indicate that indicator 2.3.1 is met. For example, PTK Standard 3.3.01 commands that a candidate “Indicates approval for correct responses.”

It clearly indicated that indicator 2.3.2 is met. For example, PTK Standard 2.2.15 commands that a candidate “Provides opportunities for students to actively participate through questions, share task related observations or experiences, compare opinions to deepen their appreciation of what they have learned and how it relates to their lives outside school.”

It clearly indicated that indicator 2.3.3 is met. For example, PTK Standard 2.2.25 commands that a candidate “Develops instruction that values individuals’ experiences and perspectives and that recognizes their influence on how individuals construct knowledge.”

It clearly indicated that indicator 2.3.4 is met. For example, PTK Standard 2.2.28 commands that a

candidate “Provides effective instruction and assessment for English language learners, consistent with WIDA instructional standards.”

Page 30 (4.3 Disposition)

In addition to the sources of evidence listed for standard 4.3, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 4.3.3 is met. For example, PTK Standard 2.2.24 commands that a candidate “Develops culturally relevant instruction.” PTK Standard 4.1.05 commands that a candidate “Is informed by student voice and uses this information to plan instruction that meets students’ academic, social, emotional, and cultural needs.”

Page 39 (7.3 Disposition)

In addition to the sources of evidence listed for standard 7.3, ABCTE also provided the PTK standards and complete access to the study materials (digital text book) which clearly indicate that indicator 7.3.1 is met. For example, PTK Standard 1.1.13 commands that a candidate “Recognizes the multiple learning styles of students, designs instruction to address students’ strengths, and assesses authentically by allowing demonstrations in any of the intelligence domains as evidence of learning.”

It clearly indicated that indicator 7.3.2 is met. For example, PTK Standard 2.2.25 commands that a candidate “Develops instruction that values individuals’ experiences and perspectives and that recognizes their influence on how individuals construct knowledge.”

It clearly indicated that indicator 7.3.3 is met. For example, PTK Standard 3.4.02 commands that a candidate “Communicates to students the measurements and criteria for attaining learning objectives.”

It clearly indicated that indicator 7.3.4 is met. For example, PTK Standard 2.2.23 commands that a candidate “Differentiates instruction based on learner readiness to promote generative learning.” **Page 45 (9.3 Disposition)**

In addition to the sources of evidence listed for standard 9.3, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 9.3.1 is met. For example, PTK Standard 1.1.15 commands that a candidate “Is reflective in his/her practice, considering the impact of instructional decisions, assessment outcomes, and interactions with all stakeholder groups on the teacher’s work.”

It clearly indicated that indicator 9.3.2 is met. For example, PTK Standard 1.1.17 commands that a candidate “Understands how his/her personal identity, philosophies, and background affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.”

It clearly indicated that indicator 9.3.3 is met. For example, PTK Standard 1.1.11 commands that a candidate “Is a life-long learner and is committed to ongoing professional development. Also, the teacher knows how to turn feedback into actionable plans for growth.”

It clearly indicated that indicator 9.3.4 is met. For example, PTK Standard 1.1.15 commands that a candidate “Is reflective in his/her practice, considering the impact of instructional decisions, assessment outcomes, and interactions with all stakeholder groups on the teacher’s work.”

Page 49 (10.3 Disposition)

In addition to the sources of evidence listed for standard 10.3, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 10.3.1 is met. For example, PTK Standard 3.4.01 commands that a candidate “Holds high achievement expectations for student learning.”

It is clearly indicated that indicator 10.3.2 is met. For example, PTK Standard 2.1.07 commands that a candidate “Is committed to collaboration and communicates effectively with all stakeholders through various conduits, platforms, and in appropriate contexts.”

It is clearly indicated that indicator 10.3.3 is met. For example, PTK Standard 2.1.08 commands that a candidate “Is an advocate for student success.”

It is clearly indicated that indicator 10.3.4 is met. For example, PTK Standard 2.1.09 commands that a candidate “Is a mentor for peers.”

It is clearly indicated that indicator 10.3.5 is met. For example, PTK Standard 1.1.11 commands that a candidate “Is a life-long learner and is committed to ongoing professional development. Also, the teacher knows how to turn feedback into actionable plans for growth.”

Idaho Standards for Mathematics Teachers

Page 54 (1.2 Performance)

In addition to the sources of evidence listed for standard 1.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 1.2.1 is met. For example, PTK Standard 1.1.04 commands that a candidate “Selects facts, samples, examples or a combination to substantiate or illustrate ideas.” PTK Standard 1.1.05 commands that a candidate “Juxtaposes examples that differ in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples.” PTK Standard 1.1.08 commands that a candidate “Uses routines, presentations, practice, review, memorization, application and homework, as appropriate, to organize instruction into clearly defined segments.”

It is clearly indicated that indicator 1.2.2 is met. For example, PTK Standard 1.1.01 commands that a candidate “Writes measurable objectives for both individual or classroom performance based on data and subject matter.” PTK Standard 1.1.05 commands that a candidate “Juxtaposes examples that differ

in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples.” PTK Standard 2.2.02 commands that a candidate “Presents material in a logical sequence.”

Page 56 (2.2 Performance)

In addition to the sources of evidence listed for standard 2.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 2.2.1 is met. For example, PTK Standard 1.1.05 commands that a candidate “Juxtaposes examples that differ in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples.” PTK Standard 2.1.04 commands that a candidate “States what will be taught in the lesson in the form of verbal associations, concepts, principles, or cognitive strategies.” PTK Standard 2.2.01 commands that a candidate “Assesses students to decide where and how to begin instruction based on students’ prior knowledge and prerequisite skills.”

It is clearly indicated that indicator 2.2.2 is met. For example, PTK Standard 1.1.01 commands that a candidate “Writes measurable objectives for both individual or classroom performance based on data and subject matter.” PTK Standard 2.1.02 commands that a candidate “Explains how current lessons build upon previously learned knowledge and skills.” PTK Standard 3.3.02 commands that a candidate “Follows correct answers with new questions to maintain momentum.”

Page 63 (6.2 Performance)

In addition to the sources of evidence listed for standard 6.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 6.2.1 is met. For example, PTK Standard 2.2.06 commands that a candidate “Teaches vocabulary required for mastery of the subject matter.”

It is clearly indicated that indicator 6.2.2 is met. For example, PTK Standard 2.2.15 commands that a candidate “Provides opportunities for students to actively participate through questions, share taskrelated observations or experiences, compare opinions to deepen their appreciation of what they have learned and how it relates to their lives outside school.” PTK Standard 2.2.16 commands that a

candidate “Provides opportunities for students to explain in their own words how individual elements are connected in a network of related content and connect it (the new content) to their prior knowledge.” PTK Standard 2.3.01 commands that a candidate “Suits questions to the knowledge and skill of students.”

Idaho Science Foundation Standards Page 71 (1.2 Performance)

In addition to the sources of evidence listed for standard 1.2, ABCTE also provided the PTK Standards, Science Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 1.2.1 is met. For example, PTK Standard 2.2.22 commands that a candidate “uses figures

in history of the content, of both genders, to provide context for understanding of the development of culture, concepts, processes, and theories within the various disciplines.” General Science Standard 1.17 commands that a candidate “Uses scientific figures in history, of both genders, to provide context for understanding of the development of scientific processes and theories.”

It is clearly indicated that indicator 1.2.2 is met. For example, PTK Standard 1.1.05 commands that a candidate “Juxtaposes examples that differ in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples.” PTK Standard 2.2.05 commands that a candidate “Focuses on learning objectives without disrupting continuity by digressing.” General Science Standard 1.18 commands that a candidate “Differentiates instruction based on learner readiness to promote effective scientific investigation by all students.”

It is clearly indicated that indicator 1.2.6 is met. For example, PTK Standard 1.1.12 commands that a candidate “Designs instruction that requires students to think critically about the content and produce original artifacts as demonstrations of their learning.” PTK Standard 1.17 commands that a candidate “Uses scientific figures in history, of both genders, to provide context for understanding of the development of scientific processes and theories.” PTK Standard 2.2.12 commands that a candidate “Provides frequent and varied opportunities for students to practice new skills, apply new knowledge, or both.”

It is clearly indicated that indicator 1.2.7 is met. For example, PTK Standard 1.18 commands that a candidate “Differentiates instruction based on learner readiness to promote Effective scientific investigation by all students.”

It is clearly indicated that indicator 1.2.8 is met. For example, PTK Standard 1.1.12 commands that a candidate “Designs instruction that requires students to think critically about the content and produce original artifacts as demonstrations of their learning.” PTK Standard 1.18 commands that a candidate “Differentiates instruction based on learner readiness to promote Effective scientific investigation by all students.” PTK Standard 2.2.22 commands that a candidate “Uses figures in history of the content, of both genders, to provide context for understanding of the development of culture, concepts, processes, and theories within the various disciplines.”

Page 73 (2.2 Performance)

In addition to the sources of evidence listed for standard 2.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 2.2.1 is met. For example, PTK Standard 1.1.13 commands that a candidate “Recognizes the multiple learning styles of students, designs instruction to address students’ strengths, and assesses authentically by allowing demonstrations in any of the intelligence domains as evidence of learning.” PTK Standard 2.1.03 commands that a candidate “When introducing new concepts, previews major ideas or questions to be covered in the lesson to stimulate students’ thinking about topic.” PTK Standard 2.2.07 commands that a candidate “Presents sufficient, varied, systematic examples, non-examples, problems, or materials in order for students to master critical concepts. So students grasp relationships, make predictions,

debate alternative approaches to problems, or otherwise consider the content’s implications or applications.”

It is clearly indicated that indicator 2.2.2 is met. For example, PTK Standard 1.1.07 commands that a candidate “Selects lesson content that builds on prior learning.” PTK Standard 2.1.01 commands that a candidate “Stimulates student interest by connecting prior knowledge and students' personal experience to larger concepts.” PTK Standard 2.3.02 commands that a candidate “Uses factual and higher order questions to further student learning.”

Page 74 (4.2 Performance)

In addition to the sources of evidence listed for standard 4.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 4.2.1 is met. For example, PTK Standard 1.1.12 commands that a candidate “Designs instruction that requires students to think critically about the content and produce original artifacts as demonstrations of their learning.”

It is clearly indicated that indicator 4.2.2 is met. For example, PTK Standard 2.2.29 commands that a candidate “Uses relevant instructional technology to deliver instruction that promotes generative learning. Technology based instruction is provided with an emphasis on compliance with all state-based education and ethics policies along with all legal requirements.”

It is clearly indicated that indicator 4.2.3 is met. For example, PTK Standard 2.2.18 commands that a candidate “Knows the different purposes of various instructional methods and how and when to use them, including whole class, cooperative, small group, and tutoring.” PTK Standard 2.2.21 commands that a candidate “Holds members of cooperative work groups or small groups individually responsible for performance.”

Page 76 (6.2 Performance)

In addition to the sources of evidence listed for standard 6.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 6.2.1 is met. For example, General Science Standard 1.20 commands that a candidate “Promotes awareness of different career disciplines and how they connect in the real world.” General Science Standard 1.21 commands that a candidate “The teacher understands how learning is directly impacted by cognitive processing.”

It is clearly indicated that indicator 6.2.3 and 6.2.5 are met. For example, PTK Standard 2.2.29 commands that a candidate “Uses relevant instructional technology to deliver instruction that promotes generative learning. Technology based instruction is provided with an emphasis on compliance with all state-based education and ethics policies along with all legal requirements.”

Page 77 (9.2 Performance)

In addition to the sources of evidence listed for standard 9.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 9.2.1 is met. For example, PTK Standard 1.1.03 commands that a candidate “Organizes content across lessons around central concepts, propositions, theories, or models.” PTK Standard 1.1.14 commands that a candidate “Supports learner literacy development in and across content areas.” PTK Standard 1.17 commands that a candidate “Uses scientific figures in history, of both genders, to provide context for understanding of the development of scientific processes and theories.”

It is clearly indicated that indicator 9.2.2 is met. For example, PTK Standard 2.2.22 commands that a candidate “Uses figures in history of the content, of both genders, to provide context for understanding of the development of culture, concepts, processes, and theories within the various disciplines.” PTK Standard 2.2.25 commands that a candidate “Develops instruction that values individuals’ experiences and perspectives and that recognizes their influence on how individuals construct knowledge.”

Page 79 (11.2 Performance)

In addition to the sources of evidence listed for standard 9.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicators 11.2.1, 11.2.2, and 11.2.8 are met. For example, PTK Standard 1.1.16 commands that a candidate “Complies with all laws and state regulations governing classroom practice, curriculum, interactions with students, parents, and all other stakeholders.”

Page 80 (12.2 Performance)

In addition to the sources of evidence listed for standard 12.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 12.2.1 is met. For example, General Science Standard 1.01 commands that a candidate “Understand the techniques used to analyze, critique, and improve scientific explanations of phenomena; understand that hypotheses must always be falsifiable and subjected to review in the light of scientific evidence obtained by experiment and observation.” General Science Standard 1.1 commands that a candidate “Use exponential growth and decay models to describe ratio-dependent phenomena such as radioactive decay and unchecked population growth.” General Science Standard 1.16 commands that a candidate “Recognize and identify how people from all walks of life make contributions to science.”

Idaho Standards for Biology Teachers Page 84 (1.2 Performance)

In addition to the sources of evidence listed for standard 1.2, ABCTE also provided the PTK Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 1.2.2 is met. General Science Standard 2.13 commands that a candidate “Understand the current

classification schemes (three domains, six kingdoms) and the rationale for categorizing organisms. List the levels of classification.” General Science Standard 2.15 commands that a candidate “Energy transfer through trophic levels of food web.”

It is clearly indicated that indicator 1.2.6 is met. For example, General Science Standard 1.08 commands that a candidate “Understand the role of theory in the structure, function, and development of science such as the atomic theory, classical mechanics (e.g., Newtonian theory), Big Bang theory, the theory of plate tectonics, and the theory of biological evolution.” General Science Standard 2.10 commands that a candidate “Know how fossils form and how they have contributed to our understanding of the evolutionary history of life.”

It is clearly indicated that indicator 1.2.7 is met. For example, General Science Standard 4.03 commands that a candidate “Describe how atomic nuclei with atomic numbers up to iron are formed inside stars.” General Science Standard 4.07 commands that a candidate “Describe the overall interacting systems of Earth, including solid earth (geosphere/lithosphere), atmosphere, biosphere, hydrosphere, and ionosphere.”

It is clearly indicated that indicator 1.2.8 is met. For example, General Science Standard 2.16 commands that a candidate “Know the basic functions of the various human body systems.” General Science Standard 5.03 commands that a candidate “Explain the connection between the mass m of a body and its weight w .”

It is clearly indicated that indicator 1.2.11 is met. For example, General Science Standard 7.08 commands that a candidate “Understand the implications on mineral cycling of the human practices of fertilization of land and harvesting of crops. Explain how these implications are different for nutrients whose major inorganic reservoir is the atmosphere rather than the soil.”

Idaho Standards for Physics Teachers

Page 93 (1.2 Performance)

In addition to the sources of evidence listed for Standard 1.2, ABCTE also provided the PTK Standards, General Science Standards and complete access to the study materials (digital text book) which clearly indicate that indicators 1.2.1 and 1.2.2 are met. For example, PTK Standard 2.01.01 commands that a candidate “Stimulates student interest by connecting prior knowledge and students' personal experience to larger concepts.” General Science Standard 25.05 commands that a candidate “Explain the conditions that lead to stable, unstable, and neutral equilibrium of a body.” General Science Standard 26.04 commands that a candidate “Use momentum conservation to explain the operation of a rocket or the collision of billiard balls.”

It is clearly indicated that indicator 1.2.3 is met. For example, PTK Standard 1.01.01 commands that a candidate “Writes measurable objectives for both individual or classroom performance based on data

and subject matter." PTK Standard 3.01.01 commands that a candidate "Develops and teaches clear class rules during the first week of school." General Science Standard 25.02 commands that a candidate "Add forces vectorially in two dimensions, using trigonometric relations to calculate components."

It is clearly indicated that indicator 1.2.4 is met. For example, PTK Standard 2.01.01 commands that a candidate "Stimulates student interest by connecting prior knowledge and students' personal experience to larger concepts." General Science Standard 30.06 commands that a candidate "Use Ohm's law to calculate the resistance of series and parallel networks of resistors."

Idaho Social Studies Foundation Standards

Page 96 (1.1 Knowledge)

In addition to the sources of evidence listed for standard 1.1, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 1.1.1 is met. For example, PTK Standard 1.1.07 commands that a candidate "Selects lesson content that builds on prior learning." US History Standard 3.1.03 commands that a candidate "Analyze how Enlightenment thought is reflected in the key ideas of the "Declaration of Independence," including equality, natural rights, the rule of law, the right of revolution, the consent of the governed, and the purpose of government." World History Standard 1.01 commands that a candidate "Describe the archaeological evidence of the origin of human beings in Africa and identify early patterns of migration."

It is clearly indicated that indicator 1.1.2 is met. For example, PTK Standard 1.1.08 commands that a candidate "Uses routines, presentations, practice, review, memorization, application and homework, as appropriate, to organize instruction into clearly defined segments." US History Standard 8.2.05 commands that a candidate "Describe major cultural, technological, scientific, economic, and social developments of the late twentieth century." World History Standard 6.15 commands that a candidate "Analyze international economic interdependence in terms of multinational corporations, regional economic agreements, and utilization of resources."

Page 96 (1.2 Performance)

In addition to the sources of evidence listed for standard 1.2, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 1.2.1 is met. For example, PTK Standard 2.1.04 commands that a candidate "States what will be taught in the lesson in the form of verbal associations, concepts, principles, or cognitive strategies." US History Standard 3.1.03 commands that a candidate "Analyze how Enlightenment thought is reflected in the key ideas of the "Declaration of Independence," including equality, natural rights, the rule of law, the right of revolution, the consent of the governed, and the purpose of government." World History Standard 2.10 commands that a candidate "Describe the

features of Roman citizenship, the expansion of slavery, and the role of freedmen within the empire.”

Page 98 (4.2 Performance)

In addition to the sources of evidence listed for standard 4.2, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 4.2.1 is met. For example, PTK Standard 1.1.04 commands that a candidate “Selects facts, samples, examples or a combination to substantiate or illustrate ideas.” US History Standard 2.1.01 commands that a candidate “Describe the major leaders and groups responsible for founding the original English colonies in North America. Analyze the distinctive characteristics of various colonies and the underlying reasons for their establishment.” World History Standard 3.04 commands that a candidate “Describe the political institutions, legal systems, trade networks, and the arts of the emerging Muslim world, as well as its role in developing and transferring mathematics, science, philosophy, and technology.”

It is clearly indicated that indicator 4.2.2 is met. For example, PTK Standard 2.2.12 commands that a candidate “Provides frequent and varied opportunities for students to practice new skills, apply new knowledge, or both.” US History Standard 3.1.13 commands that a candidate “Describe the freedoms protected by the Bill of Rights and explain the reasons for its passage.” World History Standard 2.17 commands that a candidate “Analyze the significance of Han interaction with nomadic groups in Central Asia and with the peoples of East Asia.”

Page 99 (5.1 Knowledge)

In addition to the sources of evidence listed for standard 5.1, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 5.1.1 is met. For example, PTK Standard 2.1.03 commands that a candidate “When introducing new concepts, previews major ideas or questions to be covered in the lesson to stimulate students’ thinking about topic.” US History Standard 2.1.05 commands that a candidate “Describe the economic and social factors that led to the expansion of slavery in the colonies at the end of the seventeenth century and the groups involved in the African slave trade.” World History Standard 3.15 commands that a candidate “Geographically and chronologically locate postclassical states and empires and describe relevant topographical features and their significance.”

It is clearly indicated that indicator 5.1.2 is met. For example, PTK Standard 2.2.12 commands that a candidate “Provides frequent and varied opportunities for students to practice new skills, apply new knowledge, or both.” US History Standard 3.1.09 commands that a candidate “Describe the major strengths and weaknesses of the Articles of Confederation, as well as the events that led to the Constitutional Convention of 1787.” World History Standard 2.18 commands that a candidate “Describe the social and economic conditions that led to the fall of the Han Empire.”

Page 99 (5.2 Performance)

In addition to the sources of evidence listed for standard 5.2, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 5.2.1 is met. For example, PTK Standard 1.1.09 commands

that a candidate “Designs instruction that shows relationships among content and ideas and points out opportunities for transfer.” US History Standard 4.1.04 commands that a candidate “Describe prominent people and reform movements for social justice in antebellum America.” World History Standard 2.20 commands that a candidate Geographically and chronologically locate classical civilizations and describe relevant topographical features and their significance.”

It is clearly indicated that indicator 5.2.2 is met. For example, PTK Standard 2.2.13 commands that a candidate “Provides students with ample opportunities to solve similar problems.” US History Standard 3.1.13 commands that a candidate “Describe the freedoms protected by the Bill of Rights and explain the reasons for its passage.” World History Standard 5.05 commands that a candidate “Explain the causes of the Industrial Revolution and its economic, social, and political effects in Britain and other countries as it spread globally. Explain the link between expanding industrialization and imperial competition among industrializing nations.”

It is clearly indicated that indicator 5.2.3 is met. For example, PTK Standard 1.1.06 commands that a candidate “Plans lessons, depending on size and content of unit, so that important ideas or skills are studied or practiced on several occasions rather than all at once.” US History Standard 3.1.09 commands that a candidate “Describe the major strengths and weaknesses of the Articles of Confederation, as well as the events that led to the Constitutional Convention of 1787.” World History Standard 2.15 commands that a candidate “Describe the teachings of Confucius, Mencius, and Laozi.”

Page 100 (8.1 Knowledge)

In addition to the sources of evidence listed for standard 8.1, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 8.1.1 is met. For example, PTK Standard 2.2.14 commands that a candidate “Uses both examples and non-examples, (e.g., of concepts) so those students can induce the defining features.” US History Standard 2.2.08 commands that a candidate “Identify and describe the roles of the major leaders of the First Great Awakening, describe its effect on religious beliefs and practices, and explain its significance in the development of the colonies.” World History Standard 2.17 commands that a candidate “Analyze the significance of Han interaction with nomadic groups in Central Asia and with the peoples of East Asia.”

Page 100 (8.2 Performance)

In addition to the sources of evidence listed for standard 8.2, ABCTE also provided the PTK Standards, US History Standards, World History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 8.2.1 is met. For example, PTK Standard 2.2.17 commands that a candidate “Provides closure to lesson (e.g., reviewing main points, stressing concepts, and previewing next lesson).” US History Standard 3.1.04 commands that a candidate “Analyze the issues that divided colonists into Patriots, Loyalists, and Neutrals and the roles these groups played in the Revolutionary War.” World History Standard 6.06 commands that a candidate “Analyze the development and effect of the United Nations and the development of international law, international organizations, and nongovernmental agencies.”

Idaho Standards for History Teachers

Page 104 (4.2 Performance)

In addition to the sources of evidence listed for standard 4.2, ABCTE also provided the PTK Standards, US History Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 4.2.1 is met. For example, PTK Standard 2.2.02 commands that a candidate “Presents material in a logical sequence.” US History Standard 2.1.03 commands that a candidate “Describe the distinctions between the various kinds of colonies and the structure and functions of the different kinds of colonial governments.”

It is clearly indicated that indicator 4.2.2 is met. For example, US History Standard 2.2.06 commands that a candidate “Describe the conditions of enslaved and free Africans in the colonies, the reactions of Africans to their treatment, and the colonial response to the growing number of slaves.”

It is clearly indicated that indicator 4.2.3 is met. For example, US History Standard 3.2.07 commands that a candidate “Describe the causes, events, and results of the War of 1812 and the evolution of American foreign policy afterwards. Explain the impact of the Monroe Doctrine.”

It is clearly indicated that indicator 4.2.4 is met. For example, PTK Standard 1.1.07 commands that a candidate “Selects lesson content that builds on prior learning.” US History Standard 3.1.05 commands that a candidate “Describe the significance of the major battles, campaigns, and turning points during the Revolutionary War. Explain the factors leading to American victory and British defeat in the Revolutionary War.”

It is clearly indicated that indicator 4.2.5 is met. For example, PTK Standard 2.1.03 commands that a candidate “When introducing new concepts, previews major ideas or questions to be covered in the lesson to stimulate students’ thinking about topic.” US History Standard 3.1.04 commands that a candidate “Analyze the issues that divided colonists into Patriots, Loyalists, and Neutrals and the roles these groups played in the Revolutionary War.”

It is clearly indicated that indicator 4.2.6 is met. For example, PTK Standard 2.2.11 commands that a candidate “Utilizes metaphors and analogies to communicate key ideas.” US History Standard 3.1.09 commands that a candidate “Describe the major strengths and weaknesses of the Articles of Confederation, as well as the events that led to the Constitutional Convention of 1787.”

Idaho Standards for English Language Arts Teachers Page 107 (1.2 Performance)

In addition to the sources of evidence listed for standard 1.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital

text book) which clearly indicate that indicator 1.2.1 is met. For example, PTK Standard 1.1.01 commands that a candidate “Writes measurable objectives for both individual or classroom performance based on data and subject matter.” ELA Content Area Standard 1.1.6 commands that a candidate “Use context to support word identification and to confirm word meaning.” ELA Content Area Standard 1.2.3 commands that a candidate “Use different reading strategies (e.g., skimming and scanning; finding information to support particular ideas) to help students comprehend text.”

It is clearly indicated that indicator 1.2.2 is met. For example, PTK Standard 1.1.02 commands that a candidate “Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment tools) based on goals of the instruction.” ELA Content Area Standard 1.2.4 commands that a candidate “Identify essential background knowledge that readers must have in order to understand a text.” ELA Content Area Standard 1.3.1 commands that a candidate “Understand the tradition and historical development of major literary genres and sub-genres, including poetry, drama, the essay, the novel, and the short story.”

It is clearly indicated that indicator 1.2.3 is met. For example, PTK Standard 1.1.05 commands that a candidate “Juxtaposes examples that differ in many ways but are the same in defining features, so that students can generalize to new examples and learn to discriminate same/different when faced with new examples.” ELA Content Area Standard 2.3.01 commands that a candidate “Understand the purpose of various prewriting strategies (e.g., brainstorming, outlining, clustering, lists, questions, note-taking).” ELA Content Area Standard 3.1.08 commands that a candidate “Compose writing assignments that provide an appropriate level of challenge with particular attention to practice for newly acquired skills.”

Page 108 (3.2 Performance)

In addition to the sources of evidence listed for standard 3.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital text book) which clearly indicate that indicator 3.2 is met. For example, PTK Standard 1.1.01 commands that a candidate “Writes measurable objectives for both individual or classroom performance based on data and subject matter.” ELA Content Area Standard 1.3.1 commands that a candidate “Understand the tradition and historical development of major literary genres and sub-genres, including poetry, drama, the essay, the novel, and the short story.” ELA Content Area Standard 2.3.02 commands that a candidate “Explain the stages of the writing process and its recursive nature (to generate and develop ideas, organize information, connect ideas and paragraphs, develop and revise drafts, and edit for grammar, spelling and punctuation).”

Page 110 (5.2 Performance)

In addition to the sources of evidence listed for Standard 5.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 5.2.1 is met. For example, PTK Standard 1.1.02 commands that a candidate “Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment tools) based on goals of the instruction.” ELA Content Area Standard 2.1.08 commands that a candidate “Know the logical significance of different words (e.g., because, if

then, unless, only, if, including, but, and) and syntactic structures (e.g., main versus subordinate or modifying clauses)”

It is clearly indicated that indicator 5.2.2 is met. For example, PTK Standard 2.2.15 commands that a candidate “Provides opportunities for students to actively participate through questions, share task related observations or experiences, compare opinions to deepen their appreciation of what they have learned and how it relates to their lives outside school.” ELA Content Area Standard 2.2.03 commands that a candidate “Identify the speaker’s point of view toward a subject.”

It is clearly indicated that indicator 5.2.3 is met. For example, PTK Standard 2.3.02 commands that a candidate “Uses factual and higher order questions to further student learning.” ELA Content Area Standard 2.2.02 commands that a candidate “Summarize major ideas and supporting evidence presented in spoken messages and formal presentations.”

It is clearly indicated that indicator 5.2.4 is met. For example, PTK Standard 2.3.03 commands that a candidate “Uses open-ended higher-cognitive questions that call for students to apply, analyze, synthesize or evaluate what they are learning.” ELA Content Area Standard 2.2.04 commands that a candidate “Distinguish between a summary of and an advocacy of a position.”

Page 111 (6.2 Performance)

In addition to the sources of evidence listed for Standard 6.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 6.2.1 is met. For example, PTK Standard 4.1.01 commands that a candidate. “ELA Content Area Standard 3.1.01 commands that a candidate “Knows strategies to enhance vocabulary development through the use of a variety of definitional and contextual approaches distributed over time and across settings (pre-teaching of vocabulary, word classification; reading in content areas) are important for student learning.”

It is clearly indicated that indicator 6.2.2 is met. For example, PTK Standard 2.3.03 commands that a candidate “Uses open-ended higher-cognitive questions that call for students to apply, analyze, synthesize or evaluate what they are learning.” ELA Content Area Standard 1.3.3 commands that a candidate “Identify and describe the poetic conventions of verse.”

It is clearly indicated that indicator 6.2.3 is met. For example, PTK Standard 2.3.07 commands that a candidate “When asking questions with a short and specific correct answer, orchestrates chorale responses to involve all students (e.g., reading word lists, memorizing facts, practicing pronunciation in foreign language).” ELA Content Area Standard 2.3.9 commands that a candidate “Make effective use of parallel structure.”

It is clearly indicated that indicator 6.2.4 is met. For example, PTK Standard 4.1.01 commands that a candidate “Aligns assessments to taught objectives and lesson content.” ELA Content Area Standard 3.1.11 commands that a candidate “Know how to cultivate eloquence and style in writing and speech and have a repertoire of strategies for helping students develop eloquence and style.”

Page 112 (7.2 Performance)

In addition to the sources of evidence listed for Standard 7.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 7.2.1 is met. For example, PTK Standard 1.1.02 commands that a candidate “Guides curricular planning (e.g., content clusters, instructional methods, learning activities and assessment tools) based on goals of the instruction.” ELA Content Area Standard 3.1.05 commands that a candidate “Know a repertoire of strategies to build good independent reading habits in students in a manner that reinforces the interest and pleasure that reading holds and communicates the glory of great literature.”

It is clearly indicated that indicator 7.2.2 is met. For example, PTK Standard 1.1.04 commands that a candidate “Selects facts, samples, examples or a combination to substantiate or illustrate ideas.” ELA Content Area Standard 1.3.1 commands that a candidate “Understand the tradition and historical development of major literary genres and sub-genres, including poetry, drama, the essay, the novel, and the short story.”

It is clearly indicated that indicator 7.2.3 is met. For example, PTK Standard 1.1.08 commands that a candidate “Uses routines, presentations, practice, review, memorization, application and homework, as appropriate, to organize instruction into clearly defined segments.” ELA Content Area Standard 2.3.01 commands that a candidate “Understand the purpose of various prewriting strategies (e.g., brainstorming, outlining, clustering, lists, questions, note-taking).”

It is clearly indicated that indicator 7.2.4 is met. For example, PTK Standard 1.1.09 commands that a candidate “Designs instruction that shows relationships among content and ideas and points out opportunities for transfer.” ELA Content Area Standard 2.4.02 commands that a candidate “Know the function of a variety of resources, both print and electronic.”

Page 113 (8.2 Performance)

In addition to the sources of evidence listed for Standard 8.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 8.2 is met. For example, PTK Standard 2.1.03 commands that a candidate “When introducing new concepts, previews major ideas or questions to be covered in the lesson to stimulate students’ thinking about topic.” ELA Content Area Standard 2.4.03 commands that a candidate “Know how to recognize and use reliable internet sources.” ELA Content Area Standard 3.1.05 commands that a candidate “Know a repertoire of strategies to build good independent reading habits in students in a manner that reinforces the interest and pleasure that reading holds and communicates the glory of great literature.”

Page 114 (9.2 Performance)

In addition to the sources of evidence listed for Standard 9.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital

text book) which clearly indicates that indicator 9.2 is met. For example, PTK Standard 3.3.04 commands that a candidate, “When students give incorrect responses, gives immediate corrective feedback depending on the type of student mistake made (whether by mistake of fact, concept, or rule).” ELA Content Area Standard 3.1.03 commands that a candidate “Explain how to assess and instruct for functional vocabulary power.” ELA Content Area Standard 3.1.06 commands that a candidate “Demonstrate a working familiarity with high quality and demanding literature for middle and high school students.”

Page 114 (10.2 Performance)

In addition to the sources of evidence listed for Standard 10.2, ABCTE also provided the PTK Standards, English Language Arts (ELA) Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 10.2 is met. For example, PTK Standard 3.5.01 commands that a candidate “Involves parents and guardians in monitoring their child's academic progress and homework.” ELA Content Area Standard 3.1.07 commands that a candidate “Know that asking students to articulate and elaborate ideas and use language precisely will increase language competencies and verbal proficiencies of students.” ELA Content Area Standard 3.1.10 commands that a candidate “Explain how to vary writing assignments and construct sequences of assignments that take into account different degrees of rhetorical difficulty (e.g., audience variation) and different degrees of conceptual or logical difficulty (e.g., unfamiliar vs. familiar ideas, reporting information vs. analyzing information).”

Idaho Standards for Exceptional Child Generalists

Page 117 (1.2 Performance)

In addition to the sources of evidence listed for Standard 1.2, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 1.2.1 is met. For example, PTK Standard 2.3.01 commands that a candidate “Suits questions to the knowledge and skill of students.” Special Education Standard 3.1.05 commands that a candidate “Demonstrate how to select, construct, conduct, and modify nondiscriminatory, developmentally and chronologically age-appropriate informal assessments, including teacher-made tests, curriculum-based assessments, basic skills and content area assessments, and alternatives to norm-referenced testing.” Special Education Standard 3.3.09 commands that a candidate “Discuss the theories and research that form the basis of curriculum development; be able to plan curriculum with appropriate modifications and adaptations.”

It is clearly indicated that indicator 1.2.2 is met. For example, PTK Standard 1.1.11 commands that a candidate “The teacher is a life-long learner and is committed to ongoing professional development. Also, the teacher knows how to turn feedback into actionable plans for growth.” Special Education Standard 2.2.04 commands that a candidate “Identify cultural biases and their influence on the referral, identification, placement, and learning of individuals with disabilities.” Special Education Standard

2.4.14 commands that a candidate “Identify strategies to facilitate learning for students whose primary language is not the dominant language.”

Page 117 (2.1 Knowledge)

In addition to the sources of evidence listed for Standard 2.1, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 2.1.1 is met. For example, PTK Standard 1.1.16 commands that a candidate “The teacher complies with all laws and state regulations governing classroom practice, curriculum, interactions with students, parents, and all other stakeholders.” Special Education Standard

1.1.05 commands that a candidate “Refer to current federal laws that govern the provision of special education to children ages 0 through 21 years.”

It is clearly indicated that indicator 2.1.2 is met. For example, PTK Standard 2.1.06 commands that a candidate “The teacher understands the school as an entity within a cultural, social, and political contexts and can work with stakeholders throughout the entity to achieve goals.” Special Education Standard 1.2.05 commands that a candidate “Identify the specific roles and responsibilities of special education teachers such as: collaborator with other teachers; multidisciplinary team member; service provider; liaison with parents/guardians/families, community groups, and outside agencies; and, a link for parents/guardians/families to parent-educators or to other groups and resources.”

It is clearly indicated that indicator 2.1.3 is met. For example, PTK Standard 4.3.05 commands that a candidate “The special education teacher supports students with exceptionalities by providing motivational and instructional interventions.” Special Education Standard 2.4.11 commands that a candidate “Discuss ways in which interventions can aid generalization and maintenance of appropriate behaviors.”

It is clearly indicated that indicator 2.1.4 is met. For example, PTK Standard 4.03.06 commands that a candidate “The special education teacher serves as a resource in the area of behavior management for students with exceptionalities.” Special Education Standard 2.4.08 commands that a candidate “Describe the critical components of and procedures for implementing positive behavioral supports.”

Page 118 (2.2 Performance)

In addition to the sources of evidence listed for Standard 2.2, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 2.2.1 is met. For example, PTK Standard 2.1.07 commands that a candidate “The teacher is committed to collaboration and communicates effectively with all stakeholders through various conduits, platforms, and in appropriate contexts.” Special Education Standard 1.3.08 commands that a candidate “Identify ways to develop interagency and interdisciplinary collaboration, and communication and coordination of services for children with disabilities in general education settings, including the integration of related services.”

It is clearly indicated that indicator 2.2.2 is met. For example, PTK Standard 2.2.01 commands that a candidate “Stimulates student interest by connecting prior knowledge and students' personal experience to larger concepts.” Special Education Standard 3.2.01 commands that a candidate “Apply instructional design principles to evaluate, adopt, or modify instructional sequences and curriculum programs.”

It is clearly indicated that indicator 2.2.3 is met. For example, PTK Standard 2.4.02 commands that a candidate “Arranges schedule to maximize engagement of all students (e.g., teacher-directed, independent work, group work).” Special Education Standard 3.4.02 commands that a candidate “Describe how to teach self-advocacy, independence, and work-related skills.”

It is clearly indicated that indicator 2.2.4 is met. For example, PTK Standard 4.03.06 commands that a candidate “The special education teacher serves as a resource in the area of behavior management for students with exceptionalities.” Special Education Standard 2.4.01 commands that a candidate “Articulate effective strategies for promoting positive behavior and building constructive school strategies to ensure consistency across settings (e.g., how to design and manage daily routines at home and at school).”

Page 121 (4.1 Knowledge)

In addition to the sources of evidence listed for Standard 4.1, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 4.1.1 is met. For example, PTK Standard 4.2.03 commands that a candidate “Can apply general testing concepts (e.g., reliability, validity and standard error of measurement).” Special Education Standard 3.1.05 commands that a candidate “Demonstrate how to select, construct, conduct, and modify nondiscriminatory, developmentally and chronologically age appropriate informal assessments, including teacher-made tests, curriculum-based assessments, basic skills and content area assessments, and alternatives to norm-referenced testing.”

It is clearly indicated that indicator 4.1.2 is met. For example, PTK Standard 4.2.05 commands that a candidate “Understands and uses common assessment terminology to interpret test results (e.g., 4.2.05 the differences between percentage and percentile; aggregated and disaggregated data; norm referenced score and criterion-referenced score; achievement and aptitude tests) to teaching and diagnosing student performance.” Special Education Standard 3.1.04 commands that a candidate “Demonstrate how to interpret findings from standardized and specialized assessments and formal and informal assessments, including observations, error analysis, self-evaluation questionnaires and interviews, and portfolio assessments.”

It is clearly indicated that indicator 4.1.3 is met. For example, PTK Standard 4.2.01 commands that a candidate “Understands the purpose and use of educational tests (e.g., norm referenced, criterion referenced, performance assessments, and portfolios).” Special Education Standard 3.1.06 commands that a candidate “Demonstrate how to use assessment results to develop measurable educational goals and objectives; how to conduct ongoing assessments; and how to use the results from ongoing

assessments in relation to monitoring progress toward the accomplishment of IEP goals; and how to use ongoing progress-monitoring assessments for accountability purposes.”

It is clearly indicated that indicator 4.1.4 is met. For example, PTK Standard 3.3.08 commands that a candidate “Provides feedback that is meaningful (e.g., specific, accurate, and important).” Special Education Standard 3.3.02 commands that a candidate “Articulate the importance of, and strategies for maintaining access to, the general education curriculum.”

It is clearly indicated that indicator 4.1.5 is met. For example, PTK Standard 4.1.04 commands that a candidate “Uses information from assessments to evaluate student progress and inform instructional planning.” Special Education Standard 3.1.01 commands that a candidate “Articulate the ways in which students with disabilities can participate in state and district assessments, including participation in the regular assessment, in regular assessment with standard accommodations, in regular assessment with modifications, and participation in the state’s alternate assessment process.”

It is clearly indicated that indicator 4.1.6 is met. For example, PTK Standard 2.2.29 commands that a candidate “The teacher uses relevant instructional technology to deliver instruction that promotes generative learning. Technology based instruction is provided with an emphasis on compliance with all state-based education and ethics policies along with all legal requirements.” Special Education Standard 3.3.10 commands that a candidate “Evaluate supports including use of technology to assist with planning instruction, managing the teaching and learning environment, and meeting the needs of individual students.”

It is clearly indicated that indicator 4.1.7 is met. For example, PTK Standard 4.2.01 commands that a candidate “Understands the purpose and use of educational tests (e.g., norm referenced, criterion referenced, performance assessments, and portfolios).” Special Education Standard 2.2.04 commands that a candidate “Identify cultural biases and their influence on the referral, identification, placement, and learning of individuals with disabilities.”

Page 122 (4.2 Performance)

In addition to the sources of evidence listed for Standard 4.2, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 4.2.1 is met. For example, PTK Standard 4.1.01 commands that a candidate “Aligns assessments to taught objectives and lesson content.” Special Education Standard 3.1.06 commands that a candidate “Demonstrate how to use assessment results to develop measurable educational goals and objectives; how to conduct ongoing assessments; and how to use the results from ongoing assessments in relation to monitoring progress toward the accomplishment of IEP goals; and how to use ongoing progress-monitoring assessments for accountability purposes.”

It is clearly indicated that indicator 4.2.2 is met. For example, Special Education Standard 1.1.05 commands that a candidate “Refer to current federal laws that govern the provision of special education to children ages 0 through 21 years, such as Individuals with Disabilities Education Act (IDEA), Section 504, Family Educational Rights and Privacy Act (FERPA), and Americans with Disabilities Act (ADA) to

demonstrate knowledge of eligibility, placement, Individualized Education Programs (IEPs), Free Appropriate Public Education (FAPE), evaluation, discipline and due process, and other procedural safeguards.”

It is clearly indicated that indicator 4.2.3 is met. For example, PTK Standard 4.1.02 commands that a candidate “Uses ongoing assessment to monitor and guide student learning aligned with curriculum goals.”

It is clearly indicated that indicator 4.2.4 is met. For example, PTK Standard 4.3.09 commands that a candidate “The special education teacher collaborates with other stakeholders regarding various assessments to develop individual, transition and behavior plans for students with exceptionalities.” Special Education Standard 3.1.06 commands that a candidate “Demonstrate how to use assessment results to develop measurable educational goals and objectives; how to conduct ongoing assessments; and how to use the results from ongoing assessments in relation to monitoring progress toward the accomplishment of IEP goals; and how to use ongoing progress-monitoring assessments for accountability purposes.”

It is clearly indicated that indicator 4.2.5 is met. For example, Special Education Standard 1.2.05 commands that a candidate “Identify the specific roles and responsibilities of special education teachers such as: collaborator with other teachers; multidisciplinary team member; service provider; liaison with parents/guardians/families, community groups, and outside agencies; and, a link for parents/guardians/families to parent-educators or to other groups and resources.” Special Education Standard 3.1.01 commands that a candidate “Articulate the ways in which students with disabilities can participate in state and district assessments, including participation in the regular assessment, in regular assessment with standard(?) accommodations, in regular assessment with modifications, and participation in the state’s alternate assessment process.”

Page 123 (5.1 Knowledge)

In addition to the sources of evidence listed for Standard 5.1, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 5.1.1 is met. For example, PTK Standard 4.1.05 commands that a candidate “The teacher is informed by student voice and uses this information to plan instruction that meets students’ academic, social, emotional, and cultural needs.” Special Education Standard 4.1.01 commands that a candidate “Demonstrate how to scaffold students’ oral language by using a variety of strategies.”

It is clearly indicated that indicators 5.1.2 and 5.1.3 are met. For example, PTK Standard 2.2.29 commands that a candidate “The teacher uses relevant instructional technology to deliver instruction that promotes generative learning. Technology based instruction is provided with an emphasis on compliance with all state-based education and ethics policies along with all legal requirements.” Special Education Standard 3.3.10 commands that a candidate “Evaluate supports including use of technology to assist with planning instruction, managing the teaching and learning environment, and meeting the needs of individual students.”

It is clearly indicated that indicator 5.1.4 is met. For example, PTK Standard 2.2.31 commands that a candidate “The teacher provides instruction using various evidence based instructional strategies to advance learning.” Special Education Standard 4.1.01 commands that a candidate “Demonstrate how to scaffold students’ oral language by using a variety of strategies.”

It is clearly indicated that indicator 5.1.5 is met. For example, PTK Standard 4.3.09 commands that a candidate “The special education teacher collaborates with other stakeholders regarding various assessments to develop individual, transition and behavior plans for students with exceptionalities.” Special Education Standard 2.4.08 commands that a candidate “Describe the critical components of and procedures for implementing positive behavioral supports.”

It is clearly indicated that indicator 5.1.6 is met. For example, PTK Standard 2.2.01 commands that a candidate “Assesses students to decide where and how to begin instruction based on students’ prior knowledge and prerequisite skills.” Special Education Standard 2.4.11 commands that a candidate “Discuss ways in which interventions can aid generalization and maintenance of appropriate behaviors.”

It is clearly indicated that indicator 5.1.7 is met. For example, PTK Standard 1.1.14 commands that a candidate “The teacher supports learner literacy development in and across content areas.” Special Education Standard 1.3.08 commands that a candidate “Identify ways to develop interagency and interdisciplinary collaboration, and communication and coordination of services for children with disabilities in general education settings, including the integration of related services.”

It is clearly indicated that indicator 5.1.8 is met. For example, PTK Standard 1.1.12 commands that a candidate “The teacher designs instruction that requires students to think critically about the content and produce original artifacts as demonstrations of their learning.” Special Education Standard 2.2.01 commands that a candidate “Demonstrate communication and problem solving skills related to the ability to interact thoughtfully and courteously with students and their parents/guardians/families and resolve conflicts in a professional manner while respecting the cultural context of the family, community, and school.”

It is clearly indicated that indicator 5.1.9 is met. For example, PTK Standard 2.2.29 commands that a candidate “The teacher uses relevant instructional technology to deliver instruction that promotes generative learning. Technology based instruction is provided with an emphasis on compliance with all state-based education and ethics policies along with all legal requirements.” Special Education Standard 3.3.07 commands that a candidate “Demonstrate knowledge of how to access local, state, and federal resources that provide instructional and assistive technology support.”

Page 124 (5.2 Performance)

In addition to the sources of evidence listed for Standard 5.2, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 5.2.1 is met. For example, PTK Standard 2.2.31 commands that a candidate “Provides instruction using various evidence based instructional strategies to advance learning.” Special Education Standard 1.3.1 commands that a candidate “Demonstrate ability to share information and strategies with general education staff, administrators, support staff and

parents/guardians/families to support participation of students with disabilities in state assessment and accountability programs as required by federal legislation.”

It is clearly indicated that indicator 5.2.2 is met. For example, PTK Standard 3.1.10 commands that a candidate “Provides explicit instruction (e.g., modeling and practice -- about listening, sharing, and integrating the ideas of others and handling disagreements constructively).” Special Education Standard 4.2.10 commands that a candidate “Identify and implement best practice strategies to assess and explicitly teach comprehension in fiction and non-fiction material.”

It is clearly indicated that indicator 5.2.3 is met. For example, PTK Standard 2.1.07 commands that a candidate “Presents sufficient, varied, systematic examples, non-examples, problems, or materials in order for students to master critical concepts.” Special Education Standard 2.2.01 commands that a candidate “Demonstrate communication and problem solving skills related to the ability to interact thoughtfully and courteously with students and their parents/guardians/families and resolve conflicts in a professional manner while respecting the cultural context of the family, community, and school.”

It is clearly indicated that indicator 5.2.4 is met. For example, PTK Standard 2.2.29 commands that a candidate “Uses relevant instructional technology to deliver instruction that promotes generative learning.” Special Education Standard 1.2.01 commands that a candidate “Demonstrate understanding of the importance of critical evaluation in the use of professional literature and how to identify and access current information regarding research-validated practice, instructional materials, programs, assistive technology and software.”

It is clearly indicated that indicator 5.2.5 is met. For example, PTK Standard 4.3.09 commands that a candidate “Collaborates with other stakeholders regarding various assessments to develop individual, transition and behavior plans for students with exceptionalities.” Special Education Standard 1.1.05 commands that a candidate “Refer to current federal laws that govern the provision of special education to children ages 0 through 21 years.”

It is clearly indicated that indicator 5.2.6 is met. For example, PTK Standard 1.1.06 commands that a candidate “Plans lessons, depending on size and content of unit, so that important ideas or skills are studied or practiced on several occasions rather than all at once.” Special Education Standard 2.3.05 commands that a candidate “Explain how to plan, facilitate, and implement transitional adjustment activities at various levels and the importance of collaborating with students and families to ensure successful transitions for individuals with disabilities.”

Page 125 (6.1 Knowledge)

In addition to the sources of evidence listed for Standard 6.1, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 6.1.1 is met. For example, PTK Standard 1.1.11 commands that a candidate “The teacher is a life-long learner and is committed to ongoing professional development. Also, the teacher knows how to turn feedback into actionable plans for growth.” Special Education Standard 1.2.01 commands that a candidate “Demonstrate understanding of the importance of critical evaluation in the use of professional literature and how to identify and access current information

regarding research-validated practice, instructional materials, programs, assistive technology and software.”

It is clearly indicated that indicator 6.1.2 is met. For example, PTK Standard 2.2.24 commands that a candidate “The teacher develops culturally relevant instruction.” Special Education Standard 2.2.01 commands that a candidate “Demonstrate communication and problem solving skills related to the ability to interact thoughtfully and courteously with students and their parents/guardians/families and resolve conflicts in a professional manner while respecting the cultural context of the family, community, and school.”

It is clearly indicated that indicator 6.1.3 is met. For example, PTK Standard 1.1.11 commands that a candidate “Is a life-long learner and is committed to ongoing professional development. Also, the teacher knows how to turn feedback into actionable plans for growth.” Special Education Standard 1.2.01 commands that a candidate “Demonstrate understanding of the importance of critical evaluation in the use of professional literature and how to identify and access current information regarding research-validated practice, instructional materials, programs, assistive technology and software.”

It is clearly indicated that indicator 6.1.4 is met. For example, PTK Standard 2.1.08 commands that a candidate “Is an advocate for student success.” Special Education Standard 1.1.02 commands that a candidate “Demonstrate an understanding of how historical movements/trends affect the connections between special education and the larger society.”

It is clearly indicated that indicator 6.1.5 is met. For example, PTK Standard 4.3.10 commands that a candidate “understands the federal and state laws related to records of students with disabilities and maintains them in a safe place.” Special Education Standard 1.2.06 commands that a candidate “Recognize the importance and boundaries of the Family Educational Rights and Privacy Act (FERPA) governing student records and privacy, including the ethical issues related to the communication of confidential student information.”

Page 125 (6.2 Performance)

In addition to the sources of evidence listed for Standard 6.2, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 6.2.1 is met. For example, Special Education Standard 1.2.06 commands that a candidate “Recognize the importance and boundaries of the Family Educational Rights and Privacy Act (FERPA) governing student records and privacy, including the ethical issues related to the communication of confidential student information.”

It is clearly indicated that indicator 6.2.2 is met. For example, Special Education Standard 1.3.05 commands that a candidate “Describe the roles and responsibilities of the paraeducator related to instruction, intervention, supervision, and direct service and how these may change over time.”

It is clearly indicated that indicator 6.2.3 is met. For example, PTK Standard 1.1.11 commands that a candidate “The teacher is a life-long learner and is committed to ongoing professional development.

Also, the teacher knows how to turn feedback into actionable plans for growth.” Special Education Standard 1.1.05 commands that a candidate “Refer to current federal laws that govern the provision of special education to children ages 0 through 21 years.”

It is clearly indicated that indicator 6.2.4 is met. For example, PTK Standard 2.2.24 commands that a candidate “The teacher develops culturally relevant instruction.” Special Education Standard 1.1.01 commands that a candidate “Address the implications of the disability labeling process, such as prevalence rates and issues of disproportionality; the effect of the level of severity and presence of multiple disabilities; and the influence of disabilities throughout an individual's life span.”

Page 126 (7.1 Knowledge)

In addition to the sources of evidence listed for Standard 7.1, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 7.1.1 is met. For example, PTK Standard 2.1.07 commands that a candidate “is committed to collaboration and communicates effectively with all stakeholders through various conduits, platforms, and in appropriate contexts.” Special Education Standard 1.2.05 commands that a candidate “Identify the specific roles and responsibilities of special education teachers such as: collaborator with other teachers; multidisciplinary team member; service provider; liaison with parents/guardians/families, community groups, and outside agencies; and, a link for parents/guardians/families to parent-educators or to other groups and resources.”

It is clearly indicated that indicators 7.1.2 – 7.1.4 are met. For example, Special Education Standard 1.3.06 commands that a candidate “Identify factors that promote effective communication and collaboration between special educators and general educators and other school and community personnel to provide students with disabilities access to the general education curriculum in the least restrictive environment appropriate and to promote their participation in all school wide activities.” Special Education Standard 1.3.08 commands that a candidate “Identify ways to develop interagency and interdisciplinary collaboration, and communication and coordination of services for children with disabilities in general education settings, including the integration of related services.”

It is clearly indicated that indicator 7.1.5 is met. For example, Special Education Standard 1.3.01 commands that a candidate “Demonstrate ability to share information and strategies with general education staff, administrators, support staff and parents/guardians/families to support participation of students with disabilities in state assessment and accountability programs as required by federal legislation.” Special Education Standard 2.2.01 commands that a candidate “Demonstrate communication and problem solving skills related to the ability to interact thoughtfully and courteously with students and their parents/guardians/families and resolve conflicts in a professional manner while respecting the cultural context of the family, community, and school.”

It is clearly indicated that indicator 7.1.6 is met. For example, Special Education Standard 1.2.05 commands that a candidate “Identify the specific roles and responsibilities of special education teachers such as: collaborator with other teachers; multidisciplinary team member; service provider; liaison with

parents/guardians/families, community groups, and outside agencies; and, a link for parents/guardians/families to parent-educators or to other groups and resources.”

Page 127 (7.2 Performance)

In addition to the sources of evidence listed for Standard 7.2, ABCTE also provided the PTK Standards, Special Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicators 7.2.1 – 7.2.3 are met. For example, Special Education Standard 1.3.06 commands that a candidate “Identify factors that promote effective communication and collaboration between special educators and general educators and other school and community personnel to provide students with disabilities access to the general education curriculum in the least restrictive environment appropriate and to promote their participation in all school wide activities.” Special Education Standard 1.3.08 commands that a candidate “Identify ways to develop interagency and interdisciplinary collaboration, and communication and coordination of services for children with disabilities in general education settings, including the integration of related services.”

Idaho Standards for Elementary Teachers Page 142 (1.2 Performance)

In addition to the sources of evidence listed for Standard 1.2, ABCTE also provided the PTK Standards, General Elementary Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 1.2.1 is met. For example, PTK Standard 1.1.01 commands that a candidate “Writes measurable objectives for both individual or classroom performance based on data and subject matter.” Elementary Education Standard 4.3.01 commands that a candidate “Paraphrase information shared orally by others.”

It is clearly indicated that indicator 1.2.2 is met. For example, PTK Standard 1.1.03 commands that a candidate “Organizes content across lessons around central concepts, propositions, theories, or models.” PTK Standard 2.1.04 commands that a candidate “States what will be taught in the lesson in the form of verbal associations, concepts, principles, or cognitive strategies.”

It is clearly indicated that indicator 1.2.3 is met. For example, PTK Standard 2.2.15 commands that a candidate “Provides opportunities for students to actively participate through questions, share taskrelated observations or experiences, compare opinions to deepen their appreciation of what they have learned and how it relates to their lives outside school.” Elementary Education Standard 4.2.04 commands that a candidate “Reason precisely with the data, including seeking out assumptions and questioning them even if assumptions are hidden.”

It is clearly indicated that indicator 1.2.4 is met. For example, PTK Standard 2.1.01 commands that a candidate “Stimulates student interest by connecting prior knowledge and students' personal experience to larger concepts.” PTK Standard 2.2.30 commands that a candidate “understands how

interdisciplinary themes connect to the core subjects and knows how to develop those themes into meaningful learning experiences.”

It is clearly indicated that indicator 1.2.5 is met. For example, PTK Standard 1.20 commands that a candidate “promotes awareness of different career disciplines and how they connect in the real world.” PTK Standard 3.2.03 commands that a candidate “Provides positive feedback that is specific, descriptive, accurate, and meaningful.”

It is clearly indicated that indicator 1.2.6 is met. For example, PTK Standard 2.2.27 commands that a candidate “provides instruction and experiences that build bridges of meaningfulness between home and school experiences as well as between academic abstractions and reality.

Page 143 (2.2 Performance)

In addition to the sources of evidence listed for Standard 2.2, ABCTE also provided the PTK Standards, General Elementary Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 2.2 is met. For example, PTK Standard 2.2.12 commands that a candidate “Provides frequent and varied opportunities for students to practice new skills, apply new knowledge, or both.” Elementary Education Standard 4.1.03 commands that a candidate “Plan and conduct a scientific investigation to test a hypothesis.” Elementary Education Standard 4.5.01 commands that a candidate “Formulate open-ended research questions suitable for inquiry and investigation and adjust questions as necessary while research is conducted.

Page 145 (3.2 Performance)

In addition to the sources of evidence listed for Standard 3.2, ABCTE also provided the PTK Standards, General Elementary Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 3.2 is met. For example, PTK Standard 2.1.06 commands that a candidate “The teacher understands the school as an entity within a cultural, social, and political contexts and can work with stakeholders throughout the entity to achieve goals.” PTK Standard 4.3.03 commands that a candidate “Seeks expertise and help from other professionals when individual students require special provisions.”

Page 146 (5.2 Performance)

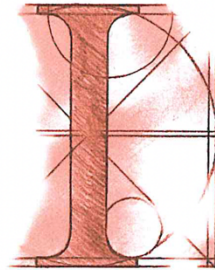
In addition to the sources of evidence listed for Standard 5.2, ABCTE also provided the PTK Standards, General Elementary Education Content Area Standards and complete access to the study materials (digital text book) which clearly indicates that indicator 5.2.1 is met. For example, PTK Standard 3.2.01 commands that a candidate “Establishes clear standards of conduct that students are required to meet.” PTK Standard 3.2.03 commands that a candidate “Provides positive feedback that is specific, descriptive, accurate, and meaningful.”

It is clearly indicated that indicator 5.2.2 is met. For example, PTK Standard 3.2.07 commands that a candidate “Once the educational reason for the misbehavior is known, designs plan to help meet students' needs in positive ways.” PTK Standard 3.2.08 commands that a candidate “Chooses corrective

techniques for chronic misbehavior and implements them calmly, consistently, immediately, and respectfully.”

Conclusion

ABCTE spent 3 years of time and thousands of dollars in resources preparing for a Program Review that was stacked against the concept of alternative programs from the very beginning. From the time that ABCTE learned of the Program Review, the organization advocated for a more equitable review process and was repeatedly told by SDE that the Program Review was designed to allow the alternative ABCTE program to succeed and shine. SDE indicates that the Program Review ensures qualified teachers are in Idaho’s classrooms, but Idaho’s school administrators (see attached) know that removing ABCTE from the state removes qualified teachers from the teacher pipeline, ensuring that only those with the time and money for a second degree can teach in Idaho.



IDAHO ARTS
CHARTER SCHOOL

May 10th, 2019

To Whom It May Concern:

Our school wouldn't be the same with the ABCTE program. We are a performing arts school and in Idaho *all teachers have to be fully certified*. This presents a problem when you have an amazing artist, but they don't have a "teaching" degree. Most artists have studied for years and years with teachers in their field and are natural teachers, but to ask them to return to college for a couple of years to get a degree would be extremely costly. The ABCTE program is a blessing for them.

A few of my other ABCTE teachers just made an incorrect decision in college by "majoring" in something they loved, but didn't get the teaching degree. So again, the ABCTE certification is perfect.

During the interview process we are able to determine what skills they have and what areas they'll need help with. I have an "instructional coach" and mentor teachers who are able to help them be successful.

Thank you for heading up an extremely helpful program.

Sincerely,

A handwritten signature in black ink, appearing to read 'Jackie Collins', written in a cursive style.

Jackie Collins
Executive Director
Idaho Arts Charter School
208-989-1513

KyLee Morris, Superintendent/Principal Sherry Crawford, Board Clerk Kyla Dickerson, Business Manager Dr. Thel Pearson, Federal Programs

April 25, 2019

MIDVALE SCHOOL DISTRICT #433

P O Box 130 / 56 School Road / Midvale ID 83645 (208) 355-2234 / FAX (208) 355-2347
www.midvaleschools.org

American Board Certification for Teacher Excellence Attention: Steve Zimmerman
Director of Curriculum
1123 Zonolite Road, Suite 29

Atlanta, GA 30306 202-263-8330

Mr. Zimmerman,

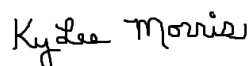
I am the principal of a very rural school in Idaho. I am a former ABCTE candidate myself and as an administrator utilize the program frequently to provide our district with certificated staff. I appreciate that ABCTE offers an option for those that have great teaching ability, but chose a different college career path.

We currently have two ABCTE certified teachers on staff. One is in her third year, the other in her second. Both of these ladies are born teachers. They are excellent with student relationships, are able to differentiate and provide wonderful detailed instruction. They are also leaders with their peers and can provide a worldly perspective having worked in other industries before deciding that education was where they belonged. I am grateful to have both of these ladies setting an example for and working with our students.

I value the ability ABCTE gives small rural communities (like ours) to grow your own teachers. Housing and jobs are hard to come by here, resulting in stagnant mobility and lack of applicants for open positions. ABCTE allows us the option to search within our own community to find individuals that are dedicated to students, have roots in the area and are willing to take the next step to becoming a teacher in Idaho.

Sincerely,

KyLee Morris Principal/Superintendent Midvale School District





Hibbard Elementary School

Wily Berry, Principal
Kelli Frost, Secretary
2413 North 3000 West
Rexburg, ID 83440
Phone (208) 359-3333 • Fax (208) 359-3269

William C. Berry IV
265 East 1st North
Rexburg, ID 83440
April 25, 2019

To Whom It May Concern:

I am writing this letter to highlight the performance and disposition of the ABCTE teachers we have currently working in our school.

I currently have 3 teachers in my elementary school who are going through the ABCTE program. I have 2 special education teachers and 1 1st grade teacher going through it. All 3 teachers have been very good and have displayed professionalism in their jobs. They are actually 3 of our top teachers and have over the years, become leaders amongst the faculty. Each teacher has displayed knowledge of the curriculum and classroom management as well as what their respective jobs entail.

As the principal, I have had to hire 1-2 new teachers each year. Of the 3 ABCTE teachers I currently have, I hired 2 of them. In each case I chose them over candidates with a traditional degree. They each expressed love for children and a desire to learn themselves. Each teacher has shown a willingness to take on any assignment and do what it takes to get their teaching degrees. I would never hesitate to hire an ABCTE candidate in the future if I felt they would be the best fit for our school.

Sincerely,

William Berry
Principal
Hibbard Elementary School
Rexburg, ID 83440
208-359-3333 (work)
208-313-7196 (cell)

Burley High School

#1 Bobcat Boulevard • Burley, Idaho 83318-2196
208-878-6606
Fax: 208-878-6647
April 26, 2019

Office of the Principals

RE: ABCTE PROGRAM FEEDBACK

To whom it may concern:

I am currently the Principal of Burley High School in Burley, Idaho. This is my 5th year as Head Principal, before that I worked in the same building for 5 years as Vice Principal. We have definitely seen an increase of ABCTE candidates we have hired. I think all of ours have been to gain initial licensure. We currently have approximately 8 teachers who are going through the ABCTE program. One of those has finished the three interim period and now has a standard 5 year certificate.

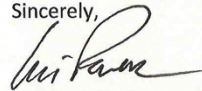
Overall my experience with our ABCTE teachers has been positive. The number one key to success other than just finding a great person that is great with teenagers and gets along well with staff members is to find them a very good teacher mentor in the building. I think in the past 5 years we have only had one teacher on the ABCTE Route leave our building. We have hired some excellent teachers through this route.

We try to meet monthly or almost monthly with our ABCTE teachers to train them and just answer any questions they have about teaching and the day to day busyness that comes with the job. Again, a very important aspect of an ABCTE Candidate being successful is regular collaboration with a great mentor teacher. We put all of our new teachers through the Fred Jones Tools for Teaching program so that really helps them with classroom management.

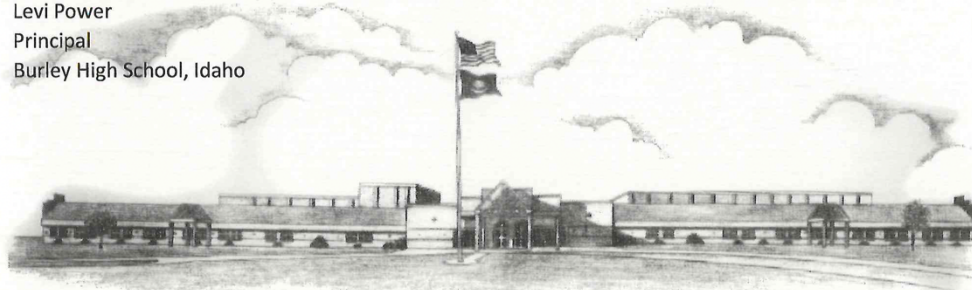
ABCTE has helped us out of some difficult situations where we did not have a teacher. As a Principal I try to visit more often with my ABCTE teachers just so they don't get overwhelmed with everything. I have had some struggles with one of them that just didn't take it serious enough and wasn't necessarily open to a lot of help from a mentor.

If you have any further questions for me about this please feel free to reach out to me.

Sincerely,



Levi Power
Principal
Burley High School, Idaho



ABCTE Teacher assessment

To Whom It May Concern:

I have had the privilege of hiring two teachers who are currently on my staff. Both do a great job of working with staff and students in our building. One has been teaching math (Secondary Math—Algebra 1) for us for the last 5 years. She has been outstanding in her position and builds relationships with teachers that help them be successful.

We also have a 6th grade teacher who was a para educator. She passed her ABCTE exam and is completing her 3rd year with our building. She has struggled with classroom management, but with time has improved this. Her lesson plans are outstanding.

Shane Burrup
Fruitland Middle School
Principal

PO Box A
Fruitland, Idaho
83619
sburrup@fruitlandschools.org

I am the Elementary principal at Homedale Elementary school. I have hired three ABCTE teachers in the past five years. I was impressed by their prior knowledge, and the knowledge they had attained while attending the ABCTE courses.

I found these teachers to be very mature in their thinking, in their planning and preparation, and in the way they presented them self to colleagues and parent. These teachers have a great working knowledge of education plus bring prior experiences to the table that many other teachers Who get their teaching certificates the traditional way do not.

My ABCTE teachers are great collaborators that are always willing to help a colleague, share information and knowledge with others, and take on leadership roles leaders in my school. They hold positions on several different committees and plan several educational family nights and events for our school. I have found they have strong work ethics and that skill transfers to the students.

To say I am beyond pleased with these teachers is an understatement. They are simply amazing.

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

Thank you,
Terri

Terri Vasquez, Principal
Homedale Elementary School
420 W. Washington Ave
Homedale, ID. 83628

April 26, 2019

Mr. Zimmerman,

Thank you for the opportunity to talk about my successes with the ABCTE program. I feel fortunate that as a principal of two rural schools (Declo Junior High and Albion Elementary) that I have this program to rely on. Albion elementary school is a small school of 56 K-5 students. Each teacher teaches two grade levels and it is often difficult to find a teacher who is interested in teaching multiple grade levels. I have now hired my third ABCTE teacher to work at Albion. Each of the three have been absolutely great caring teachers who had degrees but were looking for a job after their kids were all in school. The program enables these teachers to be moms, dads, teachers, and students themselves without having to go back to school full time and sacrifice so much. I believe we have many great people in our communities that have supported our schools as volunteers, PTO members, Paraprofessionals, some even coaches that now have the time to get that job. They are believers in our schools and want to give back to the system that has helped them raise and educate their own students. As an administrator the little extra work I get to do in helping these teacher grow is definitely worth it. I have had no performance concerns from these teachers to this point. The communities they work in have already embraced them as people in their community and this is just another way we can continue to close some of the gaps that unfortunately exist between stakeholders and their schools.

Sincerely
Scott Muir
Principal
Declo Junior High
Albion Elementary

Hillcrest Elementary School



Home of the "Little Beavers"

1045 Bennett

American Falls, ID 83211

Telephone: 226-2391 FAX: 226-2677

Principal: Tina Fehringer

Secretary: Nancy Evans

Attendance Secretary: Marie Sorensen

Steve Zimmerman
Director of Curriculum | American Board
1123 Zonolite Road, Suite 29
Atlanta, GA 30306

4/26/19

To Whom It May Concern,

I am a principal in American Falls Idaho. In the past 3 years I have had a teacher in my building who completed the American Board for Certification of Teacher Excellence (ABCTE) program in order to teach at an elementary level. At the time of this teacher's hiring our school was desperate as our state has had a severe teacher shortage in our area. This teacher was hired as an emergency hire when no other acceptable certificated teachers were available.

The above mentioned teacher hired has been competent, resourceful and astute in her teaching appointment. She came in with the skills and knowledge to start in the position much like any first-year teacher. She had things to learn and experience was needed. In professional conversations, this teacher has referenced her courses and studies in the ABCTE program as being useful and supportive of her teaching endeavor. Since her hiring, she has swiftly become one of our more successful reading and overall teachers. A teacher who understands what it takes to move students along the learning continuum in a caring and compassionate manner.

In her third year of teaching, here are my evaluation comments on this teacher with name redacted:

Ms. Franco is an overall proficient teacher whose skills in various components are beginning to tap in and out of the distinguished descriptors at times. She has created a classroom environment of respectful students who have internalized the understanding that they are at school to learn what Ms. Franco has planned for them. Her students are typically engaged in learning and Ms. Franco is effectively responsive if student engagement wanders. She is also implementing more movement and active engagement in her teaching. The students enjoy this and it helps them to settle and stay focused in times that are more sedentary. It is suggested that Ms. Franco continue to find ways to regularly and enthusiastically praise her students and to continually monitor her own speaking volume. Both items have improved but are still attributes Ms. Franco should continue to be aware of and work on. Currently, Ms. Franco's strength is in the Classroom Environment. Her student management, classroom procedures and culture for learning all demonstrate both proficient and distinguished descriptors. Ms. Franco has created an environment of respect and rapport with her students. Interactions between students and between students and herself are friendly and respectful. Her students are highly civil in the manner they work and communicate with one another. Her classroom

runs smoothly and it is apparent that her students are well managed and have been effectively taught important classroom procedures. Under Ms. Franco's guidance, this group of students are extremely diligent in working and learning to their full capacity. Overall, Ms. Franco provides an enriching learning environment in her classroom. She communicates learning expectations in an easy to understand way then provides her students with engaging learning experiences. Ms. Franco is flexible and responsive with her class, adjusting lessons as needed, and in her responses to students. Although her expectations are high, Ms. Franco's students know she believes in their capabilities and will do what it takes to get them at or beyond expectations. In Ms. Franco's classroom, students receive a solid 1st grade experience. Ms. Franco continues to learn and implement new and progressively more effective strategies into her teaching. She is willing to grow and learn as a teacher through professional development and in her team's professional learning community. Her willingness to grow and expand her teaching knowledge and pedagogical skills will continue to strengthen her effectiveness in the complex nature of teaching and ever changing refinement of how to provide good teaching. Ms. Franco embraces the nature of continued learning to sharpen her teaching craft. Thank you Ms. Franco for your dedication and hard work at Hillcrest. It is appreciated!

In my opinion, the ABCTE program provided the foundational teaching skills for this teacher to start her career on a positive path. We were lucky to find her as an emergency hire and glad to have her now as a respected permanent staff member. A teacher we hope is with us for years to come. ABCTE provided the vehicle for this teacher and our school to partner and she now provides an enriching learning experience for the students she serves. This ABCTE teacher is a successful one.

Thank you ABCTE! Your services helped us find a competent teacher in a time of great need. It is appreciated!

Sincerely,

Tina Fehring
Principal - Hillcrest Elementary



Gate City Elementary School

Deanne Dye, Principal
2288 Hiskey
Pocatello, ID 83201
208-237-2503
Fax: 208-257-2259

Dear Steve:

I'm so happy to write this letter to you about my experiences with ABCTE teachers.

I have been a principal for over 25 years and during that time, I've had the privilege to interview, hire, and work with over a dozen ABCTE teachers. In this group of a dozen or so educators, I only had one that truly wasn't cut out to be a teacher. The other dozen plus have been a great hire and some have been truly amazing!

I've also had a couple of staff members that have wanted to change or add endorsements to their licensure and have used the ABCTE certification route. They've been so grateful that they have an alternate route to gain that endorsement rather than returning to a traditional university setting, which is never conducive to their work schedule at school.

I've been really pleased at the alternate certification route that has been possible for those I've hired! I've found them to be dedicated and truly great educators! They have taken the interim certificate issued by the state and worked diligently to complete the deficiencies needed in order to get their full teaching certificate.

I'm very happy with the candidates that I've hired that have gone the ABCTE route to their certification. They bring some depth and outside experiences that have only helped to enhance our school and work with our learners. And a fresh perspective in education is always welcome in my school!

Respectfully,

A handwritten signature in blue ink, appearing to read "Deanne Dye", with a long horizontal flourish extending to the right.

Deanne Dye, M.ED.

Jess McMurray
Principal
Soda Springs High School
Soda Springs, ID 83276

To Whom It May Concern:

I have two ABCTE teachers currently under my supervision and your timing in asking for this is actually quite interesting. The reason I say this is that one of them has just taken a job in another district, due to family issues here, and we are replacing them with yet another ABCTE teacher.

To be honest with you, when I first heard of the ABCTE certification option I was a little indignant as I know other teachers were. After all, we all had to get our certification the "right" way. Now, I can assure you that my attitude has definitely changed. The teacher that is leaving us has turned into a very good teacher and I am sad to see them go. He/she has not only done an excellent job, he/she possesses the most important quality a teacher can possess and that is the drive to get better every day.

Again, if I was honest, there are teachers that were certified the "right" way that aren't worth fifty cents. Thus, I have come to realize that "how" you get certified, is less important than how much you want to improve your craft and get better every day. As a result of this, when we set out to hire a replacement teacher, we chose the ABCTE certified teacher above all others. Not only was she a quality person, she had a drive to improve and get better. She wanted to listen and learn from others. She may not start next year at the top, however, I have no doubt that she will soon be one of the best teachers I have.



Christian Housel
Idaho Fine Arts Academy
3467 W. Flint Dr.
Eagle, ID 83616

April 25, 2019

Steve Zimmerman
Director of Curriculum American Board
1123 Zonolite Road, Suite 29
Atlanta, GA 30306

Dear Steve,

In response to your email regarding the ABCTE program in Idaho, I would like to send along a short letter detailing my experience with several ABCTE-trained teachers in our building/school district. Over the past four years, I've hired, re-hired, trained, supervised, and mentored four teachers who received either initial licensure or added additional endorsements to their teaching licenses. As a unique and brand new performing arts secondary school in the West Ada School District, it was difficult to attract and retain qualified educators for hard to fill positions in the arts and academics. I've been fortunate to retain all these teachers presently, and without the ABCTE program, I would have struggled to fill these positions with quality candidates. In fact, we are thriving, and in large part it is due to some of these ABCTE-trained teachers. I was able to hire content experts, with great teacher dispositions, who needed a teacher preparation program. In retrospect, I realize I invested extra time and energy working with and mentoring these educators, but it has been worth it, and our students have benefited greatly.

When alternative authorization programs first became a reality in Idaho, I was opposed to them as a school administrator. I've learned through practical experience, in our present reality, the ABCTE program is *essential* for large school districts like ours and for rural districts in a state like Idaho. The ABCTE program has proven to me quality candidates are available and are able to learn the necessary skills to become effective educators if provided with effective mentors, support, and training. Please let me know if you have any additional questions or need further comment.

Kind regards,

Christian Housel

Christian Housel, Principal

3467 W. Flint Dr. Eagle, ID 83616 Phone: 208-350-4420 Fax: 208-350-4429 www.westada.org

Dear Mr. Zimmerman,

As an elementary principal for sixteen years, I have had the opportunity to hire and work with teachers who have gained their initial licensure via the ABCTE program. Initially skeptical about ABCTE, I have become a believer in this non-traditional means of gaining certification. Each one of our ABCTE teachers possesses a unique background in a related field along with a dogged determination to become a teacher. All of our ABCTE teachers remain employed in our district and are valuable assets.

Currently one of our special education teachers is going through the ABCTE program. He brings with him numerous years of experience as a community based behavior interventionist. His skills have been invaluable to our school and we have been providing support and on the job training (as we do with every new teacher) with the specificities of his other day to day tasks. This teacher is a positive addition to our school community and serves some of our most challenging students with confidence and professionalism. He has brought new ideas to help our students succeed. Without the option of the ABCTE program we would have had a very difficult time hiring the right person for this hard to fill position.

Over the years I have learned that the disposition one possesses, including grit and a solid work ethic, far outweigh a traditional diploma. I appreciate that the ABCTE program allows us the flexibility to hire the people our students deserve.

Respectfully Submitted,

Kathy J. Baker

Principal

Greensferry Elementary School

P.O. Box 40

1520 N. Bunting Ln.

Post Falls, ID 83877

Phone-(208) 773-0999

Fax- (208) 773-8547

Edgemont Gardens Elementary

Dave Webster - Principal

Glenda Barlow—Secretary

Phone: 208.525.7618

Fax: 208.525.7622

1240 Azalea Drive, Idaho Falls Idaho 83404

April 25, 2019

To whom it may concern,



I am writing at the request of Mr. Steve Zimmerman regarding my experience with teachers that have participated in the American Board for Certification of Teacher Excellence (ABCTE) certification process.

During my 6 years of experience as a principal I have had a few teachers that have participated in the program. I have had the opportunity to interview many candidates looking for teaching positions that are participating in ABCTE. I have felt that these candidates have a strong passion for the subject that they are interested in teaching. The program seems to lure people that have a desire to give back to society through education. These are generalizations I know but nonetheless seem to be common traits that I have recognized.

I currently have a teacher that is in her first year of teaching in the program. This teacher has proven to be an exceptional classroom teacher. She has shown herself to be equally competent to other teachers that have completed university programs. She possesses what I believe to be one of the most vital characteristics of a great teacher which is the ability to be not only be a teacher but a student in the learning process. She has been willing to seek out and learn new strategies that will improve her practice.

The ABCTE program has opened the door for many schools and communities in helping to address the teacher shortages that we are now facing in Idaho. This program allows those with expertise and the willingness to teach have access to the classroom that they would not have without the alternative route to certification. It is true some of the candidates begin without experience in classroom management and student relations but having the program designed in a way that the candidates have to teach for 2 years before certification is awarded gives them the necessary experience.

I am grateful for the program providing opportunities for some to become teachers that may have not considered while they were first in college.

Sincerely,

A handwritten signature in black ink that reads "Dave Webster".

Principal
Edgemont Elementary



Hollister Elementary School

Knowledge is Power; _____ Empower our Students!

2463 Contact Ave
Hollister, Idaho 83301
Phone: (208) 655-4215
Fax: (208) 655-4214

Jenni Jacobson, Principal
jennifer.jacobson@filer.k12.id.us

Rhoeta Murray, Administrative Assistant
rhoeta.murray@filer.k12.id.us

April 25, 2019

Steve Zimmerman
Director of Curriculum, American Board
1123 Zonolite Road, Suite 29
Atlanta, GA 30306

Dear Mr. Zimmerman,

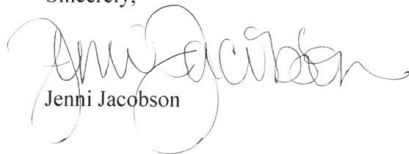
This letter is in regards to your request at highlighting the performance and disposition of our current ABCTE teacher.

This teacher's performance has been exceptional. She was given a combined classroom this year with many of the students reading well below grade level. As of April, our Istation Reading Summary shows one grade level having 100% of students reading at grade level and the other having 78% of students reading at grade level. She has worked well with these classes, utilizing outside resources and paraprofessionals to accommodate differentiated instructional grouping. These students have shown substantial growth in all subject areas. Classroom management skills of this teacher have grown throughout the year, due to the help of mentors within our school district.

The disposition of this teacher is also outstanding. She works with the other classroom teachers, creating a strong educational team within our district. She is instrumental in our afterschool program, helping students with their homework after school every day. This teacher interacts well with students, creating an environment of respect and a culture for learning. This is exhibited through her high testing scores and students' classroom behavior.

Thank you for the opportunity to share this feedback with you. Please feel free to contact me should you need further information.

Sincerely,



Jenni Jacobson

6075 N. Locust Grove Rd, Meridian, ID 83646



Phone (208) 855-4325 Fax (208) 855-4324

To: Steve Zimmerman

Re: ABCTE Teachers

To Whom It May Concern:

Please accept this letter of support for ABCTE teachers. Four years ago, I accepted the principalship at an alternative high school. Within one year, we were told that the alternative high schools in our district would be transitioning to a competency-based environment. Upon sharing this news with teachers, many teachers chose to leave our school in pursuit of a more traditional school experience. It became a struggle to find adequate teachers and I soon realized that the traditional certification would be a barrier as many traditional teachers struggled with the concept of 'transforming' the education system. One interesting thing did happen, many of the individuals who saw our school's newest initiative as exciting, were not traditionally certified. In response, with all of those individuals possessing degrees and industry experience, we were able to partner with ABCTE and get them certified in a matter of two-three years.

I will be forever grateful for having ABCTE at our disposal and as a means to transition passionate individuals to the teaching profession.

Respectfully,

Donell T. McNeal

Donell T. McNeal
Principal, Central Academy High School
Mcneal.donell@westada.org
208-855-4316

"Educating students in a caring environment"



Oakley High School

Home of the Hornets

Cassia Joint School District 151
DAVID WAGNER, Principal

455 West Main Street
Oakley, ID 83346
Phone (208) 862-3328
Fax (208) 862-3330

Steve Zimmerman
Director of Curriculum | American Board
1123 Zonolite Road, Suite 29
Atlanta, GA 30306
202.2638330

April 26, 2019

Dear Mr. Zimmerman,

Oakley is a small rural school in southern Idaho. It has been extremely difficult to recruit certified teachers, so we are grateful for the ABCTE program. Our ABCTE teachers have generally been highly successful in a classroom setting. For example, we have a history teacher who formerly taught high school and college students in another country. He was already an experienced teacher when he returned to the area, but he was not licensed in Idaho and had not completed a traditional teachers' educational program. Fortunately, he was able to complete the ABCTE program and obtain a standard teaching license. He has been a leader at our school and in our district.

Similarly, our advanced mathematics teacher went through ABCTE and has become a highly accomplished teacher. Through her skills, we were able to expand our dual credit instruction to include College Algebra and Trigonometry. She has also begun to teach Calculus this year. In addition to her excellent instruction, she has written and received grants – recently she won first place in Idaho with Samsung Solve for Tomorrow, which included \$20,000 for the school and a trip to New York for national competition.

Most of our ABCTE teachers have been successful, although we had an ABCTE science teacher who we hired who was not successful. He had instructional difficulties and was unable to pass his PRAXIS. However, his situation was atypical for the school. Overall, ABCTE has been successful for teachers in Oakley.

Sincerely,

David Wagner

April 26, 2019

To: Idaho State Department of Education
Re: ABCTE Teachers

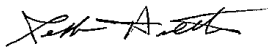
I write this letter with two teachers on staff who were certified through the ABCTE process and one who picked up an endorsement through the program. Both teachers that completed the program are proficient educators that have acclimated to a traditional school environment. They access their colleagues and district resources as needed for professional growth and both had positive experiences getting certified through the program. Their core knowledge of the subject areas is on par with their peers. For pedagogy, skills have developed over time in the classroom. One teacher had the benefit of serving as an AVID tutor, and summer/night school teacher, before being placed in a traditional classroom with IEP and 504 accommodations and requirements. These experiences benefitted him much like a traditional student teaching placement does. The ABCTE program allowed a field scientist to bring his experience to the classroom, which is a valuable path for many. Both teachers have been rated as proficient instructors and have also moved into leadership roles in different capacities including AVID, coaching, and department chairs.

One of the key components in a successful transition to the classroom is dependent on personality and the ability to talk to and build rapport with students. Sometimes this is a characteristic that not all people possess. If one can relate to kids and have a solid foundation of an academic subject, many can make a successful transition to the profession.

My teacher that added an endorsement through the program found ABCTE to be user friendly and on par with similar testing that Praxis offers. Having already been certified, being able to test for more certifications allowed her to expand her employability. Many secondary universities make adding an endorsement difficult, time consuming, and very costly.

I believe many administrators can name a teacher certified through ABCTE that is having a great career as a teacher. Initially, when I was a teacher and ABCTE was first introduced I had my doubts. Today, given the right person with a teaching aptitude, ABCTE can offer individuals the ability to enter the education profession.

Sincerely,



Jeff Hultberg
Principal

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 18, 2019**

TAB	DESCRIPTION	ACTION
1	BOARD POLICY III.G. – PROGRAM APPROVAL AND DISCONTINUANCE – SECOND READING	Action Item
2	MILITARY CROSSWALK / CREDIT FOR PRIOR LEARNING	Information Item

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 18, 2019**

SUBJECT

Board Policy III.G., Postsecondary Program Approval and Discontinuance –
Second Reading

REFERENCE

August 16, 2018	The Board approved the second reading of proposed amendments to Board Policy III.Z., which added the responsibility for delivering applied baccalaureate degrees to the academic service regions.
February 14, 2019	The Board approved the first reading of proposed amendments to include review and approval procedures for applied baccalaureate degrees and microcertifications.
April 18, 2019	The Board approved the second reading of proposed amendments to Board Policy III.G.
August 29, 2019	The Board was presented with a first reading of proposed amendments to Board Policy III.G. Policy was referred back to Instruction, Research, and Student Affairs (IRSA) for additional discussion.
October 17, 2019	The Board approved the first reading of proposed amendments, which adds baccalaureate degree programs to the list of programs reviewed by the Board and changes requirements for new academic program proposals that consists of new state appropriations.

APPLICABLE STATUTES, RULE OR POLICY

Section 33-2107A, Idaho Code.
Idaho State Board of Education Governing Policies & Procedures, Section III.G.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: Educational System Alignment - Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

Proposed amendments add the requirement for institutions to submit proposals for new academic programs alongside annual budget requests when proposed programs rely on new state appropriations. Amendments also include adding baccalaureate degree programs to be reviewed and considered by the Board alongside graduate programs, changing requirements for academic certificates of 30 credits or less, providing a biannual report to the Board regarding program changes that were approved by the Executive Director, and adding the review of baccalaureate degree programs approved by the Board to the reporting requirement alongside graduate programs.

IMPACT

Approval of proposed amendments will provide the Board with a better understanding of the investments that institutions are making toward the

**INSTRUCTION, RESEARCH AND STUDENT AFFAIRS
DECEMBER 18, 2019**

development of new programs. With community colleges also positioned to deliver new baccalaureate programs, it will offer the Board an opportunity to more effectively govern planning for delivery of new programs through a system-wide lens. This will also provide institutions with a better understanding of the Board's expectations with regard to new programs and ensure that the Board receives an opportunity to evaluate new programs before approving related budget requests. In summary, these changes will provide an opportunity for institutions to demonstrate how new baccalaureate programs will benefit students and the state, including how these programs are expected to respond to workforce needs.

ATTACHMENTS

Attachment 1 – Board Policy III.G., Postsecondary Program Approval and Discontinuance – 2nd Reading

STAFF COMMENTS AND RECOMMENDATIONS

Proposed amendments will create efficiencies and improve information-sharing related to the review and approval of academic programs, relevant budget requests, and certificates. Amendments also align with the processes traditionally administered by other public governing boards of higher education within other states and systems.

Minor edits were made between the first and second readings of this policy to clarify the approval procedures for academic undergraduate and graduate certificates. Staff recommends approval.

BOARD ACTION

I move to approve the second reading of proposed amendments to Board Policy III.G., Postsecondary Program Approval and Discontinuance, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

April-December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

The Board is responsible for the establishment, maintenance, and general supervision of policies and procedures governing the academic and program affairs of the institutions. This subsection shall apply to the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, North Idaho College, College of Eastern Idaho, College of Southern Idaho, and College of Western Idaho.

Program planning shall be a collaborative process which includes the Board, Board staff, the institutions, faculty, external advisory groups, regional and specialized accreditation bodies, and other stakeholders pursuant to Board Policy Section III.Z.

1. Classifications and Definitions

- a. Instructional Unit(s) shall mean departments, institutes, centers, divisions, schools, colleges, campuses, branch campuses, and research units (e.g. extension centers) that are responsible for academic programs or career technical programs.
- b. Administrative Unit(s) shall mean offices, centers, bureaus, or institutes that are responsible for carrying out administrative functions, research, or public service as their primary purpose, and are not responsible for academic or career technical programs.
- c. Academic Program(s) shall mean a systematic, usually sequential, grouping of courses forming a considerable part, or all, of the requirements (i.e., curricula) that provides the student with the knowledge and competencies required in a specialized field (i.e., major) for an academic certificate, an associate's, baccalaureate, master's, specialist, or doctoral degree as defined in Board Policy Section III.E.
- d. Major(s) shall mean a principal field of academic specialization that usually accounts for 25 to 50 percent of the total degree requirements. The concentration of coursework in a subject-matter major serves to distinguish one program from others leading to the same or a similar degree.
- e. Academic Program Components shall include options, minors, emphases, tracks, concentrations, specializations, and cognates as defined by each institution.
- f. Career Technical Program(s) shall mean a sequence or aggregation of competencies that are derived from industry-endorsed outcome standards and directly related to preparation for employment in occupations requiring career technical certificates, microcertifications, or an associate of applied science degree as defined in Board Policy Section III.E. These programs must include

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

~~April~~ December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

competency-based applied learning that contributes to an individual's technical skills, academic knowledge, higher-order reasoning, and problem-solving skills. A course or series of courses leading to a technical certificate of completion is not considered a program for approval purposes.

- g. Career Technical Program Components including microcertifications shall mean instructional paths to fields of specialized employment, consisting of more than one specialized course, and may have a separate advisory committee.
- h. Financial Impact shall mean the total financial resources, regardless of funding source, needed to support personnel costs, operating expenditures, capital outlay, capital facilities construction or major renovation, and indirect costs that are incurred as a direct result of the new instructional program or modification to an existing program. This includes instructional and administrative units.

2. Roles and Responsibilities

- a. Institutions shall establish internal program review processes and procedures. Institutions shall follow their internal review processes and procedures pursuant to Board Policy Section III.H. prior to forwarding proposals to the Board.
- b. Program proposals shall be reviewed by the Council on Academic Affairs and Programs (CAAP). CAAP shall make recommendations to the Instruction, Research, and Student Affairs (IRSA) committee on instructional programmatic matters and related policy issues.
- c. The Idaho Division of Career Technical Education shall review and make recommendations as appropriate to the IRSA Committee and/or the Board on instructional programmatic matters and policy issues related to their roles and responsibilities. The State Administrator is authorized by the Board to approve academic and career technical microcertifications developed by institutions pursuant to the fiscal impact limits established in subsection 4.b in this policy.
- d. The Professional Standards Commission shall review and make recommendations as appropriate to the Board on educator preparation programs.

3. Academic Program Proposal Submission and Approval Procedures

Subsequent to institutional review and consistent with institutional policies, all requests requiring Board or Executive Director approval will be submitted by the

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: III. POSTSECONDARY AFFAIRS

April-December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

institution to Board staff as a proposal in accordance with a template developed by the Board's Chief Academic Officer. Each proposal shall be reviewed by CAAP within 30 days from receipt of said proposal.

- a. Branch Campuses - The establishment of a new branch campus or change in location geographically apart from the main campus where the institution offers at least 50% of an education program shall require Board approval regardless of fiscal impact. This subsection of policy excludes community colleges.
- b. Learning Outcomes - All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy III.X.
- c. Academic Programs
 - i. _____ All new, modification of, and/or discontinuation of academic program majors shall require completion of the program proposal prior to implementation. This includes certificates of 30 credits or more; associates, bachelors, masters, specialist, and doctoral degrees; instructional and administrative units. Proposals requiring new state appropriations shall be submitted to the Board for review prior to or concurrently with submission of an institution's annual budget request.
 - 1) Any program leading to a master's, specialist, or doctoral degree must be approved by the Board prior to implementation. The Instruction, Research, and Student Affairs Committee will be notified of baccalaureate degree proposals prior to implementation and may refer them to the Board for review and approval for those it determines appropriate.
 - ~~2) _____~~
 - ~~3) 2) 4~~ Prior to implementation, an institution shall obtain Board approval of any new, modification of, and/or discontinuation of academic or career technical programs, including instructional and administrative units with a financial impact of \$250,000 or more per fiscal year.
 - ~~23)~~ Prior to implementation, an institution shall obtain Executive Director approval of the any new, modification of, and/or discontinuation of any academic program; new, modification of, and/or discontinuation of any career technical programs; and instructional and administrative units with a financial impact of less than \$250,000 per fiscal year.
 - 3) Pursuant to Section 33-2107A Idaho Code, community colleges shall obtain Board approval of any new applied baccalaureate program regardless of fiscal impact.

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~~April~~ December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- 4) Prior to implementation, an institution shall obtain Board approval of any modification, and/or discontinuation of all graduate programs leading to a master's, specialist, or doctoral degree regardless of fiscal impact.
- 5) The Executive Director may refer any proposal to the Board or subcommittee of the Board for review and action.

~~i.~~ ii. Modifications to existing programs shall include, but not limited to, the following:

- 1) Expanding an existing program outside a designated service region.
 - 2) Converting one program option into a stand-alone program.
 - 3) Consolidating an existing program to create one or more new programs.
 - 4) Adding a degree program not already approved by the Board.
 - 5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
 - 6) Transitioning of existing programs to an online format.
 - 7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- ii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education (Division) through an approval process in accordance with a template developed by the Division staff. Each request shall be reviewed within 30 days from receipt of request. Academic microcertifications shall be reviewed by Division and Board staff.
- 1) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E.
 - 2) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.
- iv. All doctoral program proposals shall require an external peer review. The external peer-review panel shall consist of at least two (2) members and will be selected by the Board's Chief Academic Officer and the requesting institution's Provost. Board staff will notify the institution in writing whether it

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may proceed with the external peer-review process. External reviewers shall not be affiliated with a public Idaho institution. The review shall consist of a paper and on-site peer review, followed by the issuance of a report and recommendations by the panel. Each institution shall provide the panel with a template developed by the Board's Chief Academic Officer. The peer reviewer's report and recommendations will be a significant factor of the Board's evaluation of the program.

- v. New educator preparation programs require concurrent submission of the program proposal to the Board office and the Professional Standards Commission (PSC) prior to implementation. The PSC ensures programs meet the Idaho standards for certification. The Board office ensures the program proposal is consistent with the program approval process and meets the standards approved by the Board and established in rule. The PSC makes recommendations to the Board for approval of programs as vehicles for meeting the state certification requirements.

d. Academic Program Components, Program Changes, and Procedures

New, modification, and/or discontinuation of academic program components, and academic undergraduate and graduate certificates of less than thirty (30) credits ~~or less~~ may require a proposal. For academic program components or certificates requiring a proposal, subsection 3.c.i. of this policy applies.

- i. New, modification, and/or discontinuation of academic program components; academic undergraduate and graduate certificates of less than thirty (30) credits ~~or less~~ and credit changes to existing programs require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. New academic certificates that require the creation of any new course(s) or resources must provide information in the letter of notification explaining how personnel and fiscal resources will be allocated or reallocated to support the delivery of the new course(s). All letters of notification for new academic certificates must provide the certificate's cost to students, and evidence of the certificate's value to students and workforce needs.
- ii. Program name or title changes to degrees, departments, divisions, colleges, or centers; or changes to Classification of Instructional Programs (CIP) codes require a formal letter notifying the Office of the State Board of Education prior to implementation of such changes. Name changes for non-functional purposes are approved pursuant to Board Policy I.K. Naming/Memorializing Building and Facilities.

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- iii. If the change is judged to be consistent with academic program components and program changes as provided in this section, Board staff will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with academic program components or the CIP code change represents a significant departure from existing offerings, Board staff will notify the institution in writing and they will be required to complete a program proposal.
- iv. Changes to program names or degree titles related to Statewide Program Responsibilities as provided in Board Policy III.Z., must be requested in writing and submitted to Board staff for review and approval by the Board.
- v. Minor curriculum changes in a program; descriptions of individual courses; and other routine catalog changes do not require notification or approval.

4. Career Technical Program Proposal Submission and Approval Procedures

All career technical program requests requiring Board or Executive Director approval will be submitted by the institution to the Division of Career Technical Education as a proposal in accordance with a template developed by Board staff. Each proposal shall be reviewed within 30 days from receipt of said proposal. Requests requiring new state appropriations shall be included in the annual budget request of the State Division of Career Technical Education for Board approval.

a. Learning Outcomes

All postsecondary program approvals will include identifiable learning outcomes and competency measurements for graduates of their programs as defined in Board Policy Section III.X.

b. Career Technical Programs and Components

- i. All new, modification, and/or discontinuation of career technical programs and components, shall require completion of the program proposal prior to implementation. This includes instructional and administrative units. Career technical program proposals shall be forwarded to the State Administrator of the Division of Career Technical Education for review and recommendation. The State Administrator shall forward the request to CAAP for its review and recommendation. Once CAAP and/or State Administrator recommends approval, the proposal shall be forwarded, along with recommendations, to the Board for action.

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- 1) Prior to implementation, an institution shall obtain Board approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of \$250,000 or more per fiscal year.
 - 2) Prior to implementation, an institution shall obtain Executive Director approval of any new, modification, and/or discontinuation of career technical programs and components with a financial impact of less than \$250,000 per fiscal year.
 - 3) The Executive Director may refer any proposal to the Board for review and action.
- ii. Modifications to existing programs shall include, but not be limited to, the following:
- 1) Expanding an existing program outside a designated service region.
 - 2) Converting one program option into a stand-alone program.
 - 3) Consolidating an existing program to create one or more new programs.
 - 4) Adding a certificate or degree program not already approved by the Board.
 - 5) Adding courses that represent a significant departure from existing program offerings or method of delivery from those already evaluated and approved by the Board.
 - 6) Transitioning of existing programs to an online format.
 - 7) Changes from clock hours to credit hours or vice-versa, or substantial increase or decrease in the length of a program or number of clock or credit hours awarded for successful completion of program.
- iii. Microcertification requests requiring approval will be submitted by the institution to the Division of Career Technical Education through an approval process in accordance with a template developed by Division of Career Technical Education staff. Each request shall be reviewed within 30 days from receipt of request.
- 3) Prior to implementation, an institution shall obtain State Administrator approval of any new, modification, or discontinuation of a microcertification as defined in Board Policy III.E regardless of fiscal impact.
 - 4) Within a microcertification, specific information shall be contained where the microcredential was earned, the detailed criteria required to earn it, the name of the student and the program to ensure the microcredential is specific to the individual who earns it.

**Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES**

SECTION: III. POSTSECONDARY AFFAIRS

April-December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

c. Career Technical Program Notification Procedures

Program changes -to existing career technical programs may require a proposal. For career technical programs requiring a proposal, subsection 4.b.i. of this policy applies.

- i. Program name or title changes to degrees, departments, divisions, colleges, or centers; changes to CIP Codes; or credit changes to existing programs require a formal letter notifying the State Administrator prior to implementation of such changes.
- ii. If the change is judged to be consistent with program changes as provided in this section, the State Administrator will notify the institution in writing that they may proceed with said changes. If the change is determined to be inconsistent with definition of program components, the State Administrator will notify the institution in writing and they will be required to complete the program proposal.
- iii. Minor changes to courses within a current program (e.g., course number, title, description, addition, deletion, and/or credit hours) must be submitted to the State Division of Career Technical Education.

d. Career Technical Program Inactivation

- i. The purpose of a career technical program inactivation is to respond to rapid changes in industry demand, allowing time for program assessment and inactivation. If industry demand for the program does not resume within three years following the inactivation, the program shall be discontinued pursuant to IDAPA 55.01.02.
- ii. Program inactivation requires a formal letter notifying the State Administrator requesting inactivation. The letter will include:
 - 1) Description and rationale for the modification
 - 2) Implementation date
 - 3) Arrangement for enrolled students to complete the program in a timely manner
 - 4) Impact of accreditation, if any
 - 5) Impact to current employees of the program
 - 6) Impact on current budget

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- iii. The State Administrator will make a recommendation in writing to the Board office. The Board office will send notification to the institution.
- iv. Program re-activation requires a formal letter notifying the State Administrator requesting re-activation.

5. Sunset Clause for Program Approval

Academic and career technical education programs approved by the Board or Executive Director must be implemented within five years. A program not implemented within five years from the approval date requires submission for approval of an updated proposal. Institutions shall notify the Board office in writing when an approved program has not been officially implemented. Institutions may request a change in the sunset timeframe indicated in the program proposal if a program's implementation is delayed for any reason.

6. Academic and Career Technical Program Proposal Denial Procedures

- a. The Executive Director shall act on any request within thirty (30) days.
- b. If the Executive Director denies the proposal he/she shall provide specific reasons in writing. The institution shall have thirty (30) days in which to address the issue(s) for denial of the proposal. The Executive Director has ten (10) working days after the receipt of the institution's response to re-consider the denial. If the Executive Director denies the request after re-consideration, the institution may send its request and the supporting documents related to the denial to the Board for final reconsideration.

7. Program Discontinuance

The primary considerations for instructional program discontinuance are whether the instructional program is an effective use of the institution's resources, no longer serves student or industry needs, or when programs no longer have sufficient students to warrant its allocation. This policy does not apply to instructional programs that are discontinued as a result of financial exigency as defined in Board Policy Section II.N.

For career technical program discontinuance, institutions shall adhere to criteria and procedures as provided in IDAPA 55.01.02.

Idaho State Board of Education
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~~April~~ December 2019

SUBSECTION: G. Postsecondary Program Approval and Discontinuance

- a. Students - Institutions shall develop policies, in accordance with the Northwest Commission on Colleges and Universities Accreditation Handbook, which requires institutions to make appropriate arrangements for enrolled students to complete affected programs in a timely manner with minimum interruptions.
- b. Employees - Any faculty or staff members whose employment the institution seeks to terminate due to the discontinuance of a program based upon Board Policy Section III.G. shall be entitled to the following procedures:
 - i. Non-classified contract employees, including non-tenured faculty, may be dismissed or have their contracts terminated or non-renewed in accordance with Board and institutional policies.
 - ii. State of Idaho classified employees shall be subject to layoff as provided in the rules of the Division of Human Resources. Classified employees of the University of Idaho shall be subject to layoff as provided in the policies of the University of Idaho.
 - iii. Tenured faculty will be notified in writing that the institution intends to dismiss them as a result of program discontinuance. This notice shall be given at least twelve (12) months prior to the effective date of termination.
 - iv. An employee who receives a notice of termination as a result of program discontinuance is entitled to use the internal grievance procedures of the institution. The sole basis to contest a dismissal following a program closure is in compliance with these policies.

8. Reporting

- a. The Office of the State Board of Education shall report quarterly ~~biannually~~ to the State Board of Education all program approvals and discontinuations approved by the Executive Director.
- b. All baccalaureate and graduate level programs approved by the State Board of Education require a report on the program's progress in accordance with a timeframe and template developed by the Board's Chief Academic Officer.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 18, 2019**

SUBJECT

Military General Education Crosswalk

REFERENCE

October 2018	Board was presented with an overview of work being done for awarding credit based on prior learning assessments to include the development of an Advanced Placement and College Level Examination Program crosswalk.
December 2018	Board was provided with an overview of the Lumina Adult Promise Project and deliverables to include the development of a statewide articulation for awarding credit for prior learning and military experience.

APPLICABLE STATUTES, RULE OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

Goal 1 (Educational System Alignment), Objective B (Alignment and Coordination)
Goal 3 (Educational Attainment), Objective A (Higher Level of Educational Attainment), Objective B (Timely Degree Completion), and Objective C (Access).

BACKGROUND/DISCUSSION

The opportunity for students to earn postsecondary credit(s) by demonstrating requisite knowledge, usually through performance on comprehensive exams or portfolio-based evidence of learning, is generally referred to as a *prior learning assessment* (PLA). PLAs bridge the gap between learning acquired in and outside of postsecondary learning environments while also minimizing the time and cost necessary for earning college-level credentials. Board Policy III.L. provides the minimum requirements for PLAs.

The most popular PLAs include: Advanced Placement (AP), College Level Examination Program (CLEP), academic department challenge exams, and student portfolio evaluation. For active duty military personnel and veterans, the Joint Services Transcript (JST) and DANTES Subject Standardized Tests (DSST) are traditional forms of PLA. Learners who earn credit through PLA are more likely to persist and graduate in more economical terms.

With assistance from a Lumina Foundation grant funded in October 2018, the Board office contracted with Ms. Marji Price to develop a “Gen Ed Crosswalk” that would map skills from various military occupations to specific general education courses. Crosswalks are equivalency tables that identify how credit for prior learning articulates directly to course equivalencies and general education requirements. This work is guided by an advisory board consisting of eight members representing higher education, career technical education, as well as public and private industry.

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 18, 2019**

IMPACT

For military veterans, the Gen Ed Crosswalk will significantly reduce the time and expense associated with earning a postsecondary degree in Idaho by recognizing the advanced skills that these learners bring to our institutions.

ATTACHMENTS

Attachment 1 – PLA General Education Crosswalk Summary

STAFF COMMENTS AND RECOMMENDATIONS

Over the last year, Ms. Marji Price, Project Manager for the Idaho Lumina Adult Promise initiative, worked with Board staff, institution representatives, the Idaho Commission for Libraries, and professional organizations to identify best practices in developing postsecondary course articulation for military experience and prior learning. Ms. Price will provide the Board with a brief overview of the final draft of the general education crosswalk for military experience and provide a progress report on statewide efforts. Next steps for the project include efforts to work with faculty across the state to validate the crosswalk and ensure credit articulations are ready for use by Idaho's veterans, the National Guard, and Air Force active duty personnel. Board staff is developing policy amendments to Board Policy III.L. in support of the Gen Ed Crosswalk and the expectations for awarding credit for prior learning at all Idaho institutions. This information item is an opportunity for the Board to provide input on these efforts.

BOARD ACTION

This item is for informational purposes only.



Idaho State Board of Education “Gen Ed Crosswalk”



Powered by the









This project was funded by the Adult Promise Lumina Foundation Grant, and plays a major role in one of six “Game Changer Strategies” for Idaho’s Complete College America initiative (e.g. A better deal for returning adults).

*Several organizations nationwide are taking notice of Idaho’s “General Education Crosswalk” as new/groundbreaking in providing an avenue to veterans for recognizing and awarding college credit for military training with **general education** embedded in the training. Interested partners include: Western Interstate Commission for Higher Education (WICHE), the National Guard, and Community College of the Air Force.*

To the thousands of Veterans living and working in Idaho/throughout the Intermountain West, and to active duty soldiers who may be served by this project: giving visibility to Gen Ed coursework already completed in military training will prevent duplication of coursework, accelerate completion of a degree, save money, and help soldiers advance into the workforce in record time.

In January-March 2020, community college and university faculty will team up across the state – to complete validation of the crosswalk, and make the credit articulations ready for use by Idaho’s veterans, the National Guard, and Air Force active duty personnel worldwide. Web-based tools will be made available – making credit translations accessible, transparent, and consistent.

Idaho GEM/General Education Courses Articulated with Military Training Programs

 <p>Written Communications ENGL x101: Writing and Rhetoric I ENGL x102: Writing and Rhetoric II</p> <p>Crosswalk Findings: <u>45 military occupations</u> with this Gen Ed requirement embedded in the training.</p>	 <p>Oral Communications COMM x101: Fundamentals of Oral Communication</p> <p>Crosswalk Findings: <u>165 military occupations</u> with this Gen Ed requirement embedded in the training.</p>	 <p>Mathematical Ways of Knowing MATH x123: Math in Modern Society MATH x130: Finite Mathematics MATH x143: College Algebra MATH x147: College Algebra, Trigonometry MATH x160: Survey of Calculus MATH x170: Calculus I MATH x153: Statistical Reasoning</p> <p>Crosswalk Findings: <u>195 military occupations</u> with this Gen Ed requirement embedded in the training.</p>
 <p>Scientific Ways of Knowing BIOL x100: Concepts of Biology BIOL x227: Human Anatomy and Physiology I CHEM x100: Concepts of Chemistry CHEM x101: Introduction to Chemistry CHEM x102: Essentials of Organic and Biochemistry CHEM x111: General Chemistry I PHYS x111: General Physics I PHYS x112: General Physics II GEOL x101: Physical Geology GEOL x102: Historical Geology</p> <p>Crosswalk Findings: <u>495 military occupations</u> with this Gen Ed requirement embedded in the training.</p>	 <p>Social and Behavioral Ways of Knowing ANTH x101: Physical Anthropology ANTH x102: Cultural Anthropology ECON x201: Principles of Macroeconomics ECON x202: Principles of Microeconomics HIST x101: World History I HIST x102: World History II HIST x111: United States History I HIST x112: United States History II POLS x101: American National Government PSYC x101: Introduction to Psychology SOC x101: Introduction to Sociology SOC x102: Social Problems</p> <p>Crosswalk Findings: <u>510 military occupations</u> with this Gen Ed requirement embedded in the training.</p>	 <p>Humanistic and Artistic Ways of Knowing MUSI x100: Introduction to Music PHIL x101: Introduction to Philosophy PHIL x103: Introduction to Ethics ENGL x175: Literature and Ideas ART x100: Introduction to Art FREN x101: Elementary French I FREN x102: Elementary French II GERM x101: Elementary German I GERM x102: Elementary German II SPAN x101: Elementary Spanish I SPAN x102: Elementary Spanish II</p> <p>Crosswalk Findings: <u>135 military occupations</u> with this Gen Ed requirement embedded in the training.</p>

Credit Articulation: All Military Branches



**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS
DECEMBER 18, 2019**

ATTACHMENT 1

CROSSWALK EXAMPLE:



Idaho GEM Category: Oral Communication (Public Speaking)
(2 credit hours minimum)

ACE ID	Occupational Specialty <small>(clicking on the links below takes users to the ACE Military Guide online - for details on training location, teaching approach, competencies, skill levels, and learning outcomes)</small>	Skill Level <small>(confirm attainment on JST)</small>	ACE Credit Recommendation <i>Semester Hour = SH</i> <i>Lower Division = L</i> <i>Upper Division = U</i> <i>Graduate = G</i>	✓ Maps to outcomes for Idaho GEM Common Numbered Course: COMM x101, Fundamentals of Oral Communication	✓ AND Maps to Interstate Passport Learning Outcomes (WICHE) throughout Idaho for Oral Communication	✓ AND Maps to Community College of the Air Force Civilian Education Gen Ed Requirement for Oral Communication
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Search: Speech (Occupations and Courses)

MOS-914A-003	Allied Trades Technician (2/03-2/13)	NA	3 SH (L), Speech Communication	✓	✓	✓
MOS-972A-001	Area Intelligence Technician (1/64-12/87)	NA	3 SH (L), Speech	✓	✓	✓
MOS-913A-003	Armament Repair Technician (2/03-2/13)	NA	2 SH (L), Speech Communication	✓	✓	✓
MOS-19Z-003	Armor Senior Sergeant (6/01-11/11)	NA	3 SH (L), Speech	✓	✓	✓
MOS-35Y-002	Chief Counter Intelligence/Human Intelligence Sergeant (10/08-1/10)	NA	3 SH (L), Speech Communication	✓	✓	✓
MOS-35H-006	Common Ground Station (CGS) Analyst (10/07-10/08)	40, 50	3 SH (L), Speech Communication	✓	✓	✓
MOS-98H-002	Communications Interceptor/Locator (2/98-10/05)	30, 40, 50	3 SH (L), Speech Communication	✓	✓	✓
MOS-97B-005 & 35L-004	Counterintelligence Agent (1/00-10/07)	30, 40, 50	3 SH (L), Speech Communication	✓	✓	✓
MOS-98G-007	Cryptologic Communications Interceptor/Locator (10/05-10/07)	30, 40	3 SH (L), Speech Communication	✓	✓	✓
MOS-98J-005	Electronic Intelligence Interceptor/Analyst (2/98-10/05)	30, 40, 50	3 SH (L), Speech Communication	✓	✓	✓
MOS-919A-002	Engineer Equipment Maintenance Warrant Officer (2/03-2/13)	NA	2 SH (L), Speech Communication	✓	✓	✓

**AUDIT
DECEMBER 18, 2019**

TAB	DESCRIPTION	ACTION
1	FY 2019 FINANCIAL STATEMENT AUDITS	Motion to approve

AUDIT
DECEMBER 18, 2019

SUBJECT

College/university FY2019 audit findings reported by the Idaho State Board of Education's external auditor

APPLICABLE STATUTE, RULE OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.H.4.f.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1; Objective A: Data Access and Transparency.

BACKGROUND/DISCUSSION

The Idaho State Board of Education (Board) has contracted with Moss Adams LLP, an independent certified public accounting firm, to conduct the annual financial audits of Boise State University, Idaho State University, University of Idaho and Lewis-Clark State College.

The financial audits for FY2019 were conducted in accordance with Generally Accepted Government Auditing Standards and include an auditor's opinion on the basic financial statements prepared by each of the four institutions.

IMPACT

There were three significant deficiencies for Boise State University related to federal Student Financial Assistance. For University of Idaho there was one significant deficiency in internal controls surrounding the financial close and reporting process and a significant deficiency related to equipment and real property management. For Lewis-Clark State College there was one significant deficiency in adequate controls surrounding the financial close process.

ATTACHMENTS

Attachment 1 - Moss Adams Audit Results Report

STAFF COMMENTS AND RECOMMENDATIONS

On November 13, 2019, Moss Adams reviewed their audit findings with members of the Audit Committee and Board staff. This was followed by presentations by senior managers from the college and universities on their financial statements. The institutions which received significant findings have identified actions to correct and prevent recurrence of the noted problems. Staff recommends acceptance of the financial audit reports submitted by Moss Adams.

BOARD ACTION

I move to accept from the Audit Committee the Fiscal Year 2019 financial audit reports for Boise State University, Idaho State University, University of Idaho, and Lewis-Clark State College, as submitted by Moss Adams LLP in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Audit Committee

Presentation of Audit Results

November 13, 2019

**Idaho State University
Boise State University
Lewis-Clark State College
University of Idaho**

**Scott Simpson
Pam Cleaver
Tammy Erickson**

Idaho State Board of Education

Audit Committee Debrief

November 13, 2019

Moss Adams Leadership Team

You Partners

Scott Simpson, Partner	541-686-1040	scott.simpson@mossadams.com
Pam Cleaver, Partner	509-248-7750	pam.cleaver@mossadams.com
Tammy Erickson, Partner	509-747-2600	tammy.erickson@mossadams.com

Contract Deliverables

For each institution

- Auditor's Report on Financial Statements – GAAS
- Auditor's Report on Financial Statements – GAGAS
- Auditor's Report on Compliance in Accordance with OMB Uniform Guidance
- Required Communication – AU 260
- AU 265 Letters & Management Letters

Additional items for individual institutions

- NCAA Agreed-Upon Procedures for UI, BSU, ISU Presidents
- Auditor's Report on Financial Statements for Boise State Radio

Idaho State Board of Education

Audit Committee Debrief – cont.

November 13, 2019

Financial Statement Opinion	Internal Control		Uniform Guidance	
	Material Weakness	Significant Deficiency	Opinion	Findings

Idaho State University	Unmodified	None	None	Unmodified	None
Boise State University	Unmodified	None	None	Unmodified	Three
Lewis-Clark State College	Unmodified	None	One	Unmodified	None
University of Idaho	Unmodified	None	One	Unmodified	One

Required Communications To Those Charged With Governance Formal Letters in each Section	<i>Idaho State University</i>	<i>Boise State University</i>	<i>Lewis-Clark State College</i>	<i>University of Idaho</i>
Auditor's Responsibility Under Generally Accepted Auditing Standards	As Planned	As Planned	As Planned	As Planned
Planned Scope and Timing of the Audit	As Planned	As Planned	As Planned	As Planned
Significant Accounting Policies	FN 1	FN 1	FN 1	FN 1
Significant Accounting Estimates	As Discussed	As Discussed	As Discussed	As Discussed
Restatement of Prior Year Financials	FN 2	FN 1	FN 1	N/A
Financial Statement Disclosures	10, 11, 12, 16	6, 8, 10, 11, 12, 14	8, 10, 13	12, 13, 17, 19
Significant Difficulties Encountered During the Audit	None	None	None	None
Corrected and Uncorrected Misstatements	None	None	Yes	Yes
Disagreements with Management	None	None	None	None
Management Representations	Available	Available	Available	Available
Management Consultations with Other Accountants	None	None	None	None
Other Significant Findings or Issues	None	None	None	None
Internal Control Matters to be Reported	None	None	Yes	Yes
Fraud Uncovered During the Audit	None	None	None	None

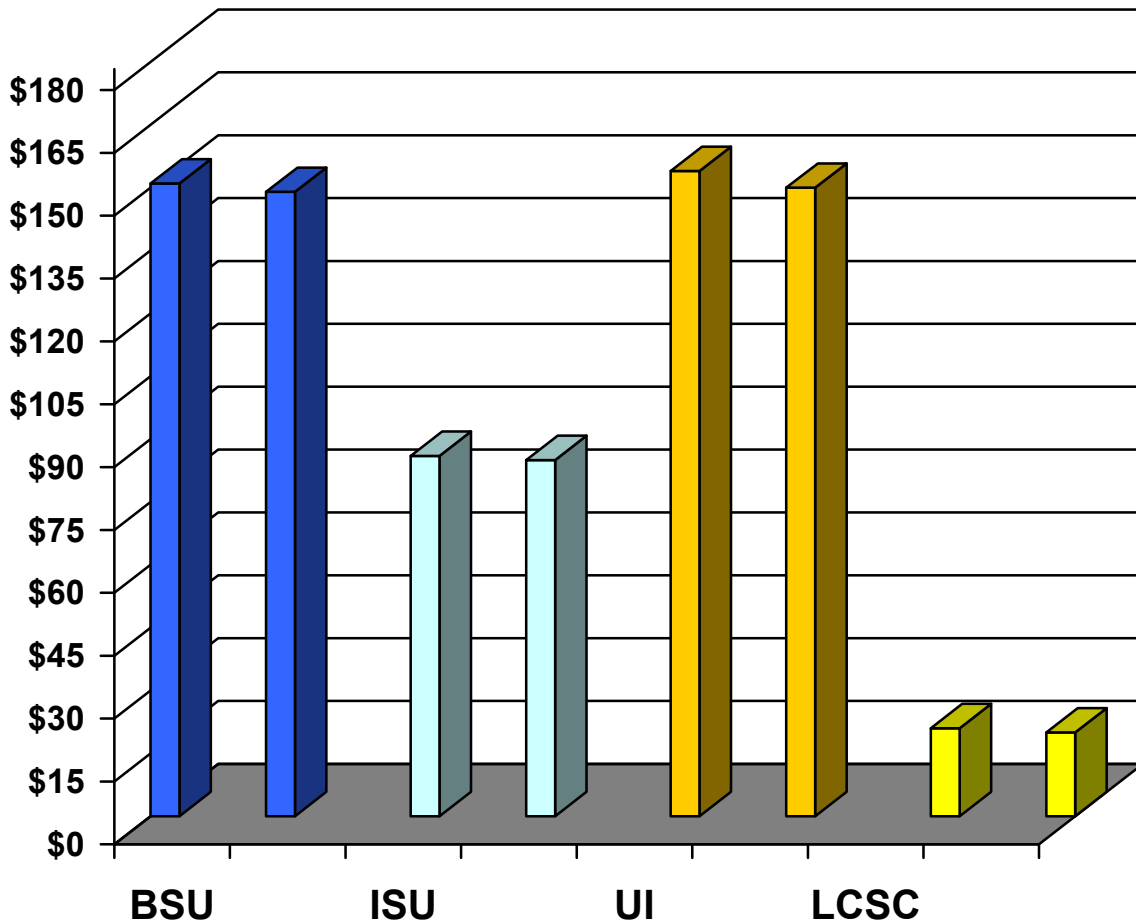


Idaho Colleges and Universities

Presentation of Audit Results – cont.

November 13, 2019

Federal Expenditures By Institution 2018 vs 2019 (in millions)



MOSSADAMS

Idaho State University

Presentation of Audit Results

November 13, 2019

Primary Contacts at Moss Adams for ISU

Scott Simpson, Partner
Jacqueline Stensland, Senior Manager

5 auditors at ISU from Moss Adams
2 IT specialists

Fieldwork Dates

Interim Fieldwork	June 3 - 7
F/S Fieldwork	August 26 - 30

Audit Reporting and Timing

Audit Report Dated	September 27, 2019
Audit Report Issued	September 27, 2019
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	None Reported
Audit findings related to Compliance Audit	None Reported

**IDAHO STATE UNIVERSITY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2019**

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported
- Noncompliance material to financial statements noted? Yes No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Any audit findings disclosed that are required to be reported in accordance with section 2 CFR Section 200.516(a)? Yes No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

<i>CFDA Numbers</i>	<i>Name of Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued on Compliance for Major Federal Programs</i>
Various	Student Financial Assistance Cluster	Unmodified
Various	TRIO Cluster	Unmodified

- Dollar threshold used to distinguish between type A and type B programs: \$ 750,000
- Auditee qualified as low-risk auditee? Yes No

Section II - Financial Statement Findings

None.

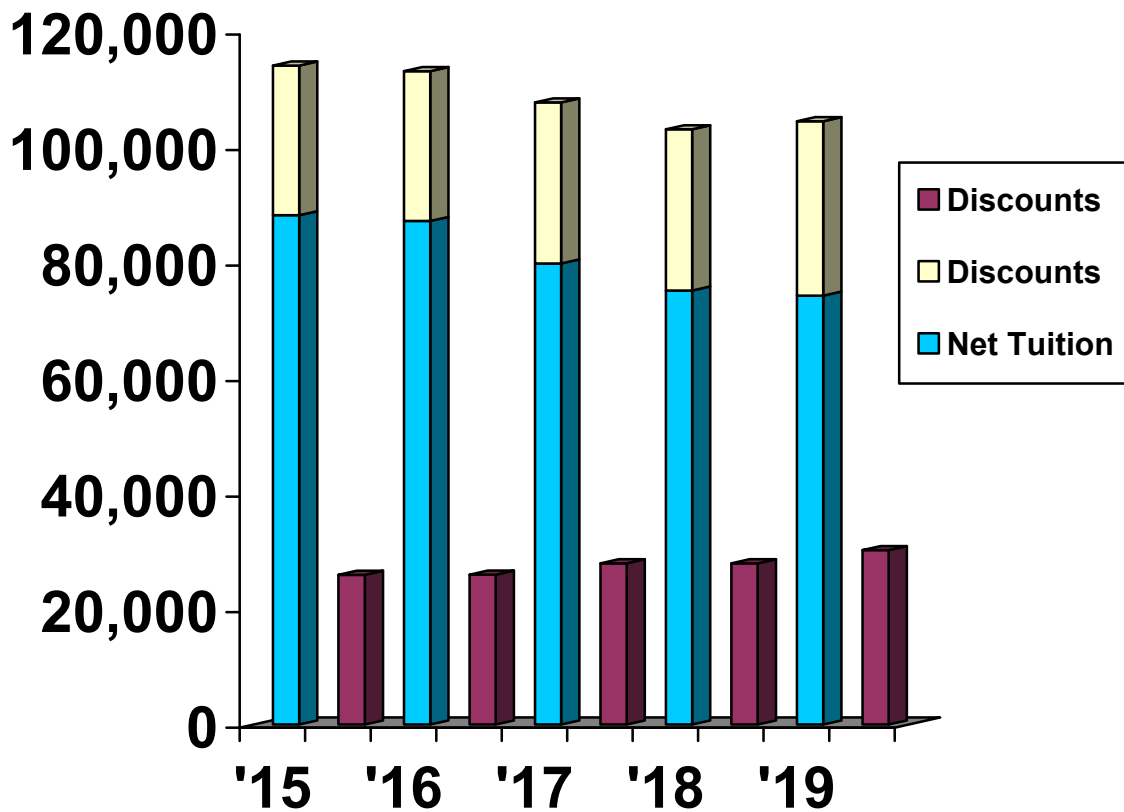
Section III - Federal Award Findings and Questioned Costs

None.

Idaho State University
 Presentation of Audit Results – cont.

November 13, 2019

Tuition Revenues
 5 Year Trend *(in thousands)*

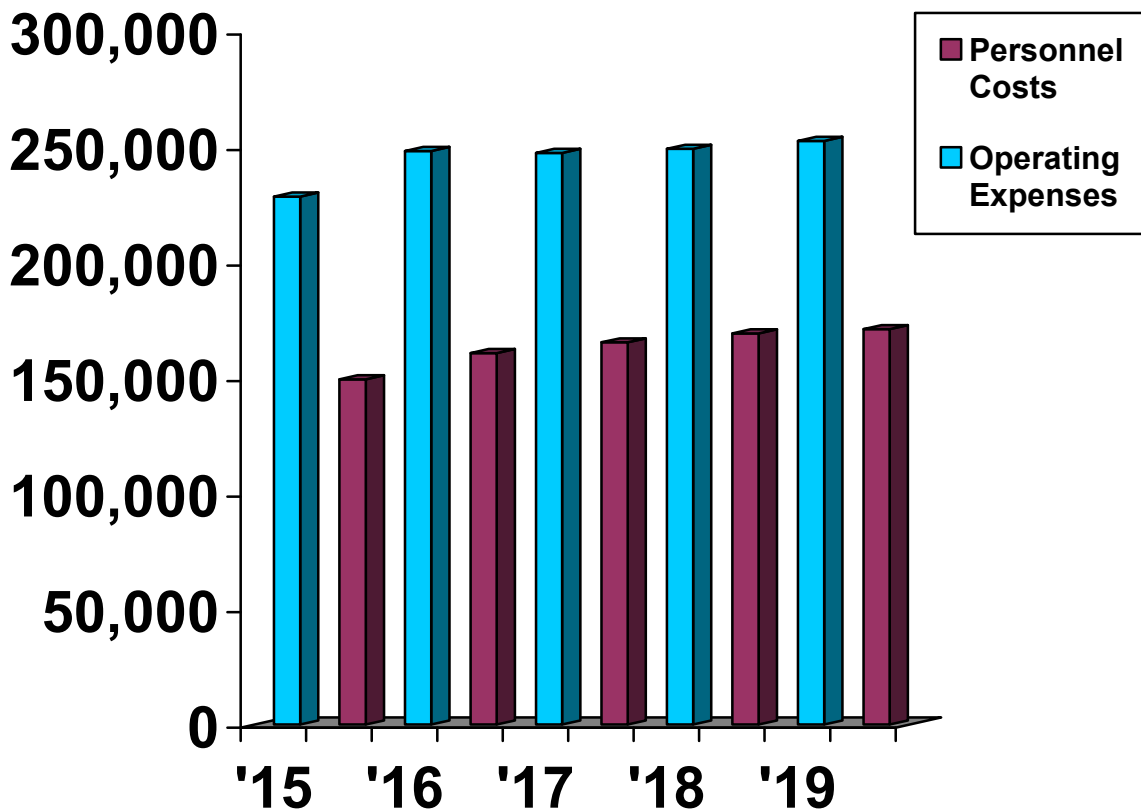


Idaho State University

Presentation of Audit Results – cont.

November 13, 2019

Expense Analysis 5 Year Trend *(in thousands)*

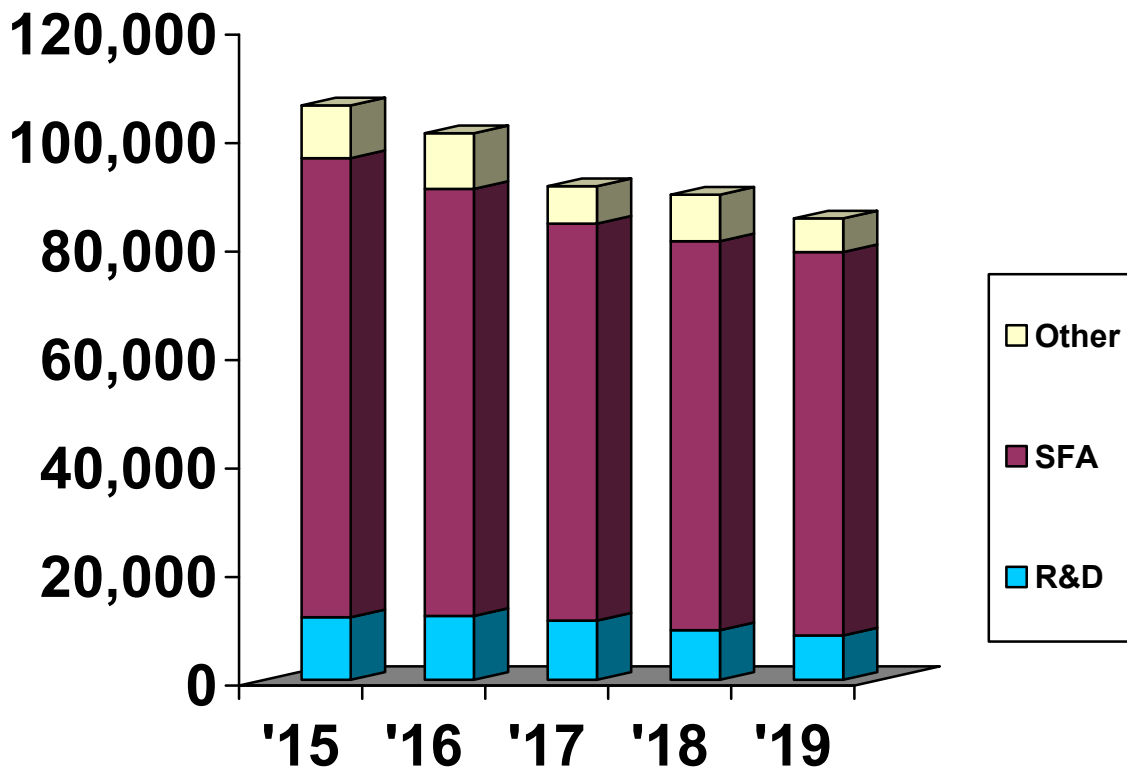


Idaho State University

Presentation of Audit Results – cont.

November 13, 2019

Federal Expenditures 5 Year Trend *(in thousands)*





COMMUNICATIONS WITH THOSE
CHARGED WITH GOVERNANCE

IDAHO STATE UNIVERSITY

June 30, 2019





Communications with Those Charged with Governance

Idaho State Board of Education
Idaho State University

We have audited the financial statements of Idaho State University (the “University”) as of and for the year ended June 30, 2019, and have issued our report thereon dated September 27, 2019. We did not audit the financial statements of Idaho State University Foundation, Inc., a discretely presented component unit, as described in Note 16. Those financial statements were audited by other auditors whose report has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, is based solely on the report of other auditors. In addition, this required information does not include the other auditors’ audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Auditing Standards Generally Accepted in the United States of America and Government Auditing Standards, Issued by the Comptroller General of the United States of America.

As stated in a meeting with the Audit Committee on April 3, 2019, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University’s internal control over financial reporting. Accordingly, we considered the University’s internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

Other Information in Documents Containing Audited Financial Statements

Our responsibility for other information in the management's discussion and analysis as listed in the table of contents and certain information in Note 11, Pension Plan, and Note 12, Postemployment Benefits Other Than Pensions, labeled as "required supplementary information", and the schedule of expenditures and federal awards, includes applying certain limited procedures to the required supplementary information and other supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on April 3, 2019.

Significant Audit Findings and Issues

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. There were no changes in the application of existing policies during 2019. We noted no transactions entered into by the University during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were the allowance for uncollectible accounts receivable, the useful lives of capital assets, the valuation of investments, and the actuarially determined liability related to other post-employment benefit obligations and pension liability. We evaluated the key factors and assumptions used to develop management's estimates in determining they are reasonable in relation to the financial statements taken as a whole.

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. We believe the most sensitive disclosures affecting the financial statements were Note 8 related to noncurrent liabilities, Notes 11 and 12 related to retirement plans, and Note 16 related to the component unit.

Significant Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all factual and judgmental misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no material misstatements detected as a result of our audit procedures which required correction by management, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated September 27, 2019.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a “second opinion” on certain situations. If a consultation involves application of an accounting principle to the Company’s financial statements or a determination of the type of auditor’s opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the Company’s auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Idaho State Board of Education Audit Committee and management of Idaho State University and is not intended to be and should not be used by anyone other than these specified parties.

Moss Adams LLP

Portland, Oregon
September 27, 2019



MOSSADAMS

Boise State University

Presentation of Audit Results

November 13, 2019

Primary Contacts at Moss Adams for BSU

Pam Cleaver, Partner
Art Ngu, Senior Manager

5 auditors at BSU from Moss Adams
1 IT specialists

Fieldwork Dates

Interim Fieldwork	June 10 - 14
F/S Fieldwork	August 26 - 30

Audit Reporting and Timing

Audit Report Dated	October 9, 2019
Audit Report Issued	October 9, 2019
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	None Reported
Audit findings related to Compliance Audit	Three Reported



ATTACHMENT 1
Boise State University
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2019

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Noncompliance material to financial statements noted?

Yes No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

Yes No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

<i>CFDA Number(s)</i>	<i>Name of Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued on Compliance for Major Federal Programs</i>
Various	Student Financial Assistance Cluster	Unmodified
Various	TRIO Cluster	Unmodified

Dollar threshold used to distinguish between type A and type B programs:

\$ 1,091,793

Auditee qualified as low-risk auditee?

Yes No

Section II - Financial Statement Findings

None reported.

Section III - Federal Award Findings and Questioned Costs

FINDING 2019-001 Enrollment Reporting

Significant Deficiency in Internal Control over Compliance

Student Financial Assistance Cluster

U.S. Department of Education

CFDA Number: 84.268

Federal Program Name: Federal Direct Student Loans

Award Year: 2018-19

CFDA Number: 84.038

Federal Program Name: Federal Perkins Loan Program

Award Year: 2018-19

Criteria:

The National Student Loan Data System ("NSLDS") is the Department of Education's ("ED") centralized database for students' enrollment information. It is the University's responsibility to update this information timely and accurately.

The University determines how often it receives the Enrollment Reporting roster file with the default set at every 60 days. Under the loan programs, schools must complete and return within 15 days the Enrollment Reporting roster file placed in their Student Aid Internet Gateway (SAIG) mailboxes sent by ED via NSLDS.

Unless the school expects to complete its next roster within 60 days, the school must notify the lender or the guaranty agency within 30 days, if it discovers that a student who received a loan either did not enroll or ceased to be enrolled on at least a half-time basis (34 CFR section 685.309).

The University has engaged the National Student Clearinghouse's (NSC) services to assist with the reporting of student's status changes and degrees to the NSLDS.

Condition and context:

A sample of students who were borrowers of Federal direct student loans or Federal Perkins loans and had graduated from the University during the 2018-19 fiscal year was selected. The enrollment information and graduation date per the University's records was compared to the information reported to the NSLDS. We noted that 1,622 graduates who were Federal borrowers were considered graduated by the University, however, their NSLDS *Enrollment Detail* report did not show the graduated status. These students had their degrees conferred by the University and were considered to be "G Not Applied" errors on the NSC's Degree Reporting page. After being corrected for the "G Not Applied" error, their degrees were verified/posted through the NSC. However, the University Registrar was not aware that there was an additional enrollment reporting field that needed to be reported to the NSC in order for these "G Not Applied" records to update the student's status to "Graduated" on the NSLDS. As such, this was discovered during the Single Audit and upon further investigation by the University, 1,317 students with "G Not Applied" errors from the 2017-18 award year were also affected.

Random, not statistical sampling was used.

Questioned costs:

None to be reported.

Effect:

This information is utilized by ED, the Federal Direct Student Loan program, lenders, and other institutions to determine in-school status. NSLDS also uses the newly submitted enrollment data to recalculate a student's 150% limit for direct subsidized loans to determine if loss or protection of the subsidy should occur. Therefore, errors in enrollment reporting could impact future subsidy loss or protection related to the 150% limit.

Cause:

This occurred because of lack of proper understanding of third-party servicer's parameters in reporting graduated students' enrollment statuses. There is also no control that monitors for compliance.

Repeat finding:

No.

Recommendation:

We recommend the University follow and enhance existing policies to ensure all student changes in status are identified timely and submitted accurately within the required time frame. Furthermore, we recommend the University educate and train staff involved in the process regarding the Enrollment Reporting compliance responsibilities and the consequences of inaccurate reporting to the NSLDS via the NSC. This policy should specifically address the personnel assigned to various tasks (data entry and review). Opportunities for additional NSC training in this area and others are available through the NSC's Clearinghouse Academy page. Lastly, we recommend the University establish an internal monitoring control whereby a designated individual with NSLDS access, on a sample basis, spot-checks the status updates on NSLDS so to internally audit the submissions.

ATTACHMENT 1
Boise State University
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2019

Views of responsible officials and planned corrective actions:

The Boise State University Registrar's Office, with the help of OIT Developers and the National Student Clearinghouse (NSC), have created a fix for our NSC reporting to capture the graduated statuses of students. Previously these statuses were not being applied correctly through the G Not Applied list.

We have created a new file submission type called the Graduate Only file, which will capture all students that graduated in the previous semester and report their campus and program levels as graduated. The Graduate Only file will not report any students continuing on to the next semester as they need to remain active on the campus level for reporting purposes. The continuing on population of students will now be captured on our enrollment reporting files.

Our enrollment report to the NSC used to just report all active students. We've made changes to the reporting file to capture returning graduates. If a student is continuing on with their enrollment after they graduated in the previous semester, they will now be captured on our regular enrollment file submissions to the NSC. The campus level will remain active, while the program level in which they graduated will receive a graduated status.

Boise State University will update the student status changes and degrees previously submitted by November 30, 2019.

The Registrar's Office will self-audit by spot-checking students in the NSC to make sure they accurately received a graduated status on their appropriate campus and program levels. The Registrar's Office Associate Director of Systems, Mike Amai, will conduct spot-checks each semester to ensure accuracy of the data we are transmitting to the NSC. The spot-checks will be recorded in a file with a date of when the check was conducted, who conducted the check, and will include a list of student IDs that went through the spot-check. All documents will be available to view upon an auditor's request.

FINDING 2019-002 Enrollment Reporting

Significant Deficiency in Internal Control over Compliance

Student Financial Assistance Cluster

U.S. Department of Education

CFDA Number: 84.268

Federal Program Name: Federal Direct Student Loans

Award Year: 2018-19

CFDA Number: 84.038

Federal Program Name: Federal Perkins Loan Program

Award Year: 2018-19

Criteria:

The National Student Loan Data System (“NSLDS”) is the Department of Education’s (“ED”) centralized database for students’ enrollment information. It is the University’s responsibility to update this information timely and accurately.

The University determines how often it receives the Enrollment Reporting roster file with the default set at every 60 days. Under the loan programs, schools must complete and return within 15 days the Enrollment Reporting roster file placed in their Student Aid Internet Gateway (SAIG) mailboxes sent by ED via NSLDS.

Unless the school expects to complete its next roster within 60 days, the school must notify the lender or the guaranty agency within 30 days, if it discovers that a student who received a loan either did not enroll or ceased to be enrolled on at least a half-time basis (34 CFR section 685.309).

The University has engaged the National Student Clearinghouse's (NSC) services to assist with the reporting of student's status changes and degrees to the NSLDS.

Condition and context:

In our audit sample, two of the 26 students who officially withdrew from a term in 2018-19 were reported to the NSLDS timely on the first-of-term batch as submitted via the NSC; however, when gathering the data for the samples for the Single Audit, it was discovered by the University that the separation/withdrawal date as showing within the NSLDS was not correct and was subsequently corrected via "NSLDS Web" certification method on 6/4/19, which is outside of the required timeframe for timely reporting. The effective date (withdrawal date) was misreported initially and as a result, for these two students, the status updates to NSLDS were inaccurate, and once corrected, were certified outside of the timeframe as stipulated by the Federal guidelines. Upon further investigation by the University, there were 61 students who officially withdrew from a term in 2018-19 whose effective dates were inaccurately reported in the initial first-of-term batch submission via the NSC and needed to be subsequently corrected.

Random, not statistical sampling was used.

ATTACHMENT 1
Boise State University
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2019

Questioned costs:

None to be reported.

Effect:

This information is utilized by ED, the Federal Direct Loan program, lenders, and other institutions to determine in-school status. NSLDS also uses the newly submitted enrollment data to recalculate a student's 150% limit for direct subsidized loans to determine if loss or protection of the subsidy should occur. Therefore, errors in enrollment reporting could result in incorrect future eligibility for undergraduate aid, as well as impact future subsidy loss or protection related to the 150% limit.

Cause:

This occurred because of lack of proper understanding of the date to report and also a miscommunication in the department as to whose responsibility it was to make the changes to the NSLDS. There is also no control that monitors for compliance.

Repeat finding:

No.

Recommendation:

We recommend the University follow and enhance existing policies to ensure all student changes in status are identified timely and submitted accurately within the required time frame. Furthermore, we recommend the University educate staff involved in the process regarding the Enrollment Reporting compliance responsibilities and the consequences of inaccurate reporting to the NSLDS via the NSC. This policy should specifically address the personnel assigned to various tasks (data entry and review). Opportunities for additional NSC training in this area and others are available through the NSC's Clearinghouse Academy page. Lastly, we recommend the University establish an internal monitoring control whereby a designated individual with NSLDS access, on a sample basis, spot-checks the status updates on NSLDS so to internally audit the submissions.

Views of responsible officials and planned corrective actions:

This finding is related to the students who add and then subsequently drop classes within the first and tenth day of classes or do not earn any credit at the end of the term as indicated by the receipt of all failing grades.

For the first group of students who began attendance, the financial aid office is required to conduct a Return of Title IV fund calculation to determine Pell eligibility for the brief period of attendance even though the student did not incur any tuition/fee liability.

ATTACHMENT 1
Boise State University
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2019

In collaboration with the Registrar's Office, we have modified the student self-service drop process to allow the student to indicate whether or not they began attendance. The date of the self-service withdrawal for a student who indicates they began attendance will be communicated and recorded by the Registrar's office for accurate enrollment reporting. Students who are administratively withdrawn by faculty or staff or indicate in the self-service withdrawal process are determined to have not begun attendance and enrollment is batch reported accordingly. For the second group of students who received all failing grades at the end of the term, the Registrar's office is implementing an existing optional step as mandatory in the grade reporting process at the end of the Fall 2019 semester. When faculty report a failing grade, they will be required to indicate if the student attended the full semester and earned the failing grade OR if the student unofficially withdrew and report their last date of academic activity. If a last date of attendance is provided, it will be reported in batch to NSC as part of the regular enrollment reporting process.

The financial aid office will conduct a spot-check of reported last date of attendance for Return to Title IV purposes and the dates reported to NSLDS each semester. This will be documented in a spreadsheet with columns indicating who monitored the data, the status (correct/incorrect, etc.), the date the spot-check was completed, and if any additional action was taken to resolve any issues.

FINDING 2019-003 Enrollment Reporting

Significant Deficiency in Internal Control over Compliance

Student Financial Assistance Cluster

U.S. Department of Education

CFDA Number: 84.268

Federal Program Name: Federal Direct Student Loans

Award Year: 2018-19

CFDA Number: 84.038

Federal Program Name: Federal Perkins Loan Program

Award Year: 2018-19

Criteria:

The National Student Loan Data System ("NSLDS") is the Department of Education's ("ED") centralized database for students' enrollment information. It is the University's responsibility to update this information timely and accurately.

The University determines how often it receives the Enrollment Reporting roster file with the default set at every 60 days. Under the loan programs, schools must complete and return within 15 days the Enrollment Reporting roster file placed in their Student Aid Internet Gateway (SAIG) mailboxes sent by ED via NSLDS.

Unless the school expects to complete its next roster within 60 days, the school must notify the lender or the guaranty agency within 30 days, if it discovers that a student who received a loan either did not enroll or ceased to be enrolled on at least a half-time basis (34 CFR section 685.309).

The University has engaged the National Student Clearinghouse's (NSC) services to assist with the reporting of student's status changes and degrees to the NSLDS.

Condition and context:

For four of the 26 official withdrawal status change samples who were reported as "withdrawn" to the NSLDS, their status updates were made using the "NSLDS Web" certification method and were not reported timely to the NSLDS within 60 days of the date in which they were identified as a withdrawal. The days' difference between the four students' withdrawal dates and the dates they were reported per NSLDS ranged from 71 - 205 days.

Random, not statistical sampling was used.

Questioned costs:

None to be reported.

ATTACHMENT 1
Boise State University
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2019

Effect:

This information is utilized by ED, the Federal Direct Loan program, lenders, and other institutions to determine in-school status. NSLDS also uses the newly submitted enrollment data to recalculate a student's 150% limit for direct subsidized loans to determine if loss or protection of the subsidy should occur. Therefore, errors in enrollment reporting could result in incorrect future eligibility for undergraduate aid, as well as impact future subsidy loss or protection related to the 150% limit.

Cause:

This occurred because of miscommunication in the department as to whose responsibility it was to make the changes to the NSLDS. There is also no control that monitors for compliance.

Repeat finding:

No.

Recommendation:

We recommend the University follow and enhance existing policies to ensure all student changes in status are identified timely and submitted accurately within the required time frame. Furthermore, we recommend the University educate staff involved in the process regarding the Enrollment Reporting compliance responsibilities and the consequences of inaccurate reporting to the NSLDS via the NSC. This policy should specifically address the personnel assigned to various tasks (data entry and review). Opportunities for additional NSC training in this area and others are available through the NSC's Clearinghouse Academy page. Lastly, we recommend the University establish an internal monitoring control whereby a designated individual with NSLDS access, on a sample basis, spot-checks the status updates on NSLDS so to internally audit the submissions.

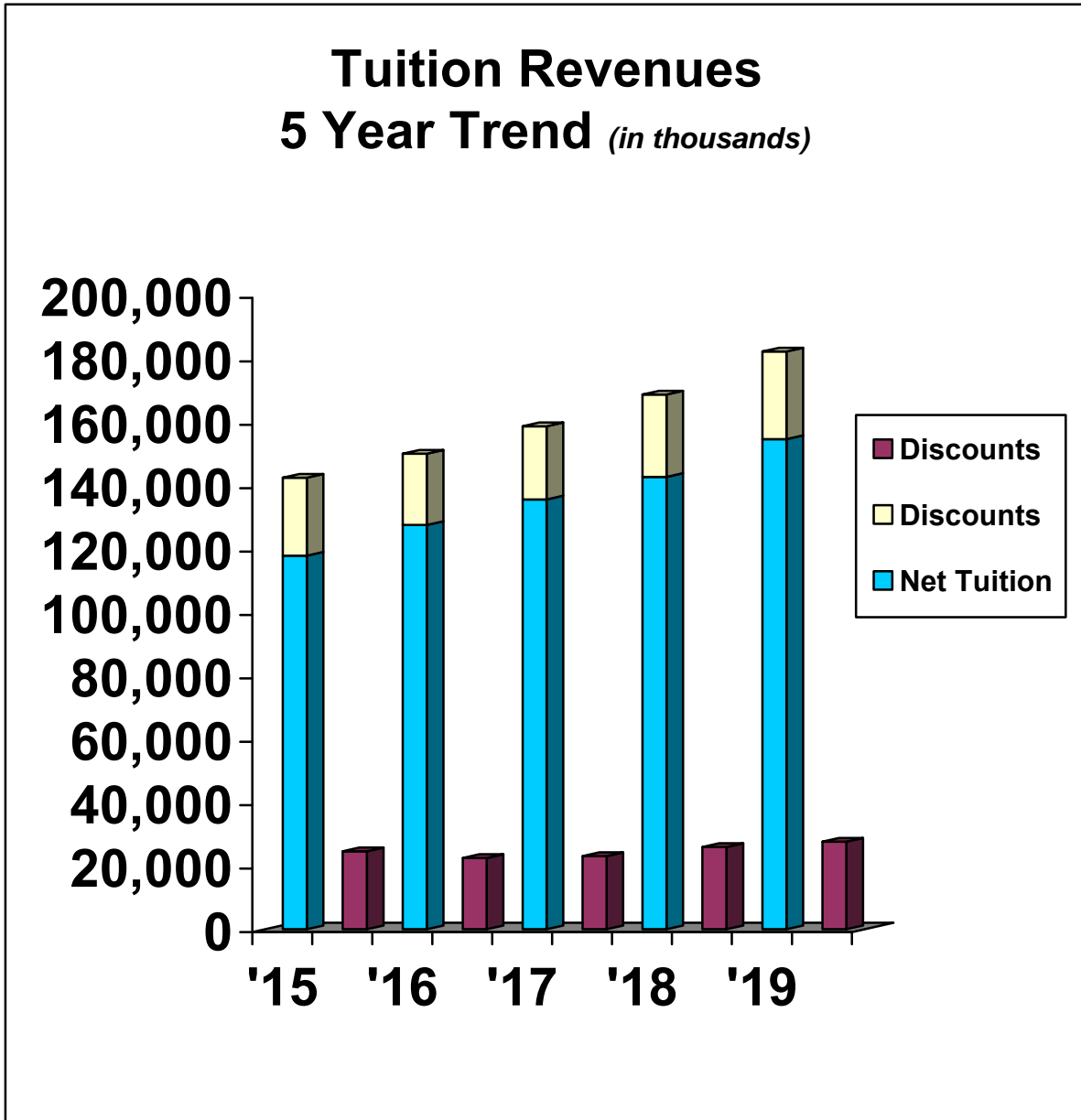
Views of responsible officials and planned corrective actions:

This finding involved students who attended courses offered in modules during the current semester, finished the module, but either did not return or did not complete the additional module offered during the same semester.

The financial aid office is responsible for reporting this updated data to NSLDS in a timely manner, which includes communicating to the Registrar's office regarding the updates that are also required to be made in NSC.

The financial aid office will conduct a spot-check of reported enrollment data and the dates reported to NSLDS each semester. This will be documented in a spreadsheet with columns indicating who monitored the data, the status (correct/incorrect, etc.), the date the spot-check was completed, and if any additional action was taken to resolve any issues.

Boise State University
 Presentation of Audit Results – cont.
 November 13, 2019

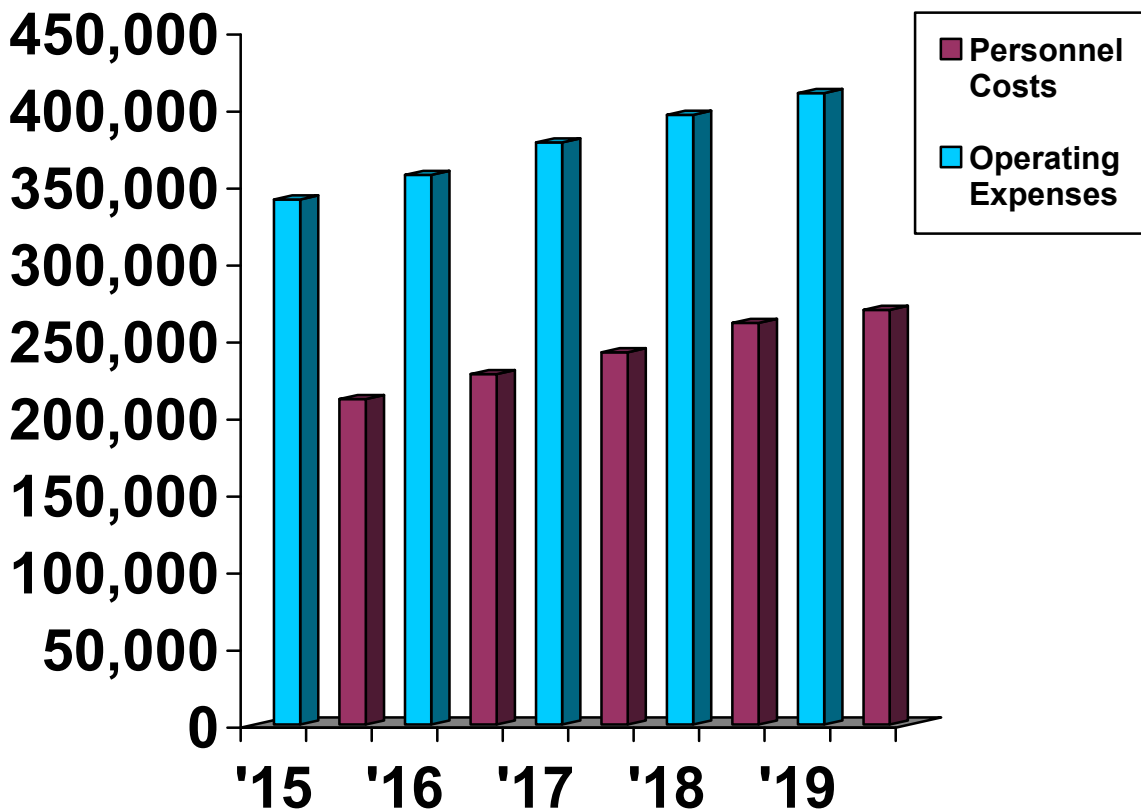


Boise State University

Presentation of Audit Results – cont.

November 13, 2019

Expense Analysis 5 Year Trend *(in thousands)*



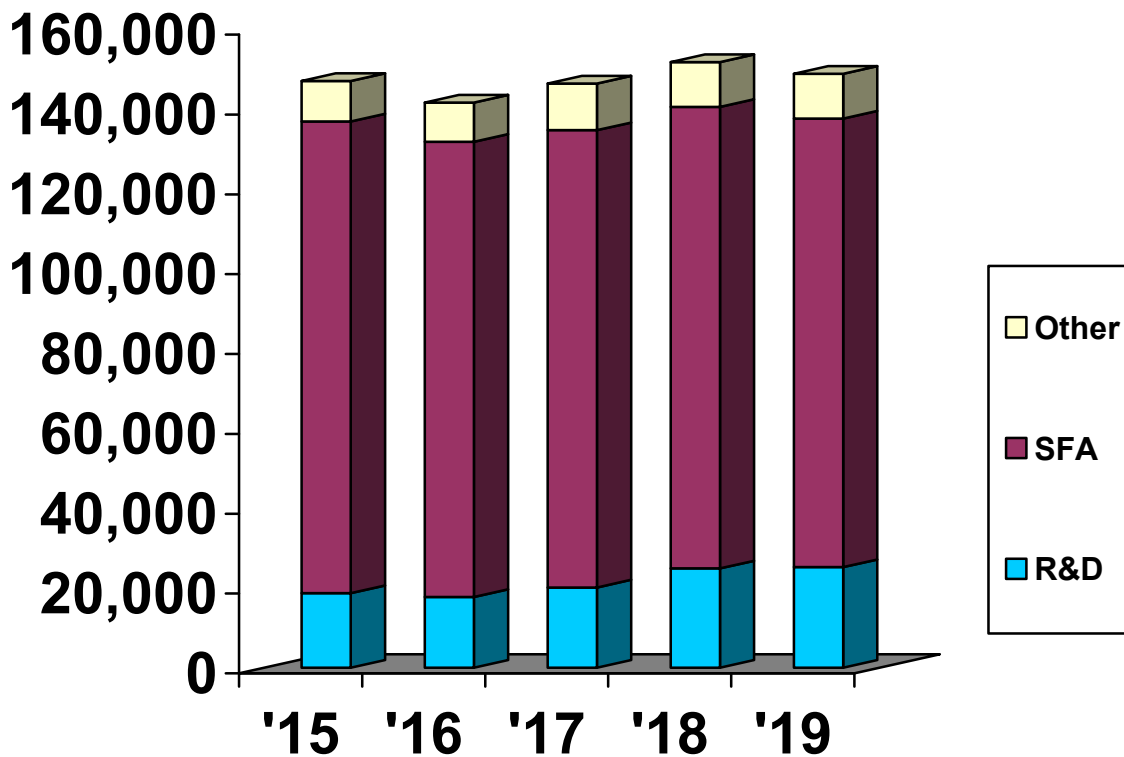
MOSSADAMS

Boise State University

Presentation of Audit Results – cont.

November 13, 2019

Federal Expenditures 5 Year Trend *(in thousands)*



COMMUNICATIONS WITH THOSE
CHARGED WITH GOVERNANCE

BOISE STATE UNIVERSITY

June 30, 2019

Communications with Those Charged with Governance

To the Audit Committee of the
Idaho State Board of Education

We have audited the financial statements of Boise State University (University) and its discretely presented component unit, Boise State University Foundation, Inc. (Foundation) as of and for the years ended June 30, 2019 and 2018, and have issued our report thereon dated October 9, 2019. We did not audit the financial statements of Boise State University Foundation, Inc., a discretely presented component unit. Those financial statements were audited by other auditors whose report thereon has been furnished to us, and our opinion, insofar as it relates to the amounts included for that component unit, is based solely on the report of other auditors. In addition, this required information does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Auditing Standards Generally Accepted in the United States of America and Government Auditing Standards, Issued by the Comptroller General of the United States of America.

As stated in the meeting with the Audit Committee on April 3, 2019, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we considered the University's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*, we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to its major federal program for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with Uniform Guidance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in in our meeting on April 3, 2019.

Qualitative Aspects of Accounting Practices

Significant Accounting Policies

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. The University was made aware in FY19 that the State of Idaho did not properly allocate PERSI's managed Sick Leave Insurance Reserve Fund (SLIFR) to the University as of June 30, 2018. As such, the University recorded a prior period adjustment to recognize the University's proportional share of SLIRF asset. There were no changes in the application of existing policies during 2019.

Management Judgments and Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements were:

- Allowance for uncollectible accounts receivable at June 30, 2019
- Useful lives of capital assets
- Valuation of investments
- Actuarial determined liability related to pensions and other post–employment benefit obligations

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most significant disclosures affecting the financial statements were:

- Note 1 – Significant Accounting Policies
- Note 6 – Deferred Outflows and Inflows of Resources
- Note 8 – Bonds and Notes Payable
- Note 10 – Optional Retirement Plans and Post Retirement Use of Unused Sick Leave
- Note 11 – Pension Plans
- Note 12 – Postemployment Benefits Other Than Pensions
- Note 14 – Component Unit – Boise State University Foundation

Significant Difficulties Encountered in Performing the Audit

The Audit Committee should be informed of any significant difficulties encountered in dealing with management related to the performance of the audit.

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. There were no material misstatements detected as a result of our audit procedures which required correction by management, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 9, 2019.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" in certain situations. If a consultation involves application of an accounting principle to the University's financial statements, or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

This information is intended solely for the use of the Audit Committee of the Idaho State Board of Education and management of Boise State University and is not intended to be, and should not be, used by anyone other than these specified parties.

Moss Adams LLP

Portland, Oregon
October 9, 2019

Lewis-Clark State College

Presentation of Audit Results

November 13, 2019

Primary Contacts at Moss Adams for LCSC

Tammy Erickson, Partner
Sasha Correnti, Manager

5 auditors at LCSC from Moss Adams
1 IT specialists

Fieldwork Dates

Interim Fieldwork	May 27 - 31
F/S Fieldwork	August 26 – 30

Audit Reporting and Timing

Audit Report Dated	September 27, 2019
Audit Report Issued	September 27, 2019
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	One Reported
Audit findings related to Compliance Audit	None Reported



ATTACHMENT 1
LEWIS-CLARK STATE COLLEGE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2019

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP: *Unmodified*

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Noncompliance material to financial statements noted? Yes No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)? Yes No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

<i>CFDA Number(s)</i>	<i>Name of Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued on Compliance for Major Federal Programs</i>
Various	Student Financial Assistance Cluster	<i>Unmodified</i>

Dollar threshold used to distinguish between type A and type B programs: \$ 750,000

Auditee qualified as low-risk auditee? Yes No

ATTACHMENT 1
LEWIS-CLARK STATE COLLEGE
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2019

Section II - Financial Statement Findings

FINDING 2019-001 – Significant Deficiency Related to the Lack of Adequate Controls surrounding the Financial Close and Reporting Process.

Criteria: Generally Accepted Accounting Principles (GAAP) require the College to have adequate controls in place over their financial close and reporting process to prevent a material misstatement.

Condition/Context: The College lacked adequate controls surrounding the financial close and reporting cycle to detect significant errors related to the accrual of accounts payable, the classification of payments made towards the use of a building, the completeness of the year end depreciation expense, and the classification of net position.

Cause: Controls were unable to detect an adjustment to depreciation expense and an additional accrual relating to accounting for construction in progress.

Effect: Several adjusting journal entries were required to accurately reflect the year end balances.

Repeat Finding: No

Recommendation: We recommend the College conduct a thorough review of year-end supporting documentation to ensure the financial statements are complete, accurate, and understandable and that there is adequate review of the closing process.

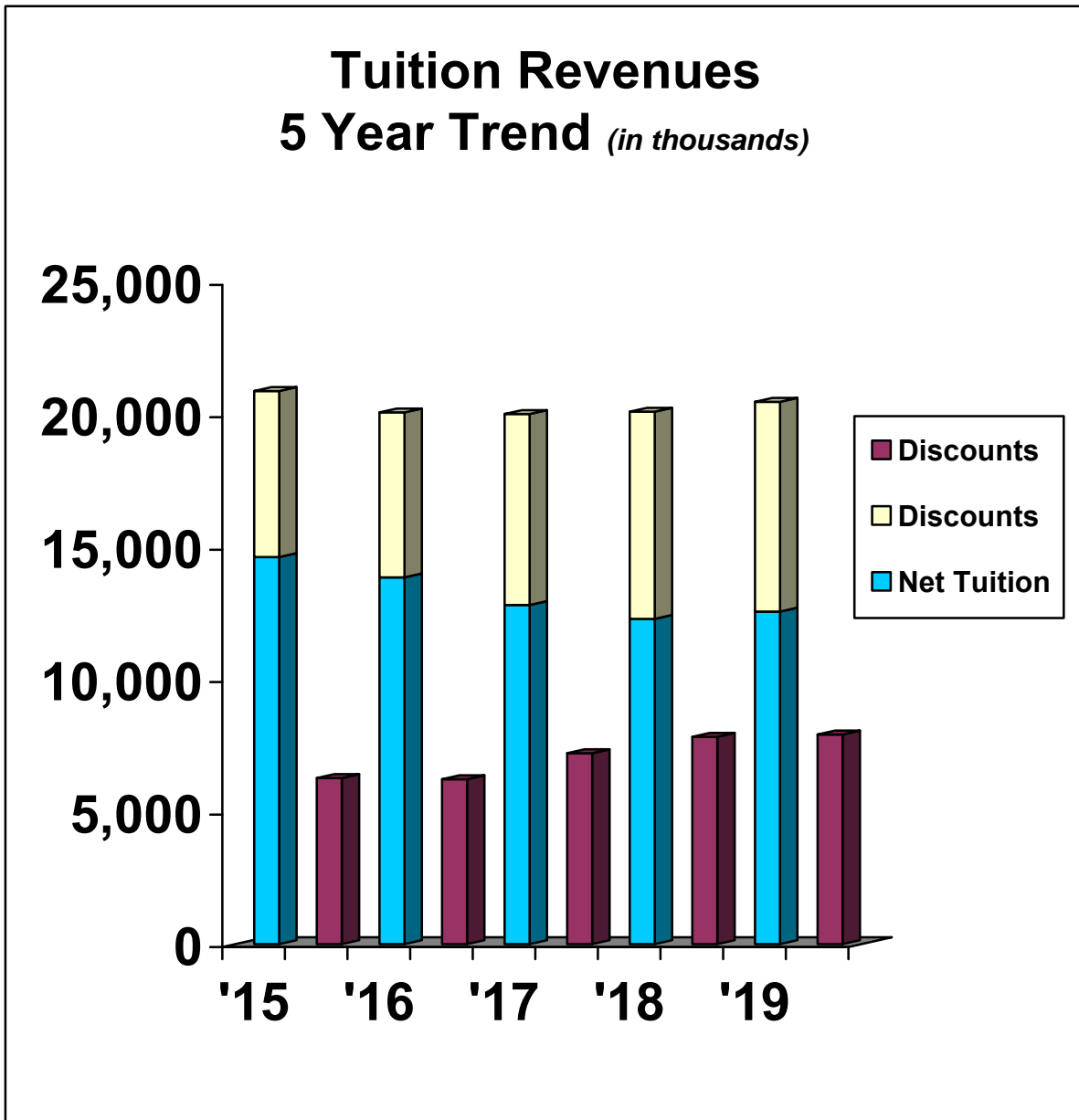
Views of responsible officials and planned corrective actions: During the year-end procedures, a review will be conducted by the Controller and Assistant Controller for completeness. A checklist of the procedures will be prepared and completed to document the review process.

Section III - Federal Award Findings and Questioned Costs

None reported

Lewis Clark State College
 Presentation of Audit Results – cont.

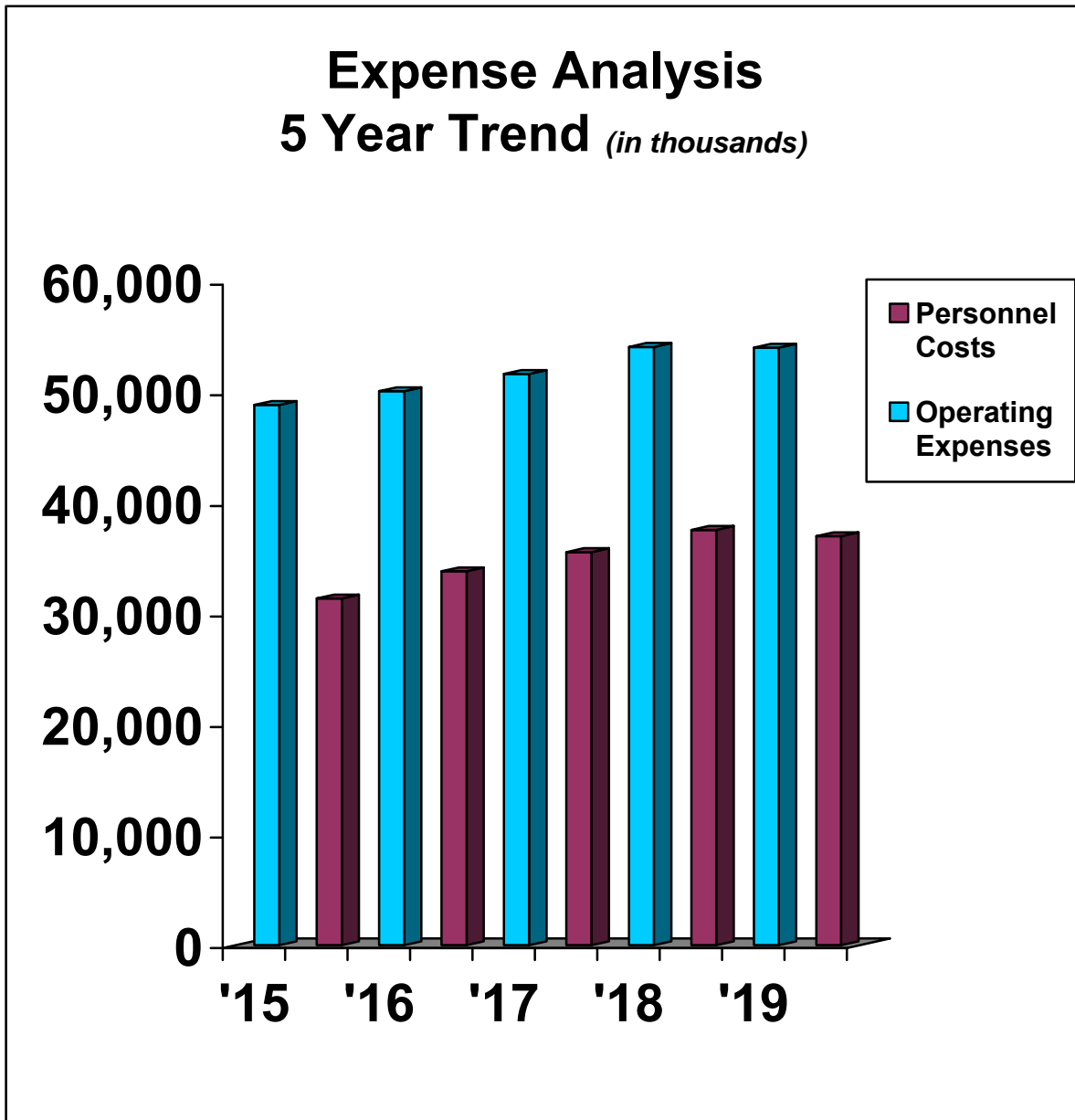
November 13, 2019



Lewis Clark State College

Presentation of Audit Results – cont.

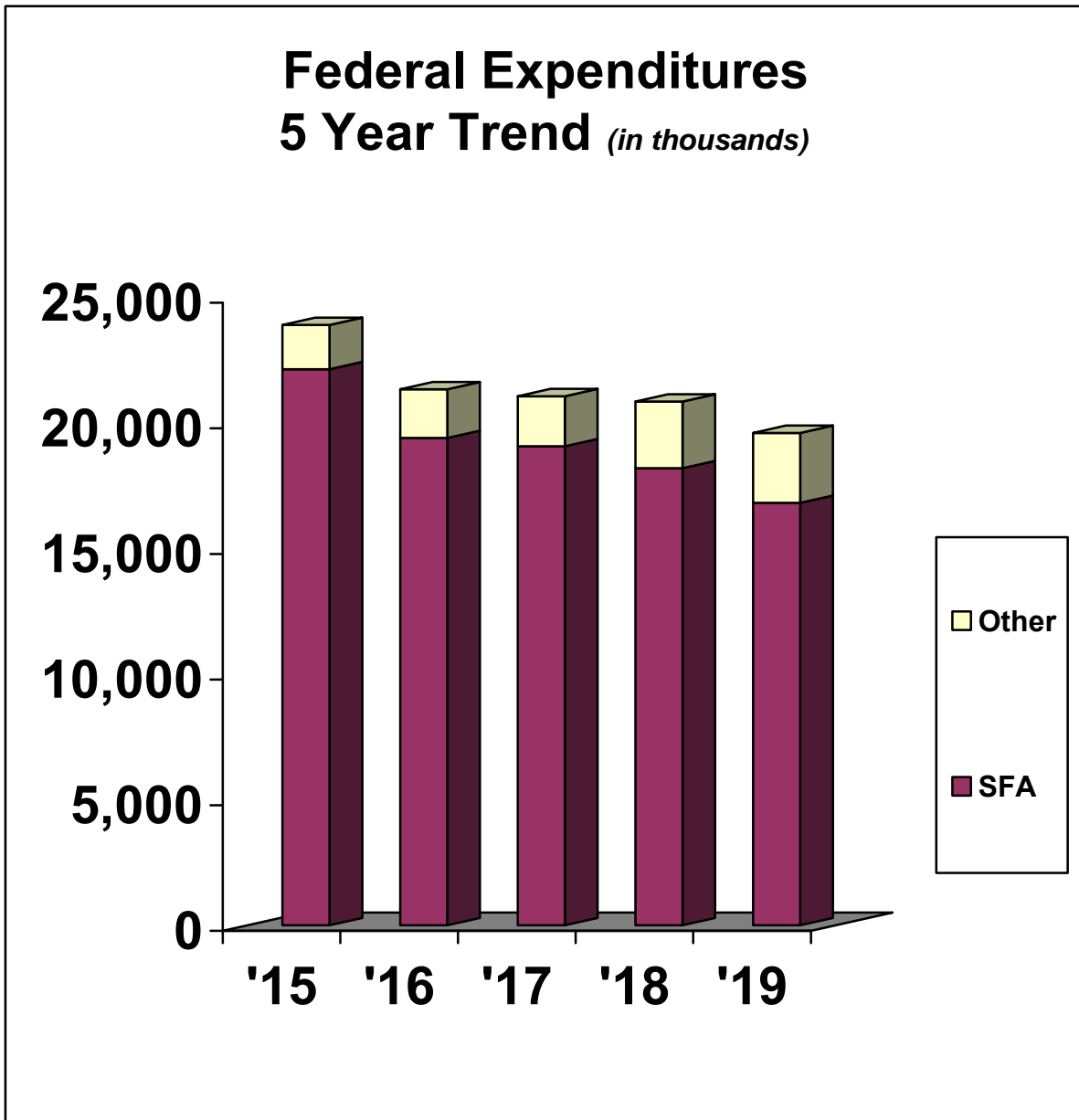
November 13, 2019



Lewis-Clark State College

Presentation of Audit Results – cont.

November 13, 2019





COMMUNICATIONS WITH THOSE
CHARGED WITH GOVERNANCE

IDAHO STATE BOARD OF EDUCATION
LEWIS – CLARK STATE COLLEGE

June 30, 2019





Communications with Those Charged with Governance

Idaho State Board of Education
Lewis-Clark State College

We have audited the financial statements of Lewis-Clark State College and its discretely presented component unit, the Lewis-Clark State College Foundation, Inc. (collectively, College) as of and for the year ended June 30, 2019, and have issued our report thereon dated September 27, 2019. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under Auditing Standards Generally Accepted in the United States of America and Government Auditing Standards, Issued by the Comptroller General of the United States of America

As stated in a meeting with the Audit Committee on April 3, 2019, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in accordance with accounting principles generally accepted in the United States of America (U.S. GAAP) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States of America, and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the College's internal control over financial reporting. Accordingly, we considered the College's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the College's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the College's compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget (OMB) Compliance Supplement* applicable to each of its major federal programs for the purpose of expressing an opinion on the College's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the College's compliance with those requirements.

We also considered the internal control over compliance with requirements that could have a direct and material effect on the major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with Uniform Guidance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on April 3, 2019.

Significant Audit Findings and Issues

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the College are described in Note 1 to the financial statements. We noted no transactions entered into by the College during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements were:

- Allowance for uncollectible accounts receivable
- Useful lives of capital assets
- Valuation of investments
- Actuarial determined liability/asset related to pensions and other post-employment benefit obligations

Financial Statement Disclosures

The disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were disclosure of retirement plans in Note 8 to the financial statements, disclosure of related party transactions in Note 10 to the financial statements, and disclosure of component unit in Note 13 to the financial statements.

Significant Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all factual and judgmental misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management.

The following are corrected journal entries:

Account	Description	Debit	Credit
Adjusting Journal Entries JE # 1			
Record depreciation missed in original depreciation list			
5360.9.CU	Depreciation	688,543.25	
1710.35.PL	Accum Depreciation-Buildings		688,543.25
Total		688,543.25	688,543.25
Adjusting Journal Entries JE # 2			
To record unearned DPW funds received for FY20 projects that			
4900.41.CU	Other	256,733.20	
2200.15.CR	Unearned Revenue		256,733.20
Total		256,733.20	256,733.20
Adjusting Journal Entries JE # 3			
To record an accrual related to FY19 for the NICE bldg			
5070.9.CU	Plant operations and maintenance	217,938.38	
2000.2.CU	Accounts Payable		217,938.38
1800.40.AX	Other Assets	232,455.70	
5070.9.CU	Plant operations and maintenance		232,455.70
Total		450,394.08	450,394.08
Adjusting Journal Entries JE # 4			
To reclassify the SLIRF asset balance from unrestricted to restricted			
3700.10.CU	Current Unrestricted - Ending FB	2,173,130.00	
3700.10.CR	Current Restricted - Ending FB		2,173,130.00
Total		2,173,130.00	2,173,130.00

The following is an uncorrected journal entry:

Account	Description	Debit	Credit
Proposed Journal Entries JE # 7			
To accrue an invoice applicable for FY19 for the CTE building.			
1700.34.PL	Capital Assets	166,447.66	
2000.2.CU	Accounts Payable		166,447.66
Total		166,447.66	166,447.66

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated September 27, 2019.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" in certain situations. If a consultation involves application of an accounting principle to the College's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the College's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Matters

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We do not express an opinion or provide any assurance on the management discussion and analysis or the required supplementary information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

☞ * ☞

This information is intended solely for the use of the Idaho State Board of Education and management of Lewis-Clark State College and is not intended to be, and should not be, used by anyone other than these specified parties.

Moss Adams LLP

Portland, Oregon
September 27, 2019



University of Idaho

Presentation of Audit Results

November 13, 2019

Primary Contacts at Moss Adams for UI

Tammy Erickson, Partner

5 auditors at UI from Moss Adams
1 IT specialists

Fieldwork Dates

Interim Fieldwork	June 3 - 7
F/S Fieldwork	August 19 – 23

Audit Reporting and Timing

Audit Report Dated	September 27, 2019
Audit Report Issued	September 27, 2019
Auditors Report on Financial Statements	Unmodified
Auditors Report on Compliance	Unmodified
Internal Control Issues Identified & Reported	One Reported
Audit findings related to Compliance Audit	One Reported



SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I - Summary of Auditor's Results

Financial Statements

Type of report the auditor issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified

Internal control over financial reporting:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported
- Noncompliance material to financial statements noted? Yes No

Federal Awards

Internal control over major federal programs:

- Material weakness(es) identified? Yes No
- Significant deficiency(ies) identified? Yes None reported

Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516(a)?

Yes No

Identification of major federal programs and type of auditor's report issued on compliance for major federal programs:

<i>CFDA Number(s)</i>	<i>Name of Federal Program or Cluster</i>	<i>Type of Auditor's Report Issued on Compliance for Major Federal Programs</i>
Various	Student Financial Assistance Cluster	Unmodified
Various	Research and Development Cluster	Unmodified
Various	TRIO Cluster	Unmodified

Dollar threshold used to distinguish between type A and type B programs:

\$ 3,000,000

Auditee qualified as low-risk auditee?

Yes No

Section II - Financial Statement Findings

FINDING 2019-001 – Lack of Adequate Controls surrounding the Financial Close and Reporting; Significant Deficiency in Internal Controls.

Criteria: Generally Accepted Accounting Principles (GAAP) require the University to have adequate controls in place over their financial close and reporting process to ensure the financial statements are materially correct.

Condition/Context: The University was not reconciling their clearing account for overhead nor did they have a deep understanding of their accounting for the account. In addition, there were several footnotes and disclosures that did not reconcile to supporting documentation.

University of Idaho
June 30, 2019

Cause: Although the financial statements are reviewed, it doesn't appear there is a secondary review to ensure the numbers in the financial statements agree to the supporting documentation.

Effect: Certain amounts were misstated in the notes and an audit adjustment was required to properly state the year end balances.

Recommendation: We recommend the University conduct a thorough review of year-end supporting documentation to ensure the financial statements are complete, accurate, and understandable. Although we have seen improvements in this area, additional improvements are needed. In addition, management should have a thorough understanding of account balances and transactions to assess their accuracy. Proper internal controls ensure that no one person is responsible for preparing and processing a transaction or process from beginning to end and therefore preparers should not be in the position of relying on self-review as the primary mechanism to identify mistakes.

Views of responsible officials: The University understands the importance of producing accurate financial statements and of ensuring that the underlying accounting documentation supports the financial statements and account balances. During FY2020, management will revise the financial close process to ensure that financial statements and account balances properly reconcile to underlying supporting documentation and schedules. In addition, the overhead clearing account will be reconciled and adjusted quarterly beginning in FY2020.

Section III - Federal Award Findings and Questioned Costs

FINDING 2019-002 – Equipment and Real Property Management, Significant Deficiency in Internal Control Over Compliance.

<i>CFDA Number(s)</i>	<i>Program Name/Title</i>	<i>Federal Agency/ Pass-through Entity</i>	<i>Federal Award Number</i>	<i>Award Year</i>
Various	Research and Development	Various	Various	2019

Criteria: Per 2 CFR 215.34(3) - A physical inventory of equipment shall be taken and the results reconciled with the equipment records at least once every two years.

Condition: The University did not inventory all equipment purchased with federal funds within the last 2 years.

Context: During our testing of equipment and real property management, we noted that 2 items of the 35 sampled, were unavailable for verification and were disposed of in the prior year. The records were not maintained for this disposal and an inventory of these items had not been performed in the prior 2 years. Our sample was selected using a statistical method.

Due to the errors found in our original sample, we obtained a listing of all equipment with details, such as when federally purchased items were last inventoried. Equipment typically has a seven-year life. Equipment that had not been inventoried in the last two years represented 162 items with an approximate net book value of \$850,000 of a total population of 473 items with an approximate net book value of \$1.7 million.

Cause: It appears that the controls in place were designed properly, but were not being followed as designed.

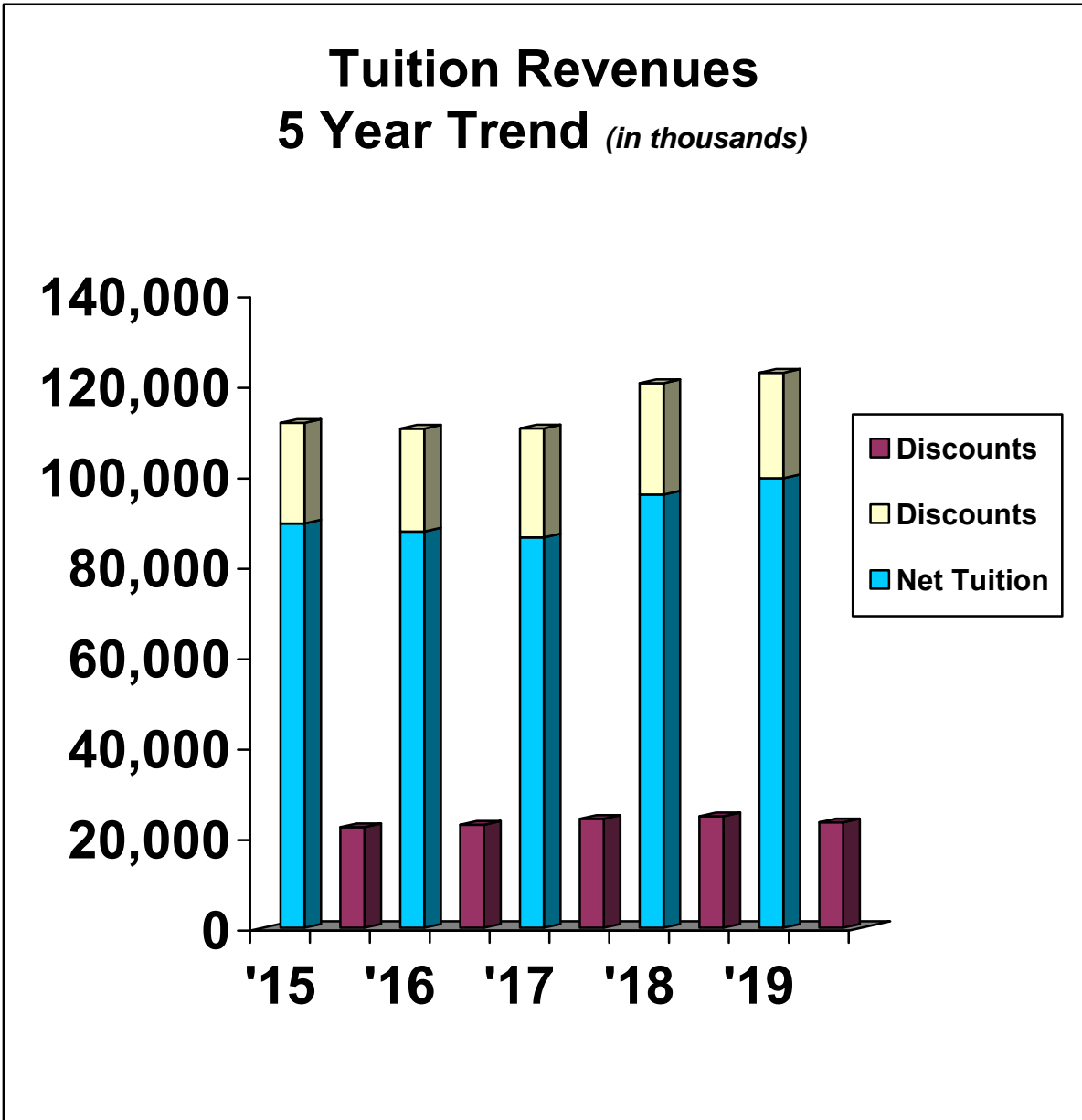
Effect: The lack of adherence to the controls and policies in place create non-compliance to the requirement that equipment be inventoried at least once every two years.

Questioned costs: None noted.

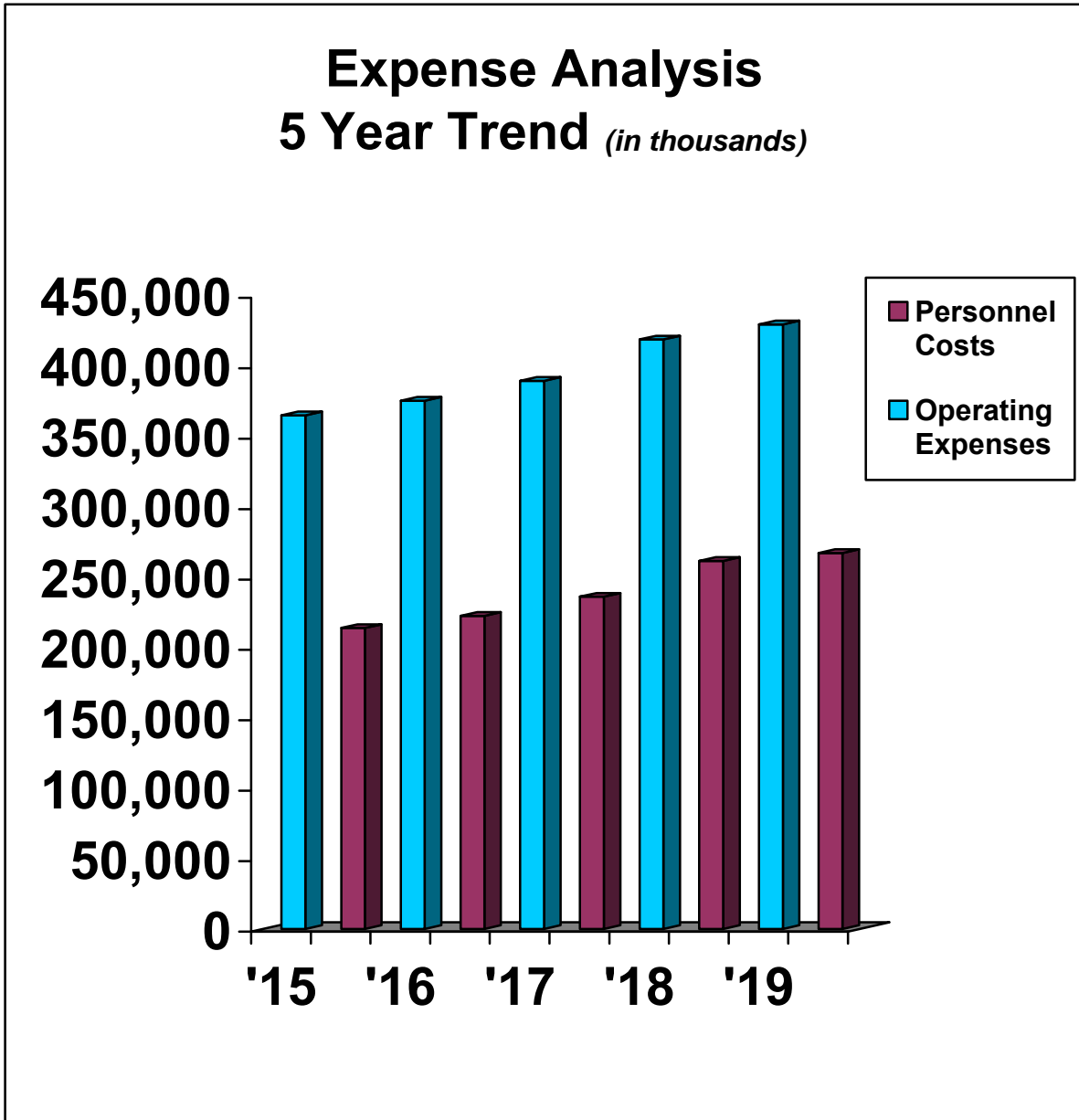
Recommendation: We recommend the University ensure that all federal equipment is inventoried every 2 years, and additionally maintain documentation of the process.

Views of responsible officials: The University understands the significance of this finding and the importance of ensuring that the University remains in full compliance with federal requirements regarding federally funded capital assets. Management will establish clear expectations, timeframes, departmental policies, and procedures to ensure completion of required inventory verifications. Such policies and procedures will be documented in written form, and thorough, date-specific documentation will be maintained to support execution of verifications under these policies and procedures.

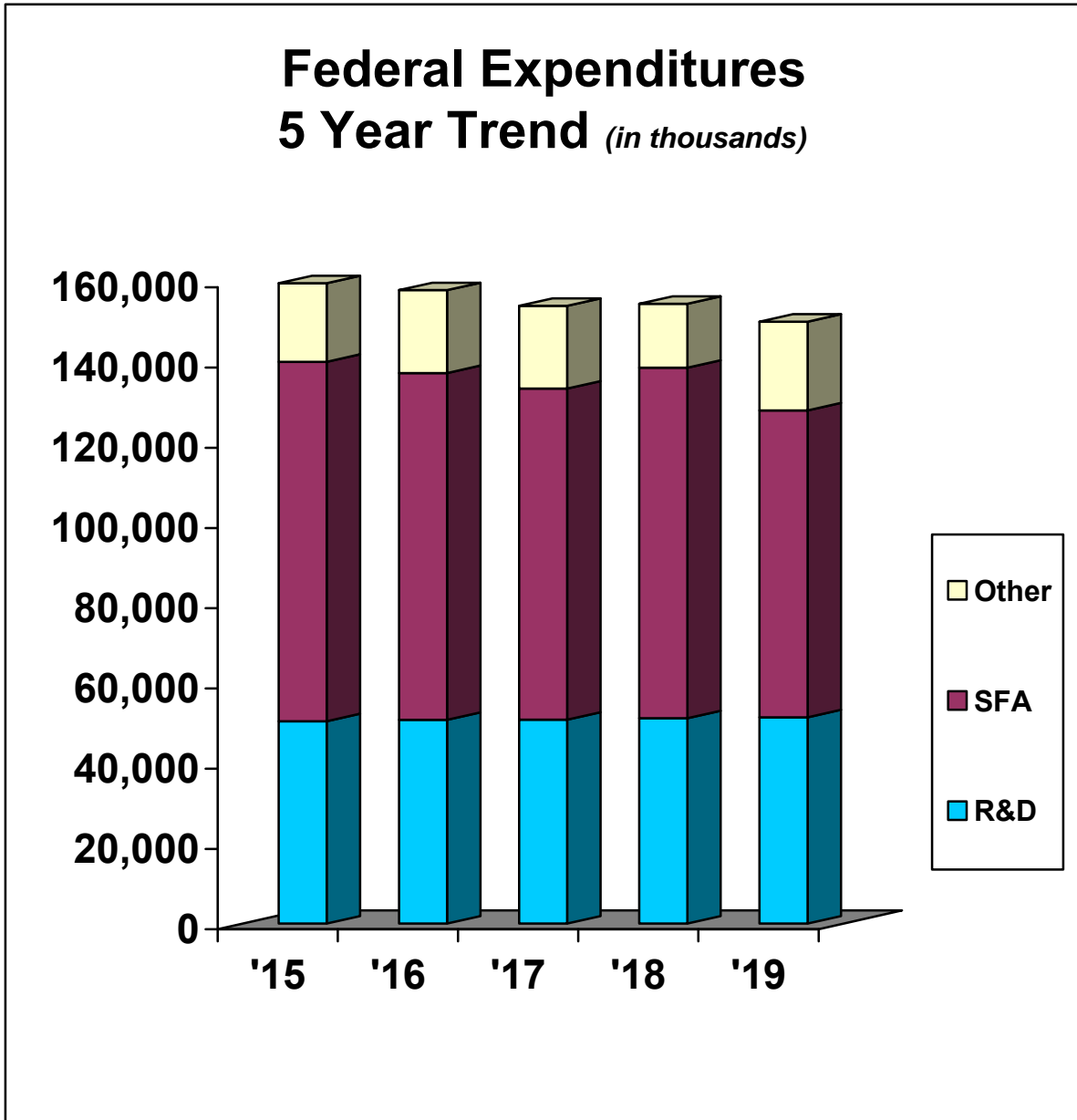
University of Idaho
Presentation of Audit Results – cont.
November 13, 2019



University of Idaho
Presentation of Audit Results – cont.
November 13, 2019



University of Idaho
Presentation of Audit Results – cont.
November 13, 2019





COMMUNICATIONS WITH THOSE
CHARGED WITH GOVERNANCE

UNIVERSITY OF IDAHO

June 30, 2019





Communications with Those Charged with Governance

To the Audit Committee
Idaho State Board of Education

We have audited the financial statements of the University of Idaho (University) and the discretely presented component unit, the University of Idaho Foundation (Foundation), as of and for the years ended June 30, 2019 and 2018, and the aggregate remaining fund information of the University (the University of Idaho Health Benefits Trust and the University of Idaho Retiree Benefits Trust), as of and for the years ended December 31, 2018 and 2017, and have issued our report thereon dated September 27, 2019. The financial statements of the Foundation and University of Idaho Health Benefits Trust were audited by other auditors whose reports thereon have been furnished to us, and our opinion, insofar as it relates to the amounts included for the Foundation and the University of Idaho Health Benefits Trust, are based solely on the reports of other auditors. In addition, this required communication does not include the other auditors' audit results or other matters that are reported on separately by other auditors. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility Under Auditing Standards Generally Accepted in the United States of America; *Government Auditing Standards*, Issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the Audit Provisions of the OMB Uniform Guidance

As stated in our presentation to the Audit Committee on April 3, 2019, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in accordance with accounting principles generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our audit of the financial statements does not relieve you or management of your responsibilities.

Our responsibility is to plan and perform the audit in accordance with auditing standards generally accepted in the United States of America and to design the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free from material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting.

Accordingly, we considered the University's internal control solely for the purposes of determining our audit procedures and not to provide assurance concerning such internal control.

We are also responsible for communicating significant matters related to the financial statement audit that, in our professional judgment, are relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

As part of obtaining reasonable assurance about whether the University's financial statements are free of material misstatement, we performed tests on its compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance), we examined, on a test basis, evidence about the University's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement applicable to each of its major federal programs for the purpose of expressing an opinion on the University's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on the University's compliance with those requirements.

We also considered the internal controls over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with the Uniform Guidance.

Planned Scope and Timing of the Audit

We performed the audit according to the planned scope and timing previously communicated to you in our meeting on April 3, 2019.

Qualitative Aspects of Accounting Practices***Significant Accounting Policies***

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the University are described in Note 1 to the financial statements. We noted no transactions entered into by the University during the year for which there is a lack of authoritative guidance or consensus. There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

Management Judgments and Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. We evaluated the key factors and assumptions used to develop the estimates in determining they are reasonable in relation to the financial statements taken as a whole.

The most sensitive estimates affecting the financial statements are as follows:

- Fair value of investments
- The collectability of student loans receivable and accounts receivable
- The useful lives of capital assets
- The compensated absence accrual amount
- The classification of net position by type: net investment in capital assets, restricted for expendable, and unrestricted
- The actuarially determined liabilities related to pensions and other post-employment benefit obligations

Financial Statement Disclosures

We believe the disclosures in the financial statements are consistent, clear, and understandable. Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were Note 12 related to retirement plans, Note 13 related to postemployment benefits (other than pensions) and retiree benefits trust, Note 17 related to the component unit (Foundation), and Note 19 related to the cumulative effect of implementation of GASB statements 74 & 75.

Significant Difficulties Encountered During the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

In conducting our audit, no material corrected misstatements were noted.

We identified certain uncorrected misstatement of the financial statements. The first related to a capital lease in the amount of \$1,265,006, which was posted to pre-paids and should be reclassified to capital assets. The second was an error related to the prior year that was corrected in the current year. Therefore, had this been recorded, unrestricted net position would be debited by \$5.3 million and expenses would be credited for the same amount. The ending net position is correct related to both these entries. Management has determined that the effect is immaterial to the financial statements as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain written representations from management that are included in the management representation letter dated September 27, 2019.

Management Consultation with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" in certain situations. If a consultation involves application of an accounting principle to the University's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Significant Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the University's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

As noted in our report, we identified certain deficiencies in internal controls which were report as significant deficiencies.

Other Matters

With respect to the schedule of expenditures of federal awards (supplementary information) accompanying the financial statements, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine the information complies with U.S. GAAP, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Our responsibility for other information in the management's discussion and analysis, the schedules of the University's proportionate share of net pension liability – PERSI base plan, University contributions – PERSI base plan, the Schedule of Changes in Net OPEB Liability, and the Schedule of OPEB Contributions, which is labeled as "required supplementary information," includes applying certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America. These limited procedures consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.



This information is intended solely for the use of Idaho State Board of Education Audit Committee and management of the University and is not intended to be, and should not be, used by anyone other than these specified parties.

Moss Adams LLP

Portland, Oregon
September 27, 2019



Idaho State Board of Education
Presentation of Audit Results – cont.

November 13, 2019

We are proud to be the auditor for Idaho Colleges and Universities and would like to extend our thanks to the Board Members, the Office of the State Board, and the Institutions.

Questions & Comments?

MOSS-ADAMS LLP

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019**

TAB	DESCRIPTION	ACTION
1	BOISE STATE UNIVERSITY Creation of New Position – Vice President for Legal, Compliance and Audit	Motion to approve

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019

BOISE STATE UNIVERSITY

SUBJECT

Creation of the Vice President for Legal, Compliance and Audit position

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section II.B.3.a

ALIGNMENT WITH STRATEGIC PLAN

This agenda item is a non-strategic Board governance agenda item.

BACKGROUND/DISCUSSION

Boise State University (BSU) requests permission to establish a vice presidency for Legal, Compliance and Audit. These functions are closely interconnected and BSU seeks to strategically align them under one leader. Given the increasing complexity and profile of these functions, their oversight is appropriately vested with a vice president. This is a common alignment of functions in higher education given the substantive overlap in these areas.

Upon approval, BSU will name Alicia Estey as the vice president for Legal, Compliance and Audit. Estey has been with BSU for 13 years, recently serving as a senior associate vice president, then chief of staff and chief compliance officer. She holds a Bachelor of Business Administration in accountancy, a Masters of Public Health, and a juris doctor, therefore is well qualified to assume this position.

IMPACT

BSU's request to establish this position will not have a budgetary impact as a new position is not being created; instead an existing position is being reconfigured with no corresponding increase in salary.

Internal Audit and Compliance will continue to have a direct reporting line to the State Board of Education (Board) to ensure an independent mechanism for these departments to raise concerns directly with the Board as contemplated by their charters and best practices.

STAFF COMMENTS AND RECOMMENDATIONS

The request to authorize establishment of the position of Vice President for Legal, Compliance and Audit would create a seventh vice president at BSU. As stated, no new position is being created nor any new funds required. The incumbent will continue with the current duties and responsibilities, and the only change is the title for the position.

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019

BOARD ACTION

I move to approve the request by Boise State University to establish the Vice President for Legal, Compliance and Audit as outlined herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019**

TAB	DESCRIPTION	ACTION
	IDAHO STATE UNIVERSITY	
1	Capital Project Bidding and Construction Phases – Davis Field	Motion to approve
	UNIVERSITY OF IDAHO	
2	Capital Project Planning and Design Phases – CAFÉ Research Dairy Facility	Motion to approve
	UNIVERSITY OF IDAHO	
3	Capital Project Bid Award and Construction Phases – Seed Potato Germplasm Facility	Motion to approve

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019

IDAHO STATE UNIVERSITY

SUBJECT

Davis Field Renovation Project – Bidding and Construction Approval

REFERENCE

February 2019	The Idaho State Board of Education (Board) approved the request from Idaho State University (ISU) to proceed with planning and design for the Davis Field Renovation, and to amend their 6 year capital improvement plan to include the Davis Field Renovation.
April 2019	The Board approved the request from ISU to proceed with bidding and construction for the Davis Field Renovation not to exceed \$5,000,000 with the ability to use bond proceeds to reimburse for the costs and expenses associated with project.
October 2019	The Board approved ISU to issue tax exempt bonds in the principle amount not to exceed \$21,110,000 to fund the following projects: purchase of Meridian Property for ISU Meridian Health Sciences Center, construction of the Meridian Parking Lot, construction of the Davis Field renovation, refresh and renovation project for four residence halls, refinance the debt associated with the Stephens Performing Arts Center.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.K.

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment. Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

ISU received approval from the Board for bidding and construction of the Davis Field renovation up to \$5,000,000. ISU received bids on the project with the lowest bid totaling \$6,800,000 due to a number of factors including the competitive construction market, timing of the bids, and the cost escalation of material.

As a result, ISU conducted a review of the scope of the project to determine viable paths forward. After review of the needs of the facility, the current bidding environment, information learned during the bid process, and considering various elements previously cost-engineered out of the project, a revised project scope and budget is being proposed for Board approval. Approval would allow all present deferred maintenance issues to be addressed, while also completing the initially scoped work to ensure the facility can be used for both practice and competition

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019

for the soccer and track and field programs. These renovations will allow ISU Track & Field to host home meets for the first time in 10 years.

The original project scope included the following:

- Move the field events out of the oval and into the venue's south berm area.
- Planned lighting will extend the hours that the facility can be used by both track and soccer for competition and practice.
- Eliminate significant safety hazards which place student athletes and other users at risk.
- Open the East area of the field, which is currently cordoned off due to deteriorated and unsafe conditions.

The additional scope added to the projects includes the following:

- The track needed to be levelled and shifted to the West and the berm to the west removed
- The condemned east side bleachers will be replaced by a grassy slope.
- New aluminum bleachers installed to replace the 2400 spectator seating area on the west side, which have been cited for safety issues.

Given the new project scope and the anticipated cost escalation associated with the current construction market the total project cost is not to exceed \$7,400,000.

IMPACT

Davis Field is not meeting the needs of the ISU Athletics for accomadating practices or hosting competitions. These renovations would address that issue, address critical deferred maintenance and ensure a historic element of the campus is maintained. ISU will utilize the bonds already issued as the primary funding source for this project. The additional costs over the bonds will be funded by a combination of institutional reserves, fundraising, and reallocation of internal capital projects funds.

ATTACHMENTS

Attachment 1 – Davis Field construction concept

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.K. requires that capital construction projects over \$1 million require Board approval. ISU received Board approval for the planning and design phase of the project at the February 2019 Board meeting and to proceed with bidding and construction not to exceed \$5,000,000 at the April 2019 Board meeting. This project is included in the institution's six-year capital project plan that was amended in February 2019.

Staff recommends approval.

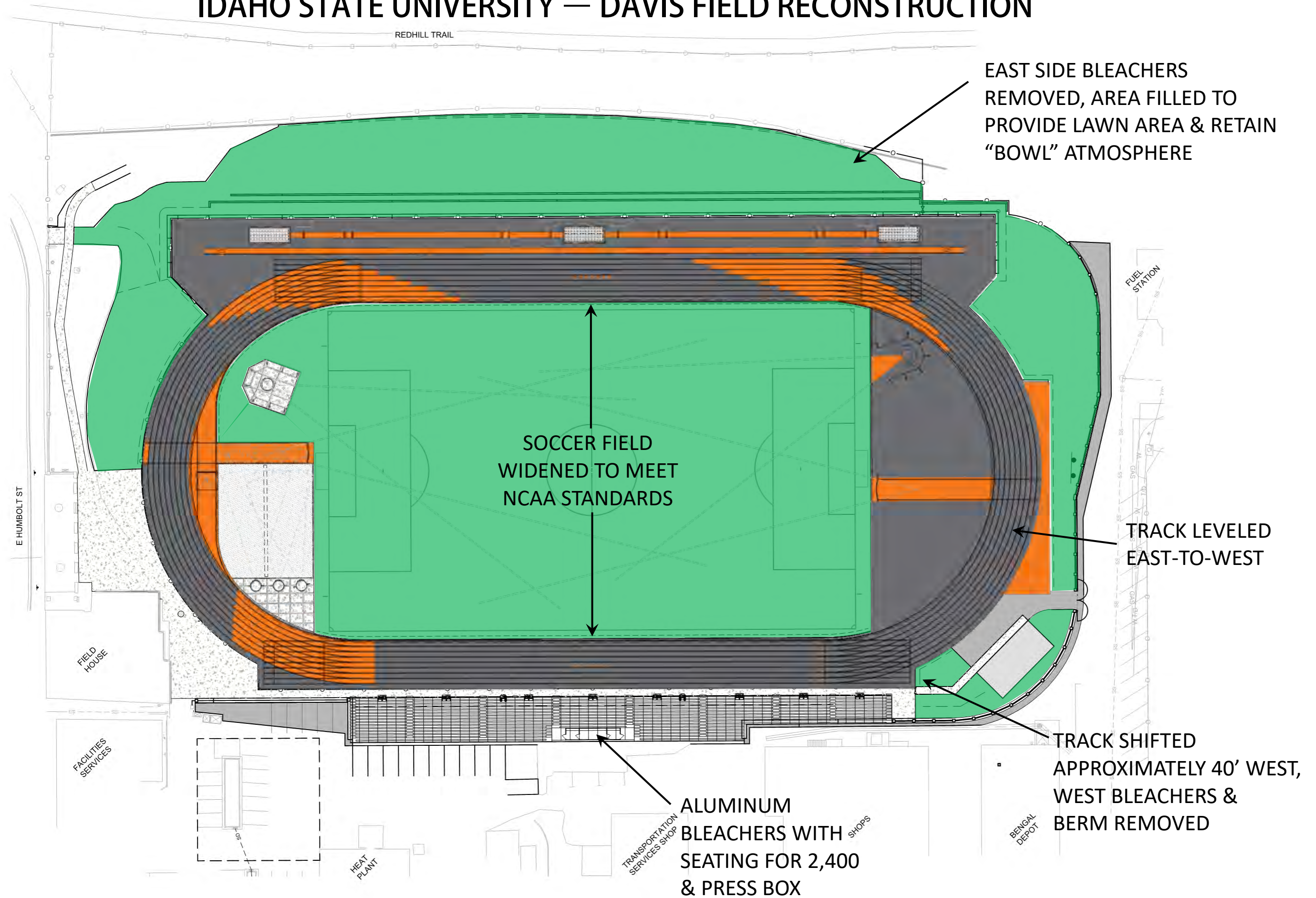
BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019

BOARD ACTION

I move to approve the request from Idaho State University for bidding and construction for the Davis Field renovation as described herein and to authorize the Vice President for Finance and Business Affairs to execute all necessary and requisite consulting contracts to bid, award, and complete the construction phase of the project for an amount not to exceed \$7,400,000.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE UNIVERSITY — DAVIS FIELD RECONSTRUCTION



BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019

UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Request, Planning and Design Phases, for the proposed Idaho CAFE Research Dairy Facility, University of Idaho (UI), Rupert, Idaho.

REFERENCE:

- | | |
|---------------|--|
| August 2017 | Idaho State Board of Education (Board) approved the UI FY2019 Six Year Plan which contained an item for the greater Idaho Center for Agriculture, Food and the Environment (CAFE) Initiative at a total, initiative cost of \$45,000,000. Prior to FY2019, the CAFE Initiative was carried in previous iterations of the Six Year Plan under the acronym WIDE, at a cost to be determined. |
| February 2019 | Board approved purchase of real property in Minidoka County for the purpose of supporting the establishment and construction of a Research Dairy Facility as a component of the greater Idaho Center for Agriculture, Food and the CAFE Initiative. |
| May 2019 | Executive Director of the Board approved purchase of real property in Jerome County for the purpose of supporting the establishment and construction of an Education and Outreach Center as a component of the CAFE Initiative. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Sections V.K.1, V.K.3.a, and V.K.4

ALIGNMENT WITH STRATEGIC PLAN

This item aligns with the goals and objectives of the FY2020-2025 State Board of Education Strategic Plan by creating a new facility which will increase the access of both the citizenry and students to Science Technology Engineering and Math (STEM) research opportunities and outcomes which are supported by the facility. The central purpose and intent of this new facility is to create a resource that can be utilized to expand and curate knowledge regarding dairy facilities, dairy operations, agronomic evaluation and best practices for agriculture vital to the economy of the state of Idaho. The facility will provide hands on experiences and educational opportunities not possible at any current facility or site. The work conducted within this facility will directly impact the viability, competitiveness and economic growth of the dairy industry within the state of Idaho, and will result in the creation and development of new approaches, ideas and solutions for Idaho and its citizens.

BACKGROUND/DISCUSSION

This agenda item is an authorization request to allow UI to proceed with the Planning and Design phases of a Capital Project to design and construct a proposed Research Dairy Facility in Rupert, Idaho. The new facility will support the efforts of the UI to support the ongoing research, education and outreach missions of College of Agricultural and Life Sciences (CALs), the UI and of the dairy industry in the state of Idaho. The proposed facility is to be located on land recently purchased by the UI in Rupert, Idaho, specifically for this purpose.

The proposed Research Dairy Facility is one component of the Idaho CAFE Initiative. The full, anticipated capital project cost of this proposed Research Dairy Facility is currently estimated \$25,000,000. This estimate may change as greater detail is obtained via the architectural programming, planning and design process.

Partial funding for this effort was achieved through a direct appropriation towards the greater CAFE Initiative by the state of Idaho in the amount of \$10,000,000 in FY2018. The remaining funding is to consist of gifts and donations to the project.

In compliance with Idaho State Board of Education Governing Policies & Procedure, Section V.K.3.a, this authorization request is limited to the planning and design phases of the overall effort. The planning and design phase costs are estimated at \$3,500,000 and are fully covered by the state of Idaho Funding currently in hand.

Planning Background and Project Description

The UI proposes to construct a Research Dairy Facility as part of the on-going effort to collaborate with and support the dairy industry within the state of Idaho.

The Research Dairy Facility, located in Minidoka County, will feature a state-of-the-art 2,000 milking cow dairy facility, sophisticated wastewater and nutrient management systems, robotic milking systems, a central feed center, and various barn and out-building configurations as needed and required. In addition, the facility includes 492 acres of farmable land on which forage crops could be grown for feed and research crops could be grown and studied.

The design goal for the facility is maximize the ability to perform and monitor high-quality research in the following areas:

1. Nutrient and wastewater management
2. Technology development
3. Forage cropping and agronomy
4. Odor and emissions protection
5. Production management
6. Green energy production and energy-use conservation
7. Food Science: Health-enhanced dairy products and value-added byproducts

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019

8. Biosecurity and bioterrorism prevention
9. Economics, sustainability, and labor management and
10. Animal health, productivity, and genetic improvement.

To this end, the proposed Research Dairy Facility will feature free stall and cross-ventilated barns and waste systems equipped with significant monitoring technologies. The facility will also entail various out-buildings and storage sheds as needed and required.

The overall vision is that the CAFE Research Dairy Facility will be a premier center for research, education and outreach in livestock and agri-environmental science, and will be recognized internationally for its innovative research capabilities and scholarly efforts. It will be a leader in fundamental and applied research of broad interest to the dairy, beef, and environmental communities, and will support the specialized needs of the associated industries.

The mission intended for the CAFE Research Dairy Facility is to enhance the quality of life for the citizens of Idaho, the Pacific Northwest and the Nation by furthering the educational and scientific mission of the UI and its public/private partners, by providing a state-of-the-art animal and agri-environmental facility capable of large-scale research that provides sound scientific results and educational opportunities to protect our air, land and water; improve the welfare and productivity of our livestock; encourage the efficient use of energy and capital; and enhance workforce educational and economic development within the state of Idaho.

A determination of the construction delivery methodology to be used will be made during the capital project programming and planning portion of the Planning and Design Phases and process.

Authorization Request

This request is for the requisite Capital Project Design Phase Authorization necessary to plan and design the proposed Idaho CAFE Research Dairy Facility. As stated, the Planning and Design Phase costs are estimated at \$3,500,000 and are fully covered by the state of Idaho Funding currently in hand.

The total project effort, including the Construction Phase, is currently estimated at \$25,000,000, to include design and construction costs and appropriate and precautionary contingency allowances.

The project is consistent with the strategic goals and objectives of UI and is fully consistent with UI's strategic plan, specifically:

Goal One, Innovate:

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019**

This project supports the growth of scholarly research activity at the UI. It provides support for creative research into solutions to the issues and concerns of the largest agricultural industry within the state of Idaho. Investigations into the environment such as soil health, nutrient management, and water use will support the citizenry.

Goal 2, Engage:

This project enhances and supports collaboration with the dairy industry within the state of Idaho. The project is vetted and supported by leaders and stakeholders of the Idaho dairy industry. It is the stated belief of the industry that the research supported by this project will result in a significant competitive advantage for Idaho's dairy industry in the marketplace.

IMPACT

The immediate fiscal impact of this effort is to fund Planning and Design Phase costs of the project, with projected expenditures of approximately \$3,500,000. The overall project effort is currently anticipated to be \$25,000,000.

Overall Project

Funding

State	\$ 10,000,000
Federal (Grant):	
Gifts and other	
Contributions	<u>15,000,000</u>
Total	\$ 25,000,000

Estimate Budget

A/E & Consultant Fees	\$ 2,265,200
Construction	17,160,500
Construction Cont.	1,716,000
Owner Cost & FFE	1,585,600
Project Cont.	<u>2,272,700</u>
Total	\$ 25,000,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

STAFF COMMENTS AND RECOMMENDATIONS

Of the estimated project costs of \$25,000,000, partial funding was achieved through a direct appropriation of \$10,000,000 in FY2018. The remaining funding of \$15,000,000 is to consist of gifts and donations to the project. If there is a shortfall in gifts and contributions for the project, UI will provide bridge financing in the form of an internal loan to keep the project on schedule.

Staff recommends approval.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019

BOARD ACTION

I move to approve the request by the University of Idaho to implement the Planning and Design phases of a Capital Project for the proposed Research Dairy Facility, a component of the overall CAFE Initiative, for a total cost of \$25,000,000, as described in the materials submitted to the Board. Planning and Design phase authorization is provided at \$3,500,000. Approval includes the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the Planning and Design phases of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
 Capital Project Tracking Sheet
 As of December, 2019

History Narrative

- 1 **Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, Planning, Programming and Design Phases, Proposed Idaho CAFE Research Dairy Facility, University of Idaho, Moscow, Idaho.
- 2 **Project Description:** A Capital Project to provide for the planning, programming and design of project to design and construct a proposed Research Dairy Facility as part of the Idaho CAFE Initiative in Minidoka County, near Rupert, Idaho.
- 3 **Project Use:** As currently envisioned, it is the intent of the University of Idaho to construct Research Dairy Facility, located in Minidoka County, which will feature a state-of-the-art 2,000 milking cow dairy facility, sophisticated wastewater and nutrient management systems, robotic milking systems, a central feed center, and various barn configurations. In addition, the facility includes 492 acres of farmable land on which forage crops could be grown for feed and research crops could be grown and studied.
- 4 **Project Size:** TBD

Project Cost History:	Sources of Funds				Use of Funds*			
	PBF	ISBA	Other	Total Sources	Planning**	Use of Funds Const.	Other***	Total Uses
Initial Cost of Project. Planning, Programming and Design Phase Authorization request. December 2019	\$ 10,000,000	\$ -	\$ 15,000,000	\$ 25,000,000	\$ 3,500,000	\$ 17,160,500	\$ 4,339,500	\$ 25,000,000
History of Revisions:								
Total Project Costs	\$ 10,000,000	\$ -	\$ 15,000,000	\$ 25,000,000	\$ 3,500,000	\$ 17,160,500	\$ 4,339,500	\$ 25,000,000

* Figures quoted are for the Total Project Cost. The University intent is that any unused funding is carried forward to a future construction phase at the time such future construction phase may be approved by the Board of Regents.

** Includes Design Phase architectural and engineering costs, costs related to design phase costs which are the Owner's responsibility such as Site Surveys, Geotechnical Reports, Environmental Assessments, etc. plus reasonable and rational contingencies related to the design phase activities.

*** Owner's Costs, FFE, & Project Contingency, Any carry forward amounts are to be used in future phases which may be approved by the Board of Regents.

History of Funding:	PBF	ISBA	Other Sources of Funds			Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other		
Initial Project funding via a FY2018 State of Idaho Allocation.	\$ 10,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000,000
Initial Cost of Project. Planning, Programming and Design Phase Authorization request. Dec 2019	\$ -	\$ -	\$ 10,000,000	\$ -	\$ 5,000,000	\$ 15,000,000	\$ 15,000,000
Total	\$ 10,000,000	\$ -	\$ 10,000,000	\$ -	\$ 5,000,000	\$ 15,000,000	\$ 25,000,000

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019

UNIVERSITY OF IDAHO

SUBJECT

Capital Project Authorization Request, Bid, Award and Construction Phases for the proposed Seed Potato Germplasm Facility, University of Idaho (UI), Moscow

REFERENCE:

August 2017 Idaho State Board of Education (Board) approved Capital Budget Request in UI six-year plan

June 2018 Board approved the Planning and Design Phase.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.1, and Sections V.K.3.b & c.

ALIGNMENT WITH STRATEGIC PLAN

This item aligns with the goals and objectives of the FY2020-2025 State Board of Education Strategic Plan by creating a new facility which will increase the access of both the citizenry and students to Science Technology Engineering and Math (STEM) research opportunities and outcomes which are supported by the facility. The central purpose and intent of this new facility is to create a resource that can be utilized to expand and curate knowledge regarding the production of seed potatoes and to support the viability, competitiveness and economic growth of the potato industry within the state of Idaho. The work conducted within this facility will directly impact production of high quality Idaho potatoes through the generation of disease-free plantlets and minitubers from new and existing varieties. It will drive the supply of safe and clean seed potatoes for commercial growers. Further, this work will be preventative in the reduction of diseases in the industry.

BACKGROUND/DISCUSSION

This agenda item is an authorization request to allow UI to proceed with the Bid, Award and Construction phases of a Capital Project to design and construct a proposed Seed Germplasm Potato Facility. The new facility will support the efforts of the College of Agricultural and Life Sciences (CALS) to support the ongoing needs of faculty in CALS and of the potato industry in the state of Idaho. The proposed facility is to be located on the main campus of the UI in Moscow.

The anticipated full project cost is \$5,200,000. This estimate is based upon the results of the Design Phase effort and work to date. Partial funding for this effort was achieved through the FY2019 Permanent Building Fund (PBF) process in the amount of \$3,000,000. The remaining funding is to consist of \$1,500,000 in gifts and donations and \$700,000 from the College of Agricultural and Life Sciences.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019

In compliance with Idaho State Board of Education Governing Policies & Procedure, Section V.K.3.a, the university previously achieved authorization in the amount of \$650,000, limited to the Planning and Design Phases of the overall effort. This Authorization Request covers the requisite remaining authorization required to allow the university to bid, award and construct the project.

Planning Background and Project Description

The UI proposes to construct a Seed Potato Germplasm Facility as part of the on-going effort to collaborate with and support the potato industry within the state of Idaho. The university currently maintains an existing Seed Potato Germplasm laboratory within the Iddings Agricultural Sciences Laboratory Building on the main campus of the university in Moscow. However, this facility is small in size and scale, limiting production and germplasm storage. There is a high demand from researchers and the potato industry to increase production and expand storage capacity.

Currently, nearly 70% of the existing seed potato program sales is to seed potato producers in Idaho. There is a greater need for production of early generation seed for higher quality seed production within Idaho. In addition, second and third year production from seed often occurs leading to greater risk of diseased potatoes. It is anticipated that a scale up is necessary over the next few years to meet the likely doubling in demand. Current projections call for 100,000 more plantlets needed annually as the basis for both minituber production and for UI research and variety development.

Additionally, the new facility will have capacity to accommodate the national germplasm storage currently residing in Colorado. This will provide greater access by Idaho seed potato producers and researchers to the widest array of potato germplasm which will aid in the improvement of seed and commercial potato production in Idaho.

The intent is to construct a new facility, physically located at some distance from the Iddings Laboratory. The separation will reduce the risk of transmission of disease from other laboratories within the Iddings building which study potato pathogens. This separate location will minimize the traffic from students, faculty and staff without direct need to access the laboratory. While the existing facility has a very good track record in producing a high quality clean product, relocating this effort to a new, separate facility is prudent.

The UI contracted with Castellaw Kom Architects of Lewiston, Idaho to produce an initial feasibility study, program, and cost estimate. That feasibility effort was completed in May, 2017 and has received a welcome reception amongst industry groups and other stakeholders. This project request is based upon that feasibility study and the input the study has generated since.

BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019

As described in the feasibility study, the facility is conceived of as an 11,300 gsf structure which will house research laboratory, growth and tissue culture facilities, germplasm storage, classrooms, and administrative offices. The facility is to be a separate, stand-alone facility to accommodate the research needs, germplasm production and storage capacity necessary to support the Idaho potato industry into the foreseeable future.

Upon receipt of the Design Phase Authorization in June 2018, the University and the Idaho Division of Public Works (DPW) issued a Request for Qualifications seeking qualified architectural teams to provide design services. Given that the state of Idaho Permanent Building Fund is supplying \$3,000,000 to the project, DPW is administering all of the contracts necessary to support the design and construction effort. Castellaw Kom Architects (CKA) was selected and brought under contract by DPW.

CKA and their team then worked with the various project stakeholders to finalize a programming document and finalize the selection of a site for the project. The selected site is located on Perimeter Drive within the west farm neighborhood of the main campus of the university.

CKA and their engineering consultants have completed Schematic Design and Design Development and is currently in production of Construction Documents. The targeted goal is to advertise and bid the project in early spring of 2020, to take full advantage of the favorable bidding climate.

Authorization Request

This request is for the requisite Capital Project Budget and Construction Authorization necessary to advertise, bid, award and construct the proposed Seed Potato Germplasm Facility.

The total project effort, including the PBF supported portion, is currently estimated at \$5,200,000, to include design and construction costs and appropriate and precautionary contingency allowances.

The project is consistent with the strategic goals and objectives of UI and is fully consistent with UI's strategic plan, specifically:

Goal One, Innovate:

This project supports the growth of scholarly research activity in the Agricultural Sciences. It provides support for creative research into solutions to the issues and concerns of one of the largest and most iconic industries within the state of Idaho.

Goal 2, Engage:

This project enhances and supports collaboration with the potato industry within the state of Idaho. The project is vetted and supported by leaders and stakeholders within the Idaho potato industry. It is the stated belief of the industry

**BUSINESS AFFAIRS AND HUMAN RESOURCES
DECEMBER 18, 2019**

that this project will result in conditions in which there will be a focus which will increase use of home-grown, high quality material, thus giving the Idaho potato industry a significant advantage in the marketplace.

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

IMPACT

The immediate fiscal impact of this effort is to fund the full costs of the project, with projected expenditures of approximately \$5,200,000.

Overall Project

Funding

State	\$ 3,000,000
Federal (Grant):	
Other (UI)	
University (CALs)	700,000
Gifted Funds	<u>1,500,000</u>

Estimate Budget

A/E & Consultant Fees	\$ 432,600
Construction	4,400,000
Construction Cont.	210,000
Owner Cost & FFE	102,900
Project Cont.	<u>54,500</u>

Total \$ 5,200,000

Total \$ 5,200,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy V.K. requires that capital construction projects over \$1 million require Board approval. UI received Board approval for the planning and design phase of the project at the June 2018 Board meeting and are now requesting approval for bidding and construction for the project. It is estimated that the project will not exceed \$5,200,000. This project is included in the institution's six-year capital project plan that was approved in August 2019. UI currently has \$250,000 in-hand from NW Farm Credit and a signed pledge of \$1,250,000 from Idaho Potato Commission.

Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to implement the Bid, Award and Construction Phases of a Capital Project for the proposed Seed Potato Germplasm Facility, for a total cost of \$5,200,000, as described in the materials submitted to the Board. Approval includes the authority to execute all necessary and requisite consulting and vendor contracts to fully implement the full scope of the project.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
 Capital Project Tracking Sheet
 As of December, 2019

History Narrative

1 **Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, Bid, Award and Construction Phases, Proposed Seed Potato Germplasm Facility, University of Idaho, Moscow, Idaho.

2 **Project Description:** A Capital Project to provide for the planning, programming and design of project to design and construct a proposed Seed Germplasm Potato Facility on the Moscow campus of the University of Idaho.

3 **Project Use:** As currently envisioned, it is the intent of the University of Idaho to construct a separate, stand-alone facility to accommodate the research needs, production capacity and germplasm storage capacity necessary to support the Idaho potato industry into the foreseeable future. The facility will house research laboratory, growth and tissue culture facilities, germplasm storage, classrooms, and administrative offices. The site is located in the west farm neighborhood of the main campus of the university in Moscow, Idaho. This location will provide the physical separation from the Iddings Laboratory facility as desired. As of the date of this request for construction authorization, the project is in the Design Phase and Construction Documents necessary to support advertising and bidding the project are being prepared. The intent is to advertise and bid the project in spring 2019.

4 **Project Size:** 11,300 gsf

Project Cost History:	Sources of Funds				Use of Funds*			
	PBF	ISBA	Other	Total Sources	Planning	Use of Funds Const.	Other**	Total Uses
Initial Cost of Project. Planning, Programming and Design Phase Authorization request. June 2018	\$ 3,000,000	\$ -	\$ 2,500,000	\$ 5,500,000	\$ 498,300	\$ 4,152,900	\$ 848,800	\$ 5,500,000
History of Revisions:								
Revised Cost of Project based upon the design effort to date. Bid, Award and Construction Phase Authorization request. December 2019	\$ -	\$ -	\$ (300,000)	\$ (300,000)	\$ (65,700)	\$ 247,100	\$ (481,400)	\$ (300,000)
Total Project Costs	\$ 3,000,000	\$ -	\$ 2,200,000	\$ 5,200,000	\$ 432,600	\$ 4,400,000	\$ 367,400	\$ 5,200,000

* Figures quoted are for the Total Project Cost.

** Owner's Costs, FFE, & Project Contingency. Any carry forward amounts are to be used in future phases which may be approved by the Board of Regents.

History of Funding:	PBF	ISBA	Other Sources of Funds			Total Other	Total Funding
			Institutional Funds (Gifts/Grants)	Student Revenue	Other***		
Initial Project funding via the FY2018 PBF Process. Funds will be available 1 July 2017.	\$ 3,000,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,000,000
Initial Cost of Project. Planning, Programming and Design Phase Authorization request. June 2018	\$ -	\$ -	\$ 1,500,000	\$ -	\$ 1,000,000	\$ 2,500,000	\$ 2,500,000
Revised Cost of Project based upon the design effort to date. Bid, Award and Construction Phase Authorization request. December 2019	\$ -	\$ -	\$ -	\$ -	\$ (300,000)	\$ (300,000)	\$ (300,000)
Total	\$ 3,000,000	\$ -	\$ 1,500,000	\$ -	\$ 700,000	\$ 2,200,000	\$ 5,200,000

*** UI College of Agricultural and Life Sciences

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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TAB	DESCRIPTION	ACTION
1	OCCUPATIONAL SPECIALIST CERTIFICATION APPEAL	Action Item
2	BOARD POLICY – BYLAWS – FIRST READING	Action Item
3	CAREER TECHNICAL EDUCATION ONLINE/VIRTUAL PROGRAM PATHWAY DELIVERY	Action Item
4	CAREER TECHNICAL EDUCATION – PERKINS V PLAN UPDATE	Information Item
5	DOCKET 08-0000-1900 – SUMMARY CORRECTION	Information Item

BRUNEAU-GRANDVIEW SCHOOL DISTRICT/WALLACE SCHOOL DISTRICT

SUBJECT

Occupational Specialist Certification Appeal

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.02.02 – Sections 015.06 and .042.

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT – Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

The Bruneau-Grandview School District superintendent submitted an appeal to the Board office for approval of a Limited Occupational Certification for Joshua James Rishell denied by the Division of Career Technical Education (Division). During this same time period the Wallace School District Superintendent requested a similar appeal of the Division's decision regarding Limited Occupation Specialist certification for Bryn Elizabeth Cotter.

Career Technical Education educators hold either a degree-based educator certificate or an industry-based Occupational Specialist certification. Industry-based Occupational Specialist certificates come in three forms. The first is the Limited Occupational Specialist certificate. The Limited Occupation Specialist certificate is an initial three-year interim certificate for individuals entering the teaching profession. Candidates for an occupational specialist certificate must:

- Be at least twenty-two (22) years of age;
- documented recent, gainful employment in the area for which certification is requested;
- possess either a high school diploma or General Educational Development (GED) certificate;
- verify technical skills through work experience, industry certification or testing.
 - Work experience is evaluated in three ways:
 - Have six (6) years or twelve thousand (12,000) hours of recent, gainful employment in the occupation for which certification is requested;
 - Have a baccalaureate degree in the specific occupation or related area, plus two (2) years or four thousand (4,000) hours of recent, gainful employment in the occupation for which certification is required, at least half of which must have been during the immediate previous five (5) years; or
 - Have completed a formal apprenticeship program in the occupation or related area for which certification is requested plus two (2) years or four thousand (4,000) hours of recent, gainful, related work

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experience, at least half of which must have been completed in the immediate previous five (5) years.

Once an individual has a Limited Occupational Specialist certificate, the individual must complete one (1) of the two (2) following pathways during the validity period of the certificate:

- Pathway I - Coursework: Within the three-year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete the pre-service training prescribed by the Division and demonstrate competencies in principles/foundations of occupational education and methods of teaching occupational education.
- Pathway II – Cohort Training: Within the first twelve (12) months, the holder must enroll in the Division's sponsored two-year cohort training and complete the two (2) training within the three-year validity period of the interim certificate.

Joshua James Rishell's application, for a Limited Occupational Specialist certificate was denied based on the Division's evaluation of Mr. Rishell's number of industry hours. The Bruneau-Grandview School District wishes to hire this candidate and place him in the Business/Technology teacher role at Rimrock High School and, therefore, the District is requesting certification consideration by the State Board of Education. Through the review of his resume, the Division identified the candidate was able to demonstrate having roughly 8,000 of the 12,000-hour requirement. The experience was accrued over a four-year time period. Mr. Rishell was notified that his application was denied in July 2019. In response to the denial, Mr. Rishell provided additional information to supplement his resume and provide additional documentation of his experience. He requested reconsideration of his request. On second review, the request was not approved based on the lack of evidence showing day-to-day operational skills to warrant a Business Management/Finance or Network Support Technician endorsement. Mr. Rishell provided additional information in mid-August 2019 to further supplement his application and requested further consideration of his application. The supplementary information provided outlined his knowledge tied to the Career Technical Education program standards in the area of Networking and Computer Support Technologies. The request for certification was not approved. At this time the Superintendent of the Bruneau-Grandview School District was notified that the individual would not qualify for the Alternative Route to Certification – Content Specialist due to the lack of a baccalaureate or higher level degree or the emergency provisional certificate because he did not have two years of accredited college level training. At this time the Superintendent was notified by the Division that he could appeal the certification decision to the State Board of Education.

During the application review process Mr. Rishell participated actively in the week-long September Summer Academy sponsored by the Division and the University of Idaho. He is currently serving 0.75 FTE in the business/technology program at Rimrock High School, and additionally completing industry hours as a network and

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computer support contracted technician in the same district. He is also accruing additional industry hours for other contracted clients.

This is a request for Board action to waive the post-secondary education requirement for CTE Alternative Authorization – Content Specialist certification for this candidate, and allow ICTE to work with the Bruneau-Grandview School District and candidate to determine an educational/internship plan that will facilitate the candidate in obtaining a renewable Standard Occupational Specialist Certificate over the next three years. Rimrock Junior/Senior High School currently serves 172 students in grades 6 through 12.

Similar to Mr. Rishell's application, Ms. Bryn Elizabeth Cotter's application was denied for lack of documentation of industry experience. Following the initial review Ms. Cotter submitted additional information to more clearly provide documentation of her experience as a graphic design. On second review, the Division determined Ms. Cotter only demonstrated having approximately 430 of the 12,000 hours required for the Limited Occupational Specialist certificate. The Wallace School District discussed other options for Ms. Cotter and was notified that she did not meet the requirements for either the Alternative Route – Content Specialist or an Emergency Provisional Certificate due to a lack of transcribed postsecondary credits. Additionally, the administrator was directed to the Board Office to appeal the decision. Ms. Cotter is currently serving as a long-term substitute as graphic design teacher for Wallace School District Junior/Senior High School. The school currently serves 222 students in grades 7 through 12.

The administrators for both school districts feel these two candidates are effective teachers in their respective fields and are the best options for their students.

IMPACT

Approval of the appeals will allow for both school districts to have certificated individuals in their respective classrooms and meet the needs of their school district and students.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1203, Idaho Code, the Board may not authorize certification of individuals with less than four years of accredited college training except in "trades and industries" (occupational fields). The Board is also authorized pursuant to IDAPA 08.02.01.007 to grant a waiver of any rule not required by state or federal law to any school district.

In the case of Mr. Rishell's appeal the Board has three options. Due to the flexibility in Idaho statute for industry-based certification, the Board could take one of three actions:

- Waive the administrative rule 12,000 hour industry requirement and grant Mr. Rishell a Limited Occupational Specialist certificate;

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- Waive the administrative rule baccalaureate degree requirement for the Alternative Route – Content Specialist and approve Mr. Rishell for the alternate route, or
- Amend the Emergency Provisional Certification review process to eliminate the two year postsecondary training requirement for occupational specialist positions.

Due to the number of industry hours Mr. Rishell already has and the plan to earn additional hours over the duration of the interim certificate, staff recommends the Board waive the baccalaureate degree requirement for the Alternative Route – Content Specialist for Mr. Rishell, and direct staff to explore amending the alternate routes to allow a provision for industry-based occupational specialist positions as well as the education requirement for Emergency Provisional certificates for the same type of positions.

While the Board could consider the same options for Ms. Cotter, staff recommends waiving the education requirement for the Emergency Provisional certificate due to the large difference in industry experience and the current certification requirement. The waiver of the education requirement will allow Ms. Cotter to serve as the teacher of record for the 2019-2020 school year while a more longer-term option is explored.

Should the Board approve both recommendations, certification would still be dependent on the applicable application being submitted and approved.

BOARD ACTION

I move to approve the request from the Bruneau-Grandview District to waive the education requirement, IDAPA 08.02.02.042. for the Alternative Authorization – Content Specialist for Joshua James Rishell. Interim certification will be contingent on the applicable application being submitted and approved by the Division of Career Technical Education during the 2019-2020 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request from the Wallace School District and direct the Professional Standards Commission to waive the education requirement used for non-occupational specialist positions for Ms. Bryn Elizabeth Cotter for the 2019-2020 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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PRESIDENTS LEADERSHIP COUNCIL

SUBJECT

Board Policy - Bylaws – First Reading

REFERENCE

June 2016	The Board approved the first reading of proposed amendments to the Board Bylaws regarding actions at meetings that were not in existing Board policy and amendments to the Audit Committee.
August 2016	The Board approved the second reading of amendments to the Board Bylaws.
August 2019	The Presidents' Council presented to the Board a new proposed role for the Council and proposed changes to the name of the Council.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures - Bylaws

BACKGROUND/DISCUSSION

In August of 2019, the Presidents' Council met for an annual retreat. During this retreat, the group proposed that the new name of this group should be the Presidents Leadership Council (PLC) and that the PLC should report directly to the Board with the goal of more actively leading initiatives that align with the Board's strategic plan and objectives. In addition, the current Board bylaws require a rotation of chairs alternating between a community college president and a college or university president. PLC recommends that a rotation of the chair be generally adhered to, however there are benefits to extending the duration by which one president serves as chair to allow for continuity as PLC initiatives and goals are pursued. The chair position also requires a fairly significant amount of administrative and operational support, which may lend itself to a deviation from strict rotation given resources and bandwidth of the institution involved. Therefore, allowing the Presidents to annually make this decision with a general rotation is preferred.

IMPACT

The proposed amendment to the Board bylaws would update the name of the Presidents' Council to the Presidents Leadership Council, change the reporting structure of the council and allow for a more flexible adoption of a chairperson.

ATTACHMENTS

Attachment 1 – Bylaws – First Reading

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STAFF COMMENTS AND RECOMMENDATIONS

The Board's bylaws set out the Board's operating procedures including the establishment of the Board's standing committees and the workgroups assigned to those standing committees. Pursuant to the Board's bylaws, each standing committee, with the exception of the Audit Committee and Athletics Committee has at least one work group assigned to it and those groups report to the Board through the associated standing committee. Board policies established in Section I of the Board's Governing Policies and Procedures further establish Board procedures for Board meeting requirements as well as parameters for additional "ad hoc" committees of the Board and the associated standing committee through which that they report to the Board.

In addition to the amendments identified by the Presidents' Council, Board staff are proposing the removal of two standing committees that no longer meet, the Athletics Committee and the Agency Heads' Council. The Athletics Committee's primary purpose was to review coach contracts. It reported to the Board through the Business Affairs and Human Resource Committee. With changes made to Board policy regarding the use of a standard template and greater delegation to the Chief Executive Officers on these matters, it has been determined that this committee is no longer necessary. The Agency Head's Council has not met in a number of years. The Agency Chief Executive Officers find it more productive to meet with Executive Director individually and on an ad-hoc basis. In addition to the removal of these two subsections, Board staff are proposing a few additional technical edits. All amendments being proposed by Board staff are highlighted in Attachment 1. Amendments proposed by the Presidents' Council are indicated using the standard underline and strikethrough format and are not highlighted.

BOARD ACTION

I move to approve the first reading of Board policy - Bylaws as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education
GOVERNING POLICIES AND PROCEDURES

SECTION: I. BYLAWS (Operational Procedures)

August 2016

A. Office of the State Board of Education

The Board maintains an Office of the State Board for the purpose of carrying out the administrative, financial, and coordinating functions required for the effective operation of the institutions and agencies under the governance of the Board. The staff of the Office of the State Board is serve under the direction of an-the eExecutive director, who is responsible directly to the Board.

B. Meetings

1. The Board will maintain a 12-month rolling meeting schedule. To accomplish this, the Board will, at each of its regularly scheduled meetings, update its 12-month rolling schedule of Board meetings, provided, however, that the Board by majority vote, or the Board president after consultation with Board members, may reschedule or cancel any meeting.
2. The Board may hold special meetings by vote of a majority of the Board taken during any regular meeting or by call of the Board president.
3. All meetings of the Board are held at such place or places as may be determined by the Board.
4. Actions that impact ongoing future behavior of agencies and institutions shall be incorporated into Board policy. Actions limited to a specific request from an institution or agency, if not acted on within one year of approval, must be brought back to the Board for reconsideration prior to action by the institution or agency. This requirement does not apply to program approval time limits.

C. Rules of Order

1. Meetings of the Board are conducted in accordance with controlling statutes and applicable bylaws, regulations, procedures, or policies. In the absence of such statutes, bylaws, regulations, procedures, or policies, meetings are conducted in accordance with the current edition of *Robert's Rules of Order, Newly Revised*.
2. A quorum of the Board consists of five (5) Board members.
3. With the exception of procedural motions, all motions, resolutions, or other propositions requiring Board action will, whenever practicable, be reduced to writing before submission to a vote.

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4. A roll-call vote of the Board is taken on all propositions involving any matters of bonded indebtedness; convening an executive session of the Board; or on any other action at the request of any Board member or upon the advice of legal counsel. The first voter is rotated on each subsequent roll-call vote.

D. Officers and Representatives

1. The officers of the Board include:
 - a. A president, a vice president, and a secretary, who are members of the Board.
 - b. An executive secretary, who is the state superintendent of public instruction.
2. The president, vice president, and secretary are elected at the organizational meeting for one (1) year terms and hold office until their successors are elected. Vacancies in these offices are filled by election for the remainder of the unexpired term.
3. Board representatives to serve on other boards, commissions, committees, and similar bodies are appointed by the Board president.
4. The executive director is appointed by and serves at the pleasure of the Board unless the contract of employment specifies otherwise. The executive director serves as the chief executive officer of the Office of the State Board of Education.

E. Duties of Board Officers

1. Board President
 - a. Presides at all Board meetings, with full power to discuss and vote on all matters before the Board.
 - b. Submits such information and recommendations considered proper concerning the business and interests of the Board.
 - c. Signs, in accordance with applicable statutes and Board action, all contracts, minutes, agreements, and other documents approved by the Board, except in those instances wherein the Board, by its procedures, has authorized the Board president to designate or has otherwise designated persons to sign in the name of or on behalf of the Board.
 - d. Gives prior approval for any official out-of-state travel of seven (7) days or more by Board members, institution heads, and the executive director.
 - e. Subject to action of the Board, gives notice and establishes the dates and locations of all regular Board meetings.
 - f. Calls special Board meetings at any time and place designated in such call in accordance with the Open Meeting Law.
 - g. Establishes screening and selection committees for all appointments of agency and institutional heads.
 - h. Appoints Board members to all standing and interim committees of the Board.
 - i. Establishes the Board agenda in consultation with the executive director.
 - j. Serves as chief spokesperson for the Board and, with the executive director,

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carries out ~~its~~ the Board's policies between meetings.

2. Vice President
 - a. Presides at meetings in the event of absence of the Board president.
 - b. Performs the Board president's duties in the event of the Board president's inability to do so.
 - c. Becomes the acting Board president in the event of the resignation or permanent inability of the Board president until such time as a new president is elected.
3. Secretary
 - a. Presides at meetings in the event of absence of the Board president and vice president.
 - b. Signs, in accordance with applicable statutes and Board action, all minutes, contracts, agreements, and other documents approved by the Board except in those instances wherein the Board, by its procedures, has authorized or has otherwise designated persons to sign in the name of or on behalf of the Board secretary.
4. Executive Secretary

The state superintendent of public instruction, when acting as the executive secretary, is responsible for:

 - a. Carrying out policies, procedures, and duties prescribed by the Constitution of the State of Idaho, and ~~the~~ Idaho Code or established by the Board for all elementary and secondary school matters.
 - b. Presenting to the Board recommendations concerning elementary and secondary school matters and ~~the~~ matters of the State Department of Education.

5. Executive Director

The executive director serves as the chief executive officer of the Board, as chief administrative officer of Office of the State Board of Education, and as chief executive officer of such federal or state programs as are directly vested in the State Board of Education. The position description for the executive director, as approved by the Board, defines the scope of duties for which the executive director is responsible and is accountable to the Board.

F. Committees of the Board

The Board may organize itself into standing and other committees as necessary. Committee members are appointed by the Board president after informal consultation with other Board members. Any such standing or other committee may make recommendations to the Board, but may not take any action, except when authority to act has been delegated by the Board. The Board president may serve as an ex-officio

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member of any standing or other committee. The procedural guidelines for Board committees appear in the Board Governing Policies and Procedures.

For purposes of the bylaws, the University of Idaho, Boise State University, Idaho State University, Lewis-Clark State College, College of Eastern Idaho, College of Western Idaho, College of Southern Idaho, and North Idaho College are included in references to the “institutions;” and Idaho Public Television, the Division of Vocational Rehabilitation, the Division of Career Technical Education, and the State Department of Education, are included in references to the “agencies.”* An institution or agency may, at its option and with concurrence of the Board president, comment on any committee report or recommendation.

1. Planning, Policy and Governmental Affairs Committee

a. Purpose

The Planning, Policy and Governmental Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy, planning, and governmental affairs. The committee, in conjunction with the chief executive officers and chief administrators of the Board governed agencies and institutions, will develop and recommend to the Board future planning initiatives and goals. This committee shall also advise the Board on collaborative and cooperative measures for all education entities and branches of state government necessary to provide for the general supervision, governance and control of the state educational institutions, agencies and public schools, with the goal of producing a seamless educational system.

b. Composition

The Planning, Policy and Governmental Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as the chairperson and spokesperson of the committee, and is staffed by the Board’s Chief Planning and Policy Officer. The Planning, Policy and Governmental Affairs Committee may form working unit or units, as necessary, to advise the committee. The chairperson presents all committee and working unit recommendations to the Board.

c. Responsibilities and Procedures

The Planning, Policy and Governmental Affairs Committee is responsible for making recommendations to the Board in the following general areas:

* Definition provided for purposes of the Bylaws only. Recognizing the Board governance relationship varies with each of these entities, the intent in including representatives of each of the agencies and institutions as much as possible in the committee structure is to ensure proper and adequate representation, but is not intended to obligate or interfere with any other local boards or governing entities.

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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- i. Long range planning and coordination;
- ii. Initial discussions and direction on strategic policy initiatives and goals;
- iii. Legislative proposals and administrative rules for Board agencies and institutions;
- iv. Coordination and communication with the Governor, the Legislature, and all other governmental entities with regard to items of legislation, Board policy and planning initiatives;
- v. Review and revision of Board policies, administrative rules and education-related statutes for consistency and compatibility with the Board's strategic direction;
- vi. Reports and recommendations from ~~the Presidents' Council and the Agency Heads' Council~~ workgroups and committees pertaining to education policy, planning and governmental affairs, including career technical education;
- vii. Other matters as assigned by the Board.

At the direction of the Board President, any matter before the Board may be removed to the Planning, Policy and Governmental Affairs Committee for initial action or consideration.

The Planning, Policy and Governmental Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's Chief Planning and Policy Officer, under the direction of the chairperson, prepares the agenda for the Planning, Policy and Governmental Affairs Committee work that is under consideration at each meeting of the Board.

2. Instruction, Research and Student Affairs Committee

a. Purpose

The Instruction, Research and Student Affairs Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedure concerning instruction, research and student affairs.

b. Composition

The Instruction, Research and Student Affairs Committee is composed of two (2) or more members of the Board, appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Academic Officer. The Instruction, Research and Student Affairs Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Council on Academic Affairs and Programs (CAAP), which shall

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be composed of the Board's Chief Academic Officer and the chief academic officers of the institutions and agencies. The chairperson presents all committee and working group recommendations to the Board.

c. Responsibilities and Procedures

The Instruction, Research and Student Affairs Committee is responsible for making recommendations to the Board in the following general areas:

- i. Agency and institutional instruction, research and student affairs agenda items;
- ii. Instruction, academic or career technical program approval;
- iii. Instruction, academic or career technical program review, consolidation, modification, and discontinuance, and course offerings;
- iv. Outreach, technology and distant learning impacting programs and their delivery;
- v. Long-range instruction, academic and career technical planning;
- vi. Registration of out-of-state institutions offering programs or courses in Idaho;
- vii. Continuing education, professional development, workforce training, programs for at-risk populations, career guidance;
- viii. Student organizations' activities and issues; and
- ix. Other matters as assigned by the Board.

The Instruction, Research and Student Affairs Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief academic officer, under the direction of the chairperson, prepares the agenda for the Instruction, Research and Student Affairs Committee work that is under consideration at each meeting of the Board.

3. Business Affairs and Human Resources Committee

a. Purpose

The Business Affairs and Human Resources Committee is a standing advisory committee of the Board. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning business affairs and human resources affairs.

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b. Composition

The Business Affairs and Human Resources Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Business Affairs and Human Resources Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be the Financial Vice Presidents council, which shall be composed of the Board's Chief Fiscal Officer and the chief financial officers of the institutions and agencies. The chairperson presents all committee recommendations to the Board.

c. Responsibilities and Procedures

The Business Affairs and Human Resources Committee is responsible, through its various working unit or units, for making recommendations to the Board in the following general areas:

- i. Agency and institutional financial agenda items;
- ii. Coordination and development of guidelines and information for agency and institutional budget requests and operating budgets;
- iii. Long-range fiscal planning;
- iv. Fiscal analysis of the following:
 - 1) New and expanded financial programs;
 - 2) Establishment, discontinuance or change in designation of administrative units;
 - 3) Consolidation, relocation, or discontinuance of programs;
 - 4) New facilities and any major modifications to facilities which would result in changes in programs or program capacity;
 - 5) Student fees and tuition; and
 - 6) Other matters as assigned by the Board.

The Business Affairs and Human Resources Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the agenda for the Business Affairs and Human Resources Committee work that is under consideration at each meeting of the Board.

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4. Audit Committee

a. Purpose

The Audit Committee is a standing committee of the Board. The Audit Committee provides oversight to the organizations under its governance (defined in Idaho State Board of Education, Policies and Procedures, Section I. A.1.) for: financial statement integrity, financial practices, internal control systems, financial management, and standards of conduct.

b. Composition

The Audit Committee members shall be appointed by the Board and shall consist of five or more members. Three members of the Committee shall be current Board members and at least two members shall be independent non-Board members who are familiar with the audit process and permanent residents of the state of Idaho. No employee of an institution or agency under the governance of the Board shall serve on the Audit Committee. Each Audit Committee member shall be independent, free from any relationship that would interfere with the exercise of her or his independent judgment. Audit Committee members shall not be compensated for their service on the committee, and shall not have a financial interest in, or any other conflict of interest with, any entity doing business with the Board, or any institution or agency under the governance of the Board. **However,** Audit Committee members who are Board members may be compensated for Board service. The Audit Committee may appoint a working unit or units, which could include the chief financial officers of the institutions and financial officers of the Board office.

All members shall have an understanding of the Committee and financial affairs and the ability to exercise independent judgment, and at least one member of the Committee shall have current accounting or related financial management expertise in the following areas:

- i. An understanding of generally accepted accounting principles, experience in preparing, auditing, analyzing, or evaluating complex financial statements, and;
- ii. The ability to assess the general application of such principles in the accounting for estimates, accruals, and reserves, and;
- iii. Experience in preparing or auditing financial statements and;
- iv. An understanding of internal controls.

Members may be reappointed. The Audit Committee chair shall be appointed by the Board President and shall be a Board member.

c. Responsibilities and Procedures

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It is not the Committee's duty to plan or conduct audits or to determine that the institution's financial statements are complete, accurate and in accordance with generally accepted accounting principles. Management of the applicable institutions and agencies shall be responsible for the preparation, presentation, and integrity of the financial statements and for the appropriateness of the accounting principles and reporting policies used. The following shall be the principle duties and responsibilities of the Committee:

- i. Recommend the appointment and compensation to the Board of the independent auditors for Board action. Evaluate and oversee the work of the independent auditors. The Committee must approve any services prior to being provided by the independent auditor. The independent auditing firm shall report directly to the Committee as well as the Board and the auditor's "engagement letter" shall be addressed to the Committee and the President of each institution. The Committee shall have the authority to engage the Board's legal counsel and other consultants necessary to carry out its duties.
- ii. Discuss with the independent auditors the audit scope, focusing on areas of concern or interest;
- iii. Review the financial statements, adequacy of internal controls and findings with the independent auditor. The independent auditor's "management letter" shall include management responses and be addressed to the Audit Committee and President of the institution.
- iv. Ensure the independent auditor presents the financial statements to the Board and provides detail and summary reports as appropriate.
- v. Oversee standards of conduct (ethical behavior) and conflict of interest policies of the Board and the institutions and agencies under its governance including establishment of confidential complaint mechanisms.
- vi. Monitor the integrity of each organization's financial accounting process and systems of internal controls regarding finance, accounting and stewardship of assets;
- vii. Monitor the independence and performance of each organization's independent auditors and internal auditing departments;
- viii. Provide general guidance for developing risk assessment models for all institutions.
- ix. Provide an avenue of communication among the independent auditors, management, the internal audit staff and the Board.
- x. Maintain audit review responsibilities of institutional affiliates to include but not limited to foundations and booster organizations.

The Audit Committee will meet as needed. The Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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Chief Fiscal Officer, under the direction of the chair, prepares the agenda for work that is under consideration at each meeting of the Board.

5. Athletics Committee

a. Purpose

The Athletics Committee is a standing advisory committee of the Board that reports through the Business Affairs and Human Resources Committee. It is responsible for developing and presenting recommendations to the Board on matters of policy and procedures concerning intercollegiate athletics.

b. Composition

The Athletics Committee is composed of two (2) or more members of the Board appointed by the president of the Board, who designates one (1) member to serve as chairperson and spokesperson of the committee, and is staffed by the Board's Chief Fiscal Officer. The Athletics Committee may appoint a working unit or units, as necessary, to advise the committee. One such working unit shall be composed of the institutions' Athletics Directors.

c. Responsibilities and Procedures

The Athletics Committee is responsible for making recommendations to the Board in areas including but not limited to:

- i. athletics director and coach contracts;
- ii. Athletics Department operating budgets;
- iii. Athletics Department reports on revenue, expenditures and student-athlete participation;
- iv. Athletics Department employee compensation reports;
- v. institutional National Collegiate Athletics Association (NCAA) Academic Progress Rate (APR) reports;
- vi. institutional Title IX gender equity reports;
- vii. athletics division or conference changes; and
- viii. institutional athletics sponsorship and media rights agreements;

The Athletics Committee may establish necessary procedures to carry out its responsibilities. Such procedures must be consistent with the Board's Governing Policies and Procedures. The Board's chief fiscal officer, under the direction of the chairperson, prepares the Athletics Committee work for the Business Affairs and Human Resources Committee agenda that is under consideration at each meeting of the Board.

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G. Committee Presentations

1. The agenda for each regular meeting of the Board shall be organized using the areas of responsibility provided for in regard to each permanent standing committee of the Board, as described in Subsection H above, with the exception of the Audit ~~and Athletic~~ Committee.
2. The Board member who is the chair of the permanent standing advisory committee and spokesperson shall present the agenda items in the area of the committee's responsibility. This presentation may include calling on institutional/agency representatives and/or other individuals. In the event of an absence or conflict with respect to the committee chairperson, the Board President may designate a substitute Board member or Board officer to present the agenda items.

H. Presidents' Leadership Council

1. Purpose

~~The Presidents' Council convenes prior to each Board meeting to discuss and make recommendations, as necessary, on Board agenda items scheduled for Board consideration.~~ The Presidents' Leadership Council convenes to serve the public good by providing a common leadership voice to educate, innovate, advocate and advance a vision and blueprint for higher education in Idaho at the direction of the Board. The Presidents Leadership Council may also choose or be directed by the Board to meet with ~~the Agency Heads' Council~~ other workgroups and committees for exchanges of information or to discuss projects of benefit to the entire system. The Presidents' Leadership Council reports to the Board ~~through the Planning, Policy and Governmental Affairs Committee of the Board in the manner directed by the Board President.~~

2. Composition

The Presidents' Leadership Council is composed of the presidents of the University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College; and the presidents of North Idaho College, College of Eastern Idaho, College of Western Idaho and the College of Southern Idaho, each of whom has one (1) vote. One (1) of the voting members shall serve as chair of the Council, with a ~~new~~ chair selected each academic year ~~such that the chair will rotate among the respective members, such that no two community college presidents' will hold a term in consecutive years~~ generally rotating among the respective members. The administrator of the Division of Career Technical Education and the Board's Executive Director shall be ex-officio members of the Council.

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3. Duties of the Chair

The Chair:

- a. Presides at all Presidents' Leadership Council meetings with full power to discuss and vote on all matters before the Council;
 - b. Establishes the Presidents' Leadership Council agenda in consultation with the Executive Director; and
 - c. Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.
4. The Executive Director will communicate openly and in a timely manner with the Presidents' Leadership Council.

1. Agency Heads' Council

1. Purpose

~~The Agency Heads' Council convenes as necessary to discuss and make recommendations on agenda items scheduled for Board consideration as well as other issues pertinent to the agencies. The Agency Heads' Council may also choose or be directed by the Board to meet with the Presidents' Council for exchanges of information or to discuss projects of benefit to the entire system. The Agency Heads' Council reports to the Board through the Planning, Policy and Governmental Affairs Committee of the Board.~~

2. Composition

~~The Agency Heads' Council is composed of the chief administrators of Idaho Educational Public Broadcasting System, the Division of Vocational Rehabilitation, and the Division of Career Technical Education; and representatives from the State Department of Education. The Board's Executive Director shall serve as chair of the Council.~~

3. Duties of the Chair

- a. ~~Presides at all Agency Heads' Council meetings;~~
- b. ~~Establishes the Council's agenda in consultation with the Council's members;~~
~~and~~
- c. ~~Maintains open communications with the Board on agenda matters through the Planning, Policy and Governmental Affairs Committee.~~

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DIVISION OF CAREER TECHNICAL EDUCATION (Division)

SUBJECT

Online Delivery of Career Technical Education (CTE) Programs

REFERENCE

April 2019

The Board took action to direct the Division to start the review process on each secondary program pathway and identify which can be appropriately delivered on-line or through a hybrid format. The Division was directed to bring back a progress update to the Board no later than the August Regular Board meeting with a target date of the December Regular Board meeting for the review to be completed.

August 2019

The Division provided the Board with an interim update on project as part of the Divisions annual update.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1002G, 33-2202, 33-2205, 33-5202 and 33-5208, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

GOAL 1: EDUCATIONAL SYSTEM ALIGNMENT, Objective B: Alignment and Coordination

BACKGROUND/DISCUSSION

As career technical education continues to evolve, the timing is right to explore the feasibility of expanding online CTE delivery, either through completely online pathways or through hybrid delivery. At the April 2019 Regular Board meeting, the Board directed the Division to start the review process on each CTE secondary program pathway and identify which could be appropriately delivered on-line or through a hybrid format. The Division was directed to bring back a progress report to the Board no later than the August 2019 Regular Board meeting with a target date of the December 2019 Regular Board meeting for the review to be completed. The impetus for this study was the passage of Senate Bill 1106 (2019). SB 1106 was enacted due to concern by legislators that the Division was not equally evaluating online career technical education programs for added cost funds. Additionally, during the 2019 legislative session stakeholders, including industry partners and legislators, had expressed concerns that the Division was not being as responsive or nimble as necessary to meet the needs of industry, nor was it being as innovative and forward thinking as it could be in terms of ways to expand access to CTE programs. As a large and rural state, Idaho is faced with a number of distinct considerations in how to best meet the needs of its population. As a reference, 72 percent of Idaho districts are rural, 38 percent of students are enrolled in a rural district, 46 percent of administrators work in rural district, and 40 percent of teachers work in rural district.

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At the August Board meeting, the Division provided an interim update on its project, including an overview of online CTE programs in other states, a number of examples of expanded delivery options already taking place in Idaho, as well as the proposed plan to better assess program review that makes sense for Idaho.

This presentation will summarize the Division's findings after surveying all secondary CTE pathway teachers in Idaho. Survey respondents were asked to respond to three major questions. One, they were asked to identify whether they taught introductory, intermediate, or capstone courses (or any combination of). They were then asked if they believed their pathway could be effectively delivered in an online environment. If they said "no" they were then asked to identify which of the standards could be delivered online.

In addition to the survey findings, the presentation provides information on existing online resources available to districts, including both curriculum and CTE courses currently available through the Idaho Digital Learning Academy. The Division will provide an action plan for next steps, including strategies to collect additional input from postsecondary career technical programs, gather feedback from business and industry, and prioritize the development of projects to foster completely online pathways and/or hybrid pathways.

IMPACT

This agenda item will provide the Board with the opportunity to provide Division staff with additional direction on the expectations for reviewing program standards and identifying programs in advance of a specific program review request that can be delivered completely online, through a hybrid model, or must be delivered face-to-face.

ATTACHMENTS

Attachment 1 – Preliminary Survey Findings and Proposed Next Steps

STAFF COMMENTS AND RECOMMENDATIONS

SB1106 (2019) amended Section 33-1002G (Career Technical School Funding and Eligibility), 33-2202 (State Board for Career Technical Education – Powers and Duties), 33-2205 (State Board to Appoint Administrator – Designation of Assistants – Division of Career Technical Education – Duties and Powers), 33-5202 (Legislative Intent), 33-5202A (Definitions), and 33-5208 (Public Charter School Financial Support). These sections of code include minimum requirements for designation of a Career Technical School and eligibility of subsequent Added Cost Funding, as well as provisions for development of virtual CTE courses, and charter schools (Chapter 52, Title 33), including charter schools with a CTE focus. Prior to the enactment of SB 1106 (2019) all career technical programs were required to be evaluated based on the established program standards. There was no authorization in either Idaho Code or Board policy that authorized the Division to evaluate programs on anything other than the ability for the program to meet the

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program standards. In response to some stakeholders' complaints that virtual programs were not being evaluated equitably, SB1106 (2019) was enacted. Amendments to Idaho Code included in this bill clearly state virtual programs must be evaluated based on a program's ability to meet the approved program standards in the same manner as any traditional face-to-face program, and requires the Division to "maintain a list of secondary career technical education pathways that can be delivered by traditional means or entirely online, or a combination of both methods." A number of industry stakeholder organizations spoke in favor of the legislation and the need to move quickly in identifying which programs could be delivered through these different modalities. The amendments took effect July 1, 2019.

In response to this legislation and additional feedback from the legislature and industry leaders, the Board directed the Division to initiate the review of the program standards necessary to identify the programs that could be delivered through the three methodologies to become compliant with the provision of Section 33-2205, Idaho Code prior to the start of the 2020 legislative session. Section 33-2205, Idaho Code now requires, among other things, that the Division maintain a "list of secondary career technical education pathways that can be delivered by traditional means or entirely online, or a combination of both methods." A typical program standards review would consist of a group of educators (secondary and postsecondary), and in the case of CTE programs, also include industry partners from the area being reviewed. Reviewers go through each of the program pathway standards and identify which standards could be met through a virtual format and which standards would require a face-to-face component to meet. A survey by itself would be one mechanism used for gathering input, but would not be used in isolation due to the limitations of survey bias, sampling size, etc.

The original timeline set for the program review process would have allowed the Board to approve the list of programs and the methodologies available for delivery prior to the 2020 Legislative Session. Such approval would have brought the Division into compliance with Section 33-2205, Idaho Code.

Staff recommends the Board set clear expectations for the program standards review process and a timeline by which it must be completed.

BOARD ACTION

I move to direct the Division of Career Technical Education to work with Board staff and the Planning, Policy and Governmental Affairs Committee to establish the parameters for completing the program review process and bring back a list of programs and delivery methodologies no later than the February 2020 Regular Board meeting.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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ATTACHMENT 1

Pathway Name	Total number Respondents (as of 10/28/2019)	Can This Pathway Be Effectively Delivered	
		# Yes	# No
Administrative Services Program Standards	2	1	1
AG Leadership & Communication Program Standards	0	0	0
AG Mechanics & Power Systems Program Standards	1	0	1
AG Small Engine Repair/Power Sports Program Standards	5	0	5
AG Welding Program Standards	13	0	13
Agribusiness Program Standards	2	0	2
Animal Science Program Standards	7	2	5
Applied Accounting Program Standards	3	2	1
Automated Manufacturing Program Standards	2	0	2
Automotive Technology Program Standards	9	1	8
Broadcasting Program Standards	5	0	5
Business Management Program Standards	3	1	2
Cabinetmaking and Millworking Program Standards	4	0	4
Collision Repair Program Standards	2	0	2
Commercial Photography Program Standards	3	1	2
Computer Support Program Standards	5	1	4
Cosmetology Program Standards	1	0	1
Culinary Arts Program Standards	10	5	5
Dental Assisting Program Standards	4	1	3
Digital Communications Program Standards	2	1	1
Drafting Program Standards	4	2	2
Early Childhood Education Program Standards	2	1	1
Ecology & Natural Resources Program Standards	3	1	2
Education Assistant Program Standards	3	1	2
Electrical Apprenticeship - Year 1 Program Standards	0	0	0
Electrical Apprenticeship - Year 2 Program Standards	0	0	0
Electrical Apprenticeship - Year 3 Program Standards	0	0	0
Electrical Apprenticeship - Year 4 Program Standards	0	0	0
Electronics Technology Program Standards	3	0	3
Emergency Medical Technician Program Standards	9	1	8
Firefighting Program Standards	1	0	1
Food Science & Processing Technology Program Standards	3	0	3
Graphic Design Program Standards	13	5	8
Heavy Equipment and Diesel Technology Program Standards	3	0	3
Hospitality and Tourism Program Standards	1	0	1
Hospitality Management Program Standards	0	0	0

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ATTACHMENT 1

Pathway Name	Can This Pathway Be Effectively Delivered	
	Total number Respondents (as of 10/28/2019)	# Yes # No
HVAC Apprenticeship Program Standards	0	0 0
Industrial Maintenance Mechanics Program Standards	1	0 1
Journalism Program Standards	1	1 0
Law Enforcement Program Standards	3	0 3
Marketing Program Standards	6	0 6
Network Support Program Standards	6	1 5
Nursing Assistant Program Standards	13	1 12
Ornamental Horticulture Program Standards	0	0 0
Pharmacy Technician Program Standards	2	1 1
Plant Science Program Standards	2	1 1
Plumbing Apprenticeship Program Standards	0	0 0
Precision Machining Program Standards	1	0 1
Pre-engineering Program Standards	15	1 14
Programming & Software Development Program Standards	3	2 1
Rehabilitation Services Program Standards	17	1 16
Residential Construction Program Standards	10	0 10
Small Engine Repair/Power Sports Program Standards	1	0 1
Web Design & Development Program Standards	6	3 3
Welding Program Standards	5	1 4
Total Respondents	220	

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DIVISION OF CAREER TECHNICAL EDUCATION

SUBJECT

Strengthening Career and Technical Education for the 21st Century Act (Perkins V) FY2020 Transition Plan

REFERENCE

October 2006	Board received an update on the new state Carl D. Perkins IV transition plan
February 2007	Board approved the state federal Carl D. Perkins IV six-year plan
February 2009	Board approved updated five-year plan under Perkins IV Act
February 2019	Board received an update on the new Perkins V Act adopted by Congress in 2018
May 23, 2019	Board received an update and approved the FY2020 Strengthening Career and Technical Education for the 21 st Century Act (Perkins V) Transition Plan

APPLICABLE STATUE, RULE, OR POLICY

Sections 33-2201 through 33-2207, Idaho Code
P.L. 115-224 Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (2018)
Idaho Administrative Code, IDAPA 55.01.01

ALIGNMENT WITH STRATEGIC PLAN

GOAL 4: WORKFORCE READINESS: The educational system will provide an individualized environment that facilitates the creation of practical and theoretical knowledge leading to college and career readiness.

BACKGROUND/DISCUSSION

On July 31, 2018, the United States president signed into law the *Strengthening Career and Technical Education for the 21st Century Act* (Public Law 115-224) (Perkins V), which reauthorized and amended the *Carl D. Perkins Career and Technical Education Act of 2006*. The U.S. Department of Education's Office of Career, Technical, and Adult Education (OCTAE) has provided a guide to assist states in developing their State Plan under Perkins V.

The purpose of the Strengthening Career and Technical Education for the 21st Century Act referred to as Perkins V is to increase learner access to high-quality Career Technical Education (CTE) programs of study, with a focus on systems alignment and program improvement. Perkins V also emphasizes improving the academic and technical achievement of CTE students, and strengthening the

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connections between secondary and postsecondary education and improving accountability. Perkins V requires the submittal of a state plan with state determined levels of performance. Like the Consolidated State Plan for the Every Student Succeeds Act, the Perkins V planning requirements include requirements for levels of performance to be determined in consultation with stakeholders. The development of the plan must engage representatives of secondary and postsecondary career technical programs; community representatives including parents, students and community organizations; representatives of the state workforce development board; members and representatives of special populations; representatives of business and industry; representatives of agencies serving out-of-school youth, homeless children, and at-risk youth; representatives of Indian Tribes and Tribal organization; and individuals with disabilities.

Pursuant to Section 33-110, Idaho Code, the State Board of Education is designated as the State Education Agency which is authorized to negotiate, and contract with, the federal government, and to accept financial and other assistance from the federal government. Section 33-2202, Idaho Code, designates the State Board of Education as the State Board for Career Technical Education for the purpose of carrying out the provisions of the federal act known as the Smith-Hughes Act and any subsequent acts affecting vocational education and to execute the laws of the state relative to career technical education. This section further authorizes the Board to cooperate with the federal government to administer such legislation, relative to career technical education.

States had the following two options regarding their State Plans for fiscal year 2020:

- Option 1 – a 1-Year Transition Plan for FY20. Under this option the eligible agency would submit its Perkins V State Plan in FY21 covering a 4-year period, FY21-24.
- Option 2 – a Perkins V State Plan that covers 5 years, which includes a transition year in FY20 and then a 4-year period covering FY21-24.

Idaho Career and Technical Education (ICTE) has selected Option 1, which allows Idaho to submit a 1-Year Transition Plan and gives ICTE the time necessary to develop a well thought out 4-Year plan with greater input from stakeholders and will help ensure a more successful implementation. The deadline to submit the Transition Plan to OCTAE was May 24, 2019. The Board approved the transition plan for submittal on May 23, 2019.

IMPACT

This update will provide the Board with information on where the Division is at in the process of developing Idaho's Perkins V plan and allow for Board direction prior to the Plan being brought back for Board approval at the February 2020 Regular Board Meeting.

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ATTACHMENTS

- Attachment 1 – Perkins V Plan Timeline
- Attachment 2 – Perkins IV to V Crosswalk

STAFF COMMENTS AND RECOMMENDATIONS

Like the Consolidated State Plan for the Every Student Succeeds Act, the Perkins V planning requirements include requirements for levels of performance to be determined in consultation with stakeholders (defined in Sec.122 – State Plan) involved in the state plan development process and for the public to be provided with at least 60 days to comment. The comments received must be included in the state plan and must include a written response to the comments. In addition to the collaboration in the development of the plan with the identified stakeholder groups above, the Perkins V requirements includes a requirement that the Governor is given 30 days to sign the long range plan. The one year transition plan allows the Division to conduct the necessary stakeholder meetings and arrange for the required public comment periods prior to bringing the longterm plan back to the Board for consideration.

The Division initiated outreach to stakeholders in October 2019, for development of the Perkins V plan. A draft of the plan is scheduled to be available December 26th for publication to the Divisions website. At that time notification will be sent to secondary and postsecondary stakeholders and materials will be submitted to the Board for consideration at the the Board’s February 2020 Regular Board meeting.. Following Board approval of the draft plan the Division will open the public comment period. At this time the Division has two additional stakeholder events planned. The first is a rural and remote school district symposium scheduled for January 6-7 that is intended to discuss how the Division can help rural and remote school districts meet their CTE goals, including how to best utilize Perkins V. The second is a statewide outreach session in late January/early February. Input from those two sessions will be incorporated into the final State Plan along with any comments received during the public comment period from February 14 through March 15. Following the close of the public comment period the plan would have to be brought back to the Board for final approval prior to submittal to OCTAE.

Prior to submittal to OCTAE the Governor must also be given 30 days to consider the plan. The plan is required to be submitted to OCTAE on April 15, 2020. Due to the current timeline the Board will be asked to convene a special Board meeting for final approval of the Perkins V plan.

BOARD ACTION

This item is for informational purposes only.

We believe in our mission to prepare Idaho's youth and adults for high skill, in-demand careers.



Updated: 12/02/2019

Key Perkins V Dates

October - Fall outreach

November 8, 2019 – Postsecondary performance measures due

November 8, 2019 – Comment period for the Perkins V Guide - Secondary Performance Measures ends

December 13, 2019 – Performance measure baselines for 60 day comment period ending February 11, 2020

December 31, 2019 – Draft State Plan completion date

January 14, 2020 – Submission of materials to the State Board

January 31, 2020 – Perkins V application available for fiscal year 2021

February 12-13, 2020 – State Board Meeting and presentation of final draft State Plan

February 14, 2020 – State Plan submitted for 30-day public comment period ending March 15, 2020

February 15, 2020 – Applications for new program/program change due

March 16 – Proposed special Idaho State Board of Education meeting to approve Final State Plan and submission to the Governor's Office for approval ending April 15, 2020

April 1, 2020 – Needs assessments due from LEAs and institutions.

April 15, 2020 – ICTE State Plan submission to OCTAE

June 30, 2020 – FY21 Perkins Local Applications due from secondary LEAs and postsecondary institutions

Additional dates to be determined

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Celebrating 100 Years of Career Readiness



Perkins IV to Perkins V Crosswalk

The Carl D. Perkins Career and Technical Education Act of 2006	Strengthening Career and Technical Education for the 21 st Century Act	Change	Potential Impact to Idaho CTE Programs
<p>34 definitions</p> <ul style="list-style-type: none"> • High-skill, high-wage, or high-demand occupations • Area Career and Technical Education School – a specialized public secondary school used exclusively or principally for the provision of CTE; the department of a public secondary school exclusively or principally used for providing CTE in not fewer than 5 different occupational fields; public or nonprofit technical institution or CTE school used exclusively or principally for the provision of CTE to individuals who have completed or left secondary 	<p>55 definitions including:</p> <ul style="list-style-type: none"> • High-skill, high-wage, or in-demand occupations. In-demand – An industry sector that has a substantial current or potential impact on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or an occupation that currently has or is projected to have a number of positions in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate. • Area Career and Technical Education School – a specialized public secondary school used exclusively or principally for the provision of CTE; the department of a public secondary school exclusively or principally used for providing CTE in not fewer than 3 different fields that are available to all students, especially in high-skill, high wage, or in-demand industry sectors or occupations; a public or nonprofit technical institution or CTE school used exclusively or principally for the provision of CTE to individuals who have completed or left secondary school; or the department or division of an 	<p>New definitions reflect an effort to increase alignment with existing programs such as ESEA, ESSA, and WIOA. Especially WIOA. Needs based assessments will require collaboration with State, regional, and local labor representatives whether industry, DOL, or other types of organizations.</p> <p>3 occupational fields.</p>	<ul style="list-style-type: none"> • See Comprehensive Local Needs Assessment on page 14. • No impact.

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Perkins IV	Perkins V	Change	Potential Impact
<p>school; or the department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides CTE in not fewer than 5 different occupational fields.</p> <ul style="list-style-type: none"> • Career and Technical Education – provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions; provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an 	<p>institution of higher education, that operates under the policies of the eligible agency and that provides CTE in not fewer than 3 different occupational fields.</p> <ul style="list-style-type: none"> • Career and Technical Education – organized educational activities that (A) offer a sequence of courses that provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of ESEA; provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; (B) include competency-based, work-based, or other applied learning that supports 	<p>Adds a clause regarding coordination between secondary and postsecondary programs through programs of study including articulation agreements, early college high school programs, dual and concurrent enrollment, or other agreements.</p> <p>Adds another for career exploration at high school or middle grades level. First mention of middle grades which is defined as grades 5-8 by ESEA.</p> <p>The change to the definition of Career and Technical Education encompasses the legislative intent of coordinating a transition between student secondary and postsecondary careers and extending the opportunity to explore CTE at a younger age.</p>	<p>The change in definition is one of the driving factors behind Idaho’s decision to provide Perkins funding only for programs of study.</p> <p>Idaho currently does not plan to extend programs to the fifth or sixth grades, but will continue with middle school program development that includes the seventh and eighth grades.</p>

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Perkins IV	Perkins V	Change	Potential Impact
<p>industry, including entrepreneurship, of an individual.</p>	<p>the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual; (C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and (D) may include career exploration at the high school level or as early as the middle grades as defined in ESEA.</p> <ul style="list-style-type: none"> • Career Pathways – WIOA definition – a combination of rigorous and high-quality education, training, and other services that align with the skill needs of State/regional industries; prepares an individual to be successful in a range of secondary and postsecondary education options (including apprenticeships); includes counseling; includes education offered concurrently with workforce preparation activities and training for a specific occupation or occupational cluster; accelerates the educational and career advancement of the individual; 	<p>Previously undefined.</p>	<ul style="list-style-type: none"> • No impact.

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Perkins IV	Perkins V	Change	Potential Impact
<ul style="list-style-type: none"> • Eligible Recipient - a local educational agency, an area career and technical education school, an educational service agency, or a consortium; or an eligible institution or consortium of eligible institutions. • 6 special populations – individuals with disabilities; individuals from 	<p>enables an individual to attain a secondary school diploma or equivalent, and at least one recognized postsecondary credential; and helps an individual enter or advance within a specific occupation or occupational cluster.</p> <ul style="list-style-type: none"> • CTE Concentrator – at least 2 courses in a single CTE program or program of study for secondary, and for postsecondary earned at least 12 credits within a CTE program or program of study or completed a program if less than 12 credits in its entirety. Idaho = A junior or senior student enrolled in a capstone course during the year. • Eligible Entity – consortium of stakeholders and agencies, but limited to the competitive national innovation grant. Has nothing to do with the basic grant. • Eligible Recipient – a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium; or an eligible institution or consortium of eligible institutions. • 9 special populations – individuals with disabilities; individuals from 	<p>Previously undefined. States currently provide their own definition of a concentrator.</p> <p>There are currently no eligible entities in Idaho.</p> <p>Adds Indian Tribes, Tribal Organizations, and Tribal educational agencies.</p> <p>Changed displaced homemaker to out-of-workforce individuals.</p>	<ul style="list-style-type: none"> • Minimal impact. Idaho’s planned secondary definition does not include introductory courses. • No impact. • Tribal entities will now have the opportunity to provide feedback regarding the State Plan. • Data reported to ICTE related to performance measures will

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ATTACHMENT 2



Perkins IV	Perkins V	Change	Potential Impact
<p>economically disadvantaged families, including foster families; individuals preparing for non-traditional fields; single parents, including single pregnant women; displaced homemakers; and individuals with limited English proficiency.</p> <ul style="list-style-type: none"> • Previously defined in text of the Act – incorporates secondary education and postsecondary education elements; includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; may 	<p>economically disadvantaged families, including low income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in the McKinney-Vento Act; youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.</p> <ul style="list-style-type: none"> • Out-of-workforce individuals – displaced homemaker, someone taking care of a home or family resulting in diminished marketable skills, or is an unemployed or underemployed parent with a child who is no longer eligible for assistance under Social Security programs. • Program of Study – A coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that incorporates challenging State academic standards, including those adopted by a State under section 111(b)(1) of the Elementary and Secondary Education Act of 1965; addresses both academic and technical knowledge and skills, including employability skills; is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; progresses in specificity 	<p>Added homeless individuals defined under the McKinney-Vento Act, youth who are in, or have aged out of, the foster system, and youth with a parent who is a member of the armed forces who is on active duty.</p> <p>Out-of-workforce individuals previously undefined, but special populations included displaced homemakers.</p> <p>Requires a defined link between secondary and postsecondary recipients to better facilitate the transition between the two. Requires alignment with industries at the State, regional, Tribal, or local levels.</p>	<p>require more disaggregation at the district/institution, school, and program of study levels.</p> <ul style="list-style-type: none"> • See Comprehensive Local Needs Assessment on page 14.

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Perkins IV	Perkins V	Change	Potential Impact
<p>include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.</p>	<p>(beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential.</p>		
	<ul style="list-style-type: none"> • Tribal Organization – the recognized governing body of any Indian tribe; any legally established organization of Indians which is controlled, sanctioned, or chartered by such governing body or which is democratically elected by the adult members of the Indian community to be served by such organization and which includes the maximum participation of Indians in all phases of its activities. 	<p>Previously undefined.</p>	<p>Tribal entities will now have the opportunity to provide feedback regarding the State Plan.</p>
<p>Authorized appropriations undefined on a yearly basis</p>	<p>Authorized appropriations clearly defined: FY19 - \$1,229,568,538 FY20 - \$1,246,782,498 FY21 - \$1,264,237,452 FY22 - \$1,281,936,777 FY23 - \$1,299,883,892 FY24 - \$1,318,082,266</p> <p>A total of 10.5% increase over FY18 levels of \$1.192 billion.</p>		<p>Defined appropriation levels allow for a degree of preparation of future budgets.</p>

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Hold harmless level at 1998 funding level	Hold harmless level at 2018 funding level, meaning no state shall receive less than the allotment received for fiscal year 2018 (Idaho total FY18 allotment was \$7,170,181). If total allotment of all states is less than FY18 total allotment, State allotments will be reduced by same ratio.	Sets a base level of funding for every state that aligns with current legislative support.	With the hold harmless level set at 2018 funding, ICTE has a base federal amount to apply towards calculating future budgets.
	Maintenance of Effort – the total amount spent using State funds for CTE programs may be reset to not less than 95% of the current baseline.		Allows Idaho to set a baseline for the first year of the Act.
<p>State distribution: 85% to local recipients Up to 10% may be used for reserve.</p> <p>Reserve funds (A) rural areas. (B) areas with high percentages of CTE concentrators or participants. (C) areas with high numbers of CTE Concentrators or participants.</p> <p>10% leadership activities Not more than 1% shall be made available to serve individuals in State institutions, such as correctional institutions and institutions that serve individuals with disabilities. Not less than \$60,000 and not more than \$150,000 shall be available for services that prepare</p>	<p>State distribution: 85% to local recipients Up to 15% may be used for reserve.</p> <p>Reserve funds (A) rural areas. (B) areas with high percentages of CTE concentrators or participants. (C) areas with high numbers of CTE Concentrators or participants. (D) areas with disparities or gaps in performance as described in section 112(b)(3)(C)(ii)(II).</p> <p>In order to (A) foster innovation that prepare individuals for nontraditional fields (B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.</p> <p>10% leadership activities</p>	<p>Reserve funds Increases allowable amount for reserve funds by 5% of local distributions and creates additional qualifications for reserve fund use.</p> <p>Leadership activities increases allowable amount for correctional institutions and educational institutions that serve individuals with disabilities by 1% of the total allocation and adds juvenile justice facilities, and adds .1% of the total allocation as a required use for the recruitment of special populations to CTE programs.</p>	<p>Idaho currently uses 10% of local distributions for reserve funds, 1% of Leadership funds to serve individuals in State institutions, \$60,000 of Leadership funds for non-traditional fields, and 5% of the total allocation for administration.</p> <p>At this time, there is no intention of changing our federal funding formula except to add the required 0.1% (\$7,170) for special population recruitment.</p>



Perkins IV	Perkins V	Change	Potential Impact
<p>individuals for non-traditional fields. 5%, or \$250,000, whichever is greater, for administration</p>	<p>Not more than 2% shall be made available to serve individuals in State institutions, such as correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities. Not less than \$60,000 and not more than \$150,000 shall be available for services that prepare individuals for non-traditional fields. 0.1% (\$7,170 for Idaho) up to \$50,000 shall be made available for the recruitment of special populations. 5%, or \$250,000, whichever is greater, for administration</p>		
<p>Accountability: FAUPL (Federally Agreed Upon Performance Levels) negotiated with States</p> <ul style="list-style-type: none"> Expressed in numerical or percentage form Continuous improvement <p>6 secondary core indicators</p> <ul style="list-style-type: none"> Graduation rate Academic attainment (English and Math) 	<p>Accountability: State determined performance levels</p> <ul style="list-style-type: none"> Expressed in numerical or percentage form Continuous improvement In consultation with stakeholders. All four years of performance levels included in the State Plan 60-day public review and comment period for stakeholders Must take into account State Plan goals <p>5 secondary core indicators (concentrators only)</p> <ul style="list-style-type: none"> Graduation and adjusted cohort rates Academic attainment (English, Math, and Science) 	<p>All performance levels are now determined by the state in consultation with stakeholders for the full four-year period covered by the State Plan. There is a 60-day public comment period of the performance levels for stakeholders.</p> <p>Performance indicators are limited to CTE concentrators only; added Science to academic attainment; added national service program to placement measures; and added a program quality element.</p>	<p>Idaho will now be able to set our own performance levels and some additional performance indicators. However, the Secretary still has the authority to reject the State Plan for any reason, including insufficient performance levels.</p> <p>ICTE currently provides LEAs with all data except placement after high school and single parent data. We will still need assistance with collecting those data sets.</p>

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Perkins IV	Perkins V	Change	Potential Impact
<ul style="list-style-type: none"> • Placement in postsecondary education, advanced training, military, or employed • Technical skill attainment as measured by the TSA • Participation and completion of students in non-traditional programs • Secondary school completion among early leavers (diploma or GED outside of the cohort) <p>5 Postsecondary indicators</p> <ul style="list-style-type: none"> • Technical skill attainment • Industry-recognized credential, certificate, or degree attainment. • Student retention or transfer to a baccalaureate degree program • Student placement in the military, additional training, or employment • Participation and completion of students in non-traditional programs <p>Negotiated annually.</p>	<ul style="list-style-type: none"> • Placement in postsecondary education or advanced training, military service, national service program (AmeriCorps/Senior Corps), Peace Corps, or employed • Concentrators in non-traditional programs • Program quality including at least 1: <ol style="list-style-type: none"> 1. Concentrators having attained a recognized postsecondary credential 2. Concentrators having attained postsecondary credit in CTE 3. Concentrators having participated in work-based learning May also add other measures as defined by the State. <p>3 postsecondary indicators (concentrators only)</p> <ul style="list-style-type: none"> • Concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education; are in advanced training, military service, or a national service program (AmeriCorps/Senior Corps); Peace Corps; or are placed or retained in employment • Concentrators who receive a recognized postsecondary credential during program participation or within one year • Concentrators in non-traditional fields <p>Revisions may be made after the second year of the State Plan, are subject to the 60</p>	<p>Idaho is keeping the technical skill attainment (TSA) performance indicator and adding a career and technical student organization (CTSO) participation performance indicator.</p> <p>Performance indicators are limited to CTE concentrators only.</p> <p>Perkins IV required a yearly negotiation with OCTAE to</p>	<p>Annual reports will necessarily include disaggregated data analysis down to the program level.</p> <p>With the changes planned for the statewide program, ICTE has designated program quality indicator #2 – Concentrators having attained postsecondary credit in CTE, as our preferred indicator.</p> <p>Other measures will include TSAs and CTSO membership.</p> <p>Not much will change with postsecondary indicators. The largest impact will be not having to track non-traditional participants.</p> <p>If revisions are made after two years, then there are additional</p>

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Perkins IV	Perkins V	Change	Potential Impact
<p>Performance improvement plan required after missing 90% of FAUPL. Sanctions after three years.</p> <p>Reporting data disaggregated at the gender, race/ethnicity, and special population levels.</p>	<p>day public comment process, must take into account State Plan goals, must take into account levels in other states, and must be higher than the average actual performance of the two most recently completed program years.</p> <p>Performance improvement plan required after missing 90% of performance levels. Sanctions after second year of failing to improve (3 years total).</p> <p>Reporting data disaggregated by program or program of study at the gender, race/ethnicity, and special population levels.</p>	<p>determine levels of performance. State levels are now determined on a four-year cycle with the ability to revise after two years, if necessary. Local recipients may negotiate their own levels with the State.</p> <p>Unchanged.</p> <p>Reporting down to the program of study level and three additional special populations.</p>	<p>procedures ICTE must follow to obtain approval. ICTE will have to demonstrate consideration of levels in other states and calculate the average of the previous two years.</p> <p>No impact.</p> <p>Impact is discussed above under the 5 secondary core indicators (page 8).</p>
<p>State Plan: 6 years that may include a one year transition period</p> <p>No mention of what to do after 6 years</p>	<p>State Plan: 4 years with one year transition period</p> <p>May be combined with WIOA State Plan</p> <p>Subject to a 30-day public comment period before submission</p> <p>After 4 years may either submit another 4-year plan or may submit annual revisions to the State determined performance levels</p>	<p>The State Plan term has been shortened by two years but now includes options for how to proceed after the initial plan ends. States may either submit another 4-year plan or submit annual revisions to State determined performance levels.</p>	<p>Impact will be minimal. ICTE may realize a reduction in the time necessary to complete revisions to the State Plan on an annual basis, but the increased reporting requirements for the Consolidated Annual Report due to OCTAE will balance time and effort expended.</p>

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Perkins IV	Perkins V	Change	Potential Impact
<p>Developed in consultation with stakeholders and the Governor’s office.</p> <ul style="list-style-type: none"> • Academic and career and technical education teachers, faculty, and administrators • Career guidance and academic counselors • Eligible recipients • Charter school authorizers and organizers consistent with State law • Parents and students • Institutions of higher education • The State tech prep coordinator and representatives of tech prep consortia (if applicable) • Entities participating in activities described in section 111 of Public Law 105–220 • Interested community members (including parent and community organizations) • Representatives of special populations • Representatives of business and industry (including representatives of small business) • Representatives of labor organizations in the State • Consult the Governor of the State with respect to such development 	<p>Developed in consultation with stakeholders and the Governor’s office.</p> <ul style="list-style-type: none"> • Representatives of secondary and postsecondary career and technical education programs, including eligible recipients and representatives of 2-year minority serving institutions and historically Black colleges and universities and tribally controlled colleges or universities in States where such institutions are in existence, adult career and technical education providers, and charter school representatives in States where such schools are in existence, which shall include teachers, faculty, school leaders, specialized instructional support personnel, career and academic guidance counselors, and paraprofessionals • Interested community representatives, including parents, students, and community organizations • Representatives of the State workforce development board established under section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the “State board”) • Members and representatives of special populations • Representatives of business and industry (including representatives of small business), which shall include 	<ul style="list-style-type: none"> • No tech-prep • State workforce development board added • Agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths • Indian Tribes and Tribal Organizations • Individuals with disabilities 	<p>More statewide communication efforts including multiple regional meetings, a dedicated Perkins V website, FAQs, and a dedicated stakeholder input email address.</p>

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Perkins IV	Perkins V	Change	Potential Impact
	<ul style="list-style-type: none"> • Representatives of industry and sector partnerships in the State, as appropriate, and representatives of labor organizations in the State • Representatives of agencies serving out-of-school youth, homeless children and youth, and at-risk youth, including the State Coordinator for Education of Homeless Children and Youths established or designated under section 722(d)(3) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11432(d)(3)) • Representatives of Indian Tribes and Tribal organizations located in, or providing services in, the State • Individuals with disabilities • Consult the Governor of the State, and the heads of other State agencies with authority for career and technical education programs that are not the eligible agency, with respect to the development of the State plan. 		
<p>20 elements</p>	<p>14 elements but they're more extensive Highlights include:</p> <ul style="list-style-type: none"> • Summary of workforce development activities in the State and how CTE is aligned with the education and skill needs of employers • State's strategic vision and goals for preparing an educated and skilled workforce 	<p>State Plan language for Perkins IV centered around how states intended to meet performance levels in the various indicators. Perkins V concentrates on creating a link between CTE and the needs of Idaho employers.</p>	<p>Focusing on meeting the needs of Idaho employers provides an opportunity to rethink and innovate the role of Career and Technical Education in Idaho. It allows ICTE to provide Idahoans with another path to success.</p> <p>Idaho's State Plan for Perkins V will promote success by funding</p>

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Perkins IV	Perkins V	Change	Potential Impact
	<ul style="list-style-type: none"> • A strategy for any joint planning, alignment, coordination, and leveraging of funds with WIOA, ESSA, and HEA • How disparities or gaps in performance levels will be addressed • A description of the public comment process <p>Governor shall have 30 days prior to submission to sign the State Plan (joint authority).</p> <p>State Plans must still be approved by the Secretary. State Plans shall be deemed approved 120 days after submission.</p>	<p>Prior Perkins Acts only required consultation, not joint authority.</p> <p>Perkins IV State Plans were deemed approved after 90 days.</p>	<p>those local education agencies and institutions with an approved program of study (state funds will continue for CTE cluster programs). Recipients will be required to use a portion of Perkins V funding for the purpose of assisting Idaho students in the transition from secondary to postsecondary careers. In an effort to promote equity and access among all populations, all recipients will be required to attend annual equity training.</p>
<p>Local Plan: Covers the same time period as the State Plan (6 years)</p> <p>Mirrored the content of the State Plan</p> <p>12 Local Plan components 1. CTE funds use</p>	<p>Local Application: Covers the same time period as the State Plan (4 years)</p> <p>Three pieces: the application components, the comprehensive needs assessment, and the consultation requirements</p> <p>9 Local Application Components: 1. Results of the needs assessment</p>	<p>Every four years instead of annually.</p> <p>More information required from recipients.</p> <p>Application components are centered around the results of the needs assessment. There are</p>	<p><u>Year one – school year '19-'20</u> Required documentation</p> <ul style="list-style-type: none"> • Transition Application that includes Perkins Local Application components 2-8 • Perkins Project and Budget Request • Annual Report and disaggregated data analysis

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Perkins IV	Perkins V	Change	Potential Impact
<p>2. CTE activity relation to performance levels</p> <p>3. Courses and activities supported</p> <p>4. Professional development</p> <p>5. Involvement of stakeholders</p> <p>6. Assurances</p> <p>7. Evaluation and program improvement</p> <p>8. Activities and reduction of barriers for special populations</p> <p>9. Non-discrimination of special populations</p> <p>10. Preparation for non-traditional fields</p> <p>11. Career guidance and academic counseling for CTE students</p> <p>12. Recruitment and retention of CTE teachers, faculty, and counselors. Transition from business and industry to teaching.</p>	<p>2. Courses and activities to be supported, including at least 1 state-approved program of study</p> <p>3. Career exploration/career guidance and counseling to be provided</p> <p>4. Alignment of academic and technical skills</p> <p>5. Activities for special populations</p> <p>6. Work-based learning opportunities</p> <p>7. Opportunities for postsecondary credit while attending high school</p> <p>8. Recruitment, preparation, retention, and training of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals, including individuals from underrepresented groups</p> <p>9. Addressing disparities and gaps in local performance levels</p> <p>Comprehensive needs assessment: Update not less than once every two years Requirements:</p> <ul style="list-style-type: none"> • Evaluation of student performance relative to the State determined levels of performance • Description of size, scope, and quality aligned to State, Tribal, or local in-demand industry or occupations or designed to meet local education or economic needs not identified by State or local workforce development boards • Evaluation of progress toward the 	<p>fewer direct ties to the State Plan and more to the labor market.</p> <p>The most important change is the addition of the comprehensive needs assessment. It affects all sections of the Act and shapes the local programs to local employment needs. Results of needs assessments are part of the application. They are used to guide the decision process regarding which CTE programs of study should be available in local districts and what programs may be developed at the</p>	<p>Year two – school year '20-'21</p> <ul style="list-style-type: none"> • Comprehensive Local Needs Assessment • Perkins Local Application • Perkins Project and Budget Request • Annual Report and disaggregated data analysis <p>Subsequent years Annually</p> <ul style="list-style-type: none"> • Perkins Project and Budget Request • Annual Report and disaggregated data analysis <p>Every two years (ex. '22, '24)</p> <ul style="list-style-type: none"> • Comprehensive Local Needs Assessment <p>Every four years (ex. '24)</p> <ul style="list-style-type: none"> • Perkins Local Application <p>Completing the Perkins Local Application</p> <p>1. Assemble a group of community stakeholders that includes members from each of the stakeholder groups listed. This step should be performed as soon as possible.</p>



Perkins IV	Perkins V	Change	Potential Impact
	<p>implementation of CTE programs and programs of study</p> <ul style="list-style-type: none"> • Improving recruitment, retention, and training of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals, including individuals from underrepresented groups • Strategies for special populations <p>Continual consultation with local stakeholders</p> <ul style="list-style-type: none"> • Secondary CTE teachers, counselors, principals, administrators, specialized support personnel and paraprofessionals • Postsecondary CTE faculty and administrators • State or local workforce development boards and a range of local or regional businesses or industries • Parents and students • Special populations • Regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth • Indian Tribes and Tribal Organizations • Any other stakeholders 	<p>postsecondary level.</p> <p>Codifies the need for the Technical Advisory Committees already in place.</p>	<p>2. Conduct the Comprehensive Local Needs Assessment. Needs assessments are meant to allow flexibility in a Perkins recipient’s programs of study. If a manufacturer moves into an area, it has the potential to necessitate a change. By evaluating the needs of the community on a regular basis, every two years, CTE providers can act instead of react.</p> <p>Needs assessments must be data driven using student performance indicators and labor market data or other available data. At the secondary level, the majority of data will be provided to LEAs by ICTE. At the postsecondary level, data is self-reported. The Idaho Department of Labor and the Workforce Development Council have provided a tool for the purpose of determining in-demand industry/occupations based on statewide and regional data (link provided on last page).</p> <p>3. Complete the four-year Perkins Local Application based on the results of the Comprehensive Local Needs Assessment.</p>



Perkins IV	Perkins V	Change	Potential Impact
<p>9 required uses of funds</p> <ol style="list-style-type: none"> 1. Support integration of academic skills into CTE programs 2. Link CTE at the secondary and postsecondary levels 3. Provide students with strong experience in and understanding of all aspects of an industry 4. Develop, improve, or expand the use of technology in CTE 5. Provide professional development programs for a wide variety of CTE professionals 6. Develop and implement evaluations of the activities funded by Perkins 7. Initiate, improve, expand, and modernize quality CTE programs 8. Provide services and activities that are of sufficient size, scope, and quality to be effective 9. Provide activities to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency 	<p>6 requirements for local uses of funds</p> <ol style="list-style-type: none"> 1. Provide career exploration and development activities through an organized systemic framework 2. Provide professional development for a wide variety of CTE professionals 3. Provide within CTE the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations 4. Support integration of academic skills into CTE programs 5. Plan and carry out elements that support the implementation of CTE programs and programs of study 6. Develop and implement evaluations of the activities funded by Perkins 	<p>Reduces the number of local uses by integrating related uses of funds.</p>	<p>Minimal impact.</p>
<p>20 permissive uses</p>	<p>20 permissive uses that are integrated into #5. Most are the same with the top changes being:</p> <ul style="list-style-type: none"> • Integration of academic skills • Equipment purchases are in line with business and industry needs 	<p>Mentoring and support services was removed from the list of permissive uses. The rest of the changes are listed in the Perkins V column.</p>	<p>Academic and arts and design skill integration – while funds cannot be used for courses, they may be used to train CTE instructors in integration or developing courses that are a hybrid of academic or</p>



Perkins IV	Perkins V	Change	Potential Impact
	<ul style="list-style-type: none"> • CTSO expansion to preparation and participation in competitions, including travel • Integration of arts and design skills where appropriate • Partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality CTE • Reducing or eliminating out-of-pocket expenses for special populations 		<p>arts and design and CTE requirements.</p> <p>CTSO expansion and reducing out-of-pocket expenses for special populations allow for more robust leadership programs and helps ensure access to CTE for all students.</p> <p>Qualified intermediaries are non-profit organizations that connect students with opportunities.</p>

<https://public.tableau.com/profile/idlabor#!/vizhome/In-DemandOccupations/In-DemandOccupations>

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SUBJECT

Docket 08-0000-1900 – Summary Correction

REFERENCE

August 2010	Board approved adoption of the core Mathematics and English Language Arts content standards and proposed rule incorporating them by reference.
November 2010	Board approved pending rule incorporating amended content standards by reference.
August 2015	Board approved updated Humanities and Science standards and proposed rule incorporating the amended content standards by reference.
November 2015	Board approved pending rule incorporating amended Humanities and Science content standards by reference. The pending rule was rejected by the 2016 legislature.
August 2016	Board was updated on the outcome of the Idaho Challenge content standards review process (all Idahoans had an opportunity to give input on each individual standard) started in 2015 and approved updated Arts and Humanities, English Language Arts, Health, Mathematics, Physical Education, and Social Studies standards and new Computer Science Standards.
November 2016	Board approved pending rule incorporating updated Arts and Humanities, English Language Arts, Health, Mathematics, Physical Education, and Social Studies standards and new Computer Science Standards.
August 2017	Board approved updated content standards for: Driver Education, Information and Communication Technology, and Science and proposed rule incorporating updated standards by reference.
November 2017	Board approved pending rule with amended content standards for Driver Education, Information and Communication Technology, and Science
April 2019	Board received update on impact of legislature not extending codified rules after June 30, 2019.
May 2019	Board approved temporary and proposed rules initiating the process for putting back place rules that were codified at the end of the 2019 Legislative session
November 26, 2019	Board approved pending rules, including pending rule Docket 08-0000-1901.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.

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BACKGROUND/DISCUSSION

At the November 26, 2019 Special Board meeting the Board considered 11 pending rules, including Docket 08-0000-1900. Following the Board's action to approve all 11 pending rules as presented, a typo was identified in the agenda material that went out to the Board members. Additionally, the Board has heard concerns that it did not fully consider the comments received regarding Docket 08-0000-1900. Docket 08-0000-1900 is the omnibus docket reauthorizing rules that were codified at the end of the 2019 legislative session and expired June 30, 2019 when the bill reauthorizing all codified rules did not pass the House of Representatives.

This docket includes a wide variety of other subject areas including state scholarships, educator preparation standards, content standards, graduation requirements, and charter school authorization, but the majority of the comments received during the public comment period and the testimony during the public hearings for this docket centered on the state content standards. Specifically, those referred to as the "common core" standards. The eleven academic content areas identified in IDAPA 08.02.03 are technically the "core" academic content areas identified in administrative code. The content standards for mathematics and English language arts are the two content areas out of the 11 that are most commonly being referenced as the common core standards.

The Board adopted new content standards in 2010 as part of the common core initiative to align the content in these two subject areas between states. In 2015 the mathematics and English language arts standards went through a process conducted by the State Department of Education (Department) referred to as the Idaho Challenge. In addition to the normal content standard review process where Idaho educators from the applicable subject area, secondary and postsecondary, are brought together along with other stakeholder representatives to review a portion of the Idaho content standards each year, this review was conducted in a way that allowed anyone interested to provide input. During this review process each standard was made available through the Department's website for all interested parties to review, provide comments on, and suggest amendments to the specific standard. The amendments identified through this process were then brought to the Board in 2016 through the negotiated rulemaking process. The current mathematics and English language arts standards were approved by the Board at the August 2016 Regular Board meeting and accepted by the legislature during the 2017 legislative session.

IMPACT

Provide the Board with a correction to an error in the November 2019 agenda material.

STAFF COMMENTS AND RECOMMENDATIONS

In the November 2019 Board meeting agenda material there was a typo. The table showing the number of individuals who formally testified at the public hearings,

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showed 12 individuals in Challis testifying in support of the standards. This was in error, of the approximately 32 people who attended the hearing, 12 formally testified. All twelve of the individuals who testified, indicated they were not supportive of the current “common core” standards. All of the specific examples discussed during the hearing were examples specific to curriculum or to high school students graduating without critical thinking skills.

BOARD ACTION

This item is for informational purposes.