

**CONSENT
FEBRUARY 13, 2020**

TAB	DESCRIPTION	ACTION
1	BAHR – SECTION II – BOISE STATE UNIVERSITY/ IDAHO STATE UNIVERSITY – PURCHASING POLICY REVISIONS	Action Item
2	BAHR – SECTION II – BOISE STATE UNIVERSITY – SECURITY SERVICES CONTRACT	Action Item
3	BAHR – SECTION II – UNIVERSITY OF IDAHO – CAPITAL PROJECT CONSTRUCTION AND FINANCING PHASES – NLINE TURBINE PROJECT	Action Item
4	BAHR – SECTION II – UNIVERSITY OF IDAHO – DESIGNATED DEPOSITORY CONTRACT WITH WELLS FARGO	Action Item
5	BAHR – SECTION II – UNIVERSITY OF IDAHO – GROUND LEASE TO SBA TOWERS X, LLC	Action Item
6	IRSA – COUNCIL ON ACADEMIC AFFAIRS AND PROGRAMS BY-LAWS	Action Item
7	IRSA – GRADUATE MEDICAL EDUCATION COMMITTEE APPOINTMENT	Action Item
8	PPGA – INSTITUTION PRESIDENT APPROVED ALCOHOL PERMITS	Action Item
9	PPGA - DATA MANAGEMENT COUNCIL APPOINTMENT	Action Item
10	PPGA - INDIAN EDUCATION COMMITTEE APPOINTMENT	Action Item

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TAB	DESCRIPTION	ACTION
11	PPGA - IDAHO STATE UNIVERSITY – FACILITY NAMING – ALUMNI CENTER	Action Item
12	PPGA - PUBLIC POSTSECONDARY PEER INSTITUTIONS	Action Item
13	PPGA – PERSISTENTLY UNSAFE SCHOOL	Action Item
13	SDE – BOISE STATE UNIVERSITY – PROPOSED CERTIFICATION PROGRAM ELEMENTARY AND SECONDARY EDUCATION	Action Item
14	SDE – EMERGENCY PROVISIONAL CERTIFICATION	Action Item

BOARD ACTION

I move to approve the consent agenda.

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BOISE STATE UNIVERSITY and IDAHO STATE UNIVERSITY

SUBJECT

Revised Purchasing Policies for Boise State University and Idaho State University

REFERENCE

BOISE STATE UNIVERSITY

February 2009	Boise State University (BSU) Annual Report to the Idaho State Board of Education (Board), discussion of need for delegated purchasing authority.
February 2010	Boise State University Annual Report to the Board, discussion of need for delegated purchasing authority
June 2010	Board approved Boise State University's Model Purchasing Policy
August 2011	Board approved revision of Model Purchasing Policy
June 2016	Board approved revision of Model Purchasing Policy
June 2018	Board approved revision of Model Purchasing Policy

IDAHO STATE UNIVERSITY

October 2016	Board approved revision of Model Purchasing Policy
June 2018	Board approved revision of Model Purchasing Policy

APPLICABLE STATUTE, RULE, OR POLICY

Section 67-9225, Idaho Code

ALIGNMENT WITH STRATEGIC PLAN

Goal 1: Educational System Alignment, Objective A: Data Access and Transparency

BACKGROUND/DISCUSSION

Boise State and Idaho State Universities request permission to amend their purchasing policies to include additional tools that will enhance the efficient and timely acquisition of goods and services to meet campus needs. The additional tools include:

- 1) Utilization of competitively bid contracts awarded by cooperative purchasing groups. There are numerous national and regional cooperative purchasing organizations that award contracts based on competitive bids. Many are for categories where there is not an existing State of Idaho contract. The option to access these contracts would shorten the time line of a procurement.
- 2) Bidding exemption for preventative maintenance and repair of scientific equipment when the service is only available from a single supplier. The service for the majority of the scientific equipment on campus can only be performed

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by a single supplier in order to maintain warranty provisions. This bidding exemption mirrors State Division of Purchasing Policy Directive 18-01.

- 3) Ongoing maintenance, upgrades, additional licenses for software or other information technology solutions including a change in the solution delivery method when software or solution was originally acquired in compliance with purchasing laws at the time of acquisition. The proposed policy language aligns with IDAPA 38.05.01.042.10.

IMPACT

Proposed changes provide BSU and ISU with additional tools to provide efficient and timely service for the acquisition of goods and services.

ATTACHMENTS

Attachment 1 – Redline Revised Policy, Boise State University
Attachment 2 – Redline Revised Policy, Idaho State University

STAFF COMMENTS AND RECOMMENDATIONS

Each institution seeks to amend its own purchasing policy to define and enhance processes consistent with the State Division of Purchasing's policies. As noted, the enhancements include utilizing cooperative purchasing group, a bidding exemption for specialized maintenance of equipment and maintenance and other kinds of software licenses for existing software. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to revise its purchasing policy as submitted in Attachment 1, to find it substantially consistent with Title 67, Chapter 92 Idaho Code; and to authorize the University to implement the revised purchasing policy effective February 14, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the request by Idaho State University's proposed revised purchasing policy as submitted in Attachment, to find it substantially consistent with Title 67, Chapter 92 Idaho Code; and to authorize the University to implement the revised purchasing policy effective February 14, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____



University Policy 6130

Purchasing

Effective Date

March 1998

Last Revision Date

~~June 2018~~ [February 2020](#)

Responsible Party

Purchasing Director, (208) 426-1283

Scope and Audience

This policy applies to all purchases made with University funds.

Additional Authority

- [University Policy 6030 \(University Contracts\)](#)
 - University Policy 5030 (Office of Sponsored Projects)
 - [Idaho State Board of Education Governing Policies and Procedures Section I.E.2.a](#)
 - [Idaho State Board of Education Governing Policies and Procedures Section V.I](#)
 - Idaho Code §59-1026
 - [Idaho Code §67-9225](#)
 - [Idaho Code §67-9230](#)
 - [Idaho Code §67-9231](#)
 - [Idaho Code §67-9233](#)
 - [Idaho Code §67-9219](#)
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1. Policy Purpose

To establish policies and procedures governing purchases made with University funds.

2. Policy Statement

- a. Procurement (purchasing) will be overseen by the Vice President of Finance and Administration and Chief Financial Officer. Daily operations have been delegated to the University Purchasing Director (UPD) and will be conducted in strict adherence with applicable federal and state laws and regulations and applicable State Board of Education and University (SBOE) policies.
- b. Purchasing activities shall be administered in a manner that provides maximum practicable open competition appropriate to the type of good or service to be provided. Purchases shall support the goals of cost efficiency and good/service quality, and these objectives shall be given consideration in the purchasing process.
- c. Purchasing activities include transactions involving trade-ins, and leased property. Procurements do not include non-exchange transactions such as sponsorships and transactions not involving the expenditure of University funds.
- d. The University owns all property purchased with University funds and all property received by the University as gifts. In addition, except where provided by the terms of a sponsored project by operation of law, the University owns all personal property purchased with funds from a sponsored project. No department, departmental unit, or University employee, may hold proprietary interest in any piece of University property, or property purchased with sponsored project funds which is held by the University. Regardless of which departmental unit ordered the item, the fund cited, or the budget expensed, the principle of University ownership prevails.
- e. This policy has been approved by the State Board of Education. Any changes to the policy shall be submitted in writing to the Executive Director for approval. The Executive Director may, in his or her discretion, refer proposed changes to the Board for approval.

3. Responsibilities and Procedures

3.1 Budget Authority

- a. It shall be the responsibility of the requestor to determine and ensure funds are available and properly budgeted.

- b. Terms may exceed one year provided that they are advantageous to the University and that such contracts contain no penalty to or restriction upon the University in the event cancellation is necessitated by a lack of financing for any such contract or contracts.

3.2 Requirements

- a. Small purchases are those purchases or procurements expected to cost less than two hundred fifty thousand dollars (\$250,000). Costs are determined based on the following:
 - (i.) One-time purchases of property.
 - (ii.) Total cost of a contract for services, including renewal or extension periods.
- b. To enhance small business bidding opportunities, the University shall seek a minimum of three quotes from vendors having a significant Idaho economic presence as defined in Section 67-2349, Idaho Code. The request for quotation may be written, oral, electronic, telephonic or facsimile.
- c. Large purchases, costing two hundred fifty thousand dollars (\$250,000) or more are procured through a formal sealed process. The issuance of Invitations to Bid (ITB) or Requests for Proposal (RFP) is the method for solicitation of offers from qualified vendors in a sealed process in order to establish pricing, specification or performance standards, and the terms and conditions for the purchase of goods and services. The University shall ensure adequate ITB's or RFP's are prepared which clearly define the goods and services needed for bidders to properly respond to the request. At the place, date, and time set forth in the solicitation, all bids or proposals received in accordance with the submittal requirements in the solicitation shall be publicly opened and read aloud by the buyer to those persons present.
- d. Notice of solicitations of bids or proposals for large purchases may be electronic in nature. The University may apply the use of a variety of techniques, including but not limited to, reverse auction, electronic posting or electronic advertisement of solicitations as appropriate to the buying situation. Large purchase notices, regardless of methodology, are referenced in the vendor section of the University purchasing department's website.
- e. Preference for Idaho suppliers for purchases:
 - (i.) Reciprocal preference will be given to Idaho vendors in accordance with Section 67-2349, Idaho Code.

- (ii.) Printing services will be awarded to local vendors in accordance with Section 60-101 - 103, Idaho Code.
- f. Where multiple bids and quality of property offered are the same, preference shall be given to property of local and domestic production and manufacture or from bidders having a significant Idaho economic presence.
- g. The University recognizes that an offered low price is not always indicative of the greatest value. Contracts will be awarded by the University pursuant to determination by the UPD of the best value to the University based on the criteria outlined in the solicitation. Award of contracts in excess of amounts as proscribed in State Board of Education (SBOE) policy V.I.3.a require the written approval of the Executive Director of the State Board of Education or the SBOE in a public meeting.
- h. No vendor or related party, or subsidiary, or affiliate of a vendor may submit a bid to obtain a contract to provide property to the University, if the vendor or related party, or affiliate or subsidiary was paid for services utilized in preparing the bid specifications or if the services influenced the procurement process.
- i. No property to be acquired shall be accepted which does not meet the minimum bid specifications.
- j. If funding for the purchase of goods or services includes sponsored project funding, federal requirements must be considered. Idaho preference, waivers and exemptions from bidding could be restricted based on terms and conditions of specific award documents and or funding agency requirements.

3.3 Waiver of Competitive Bidding (Sole Source)

The determination to waive the competitive bid process may be made only by the UPD. Any request by a department to restrict a purchase to one potential supplier must be accompanied by an explanation as to why no other item is suitable or that no other vendors exist to meet the need. Examples include, without limitation, circumstances where (i) the compatibility of equipment, components, accessories, software, replacement parts or service is the paramount consideration, (ii) a single supplier's property is needed for trial use or testing, or (iii) the purchase involves property for which it is determined there is no functional equivalent. A requirement for a particular proprietary item does not justify a sole source purchase if there is more than one potential source for that item. The University purchasing department shall conduct negotiations, as appropriate, to determine price, availability, and terms.

3.4 Exemptions from Bidding

3.4.1 Purchases under \$10,000

3.4.2 Bulk Contract Purchasing

3.4.2A State Open Contracts

- a. Certain commodities are procured through open contracts by the State of Idaho Division of Purchasing in order to obtain the lowest possible pricing for all agencies.
- b. No officer or employee shall fail to utilize an open contract without justifiable cause for such action. Justifiable cause shall be determined by the Vice President of Finance and Administration. Approved deviations from open contract use will be administered by the UPD.
 - (i.) Purchases from General Services Administration Federal Supply Contractors are allowed when the acquisition is advantageous to the University with approval from the UPD.
 - (ii.) Where no state open contract exists, state institutions of higher education (as defined in 67-9203 (16)) operating under the SBOE approved model purchasing policy, may collaborate with each other or the University of Idaho on solicitations where the combined volume of multiple institutions will provide the best value.

3.4.2B Cooperative Purchasing

Use of contracts issued by cooperative purchasing programs established by any association that offers its goods or services as a result of competitive solicitation processes is allowed with approval from the UPD. Each purchase made through the use of a cooperative purchasing program shall be subject to confirmation that such program's competitive solicitation process meets the minimum criteria for competitive solicitations and resulting purchases set forth in University policies.

3.4.3 Government and Agency Acquisitions

- a. Rehabilitation agency acquisitions.
- b. Correctional industries acquisitions.

- c. Federal government acquisitions including federal surplus.
- d. Interagency contracts, including contracts with other institutions of higher education.
- e. The University may contract with any one or more other public agencies or institution of higher education to perform any governmental service, activity, or undertaking which each public agency entering into the contract is authorized by law to perform, including, but not limited to joint contracting for services, supplies and capital equipment, provided that such contract shall be authorized by the governing body of each party to the contract.

3.4.4 Situational Acquisitions

- a. Legal advertising, publication or placement of advertisements directly with media sources.
- b. Contracts for legal services or bond related services.
- c. Professional, consultant and information related technology services costing less than \$250,000.
- d. University employee education, training and related travel expenses costing less than \$250,000.
- e. Purchases with special educational discounts offered by vendors exclusively to schools, colleges, universities, and other educational institutions where the property is for the express purpose of educating students.
- f. Concession services where there is no expenditure of University funds.
- g. Goods and services for which competitive solicitation procedures are impractical.
- h. Medical director and medical professional services.
- i. Property held for resale, such as bookstore inventory.
- j. Purchase of copyrighted materials available primarily from the publisher.
- k. Goods that are in used condition.

l. Preventative maintenance and repair of scientific equipment, when the services are only available from a single supplier

k.m. Ongoing maintenance, upgrades, support or additional licenses for software or other information technology solutions, including a change in the manner of solution delivery; which software or solution was originally acquired in compliance with the purchasing laws in effect at the time of acquisition.

3.4.5 Emergency Purchases

- a. The UPD, or designee, may authorize emergency purchases of goods and services when determined necessary and in the best interest of the University. Examples of circumstances that could necessitate an emergency purchase include:
- b. Unforeseen or beyond the control of the University or constituting a force majeure.
- c. Present a real, immediate or extreme threat to the proper performance of essential University functions.
- d. May reasonably be expected to result in excessive loss or damage to property or other resources, and/or bodily injury or loss of life.
- e. Any affected department may make an emergency purchase in the open market at the best attainable price when a documented emergency condition exists and the need cannot be met through the University's normal procurement method, provided that:
 - (i.) Funds are available for the purchase.
 - (ii.) Verbal authorization is obtained from the Vice President for Finance and Administration and Chief Financial Officer.
 - (iii.) Competition to the fullest extent practicable under existing circumstances is obtained and documented.
 - (iv.) The cost of the purchase does not exceed amount requiring SBOE Executive Director approval as prescribed in SBOE policy V.I.3 a.

- (v.) A fully signed explanation of the circumstances surrounding the emergency and the necessity for the purchase is filed by the requester with the UPD within two working days after such purchase or cessation of emergency conditions, whichever is later.

3.4.6 Direct Negotiations

- a. In lieu of competitive bidding, and when not covered by a State open contract, negotiations may be conducted whenever any of the following conditions are applicable and authorized by the UPD:
 - (i.) The public good as determined by the UPD will not permit the competitive bid process due to time constraints.
 - (ii.) No responsive or responsible bids are received at acceptable levels of price, service or terms.
 - (iii.) Approved sole source scenarios.
 - (iv.) The purchase is for experimental, developmental or research work, or for the manufacture of furnishing of property for experimentation, development, research or test.
 - (v.) Where there is a particular savings through the use of educational discounts.
 - (vi.) Acquisition of federal surplus or excess property.

3.5 Qualification of Vendors

- a. No vendor shall be allowed to submit a bid unless such vendor is qualified.
- b. All vendors are qualified unless disqualified.
- c. Vendors may be disqualified for any of the following reasons:
 - (i.) Failure to perform according to the terms of any agreement.
 - (ii.) Attempts by whatever means to cause acquisition specifications to be drawn so as to favor a specific vendor.

- (iii.) Actions to obstruct or unreasonably delay acquisitions by the University. Obstruction is hereby defined as a lack of success in more than fifty percent (50%) of the appeals made in each of three (3) different acquisitions during any twenty-four (24) month period.
 - (iv.) Perjury in a vendor disqualification hearing.
 - (v.) Debarment, suspension or ineligibility from federal contracting of the vendor, its principals or affiliates.
 - (vi.) Any reason in Idaho law that would disqualify a particular vendor for a particular bid
- d. A vendor shall be notified by registered mail within ten (10) days of disqualification and may, within thirty (30) days of the receipt of such notice, challenge the disqualification.
 - e. Disqualification or conditions may be imposed for a period of not more than five (5) years.

3.6 Appeals

- a. Elements of a formal sealed bid that are appealable include:
 - Bid specifications
 - Determination by the university that the bid is non-responsive and does not comply with the bid invitation and specifications
 - Award to a successful vendor
- b. The detailed appeal process for formal procurements utilizing the sealed bid process is located on the Purchasing Department website with a link to the website listed in the bid package.
- c. In addition, Sole Source determinations are appealable. The detailed process for appeal is located on the Purchasing Department website with a link to the website listed in the legal notice.
- d. Any appeal will be reviewed and a written decision setting forth reasons for denial will be provided or if upheld an amendment (for a specification or intent to award appeal) to the original bid or sole source determination will be posted.

- e. Submitting a bid to the University constitutes standard acceptance of this policy including the appeals process.
- f. Small purchases or purchases that are exempted from bidding requirements are not appealable.

3.7 Ethics Requirements

- a. All faculty, staff and students at the University are required to adhere to the intent and spirit of these policies and directives. They are designed as a means to acquire the necessary goods and services as effectively and economically as possible, while also maintaining compliance with the laws of the State of Idaho. Employees are subject to penalties as described in Idaho Code, including, but not limited to, those in Section 67-9231.
- b. Employees are prohibited from obtaining goods or services by avoiding the competitive process through such actions as splitting purchases, creating false emergency situations, and purchasing outside open contracts without authorization.
- c. Any effort to circumvent or abuse State and University purchasing regulations and policies or procedures will not be condoned and is subject to disciplinary action up to and including dismissal.
- d. Purchasing Ethics and Vendor Relationships
 - (i.) All employees are involved in business transacted by the University in one form or another. Especially so are those professional purchasers and other personnel who purchase items and services, including those using the University P-card. Each employee has a personal responsibility to conduct University business in an ethical manner and assure the integrity of the purchasing and procurement processes.
 - (ii.) Conflict of interest: A conflict of interest occurs when a person's private interests compete with his or her professional obligations to the University to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise. Employees are therefore prohibited from entering into service contracts with or selling goods to the University.
 - (iii.) Influencing/conspiring to influence: The University prohibits the influencing or conspiring to influence purchasing decisions and contract awards. Attempts at influence

may include kickbacks and bribes, peddling or payment of a fee, back door selling, hard-sell tactics, fraternization, or offering gifts to avoid following published procedures or gain advantages.

(iv.) Post issuance contract oversight is required to guarantee the University receives all goods and services as per the terms of the agreement. Boise State Policy #6030 describes roles and responsibilities for contract management.

- e. It is the responsibility of the University Purchasing Director to ensure that procurement staff are properly trained to execute their duties efficiently and in accordance with laws and regulations.
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Revision History

July 2011; September 2016; June 2018

IDAHO STATE UNIVERSITY
POLICIES AND PROCEDURES (ISUPP)
Purchasing Policy
ISUPP 2560

POLICY INFORMATION

Policy Section: *Finance*

Policy Title: *Purchasing Policy*

Responsible Executive (RE): *Vice President of Finance and Business Affairs*

Sponsoring Organization (SO): *Office of Finance and Business Affairs*

Dates: Effective Date: *November 1, 2016*

Revised: *June 21, 2018*

I. INTRODUCTION

The purpose of this policy is to establish policies and procedures governing purchases made with University administered funds. This policy was approved by the State Board of Education on October 20, 2016 at its regular Board meeting.

II. POLICY STATEMENT

- A. Procurement (purchasing) will be overseen by the Vice President of Finance and Business Affairs. Daily operations have been delegated to the University Purchasing Director (UPD) and will be conducted in strict adherence with applicable federal and state laws and regulations and applicable State Board of Education and University policies.
- B. Purchasing activities shall be administered in a manner that provides maximum practicable open competition appropriate to the type of good or service to be provided. Purchases shall support the goals of cost efficiency and good/service quality, and these objectives shall be given consideration in the purchasing process.
- C. Purchasing activities include transactions involving trade-ins, and leased property. Procurements do not include non-exchange transactions such as sponsorships and transactions not involving the expenditure of University funds.
- D. The University owns all property purchased with University funds and all property received by the University as gifts. In addition, except where provided by the terms of a sponsored project by operation of law, the University owns all personal property purchased with funds from a sponsored project. No department, departmental unit, or University employee, may hold proprietary interest in any piece of University property, or property purchased with sponsored project funds which is held by the University. Regardless of which departmental

unit ordered the item, the fund cited, or the budget expensed, the principle of University ownership prevails.

- E. This policy has been approved by the State Board of Education. Any changes to the policy shall be submitted in writing to the Executive Director for approval. The Executive Director may, in his or her discretion, refer proposed changes to the Board for approval.

III. BUDGET AUTHORITY

- A. It shall be the responsibility of the requestor to determine and ensure funds are available and properly budgeted.
- B. Terms may exceed one year provided that they are advantageous to the University and that such contracts contain no penalty to or restriction upon the University in the event cancellation is necessitated by a lack of financing for any such contract or contracts.

IV. REQUIREMENTS

- A. Small purchases are those purchases or procurements expected to cost less than two hundred and fifty thousand dollars (\$250,000). Costs are determined based on the following:
 - 1. One-time purchases of property.
 - 2. Total cost of a contract for services, including renewal or extension periods.
- B. To enhance small business bidding opportunities, the University shall seek a minimum of three quotes from vendors having a significant Idaho economic presence as defined in Section 67-2349 Idaho Code. The request for quotation may be written, oral, electronic, telephonic or facsimile.
- C. Large purchases, costing two hundred and fifty thousand dollars (\$250,000) or more are procured through a formal sealed process. The issuance of Invitations to Bid (ITB) or Requests for Proposal (RFP) is the method for solicitation of offers from qualified vendors in a sealed process in order to establish pricing, specification or performance standards, and the terms and conditions for the purchase of goods and services. The University shall ensure adequate ITB's or RFP's are prepared which clearly define the goods and services needed in order for bidders to properly respond to the request. At the place, date, and time set forth in the solicitation, all bids or proposals received in accordance with the submittal requirements in the solicitation shall be publically opened and read aloud by the buyer to those persons present.
- D. Notice of solicitations of bids or proposals for large purchases may be electronic in nature. The University may apply the use of a variety of techniques, including but not limited to, reverse auction, electronic posting or electronic advertisement of solicitations as appropriate to the buying situation. Large purchase notices,

regardless of methodology, are referenced in the vendor section of the University purchasing department's website.

- E. Preference for Idaho suppliers for purchases:
 - 1. Reciprocal preference will be given to Idaho vendors in accordance with Section 67-2349 Idaho Code.
 - 2. Printing services will be awarded to local vendors in accordance with Section 60-101-103 Idaho Code.
- F. Where multiple bids and quality of property offered are the same, preference shall be given to property of local and domestic production and manufacture or from bidders having a significant Idaho economic presence.
- G. The University recognizes that an offered low price is not always indicative of the greatest value. Contracts will be awarded by the University pursuant to determination by the UPD of the best value to the University based on the criteria outlined in the solicitation. Award of contracts in excess of amounts as proscribed in State Board of Education (SBOE) policy V.I.3.a require the written approval of the Executive Director of the State Board of Education or the State Board of Education in a public meeting.
- H. No vendor or related party, or subsidiary, or affiliate of a vendor may submit a bid to obtain a contract to provide property to the University, if the vendor or related party, or affiliate or subsidiary was paid for services utilized in preparing the bid specifications or if the services influenced the procurement process.
- I. No property to be acquired shall be accepted which does not meet the minimum bid specifications.
- J. If funding for the purchase of goods or services includes sponsored project funding, federal requirements must be followed. Idaho preference, waivers and exemptions from bidding could be restricted based on terms and conditions of specific award documents and or funding agency requirements. For sponsored project funding, adherence to Uniform Guidance §200.319 "Competition" must be followed.

V. WAIVER OF COMPETITIVE BIDDING (Sole Source)

The determination to waive the competitive bid process may be made only by the UPD. Any request by a department to restrict a purchase to one potential supplier must be accompanied by an explanation as to why no other item is suitable or that no other vendors exist to meet the need. A requirement for a particular proprietary item does not justify a sole source purchase if there is more than one potential source for that item. The University purchasing department shall conduct negotiations, as appropriate, to determine price, availability, and terms.

VI. EXEMPTIONS FROM BIDDING

A. Purchases under \$10,000

B. Bulk Contract purchasing

1. State Open Contracts

- a. Certain commodities are procured through open contracts by the State of Idaho Division of Purchasing in order to obtain the lowest possible pricing for all agencies.
- b. No officer or employee shall fail to utilize an open contract without justifiable cause for such action. Justifiable cause shall be determined by the Chief Financial Officer. Approved deviations from open contract use will be administered by the UPD.

2. Purchases from General Services Administration Federal Supply Contractors are allowed when the acquisition is advantageous to the University with approval from the UPD.

3. Where no state open contract exists, state institutions of higher education (as defined in 67-9203(16) Idaho Code) operating under the SBOE approved model purchasing policy, may collaborate with each other or the University of Idaho on solicitations where the combined volume of multiple institutions will provide the best value.

4. Use of contracts issued by cooperative purchasing programs established by any association that offers its goods or services as a result of competitive solicitation processes is allowed with approval from the UPD. Each purchase made through the use of a cooperative purchasing program shall be subject to confirmation that such program's competitive solicitation process meets the minimum criteria for competitive solicitations and resulting purchases set forth in University policies.

C. Government and Agency acquisitions:

1. Rehabilitation agency acquisitions.
2. Correctional industries acquisitions.
3. Federal government acquisitions including federal surplus.
4. Interagency contracts, including contracts with other institutions of higher education.
5. The University may contract with any one or more other public agencies or institutions of higher education to perform any governmental service, activity, or undertaking which each public agency entering into the contract is authorized by law to perform, including, but not limited to joint contracting for services, supplies and capital equipment, provided that such contract shall be authorized by the governing body of each party to the contract.

D. Situational acquisitions:

1. Legal advertising, publication or placement of advertisements directly with media sources.
2. Contracts for legal services or bond related services.

3. Professional, consultant and information related technology services costing less than \$250,000.
4. University employee education, training and related travel expenses costing less than \$250,000.
5. Purchases with special educational discounts offered by vendors exclusively to schools, colleges, universities, and other educational institutions where the property is for the express purpose of educating students.
6. Concession services where there is no expenditure of University funds.
7. Goods or services for which competitive solicitation procedures are impractical.
8. Medical director and medical professional services.
9. Property held for resale, such as bookstore inventory.
10. Purchase of copyrighted materials available primarily from the publisher.
11. Goods that are in used condition.
12. Preventative maintenance and repair of scientific equipment, when the services are only available from a single supplier.
13. Ongoing maintenance, upgrades, support or additional licenses for software or other information technology solutions, including a change in the manner of solution delivery; which software or solution was originally acquired in compliance with the purchasing laws in effect at the time of acquisition.

E. Emergency Purchases

1. The UPD, or designee, may authorize emergency purchases of goods and services when determined necessary and in the best interest of the University. Examples of circumstances that could necessitate an emergency purchase include:
 - a. Unforeseen or beyond the control of the University or constituting a force majeure.
 - b. Present a real, immediate or extreme threat to the proper performance of essential University functions.
 - c. May reasonably be expected to result in excessive loss or damage to property or other resources, and/or bodily injury or loss of life.
2. Any affected department may make an emergency purchase in the open market at the best attainable price when a documented emergency condition exists and the need cannot be met through the University's normal procurement method, provided that:
 - a. Funds are available for the purchase.
 - b. Verbal authorization is obtained from the Office of the Chief Financial Officer.
 - c. Competition to the fullest extent practicable under existing circumstances is obtained and documented.
 - d. The cost of the purchase does not exceed amount requiring SBOE Executive Director approval as prescribed in SBOE policy V.I.3.a.
3. A fully signed explanation of the circumstances surrounding the emergency and the necessity for the purchase is filed by the requester with the UPD

within two working days after such purchase or cessation of emergency conditions, whichever is later.

F. Direct Negotiations

1. In lieu of competitive bidding, and when not covered by a State open contract, negotiations may be conducted whenever any of the following conditions are applicable and authorized by the UPD:
 - a. The public good as determined by the UPD will not permit the competitive bid process due to time constraints.
 - b. No responsive or responsible bids are received at acceptable levels of price, service or terms.
 - c. Approved sole source scenarios.
 - d. The purchase is for experimental, developmental or research work, or for the manufacture of furnishing of property for experimentation, development, research or test.
 - e. Where there is a particular savings through the use of educational discounts.
 - f. Acquisition of federal surplus or excess property.

VII. QUALIFICATION OF VENDORS

- A. No vendor shall be allowed to submit a bid unless such vendor is qualified. All vendors are qualified unless disqualified.
- B. Vendors may be disqualified for any of the following reasons:
 1. Failure to perform according to the terms of any agreement.
 2. Attempts by whatever means to cause acquisition specifications to be drawn so as to favor a specific vendor.
 3. Actions to obstruct or unreasonably delay acquisitions by the University. Obstruction is hereby defined as a lack of success in more than fifty percent (50%) of the appeals made in each of three (3) different acquisitions during any twenty-four (24) month period.
 4. Perjury in a vendor disqualification hearing.
 5. Debarment, suspension or ineligibility from federal contracting of the vendor, its principals or affiliates.
 6. Any reason in Idaho law that would disqualify a particular vendor for a particular bid.
- C. A vendor shall be notified by registered mail within ten (10) days of disqualification and may, within thirty (30) days of the receipt of such notice, challenge the disqualification.
- D. Disqualification or conditions may be imposed for a period of not more than five (5) years.

VIII. APPEALS

- A. Elements of a formal sealed bid that are appealable include:

1. Bid specifications
 2. Determination by the University that the bid is nonresponsive and does not comply with the bid invitation and specifications
 3. Award to a successful vendor
- B. For formal procurements utilizing the sealed bid process, the detailed process for appeals will be referenced within the posted bid information and specification package.
- C. In addition, Sole Source determinations are appealable. The detailed process for appeal will be referenced in the legal notice.
- D. Any appeal will be reviewed and a written decision setting forth reasons for denial will be provided or if upheld an amendment (for a specification or intent to award appeal) to the original bid or sole source determination will be posted.
- E. Submitting a bid to the University constitutes standard acceptance of this policy including the appeals process.
- F. Small purchases or purchases that are exempted from bidding requirements are not appealable.

IX. ETHICS REQUIREMENTS

- A. All faculty, staff and students at the University are required to adhere to the intent and spirit of these policies and directives. They are designed as a means to acquire the necessary goods and services as effectively and economically as possible, while also maintaining compliance with the laws of the State of Idaho. Employees are subject to penalties as described in Idaho Code, including, but not limited to, those in Section 67-9231.
- B. Employees are prohibited from obtaining goods or services by avoiding the competitive process through such actions as splitting purchases, creating false emergency situations, and purchasing outside open contracts without authorization.
- C. Any effort to circumvent or abuse State and University purchasing regulations and policies or procedures will not be condoned and is subject to disciplinary action up to and including dismissal.
- D. Purchasing Ethics and Vendor Relationships
1. All employees are involved in business transacted by the University in one form or another. Especially so are those professional purchasers and other personnel who purchase items and services, including those using the University P-card. Each employee has a personal responsibility to conduct University business in an ethical manner and assure the integrity of the purchasing and procurement processes.

2. Conflict of interest:
 - a. A conflict of interest occurs when a person's private interests compete with his or her professional obligations to the University to a degree that an independent observer might reasonably question whether the person's professional actions or decisions are materially affected by personal considerations, including but not limited to personal gain, financial or otherwise.
 - b. Employees are therefore prohibited from entering into service contracts with or selling goods to the University.
 3. Influencing/conspiring to influence: The University prohibits the influencing or conspiring to influence purchasing decisions and contract awards. Attempts at influence may include kickbacks and bribes, peddling or payment of a fee, back door selling, hard-sell tactics, fraternization, or offering gifts to avoid following published procedures or gain advantages.
 4. Post issuance contract oversight is required to guarantee the University receives all goods and services as per the terms of the agreement. Idaho State University Policy "Contract Administration" describes roles and responsibilities for contract management.
- E. It is the responsibility of the University Purchasing Director to ensure that procurement staff are properly trained to execute their duties efficiently and in accordance with laws and regulations.

X. AUTHORITY AND RESPONSIBILITIES

The University Purchasing Director is responsible for ensuring compliance with this policy.

All University employees are responsible for following this policy when making purchases.

XI. RELATED LAWS AND POLICIES

- A. Idaho State Board of Education Governing Policies and Procedures, Section I.E.2.a
- B. Idaho Code Section 59-1026
- C. Idaho Code Section 67-9225
- D. Purchasing Card Policy ISUPP 2570
- E. Purchasing Procedures - <https://isu.edu/purchasing/vendor-resources/solicitation-process/>

BOISE STATE UNIVERSITY

SUBJECT

Contract with MAV Event Services, L.L.C. for security services

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

This is a non-strategic, Board governance agenda item.

BACKGROUND/DISCUSSION

Boise State University (BSU) seeks to enter into a contract for security services for athletic and other campus events. The term of the proposed contract is two (2) years with three (3) one-year renewal options requiring written consent of both BSU and MAV Event Services, LLC (MAV). This contract was competitively bid and the University received two bids in response to the Invitation to Bid (ITB). The bid from MAV was both the lowest cost bid and the highest scoring technical bid received.

IMPACT

The contract for security services will be used to provide security services for events and in instances where 24-hour security/fire-watch is necessary for the safety of property and/or individuals. These services are primarily utilized by Athletics, Public Safety, and University Event Services.

Historical analysis paired with forecasting estimates project the contract cost will not exceed \$2,652,000, with a yearly breakdown as follows:

- \$446,000 for Year 1 (Year 1 of 2 of base term)
- \$515,000 for Year 2 (Year 2 of 2 of base term)
- \$520,000 for Year 3 (Option Year 1)
- \$563,000 for Year 4 (Option Year 2)
- \$608,000 for Year 5 (Option Year 3)

ATTACHMENTS

Attachment 1 – Invitation to Bid (ITB) DD20-069, Security Services

Attachment 2 – Bid submitted by MAV Event Services,

Attachment 3 – Draft of Purchase Order to MAV Event Services, LLC

STAFF COMMENTS AND RECOMMENDATIONS

This contractual relationship between Boise State University and MAV Event Services, LLC formalizes a standardized security approach for those instances when in-house security does not have the capacity to manage events to best guard the safety of students, staff and guests. Staff recommends approval.

CONSENT
FEBRUARY 13, 2020

BOARD ACTION

I move to approve Boise State University's request to proceed with a contract for security services with MAV Event Services as outlined herein.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

INVITATION TO BID

ITB #DD20-069

Security Services
Boise State University

ITB Issue Date: October 7th 2019

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1. **ITB ADMINISTRATIVE INFORMATION****Table 1- General**

ITB Title:	ITB# DD20-069
ITB Project Description:	Security Services
ITB Lead:	Name: David Dickman Title: Buyer Mailing address: Boise State University Street address: 1910 University Dr. Boise, ID 83725 Email address: daviddickman@boisestate.edu Phone: (208) 426-3702 Fax: 208-426-1152
Pre-Bid Conference (MANDATORY): (see section 1.1)	Monday October 21, 2019 10:00 AM Mountain Daylight Time
Location of Pre-Bid Conference:	Address: 960 Broadway Ave. Suite 300 Boise, ID 83725
Deadline To Receive Questions:	Tuesday, October 22 2019 5:00 PM Mountain Time
Anticipated Release of Answers to Questions:	Friday, October 25, 2019
ITB Closing Date:	November 11, 2019 5:00 PM MDT
ITB Opening of Bids Date:	10:30 a.m. Mountain Time the following work day after bid closing. 960 Broadway Ave. Suite 300 Boise, ID 83725
Validity of Bid	Bid proposals are to remain valid for one hundred and twenty (120) calendar days after the scheduled closing date. Proposals submitted with a validity period of less than this will be found nonresponsive and will not be considered.

Initial Term of Contract and Renewals:	<p>Initial term (“base period”) of the Contract commences 24 Feb 2020, and terminates after two (2) calendar years, 23 Feb 2022. Following the base period, the parties may extend the contract (“option year”) under the same terms and conditions on an annual basis, upon mutual consent for one (1) year for a total of three (3) option years.</p> <p>Base Period, Two Years: 2/24/20 – 2/23/22</p> <p>Option Year 1: 2/24/22 – 2/23/23</p> <p>Option Year 2: 2/24/23 – 2/23/24</p> <p>Option Year 3: 2/24/24 – 2/23/25</p>
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- 1.1. A **MANDATORY** pre-proposal conference will be held at the location and time as indicated in Table 1. This will be your opportunity to ask questions of the University staff. All interested parties are invited to participate. ***Those choosing to participate must pre-register via email with the ITB lead to receive meeting details.*** This conference call will be used to explain, clarify, or identify areas of concern in the ITB. Those asking questions during the pre-proposal conference call will be REQUIRED to submit those questions to the University in writing by the designated “Deadline to Receive Questions” period as indicated on Table 1 of this ITB. For simplicity’s sake, offerors are strongly encouraged to submit just one, final set of questions, after the pre-proposal conference but prior to the question deadline, rather than multiple sets of questions. Any oral answers given by the University during the pre-proposal conference call shall be considered unofficial and subject to change.
- 1.2. All questions must be submitted to the ITB Lead by the date and time noted in the timeline on Table 1 of the ITB. Questions must be submitted using Attachment 1 “OFFEROR QUESTIONS” via email to the ITB Lead at the address listed above. Official answers to all questions will be posted on the University’s website as an amendment as indicated in the timeline on Table 1.
- 1.3. **Questions regarding Boise State University’s Standard Contract Terms-** found at the following link <https://www.boisestate.edu/vpfa-purchasing/vendor-information/> - **must be submitted by the question deadline. The University will not negotiate these requirements after the date and time set for receiving questions.** Questions regarding these requirements must contain the following:
 - 1.3.1. The term or condition in question;
 - 1.3.2. The rationale for the specific requirement being unacceptable to the offeror (define the deficiency);

- 1.3.3. Recommended verbiage for the University's consideration that is consistent in content, context, and form with the University's requirement that is being questioned; and
- 1.3.4. Explanation of how the University's acceptance of the recommended verbiage is fair and equitable to both the University and the offeror.
- 1.4. Bids received that qualify the offer based upon the University accepting other terms and conditions not found in the ITB or which take exception to the University's terms and conditions will be found non-responsive, and no further consideration of the offeror's bid will be given.
- 1.5. Bid opening will be held at the location and time as indicated in Table 1 of the ITB. All offerors, authorized representatives and the general public are invited, at their own expense, to be present at the opening of the proposals. During the ITB opening, only the names of the vendors will be provided.

2. **INSTRUCTIONS FOR SUBMISSION OF BID**

- 2.1. Any vendor may submit a bid. All vendors are qualified unless disqualified.
- 2.2. Bids must demonstrate that offerors have the ability to complete the described functions of this ITB.
- 2.3. In order to be considered for award, the sealed bid must be delivered to the place specified, no later than the date and time specified on Table 1 of the ITB.
- 2.4. A bid received at the office designated in this ITB after the ITB closing date and time will not be accepted. No late bids will be accepted.
- 2.5. Bids must be submitted with the University-supplied signature pages which must contain an **ORIGINAL HANDWRITTEN** signature executed in **BLUE INK** and be returned with the relevant Solicitation documents. **PHOTOCOPIED SIGNATURES or FACSIMILE SIGNATURES are NOT ACCEPTABLE.**
- 2.6. The bid must be addressed to the ITB Lead and clearly marked: "**BID – ITB DD20-069 Security Services**"
- 2.7. Each bid must be submitted with **one (1) original** (containing original handwritten signatures where required) and **(2) copies**.
- 2.8. If desired by the offeror, you may submit on CD or USB device, a redacted copy with all trade secret information removed or blacked out, as described in Paragraph 32, "Public Records," State of Idaho's SOLICITATION INSTRUCTIONS TO VENDORS. The electronic file name should contain the word "redacted." This is the copy of the offeror's bid which will be released under Idaho's Public Record Law, if the bid is requested. The redacted copy must be an exact copy of your bid.
- 2.9. Amendment Confirmation: If the ITB is amended, the offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Failure to return a signed copy of each amendment acknowledgement form with the proposal may result in the bid being found non-responsive.
- 2.10. All correspondence will be in writing. In the event that it becomes necessary to revise any part of this ITB, addenda will be posted at: <https://www.boisestate.edu/vpfa-purchasing/current-solicitations/>

- 2.11. It will be the responsibility of the Bidder to monitor this website for any updates or amendments. Any interpretations or clarifications of this ITB shall not be relied upon. All changes to this ITB shall be in writing and posted at this website in order to be valid.
- 2.12. No verbal bids or verbal modifications will be considered. An offeror may modify its bid in writing prior to the ITB closing date and time as specified in Table 1 of this ITB. A written modification must include the date and signature of the offeror or its authorized representative.
- 2.13. All costs incurred in the preparation and submission of a proposal in response to this ITB, including, but not limited to, offeror's travel expenses to attend the pre-proposal conference, proposal opening and presentation or negotiation sessions, must be the sole responsibility of offerors and will not be reimbursed by the University.
- 2.14. An appeal by a vendor of a bid specification, a non-responsiveness determination, or the award of a bid is governed by the Boise State University Purchasing Appeals Process, and must be filed in accordance with that process, which can be found on the Internet at <https://www.boisestate.edu/vpfa-purchasing/purchasing-procedures/>

3. **INSURANCE**

- 3.1. The Contractor and its subContractors are required to carry the types and limits of insurance shown in this Request, and ***to provide Boise State University ("Certificate Holder") with a Certificate of Insurance within ten (10) days of the signing of this Contract.***
 - 3.1.1. Certificate Holder shall read: State of Idaho and Boise State University, Attn: Risk Management, 1910 University Drive, Boise, Idaho, 83725-1245.
- 3.2. All certificates shall provide for thirty (30) days' written notice to Certificate Holder prior to cancellation or material change of any insurance referred to in the certificate.
- 3.3. All insurers shall have a Best's rating of A- or better and be licensed and admitted in Idaho.
- 3.4. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Certificate Holder may choose to maintain.
- 3.5. All policies (except Workers Compensation and Professional Liability) shall name the following as Additional Insured: State of Idaho and Boise State University.
- 3.6. Failure of Certificate Holder to demand a certificate or other evidence of full compliance with these insurance requirements or failure of Certificate Holder to identify a deficiency from evidence that is provided shall not be construed as a waiver of Contractor's obligation to maintain such insurance.
- 3.7. Failure to maintain the required insurance may result in termination of this contract at the Certificate Holder's option.
- 3.8. By requiring this insurance, Certificate Holder does not represent that coverage and limits will necessarily be adequate to protect Contractor, and such coverage and limits shall not be deemed as a limitation on Contractor's liability under the terms of the grant or contract.

- 3.9. Required Insurance Coverage. Contractor shall obtain insurance of the types and in the amounts described below.
- 3.9.1. Commercial General and Umbrella Liability Insurance. Contractor shall maintain commercial general liability (CGL) and, if necessary, commercial umbrella insurance with a limit of not less than \$1,000,000 each occurrence and \$2,000,000 in the aggregate. If such CGL insurance contains a general aggregate limit, it shall apply separately by location and shall not be less than \$2,000,000. CGL insurance shall be written on standard ISO occurrence form (or a substitute form providing equivalent coverage) and shall cover liability arising from premises, operations, independent Contractors, products-completed operations, personal injury and advertising injury, and liability assumed under an insured contract including the tort liability of another assumed in a business contract. Waiver of subrogation language shall be included. If necessary to provide the required limits, the Commercial General Liability policy's limits may be layered with a Commercial Umbrella or Excess Liability policy. All insurers shall have a Best's rating of A- or better and be licensed and admitted in Idaho.
 - 3.9.2. Commercial Auto Insurance. Contractor shall maintain a Commercial Automobile Policy with a Combined Single Limit of not less than \$1,000,000; Underinsured and Uninsured Motorists limit of not less than \$1,000,000; Comprehensive; Collision; and a Medical Payments limit of not less than \$5,000. Coverage shall include Non-Owned and Hired Car coverage. Waiver of subrogation language shall be included. All insurers shall have a Best's rating of A- or better and be licensed and admitted in Idaho.
 - 3.9.3. Business Personal Property and/or Personal Property. Contractor shall purchase insurance to cover Insured's personal property. In no event shall Certificate Holder be liable for any damage to or loss of personal property sustained by Insured, whether or not insured, even if such loss is caused by the negligence of Certificate Holder, its employees, officers or agents.
 - 3.9.4. Workers' Compensation. Where required by law, Contractor shall maintain all statutorily required Workers Compensation coverages. Coverage shall include Employer's Liability, at minimum limits of \$100,000 / \$500,000 / \$100,000. All insurers shall have a Best's rating of A- or better and be licensed and admitted in Idaho.
 - 3.9.5. Professional Liability. If professional services are supplied to the University, Contractor shall maintain Professional Liability (Errors & Omissions) insurance on a claims made basis, covering claims made during the policy period and reported within three years of the date of occurrence. Limits of liability shall be not less than one million dollars (\$1,000,000). All insurers shall have a Best's rating of A- or better and be licensed and admitted in Idaho.
 - 3.9.6. Insurance is required to help protect the Offeror and University in the case of any claims of damages or defects related to collegiate branded apparel (even if the apparel is only for use internally). The following is required in addition to the coverages listed in the sections above:

- 3.9.6.1. Personal & Advertising Injury (\$1,000,000) d. \$1,000,000 of coverage for Each Occurrence (Claims made policies are not accepted).

4. **TERMS OF PROCUREMENT PROCESS**

- 4.1. To be considered responsive, offerors should adhere to all requirements of this ITB. The determination of whether a bid is responsive is a determination made solely by the University. The University reserves the right to waive any nonmaterial variation that does not violate the overall purpose of the ITB, frustrate the competitive bidding process, or afford any offeror an advantage not otherwise available to all offerors.
- 4.2. Bids should be submitted on the most favorable terms from both a price and technical standpoint which offerors can propose. The University reserves the right to accept any part of a bid, or reject all or any part of any bid received, without financial obligation, if the University determines it to be in the best interest of the University to do so.
- 4.3. ***EVALUATION CRITERIA (see Section 13):*** Bids will be evaluated using a weighted method based on the following categories (not given in any order of preference or weight):
 - 4.3.1. Experience (pass/fail)
 - 4.3.2. Incident Report (pass/fail)
 - 4.3.3. Price
 - 4.3.4. References (scored)
- 4.4. All data provided by the University in relation to this ITB represents the best and most accurate information available at the time of ITB preparation. Should any data later be discovered to be inaccurate, such inaccuracy will not constitute a basis for contract rejection by an offeror or contract amendment.
- 4.5. All bid materials submitted, including samples become the property of the University and will not be returned to offeror. Bids and supporting documentation may be available for public inspection upon written request following the announcement of a contract award, except for information specifically labeled on each separate page as a "trade secret" or other exemption from disclosure under the Idaho Public Records Act, Section 9-340D(1), Idaho Code.
- 4.6. The bid submitted by the successful offeror will be incorporated into and become part of the resulting contract. The University will have the right to use all concepts contained in any bid and this right will not affect the solicitation or rejection of the bid.
- 4.7. Payment terms shall be NET 30. Payment shall be made 30 days after receipt of a verified invoice following performance of services.
 - 4.7.1. All invoices shall be verified by the University. Any invoices containing errors shall be returned for correction and resubmittal.

5. **GENERAL TERMS AND CONDITIONS**

- 5.1. The ITB, all attachments and amendments, the successful offeror's bid submitted in response to the ITB, any negotiated changes to the same, and the purchase order, will become the contract.
- 5.2. The contract, in its incorporated composite form, represents the entire agreement between the Contractor and University and supersedes all prior negotiations, representations, understandings or agreements, either written or oral.
- 5.3. From the date of release of this solicitation until Intent to Award Letter is issued, ***all contact and requests for information shall be directed to the University's Buyer, only.*** Regarding this solicitation, all contact with other personnel employed by or under contract with the University is restricted. During the same period, no prospective vendor shall approach personnel employed by, or under contract to the University, on any other related matters. An exception to this restriction will be made for vendors who, in the normal course of work under a current and valid contract with the University, may need to discuss legitimate business matters concerning their work with the contracting agency. Violation of these conditions may be considered sufficient cause by the University to reject a vendor's bid or proposal, irrespective of any other consideration.
- 5.4. Boise State University's Standard Contract Terms and Conditions and Solicitation Instructions to Vendors are incorporated by reference into this solicitation as if set forth herein in their entirety. The Terms and Conditions and Instructions to Vendors are located on the Internet at <https://www.boisestate.edu/vpfa-purchasing/vendor-information/>
- 5.5. Boise State University Standard Contract Terms and Conditions and Solicitation Instructions to Vendors shall apply to this solicitation and any contract resulting from this solicitation. Failure by any submitting vendor to obtain copies of these documents shall in no way constitute or be deemed a waiver by the University of either document, or any part of them. No liability will be assumed by the University for a submitting vendor's failure to consider the Terms and Conditions in its response to the solicitation.

6. **GENERAL - ORDERING**

- 6.1. Contractor is to provide qualified and experienced Event Security Staffing Services. This contract will be used primarily by the Athletics Department and Department of Public Safety but may also be used by other departments on campus as needed. Personnel will be used to support Boise State University staff, for athletic events, concert events, special projects, or other event staffing needs as required.
- 6.2. CONTRACTOR personnel may be assigned to specific posts and will be provided "post orders" by Boise State University 5 days prior to the start of the event.
 - 6.2.1. Details relating to the number of personnel, dates, hours reporting/work locations, and general duties and responsibilities will be included with the post orders and communications between the Contractor and Boise State University.
 - 6.2.2. Boise State University reserves the right to reassign any personnel to other functions and posts that Boise State University may deem necessary.

- 6.3. CONTRACTOR shall provide a “deployment sheet” to the Contract Administrator(s) (Section 8.1) no later than 48 hours prior to the start of the event.
 - 6.3.1. Contingent upon Boise State University providing CONTRACTOR post orders 5 days prior to the start of the event
 - 6.3.2. Names of the personnel shall be provided
 - 6.3.3. Deployment sheet shall have confirmation of all necessary training per this ITB.
 - 6.3.4. Any changes necessary to the deployment sheet may be made by CONTRACTOR as changes arise. Deployment sheets listing the position of flagger and flagger supervisor shall have the flagger’s certification number on them.

7. CATEGORIES/POSITIONS

- 7.1. Contractor to provide qualified Event Security Staffing Service personnel to work on an as needed basis in the following categories/positions:
- 7.2. **Director of Operations** – Responsible for assuring compliance with all requirements of this document. Assists with planning and directing the actions and deployments of all Contractor personnel in support of this contract. Directs Event Manager and Supervisors throughout events held at Albertsons Stadium. Attends all pre event planning meetings, post event debriefs and any other meetings at the discretion of the University (at no cost to the University); attendance to such meetings may be delegated to Event Manager. Conducts the functions of Event Manager. Conducts the functions of a Supervisor. Knowledge of Boise State University policies and procedures. Had demonstrated evidence of ongoing training and/or experience in large event management/security. Only time working physically at events for which the Contractor is providing services to the University shall be billable.
- 7.3. **Event Manager** – Responsible for assuring that all standards are maintained for the duration of the resulting contract. Present for all major events for which the Contractor provides services or at the request of Boise State University. The Event Manager will be responsible for all staff and operations provided to the University on an event-by-event basis. The Event Manager shall serve as the “on-the-ground” manager. If delegated, attends all pre event planning meetings, post event debriefs and any other meetings at the discretion of the University. The Event manager personnel must comply with all other requirements of this solicitation. Event manager must be physically able to perform their duties that includes all the same functions of a Supervisor personnel. Only time working directly on, at or for events for which the Contractor is providing services to the University will be billable.
- 7.4. **Security Supervisor** - Supervisor personnel must comply with all other requirements of this document. Supervisor personnel must be physically able to perform duties included but not limited to:
 - 7.4.1. Conduct all the same functions of Security personnel
 - 7.4.2. Deploy all staff to proper positions
 - 7.4.3. Monitoring the health, safety and welfare of personnel assigned to them

- 7.4.4. Conduct conflict resolution when it comes to guest challenges, concerns or security matters
- 7.4.5. Assist with the management of critical incidents
- 7.4.6. Have a working knowledge of relevant state, city, and university laws, codes and policies
- 7.4.7. Prepare appropriate documentation including after action reports, incident reports, etc.
- 7.4.8. Assist with planning and supervision of all crowd management
- 7.4.9. Oversee load-in, load-out, bags search, and re-entry
- 7.4.10. Oversee field and venue surface protection including VIP, coach and official security
- 7.4.11. Coordinate with emergency medical staff & local law enforcement as needed.
- 7.4.12. Successful completion of Clery Act Training (Section 1.4.9); a yearly requirement.
- 7.5. **TIPS/VIP Security** – TIPS/VIP Security personnel must comply with all other requirements of this document. TIPS/VIP Security personnel must be physically able to perform duties included but not limited to:
 - 7.5.1. Alcohol Control & Alcohol Enforcement
 - 7.5.2. Conduct all the same functions as Security Personnel.
 - 7.5.3. Produce evidence of successful completion of Alcohol Awareness Training (TIPS).
- 7.6. **Security** – Security personnel must comply with all other requirements of this document. Security personnel must be physically able to perform duties included but not limited to:
 - 7.6.1. Bag and Personnel Searches
 - 7.6.2. I.D. Checking
 - 7.6.3. Crowd Management
 - 7.6.4. Property patrol
 - 7.6.5. Assisting in emergency situations
 - 7.6.6. Providing direction and answering guest questions
 - 7.6.7. Event barricade security
 - 7.6.8. Vehicle screening
 - 7.6.9. Guest screening (may include bag checks, metal detector operation, and hand held wands as trained)
 - 7.6.10. Fire watch
 - 7.6.11. Documenting and reporting suspicious activity, vehicles and persons
 - 7.6.12. Preparing reports

- 7.6.13. Conflict resolution
- 7.6.14. Field/Playing surface security
- 7.6.15. Implement emergency crowd control/evacuation measures
- 7.6.16. Enforce University and Venue specific policies and procedures
- 7.7. ***Ticketing/Usher*** – Ticketing/Usher personnel must comply with all other requirements of this document. Searcher personnel must be physically able to perform duties included but not limited to:
 - 7.7.1. Ticket verification & Hand Stamping for Re-Entry
 - 7.7.2. Ushering
 - 7.7.3. Ticket scanning/taking
 - 7.7.4. Assisting in emergency situations
 - 7.7.5. Preparing reports
 - 7.7.6. Documenting and reporting suspicious activity
 - 7.7.7. Refer/Communicate patron disputes and incidents to Supervisor and/or Event Manager/Director of Operations
 - 7.7.8. Implement emergency crowd control/evacuation measures
 - 7.7.9. Providing directions and answering guest questions
 - 7.7.10. Assist Director of Operations, Event Manager, and supervisors as needed
 - 7.7.11. Enforce University and Venue specific policies and procedures

8. **CONTRACT ADMINISTRATORS**

- 8.1. Contacts listed in this section eight (8) shall serve as contract administrators for the University. The Contract Administrators are the only authorized representatives and points of contact for the University hereunder. The Contract Administrators may delegate their authority, but this must be given expressly, via email notification, by the applicable contact administrator. The Contract Administrator may be changed at any time by written notice to the Contractor.
 - 8.1.1. ***Associate Director of Security & Event Management, Public Safety:*** Jason Weaving – 208-426-3222 – jasonweaving@boisestate.edu
 - 8.1.2. ***Senior Assistant Athletic Director of Operation, Athletics Facilities and Operations:*** Cody Smith – 208-426-1222 – codysmith839@boisestate.edu
 - 8.1.3. ***Assistant Director, Student Union:*** Jentry Walsh – 208-426-4052 – jentrywalsh@boisestate.edu
 - 8.1.4. ***Manager, Event Parking & Transportation Operations:*** Linsey Hartke – 208-426-5787 – linseyhartke@boisestate.edu
- 8.2. Boise State University Contract Administrators must have the ability to reach the account manager or designated representative 24 hours a day in the event of emergency or contract employee issue.

9. ADDITIONAL REQUIREMENTS

- 9.1. All personnel assigned to Boise State University are a reflection of not only their company, but also the Boise State University brand. Therefore, CONTRACTOR agrees that the services provided under the resulting contract shall be of the highest professional standards. CONTRACTOR will agree to provide personnel that have been approved by Boise State University. Additionally, upon request from Boise State University, CONTRACTOR shall remove from service any personnel provided by CONTRACTOR who, in the sole opinion of Boise State University are not satisfactorily performing their duties. CONTRACTOR shall immediately provide an adequate and competent replacement at no additional cost to Boise State University.
- 9.2. All personnel assigned to Boise State University shall meet the following minimum qualifications:
 - 9.2.1. Physically able to perform all outlined tasks
 - 9.2.2. Have effective verbal communications skills
 - 9.2.3. Age of at least eighteen (18) years old
 - 9.2.4. Possess superior guest services skills
 - 9.2.5. Meets all training requirements prior to performing services under this ITB
- 9.3. Boise State University shall have the right to refer qualified potential applicants with experience in identified categories to CONTRACTOR for screening and potential assignment to Boise State University.
- 9.4. CONTRACTOR shall provide experienced individuals possessing the appropriate qualifications, knowledge and skills to support NCAA Division I large scale games and events as well as all of the required services outlined in this agreement.
- 9.5. All positions must have the ability to work nontraditional days and hours in support of special events as well as eight (8) hours per day five (5) days a week (which could include some evenings, weekends and holidays).
- 9.6. CONTRACTOR personnel are subject to call-in for work with a two-hour notice during special events and emergency situations including evenings and weekends. For emergency situations all efforts will be made by the University to notify CONTRACTOR as soon as possible.
- 9.7. CONTRACTOR personnel shall adhere to all OSHA safety standards.
- 9.8. CONTRACTOR assumes responsibility to ensure all employees/personnel are authorized to work in the United States.
- 9.9. Prior to performing services hereunder, CONTRACTOR shall use an independent third-party vendor to perform criminal background checks for the past seven years on all employees/personnel who will be working pursuant to the Contractor's agreement with the University, as well as for any and all back-up employees/personnel requiring regular and full access to the site. The cost of the required criminal background checks shall be the responsibility of the Contractor and verification that all required criminal background checks have been completed shall be provided to the Contract Administrators (section 2.3) before the Contractor performs any work on University premises or at a University-sponsored event.

- 9.9.1. The criminal background checks shall check for:
 - 9.9.1.1. Outstanding warrants, both local and national
 - 9.9.1.2. Sex offender registration
- 9.10. The Contractor may not allow an employee/personnel with the following background history to perform any service on University premises or at a University-sponsored event:
 - 9.10.1. A criminal conviction, guilty plea or no contest plea to any crime against or involving a minor or vulnerable adult. These include, but are not limited to: convictions for child or vulnerable adult abuse, exploitation, abandonment, or sexual crimes of any nature
 - 9.10.2. A criminal conviction, guilty plea or no contest plea to any crime the Contractor reasonably believes could endanger a vulnerable person or minor. Such convictions include, but are not limited to: human trafficking, kidnapping, mayhem, manslaughter or murder in any degree, assault, felony domestic violence, robbery, or video voyeurism.
 - 9.10.3. Being listed on a child-abuse registry or in a state or federal sex-offender registry.
 - 9.10.4. A criminal conviction, guilty plea or no contest plea to any felony involving theft, drugs (possession, distribution, paraphernalia, etc.), burglary, pornography, physical assault, indecent exposure.
- 9.11. CONTRACTOR shall provide documentation of employee training to Boise State University prior to personnel performing services under this agreement.
- 9.12. CONTRACTOR and their employees may have access to and use of confidential data and information. CONTRACTOR and their employees shall sign a written form of confidentiality prohibiting discussing with unauthorized persons any information obtained in the performance of an assignment under this contract.
- 9.13. CONTRACTOR shall conduct only such business as covered by this contract and work only the number of hours approved by the Boise State appointed Supervisor.
- 9.14. When providing bulk groups (ten or more) CONTRACTOR shall provide one (1) Manager or supervisor to act as a management liaison for Boise State University.
- 9.15. Boise State University is a Drug Free and Smoke Free campus/workplace and the personnel provided by CONTRACTOR in performance of this contract shall adhere to these rules.
- 9.16. CONTRACTOR's status while performing the requirements of this contract is that of an Independent Contractor, and as such, is solely and personally liable for all labor, taxes, insurance, required bonding and other expenses, except as otherwise stated herein. This includes, but is not limited to damages in connection with the operation of this contract. CONTRACTOR warrants and represents that it has complied and will comply with all federal, state and local laws applicable to it and will make the necessary payments appropriate to Independent Contractor laws.
- 9.17. CONTRACTOR and their assigned staff performing the required services on the campus of Boise State University are not entitled to any benefits of employment provided by the University to its employees and are not an agent or employee of The University.

- 9.18. CONTRACTOR shall indicate if they have a plan to utilize a sub-Contractor to provide any services as a result of the final contract. If such a plan is in place, the Contractor shall provide Boise State University with the following information related to the sub-contracting company that would be used:
 - 9.18.1. Company name
 - 9.18.2. Company profile
 - 9.18.3. Contact information
 - 9.18.4. Circumstances in which the sub-Contractor would be used.
- 9.19. Boise State University must be informed with sufficient time to review and approve any use of sub-Contractors and will not be responsible for any additional charges that may be incurred by the Contractor. Sub-Contractors must comply with all applicable specifications of this agreement.

10. TRAINING

- 10.1. Training for security personnel shall include the following:
 - 10.1.1. Customer Service Training (provided by CONTRACTOR at no additional cost to the University)
 - 10.1.2. Screening Techniques (Bag and Personnel Searches, (provided by CONTRACTOR at no additional cost to the University)
 - 10.1.3. Basic Security Officer Training (provided by CONTRACTOR at no additional cost to the University)
 - 10.1.3.1. Law
 - 10.1.3.2. Use of force
 - 10.1.3.3. Verbal de-escalation techniques (example: verbal judo)
 - 10.1.4. Alcohol Awareness Training (ie, TIPS or Team Coalition) (provided by CONTRACTOR at no additional cost to the University)
 - 10.1.5. Boise State University familiarity training - general review of University policies and procedures
 - 10.1.5.1. Metal detector and hand wand training (administered by TSA during familiarity training).
 - 10.1.5.2. For personnel that do not attend this training, the Event Manager shall provide training for them and document that training.
- 10.2. Clery Act Training – Yearly Requirement
 - 10.2.1. All employees of CONTRACTOR that will be working under this contract and will have any interaction with students are designated as Campus Security Authorities (SCSAs) pursuant to federal law. CSAs must be trained to promptly and properly report crimes.
 - 10.2.2. Such training must include the following, as a minimum:

- 10.2.2.1. In person and written notification that in an emergency, the CSA should call the Department of Public Safety at 426-6911, activate a blue emergency phone on campus, or call 911.
- 10.2.2.2. In person and written notification that if a CSA witness activity that could be a crime or activity that could be a crime is reported to the CSA, the SCA must immediately notify the University via email at crimereporting@boisestate.edu
- 10.2.3. The University has more in-depth and detailed crime reporting training that can and should be provided to any CONTRACTOR employees that will be working under this contract and will have any significant interaction with students and other patrons
- 10.3. CONTRACTOR shall certify that all employees assigned to events on campus where alcohol is served or available will be trained in responsible alcohol service techniques, ID checking and alcohol enforcement. (Example – TIPS, Team Coalition, etc.)
- 10.4. CONTRACTOR shall maintain an adequate pool of trained, qualified and available individuals to assure adequate and timely staffing capability to Boise State University upon post-order notification.
- 10.5. CONTRACTOR shall provide evidence of current & on-going training from nationally recognized large scale venue safety & crowd management organizations e.g., National Center for Spectator Sports Safety & Security (NCS4) International Association of Venue Managers (IAVM) Courses.

11. UNIFORMS AND EQUIPMENT

- 11.1. CONTRACTOR shall provide all personnel assigned to Boise State University with a proper uniform and any such equipment necessary to successfully complete their assigned task. Boise State University shall have the right to approve such uniforms and equipment prior to each event. In general, uniforms shall conform to the following specifications:
 - 11.1.1. Uniforms will not contain any Boise State University logos, insignias, or other branded markings.
 - 11.1.2. Uniforms shall be such that they will not deceive or confuse the public or be identical with that of any law enforcement officer.
 - 11.1.3. All uniforms are to be kept clean and presentable at all times
 - 11.1.4. Uniform shall be
 - 11.1.4.1. Polo or T-Shirt with a company logo on the front
 - 11.1.4.2. TIPS/VIP Security, only black Polo.
 - 11.1.4.3. All Black closed toe shoes
 - 11.1.4.4. Black pants or shorts as weather dictates.
 - 11.1.4.5. Jacket with company logo

- 11.2. CONTRACTOR shall provide all personnel assigned to Boise State University with any such equipment necessary to successfully complete their assigned task. Specific to Security and Ticketing/Usher positions, equipment required may include, but is not limited to radios, headsets, earpieces, flashlights, report materials and writing utensil. CONTRACTOR shall provide radios for their staff. Boise State University shall not provide radios.
 - 11.2.1. Contractor radios shall be compatible with Icon F14/F24 series radios and Contractor shall contact Contract Administrators (Section 8) for frequency coordination with both the City of Boise Communications and Boise State University Athletics Director of IT Systems.
 - 11.2.2. Contractor, upon award of the ITB, shall coordinate with Contract Administrator to set up radios.

12. RECORDS AND PAYMENT

- 12.1. CONTRACTOR shall provide Boise State University the following records no later than 24 hours following the end of an event:
 - 12.1.1.1. Dispatch Log
 - 12.1.1.2. All Incident Report Forms
- 12.2. Records
 - 12.2.1. CONTRACTOR agrees that any reports, records, logs or other documents produced by the contractor for Boise State University pursuant to the performance of its service under the agreement are the exclusive property of Boise State University and should not be used for any purposes, other than those required by law without the express permission of Boise State University.
 - 12.2.2. Boise State University has the exclusive right to copy and reproduce any documents in connection with the further planning or operations of Boise State University and the various University venues. Upon request the bidder shall furnish Boise State University with copies of all timesheets, and other records that form the basis of billing for services under this agreement. The records should contain detail sufficient to indicate the venue and event, the services that were provided and the times during which services were performed by the bidder.
 - 12.2.3. CONTRACTOR agrees that Boise State University shall have rights to audit the bidder's records pertaining to performance of services at Boise State University. Records should include but are not limited to:
 - 12.2.3.1. Documents or reports created during the performance of services at Boise State University (activity logs, incident reports, etc.)
 - 12.2.3.2. Training records of personnel assigned to Boise State University.
 - 12.2.4. University may request changes to CONTRACTOR's Incident Report Form.
- 12.3. Invoices and Invoicing

- 12.3.1. Account Manager, capable of invoice resolution and other related administrative functions related to the contract, shall be made available weekdays between the hours of 8AM and 5PM MDT.
- 12.3.2. Payment terms shall be NET 30. Payment shall be made 30 days after receipt of a verified invoice following performance of services.
 - 12.3.2.1. All invoices shall be verified by the University. Any invoices containing errors shall be returned for correction and resubmittal.
- 12.3.3. Each Invoice shall be issued to the University no later than 10 business days following the last date of services performed under a post order.
- 12.3.4. Invoices shall have the deployment sheet attached to it with the following included:
 - 12.3.4.1. Name
 - 12.3.4.2. Position
 - 12.3.4.3. IN and OUT times
 - 12.3.4.4. Hourly Billable Rate
 - 12.3.4.5. Total Cost for the individual.

13. **METHOD OF AWARD & EVALUATION CRITERIA**

- 13.1. The award will be based on a two-tier, bid evaluation system. Only those bids that pass the requirements of Tier 1 qualify to be evaluated at Tier 2, which scores bid's price and references on a normalized point system.
- 13.2. Tier 1:
 - 13.2.1. Offeror **MUST** have a minimum of five (5) years of demonstrated experience in providing Security Services equal to, or similar to, the specifications listed in this ITB. Graded on a PASS/FAIL. (See Attachment 2)
 - 13.2.2. Offeror shall submit a copy of their incident response form. Graded on a PASS/FAIL. (See Attachment 3)
- 13.3. Tier 2
 - 13.3.1. Bid Price – (750 Points) - The hourly rate of the quoted positions in Attachment 5 will be computed into a 2019 actual athletic event. The scores for Cost will be normalized as follows: The bid with the lowest overall total cost proposed will receive all the Bid Price points. Other bids will be assigned a portion of the maximum score using the formula:
 - 13.3.1.1. ***Lowest Cost / Other Bid Cost x Total Possible Cost Points***
 - 13.3.2. References - (250 Points) - The scores for References will be normalized. The evaluation with the highest overall total evaluation will receive all the

points (250). Other bids will be assigned a portion of the maximum score using the formula:

$$13.3.2.1. \quad \text{Current Evaluation} / \text{Highest Scored Evaluation} \times \text{Total Possible Evaluation Points}$$

ATTACHMENT 1
OFFEROR QUESTIONS

PLEASE DO NOT IDENTIFY YOUR NAME OR YOUR COMPANY'S NAME IN YOUR QUESTIONS.

ADD ROWS BY HITTING THE TAB KEY WHILE WITHIN THE TABLE AND WITHIN THE FINAL ROW.

The following instructions must be followed when submitting questions using the question format on the following page.

1. THIS FORM, AND THIS FORM ONLY IS TO BE USED.
2. DO NOT CHANGE THE FORMAT OR FONT. Do not bold your questions or change the color of the font.
3. Questions must be received on time or will be rejected and not considered.
4. Enter the ITB section number that the question is for in the "ITB Section" field (column 2). If the question is a general question not related to a specific ITB section, enter "General" in column 2. If the question is in regards to a State Term and Condition or a Special Term and Condition, state the clause number in column 2. If the question is in regard to an attachment, enter the attachment identifier (example "Attachment A") in the "ITB Section" (column 2), and the attachment page number in the "ITB page" field (column 3).
5. Do not enter text in column 5 (Answers). This is for the University's use only.
6. Once completed, this form is to be emailed per the instructions in the ITB. The email subject line is to state **"ITB# DD20-069"** followed by **"Questions."**

ITB #DD20-069

Questions are due by 5:00 PM MT, per the date listed in Section 1. Administrative Information.

Question	ITB Section	ITB Page	Question	Response
1				
2				
3				
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14				
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16				
17				

Question	ITB Section		ITB Page	Question	Response
18					
19					
20					
21					
22					
23					

ATTACHMENT 2
EXPERIENCE

INSTRUCTIONS TO THE OFFEROR:

EXPERIENCE

Boise State University **requires that offerors MUST have a minimum of 5 years of demonstrated experience in providing Security Services equal to, or similar to, the specifications listed in this ITB.**

Failure to demonstrate a minimum of 5 years of experience in providing Security Services of similar scope and nature, as described in this ITB, will result in disqualification of your bid.

Offeror must **include in their bid response, a detailed statement** outlining the number of years of experience they have in providing Security Services similar in nature and scope, as described in this ITB.

**ATTACHMENT 3
INCIDENT RESPONSE FORM**

As specified within this ITB (Section 13.2.2.), Offeror shall submit a copy of their incident response form and title it "Attachment 3" with their bid submission. Bid Submission requirements are outlined in Attachment 7 "Submissions Checklist".

ATTACHMENT 4

REFERENCES

INSTRUCTIONS TO THE OFFEROR:

Offerors will be scored on three (3) completed reference questionnaires. If more than the minimum number are received, the first three (3) received will be scored. If fewer than the minimum number of references are received prior to the closing date, the offeror will receive a zero (0) for all questions not scored and questionnaires not received. If multiple references are received from the same company only the first received will be accepted. Scores from reference questionnaires will be averaged.

The reference questionnaires must be from individuals, companies or agencies for whom the Offeror provided products or services **that are similar in nature and scope** to those requested by this solicitation, and within the last two years from the posting date of this solicitation. References from other institutions of **higher education**, for whom the offeror provided products or services that are similar in nature and scope to those requested by this solicitation, **are preferred**. References outside the requisite number of years and references determined by the University, in its sole discretion, to be not of a similar nature and scope to the products or services requested here will receive a score of zero (0). **Determination of “similar” will be made by using the information provided by the reference in Section II General Information and any additional information provided by the reference, or otherwise obtained by the University.** Only one (1) reference will be received/qualified per reference company. **Boise State University may not be utilized as a reference.**

REFERENCES MUST BE RECEIVED BY THE ITB LEAD (preferably by email), DIRECTLY FROM THE REFERENCE, IN ORDER TO BE CONSIDERED.

1. Offerors must complete the following information on page 21 of the Reference sheet, References for ITB DD20-069, before sending it to the Reference for response.
 - a. Print the name of your reference (company/organization) on the “REFERENCE NAME” line.
 - b. Print the name of your company/organization on the “OFFEROR NAME” line.
 - c. Be certain that the ITB Closing Date and Time in Instruction 5, page 21, is correct.
2. Send the following Reference sheet to your references to complete.

NOTE: It is the Offerors responsibility to follow up with their references to ensure timely receipt of all questionnaires. Offerors may email the ITB Lead prior to the ITB closing date to verify receipt of references.

References for ITB DD20-069
ITB Title: Security Services

REFERENCE NAME (Company/Organization): _____

OFFEROR (Vendor) NAME (Company/Organization): _____

has submitted a proposal to Boise State University to provide the following services: Web Redesign. We've chosen you as one of our references.

INSTRUCTIONS

1. Complete **Section I. RATING** using the Rating Scale provided.
2. Complete **Section II. GENERAL INFORMATION** (*This section will be used to determine the similarity of the reference's system to the proposed solution.*)
3. Complete **Section III. ACKNOWLEDGEMENT** by manually signing and dating the document. (*Reference documents must include an actual signature.*)
4. Email **THIS PAGE** and your completed reference document, Sections I through III to:

ITB Lead: David Dickman, Buyer

Email: **daviddickman@boisestate.edu**
5. This completed document **MUST** be received by **11/11/2019 at 5 p.m.** (Mountain Time). Reference documents received after this time will not be considered. **References received without an actual signature will not be accepted.**
6. Do **NOT** return this document to the Offeror (Vendor).
7. In addition to this document, the University may contact references by phone or email for further clarification if necessary.

Section I. RATING

Using the Rating Scale provided below, rate the following numbered items by circling the appropriate number for each item:

Rating Scale	
Category	Score
Poor or Inadequate Performance or Left Blank	0
Below Average	1 – 3
Average	4 – 6
Above Average	7 - 9
Excellent	10

Circle **ONE** number for each of the following numbered items:

1. Rate the overall quality of the vendor's services:

10 9 8 7 6 5 4 3 2 1 0

2. Rate the response time of this vendor:

10 9 8 7 6 5 4 3 2 1 0

3. Rate how well the agreed upon, planned schedule was consistently met and deliverables provided on time. *(This pertains to delays under the control of the vendor):*

10 9 8 7 6 5 4 3 2 1 0

4. Rate the overall customer service and timeliness in responding to customer service inquiries, issues and resolutions:

10 9 8 7 6 5 4 3 2 1 0

5. Rate the knowledge of the vendor's assigned staff and their ability to accomplish duties as contracted:

10 9 8 7 6 5 4 3 2 1 0

6. Rate the accuracy and timeliness of the vendor's billing and/or invoices:

10 9 8 7 6 5 4 3 2 1 0

7. Rate the vendor's ability to quickly and thoroughly resolve a problem related to the services provided:

10 9 8 7 6 5 4 3 2 1 0

8. Rate the vendor's flexibility in meeting business requirements:

10 9 8 7 6 5 4 3 2 1 0

9. Rate the likelihood of your company/organization recommending this vendor to others in the future:

10 9 8 7 6 5 4 3 2 1 0

Section II. GENERAL INFORMATION

1. Please state the vendor name and provide a brief description of the services provided by this vendor.

2. During what time period did the vendor provide these services for your business?

Month: _____ Year: _____ to Month: _____ Year: _____.

Section III. ACKNOWLEDGEMENT

I affirm to the best of my knowledge that the information I have provided is true, correct, and factual:

Signature of Reference

Date

Print Name

Title

Phone Number

E-mail Address

ATTACHMENT 5
PRICING & DELIVERY for ITB DD20-069

Pricing

Vendor shall provide fill in pricing on this attachment and this attachment only.

Only one bid per line

Line #	Position	Hourly Rate
1	Director of Operations	\$
2	Event Manger	\$
3	Security Supervisor	\$
4	TIPS/VIP Security	\$
5	Security	\$
6	Ticketing/Usher	\$

All prices must be firm, fixed, fully-burdened and must include, **but are not limited to**, all direct and indirect operating and personnel expenses, such as: overhead, salaries, profit, supplies, travel, quality improvement, lodging, meals, out of pocket expenses and/or any other expenses related to the requirements of this ITB.

ATTACHMENT 6
SIGNATURE PAGE for ITB DD20-069

THIS SHEET MUST BE FILLED OUT, SIGNED AND RETURNED WITH RESPONSE.

THE UNDERSIGNED HEREBY OFFERS TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES, IF THIS QUOTE IS ACCEPTED WITHIN A REASONABLE TIME FROM DATE OF CLOSING, AT THE PRICE SHOWN IN OUR QUOTE AND UNDER ALL THE TERMS AND CONDITIONS CONTAINED IN, OR INCORPORATED BY REFERENCE, INTO THE BOISE STATE UNIVERSITY'S SOLICITATION.

SUBMISSION OF A QUOTE TO BOISE STATE UNIVERSITY CONSTITUTES AND SHALL BE DEEMED AN OFFER TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES AT THE PRICE SHOWN IN THE QUOTE AND UNDER THE STATE OF IDAHO'S TERMS AND CONDITIONS.

AS THE UNDERSIGNED, I ALSO CERTIFY I AM AUTHORIZED TO SIGN THIS QUOTE FOR THE VENDOR AND THE QUOTE IS MADE WITHOUT CONNECTION TO ANY PERSON, FIRM, OR CORPORATION MAKING A QUOTE FOR THE SAME GOODS AND/OR SERVICES AND IS IN ALL RESPECTS FAIR AND WITHOUT COLLUSION OR FRAUD.

NO LIABILITY WILL BE ASSUMED BY BOISE STATE UNIVERSITY FOR A VENDOR'S FAILURE TO OBTAIN THE TERMS AND CONDITIONS IN A TIMELY MANNER FOR USE IN THE VENDOR'S RESPONSE TO THIS SOLICITATION OR ANY OTHER FAILURE BY THE VENDOR TO CONSIDER THE TERMS AND CONDITIONS IN THE VENDOR'S RESPONSE TO THE SOLICITATION.

Please complete the following information:

VENDOR (Company Name) _____

ADDRESS _____

CITY _____ STATE _____ ZIP CODE _____

TOLL-FREE # _____ PHONE # _____

FAX # _____ EMAIL _____

FEDERAL TAX ID / SSN # _____

SIGNATURE PAGE MUST BE SIGNED & RETURNED FOR RESPONSE TO BE CONSIDERED.

Signature

Date

Please type or print name

Title

ATTACHMENT 7

SUBMISSIONS CHECKLIST

The following items **must be submitted by the closing date and time listed on Table 1 of this ITB**. Failure to submit any of the following items or late submission of any of the following items, may result in disqualification of your quote.

- ✓ Statement of Experience (Attachment 2)
- ✓ Provide a copy of your Incident Report Form (Attachment 3)
- ✓ Pricing and Delivery (Attachment 5)
- ✓ Signature Page (Attachment 6)

Note: Do NOT submit your pricing on your company's quote form, this will not be accepted. Do not include any documents referencing your company's terms and conditions, see Sections 1.2 and 5.4)

RECEIPT CONFIRMATION

ITB # DD20-069

Amendment 01

Amendment 01 consists of the following:

- I. Section 6 is amended to include new section 6.4 as follows, “6.4. There shall be a two hour minimum for all Security Services ordered in support of this ITB.”
- II. Submitted Questions and Answers – See attached.
- III. “Offeror”, all instances, are replaced with “Bidder”.

-----End of Amendment 01-----

NOTE: *Return this signed and dated Amendment 01 Receipt Confirmation with your ITB response, otherwise, your bid may be found non-responsive and given no further consideration.*

I confirm that I received and reviewed Amendment 01 for ITB #DD20-069

Signature

Date

Printed Name

ITB #DD20-069		Questions and Answers		
Question	ITB Section	ITB Page	Question	Response
1			What are the current billing rates?	Director of Operations - \$56.00/hr Event Manager - \$35.00/hr Security Supervisor - \$28.00/hr TIPS/VIP Security - \$22.00/hr Security - \$22.00/hr Ticketing/Usher - \$22.00/hr
2			Does the contract include Extra Mile Arena	Extra Mile Arena, has their own in-house security. However, in rare occasions when requiring additional staffing, Extra Mile Arena may supplement their Security Services with the awarded bidders staffing under the resulting contract resulting from this ITB.
3			What are the total annual hours for this contract?	See answer to question 5. This does not include any fire watch or emergency calls for assistance.
4	General		Nowhere in the ITB does it state that security personnel will be required to be licensed, however, they will be functioning in security rolls. It is assumed, and was indicated during the Pre-bid meeting that security personnel, functioning in the roll of a security officer, will not be required to be licensed even though the city of Boise requires contract security officers to be licensed? In some Cities and states, proprietary security departments have no officer licensing requirements, but contractors are required to have their security officers licensed. Can the university provide the relevant documentation or location of the applicable ruling that provides security officers licensing exemption for security officers provided by a contractor to the university?	Reference: https://citycode.cityofboise.org/Home/Detail/106146#section_3-12-6 According to Boise City Code 3-12-6 paragraph F: Event Security Staff: Event security staff shall be exempt from licensing, but shall be required to undergo and meet the criminal background check criteria required of licenses governed under this chapter. The company or agency which employs the event security staff shall perform these criminal background checks. (Ord. 23-14, 6-17-2014; amd. 2019 Code)"

5	General		Nowhere in the ITB does it indicate the manpower requirements for the various events. Could the university please provide a breakdown of manpower needs of various events including the manhours required for each position? If possible, please provide the number of officers required for all events. I am trying to determine the number of radios that will be required for this contract.	The total staff requirements are approximately 250 individuals, per football game. This is dependent on attendance, opponent, and/or other game-day activities. Regarding total hours, Public Safety's need includes approximately 800 hours of Security Services Staffing, while Athletics's need includes approximately 1000 hours of Security Services Staffing, per football game. Not all staff members are required to have a radio, but it is the preference of the University that all Supervisors (to include, but not limited to: Security Supervisors, Event Manager, and Director of Operations), in assigned zones. Other athletics activities include volleyball matches (roughly 15 matches), soccer matches (roughly 15 matches), outdoor track (usually 2-3 meets), high school football (roughly 20 games), and various postseason events, outside rentals and banquets. These events will usually last no less than 4 hours and include between 2-10 staff members depending on size.
6	Table 1	4	"Under initial term of Contract and Renewals", The University has a base period of two years and three option years. Will the contractor be able to request rate increase during the three option years?	The awarded bidder may request a rate increase during any of the three one-year options. The proposed rate increases are subject to mutual written agreement by both parties. Proposed rate increases shall be accompanied with a justification for the increase and should not exceed that of the Consumer Price Index (via www.bls.gov).
7	7.2	10	The Director of Operations will be required to "attend all pre event planning meetings, post event debriefings and any other meetings at the discretion of the University". Could you provide an approximate amount of time that is spent at both the pre event planning meetings and post event debriefings, and how many of these or any other types of meeting will the Director of Operations be required to attend?	Expected time requirement for pre and post event meetings is at least one hour for football games and other large events on campus where staffing is required. The smaller, repetitive events with fewer staff members (volleyball, soccer, etc.) would require a pre-season meeting annually and bi-monthly meetings throughout the year.
8	7.4.12	11	Officers will be required to successfully complete the Clery Act Training. Can you provide information on this training such as cost, if any, if it is web-based training etc.?	Please see section 10.2.2. of ITB for minimum requirements for Clery Act Training. Additionally, Section 10.2.3 details crime reporting training.
9	9.5	13	Officers may be required to work holidays, could the University identify the holidays and approximate number of hours and manpower required on holidays? It might be easier to just include a holiday rate on the pricing sheet for each position.	Without knowing the event and football schedules, it is difficult to predict potential holiday shifts. Rates bid in response to this ITB shall apply to all work performed in support of this ITB holiday shifts, with no variance.

10	10.1.5.1	15	<p>"Metal detector and hand wand training (administered by TSA during familiarity training)". Is there a cost for this training? If so, will the University pay for the training and the time the officers spend going through this training? Is this training only required once for the length of the contract? What about new officers that don't attend the initial training, will they be required to complete this training with TSA?</p>	<p>This training is conducted during the preseason staff training, typically in August, yearly. TSA or Boise State University, Department of Public Safety conducts this training with all vendor staff who will be operating metal detectors. Metal Detector and hand wand training, only when conducted as part of the University preseason staff training and at the University, is billable to the University and shall be a yearly requirement. The awarded bidder shall make best effort to ensure the highest attendance to all those this training is relevant to their duties while performing services in support of this contract. The University, may hold additional training during the season for any new hires. Though metal detector and hand wand training is part of the University preseason training, it is the only portion that is billable to the University.</p>
11	10.2.1	31	<p>Clery Act Training. How long is this training? Is it web based? Is there a cost associated with this training? If so, what is the cost?</p>	<p>Clery Act Training/CSA training is online and facilitated by the University. The cost is roughly \$5.00 per person.</p>
12	General		<p>What is the name of the current contractor for this contract?</p>	<p>MAV Event Services LLC</p>
13	General		<p>Can the University please provide the current billing rates of the incumbent contractor?</p>	<p>See question 1.</p>
14	General		<p>There were no minimum hours for an event shift. Is the University willing to accept a stipulation of a four-hour minimum for any shift requested? Getting individuals to go to work for shifts under four hours is difficult. The ability to provide cohesive and consistent, quality services can be impaired if shifts don't have a standard minimum that ensures success in filling service requests. If hourly minimums are not possible, could the University provide the approximate number of events, and number of officers required for these events that would have shifts that are under four hours?</p>	<p>In the past year, the University has had 33 VIP Events which required the use of Security Services under 4 hours total, per individual. These events were specific to Event Services. The University will enact a 2-hr minimum.</p>

15	15	2	Boise State University standard contract terms and conditions Indemnification/Save Harmless "Contractor parties shall have no indemnification liability under this section for death, injury, or damage arising solely out of the negligence or misconduct of the University." We respectfully requests that "solely" be deleted. This term is not fair or equitable to both parties because it effectively protects the university from any action, they may take that results in damage, injury or death to persons or property, unless the University is one hundred percent responsible for the action that resulted in harm to individuals or property.	This is specific to indemnification liability. That said, the term could be modified to state:"Contractor parties shall have no indemnification liability under this section for death, injury, or damage not arising out of the negligent or otherwise wrongful acts or omissions of the Contractor parties."
16	10.1.5	15	Is this training billable hours to Boise State Univ.	No, trained during pre-season training in August
17	10.1.5.1	15	Is this training billable hours to Boise State Univ.	No, trained during pre-season training in August
18	10.2.2.2	16	Is this training billable hours to Boise State Univ.	See answer to Question 11
19	10.2.2.2	16	Is this training billable hours to Boise State Univ.	See answer to Question 18.

BOISE STATE UNIVERSITY

ITB #DD20-069

Security Services Boise State University

ITB Issue Date: October 7, 2019

ITB Submit Date: November 11, 2019

**ITB #DD20-069 Submitted by
MAV Event Services, LLC
Eagle, Idaho**

**ITB# DD20-069 Attachment 2
MAV Event Services Statement of Experience**

MAV Event Services, LLC is an Idaho company owned and operated by Mark A. Vucinich of Eagle, Idaho. Mark is a 32-year veteran of law enforcement who served both the City of Los Angeles, California and City of Boise, Idaho. Mark worked as a member of LAPD's highly specialized anti-gang task force identified as OWB CRASH. As a member of the Boise Police department he was the lead Detective in the Special Victims Unit.

In 1995, Mark began working in the crowd management field at venues like Extra Mile Arena (formerly Taco Bell Arena), Ford Idaho Center, CenturyLink Arena (Formerly Qwest), and the Western Idaho Fair to name a few. In 1999, he was named Director of Security for Events at Boise State University which eventually led to the formation of MAV Event Services.

MAV Event Services Director of Operations is Derrick A. Shannon of Meridian, Idaho who has worked for MAV for ten years in various capacities. Derrick's professional background includes more than twenty-five years in training and development and a parallel career in motorsports event management and public relations within NASCAR for more than thirty years. NASCAR event attendance ranged from 10,000 to 100,000 attendees depending on the location of event and the series involved.

Derrick served in the United States Air Force as a S.E.R.E Instructor training pilots and air crew personnel in all aspects of Survival, Evasion, Resistance, and Escape. Derrick also holds an MBA in Finance and Leadership from George Fox University.

MAV Event Services has been the primary security and crowd control contractor for Boise State University for the past twelve (12) years supporting Boise State Football operations and the Department of Public Safety. MAV places over 250 staff members onsite for each Boise State University football in various capacities including stadium lockdown security, stadium overnight security, entry searching and screening, ticket taking, ushering, and field security.

MAV Event Services also supports Boise State University Traffic/Parking, Olympic Sports events like Soccer and Volleyball, along with onsite alcohol enforcement/customer service for all VIP events within the Event Services. Additionally, MAV Event Services has supported Boise State University as their on-call response team for on-campus "Firewatch" details or other events requiring security, crowd management, and customer service. MAV Event Services provided security and crowd management services for the Garth Brooks concert at Albertsons Stadium July 2019 placing more than 300 MAV employees in various positions over twelve days for the first-ever concert on the Blue.

MAV Event Services is also the primary event security contractor for Montana State University in Bozeman, Montana providing onsite services for all MSU home football games, indoor/outdoor concerts and other sporting events on campus. The MAV Event Services team in Montana is comprised of 100% Montana residents and led by a local leadership team trained and supervised by MAV Event Services in Idaho.

MAV Event Services history of success boasts an exceptional client list with long-term relationships where MAV provides event security, crowd management, alcohol enforcement and traffic/parking control. Clients include: Ford Idaho Center, Boise Center on the Grove, the City of Boise, Boise Metro Chamber of Commerce, Ada County Parks and Recreation, Idaho State Parks, Department of Homeland Security, Outlaw Partners, Revolution Concert House, Idaho

Botanical Gardens, West Ada School District, Grand Targhee Music Festival, Mountain Home Music Festival, Brownsville Music Festival, Sweet Pea Music Festival, Firebird Raceway, and Idaho State Lottery to name a few.

Many MAV Event Services staff are current or retired law enforcement officers and first responders trained in crowd management, security, and emergency medicine. Additionally, all MAV Event Services Supervisors have either completed or are currently enrolled in NCS4's Certified Sport Venue Staff Certification (CSVs) (<https://ncs4.usm.edu/professionaldevportal/certifications/csvs>). The MAV staff was credited with saving a patron's life last season at a Boise State University football game performing CPR and stabilizing a heart attack victim until EMS arrived on scene.

MAV Event Services is committed to training and developing our staff through monthly in-person training and online training modules covering security, safety, crowd management incident response, traffic/parking, first-aid, threat assessment, venue safety and evacuation. We also have staff attend conferences and professional development training regularly.

**ATTACHMENT 3
INCIDENT RESPONSE FORM**

As specified within this ITB (Section 13.2.2.), Offeror shall submit a copy of their incident response form and title it "Attachment 3" with their bid submission. Bid Submission requirements are outlined in Attachment 7 "Submissions Checklist".

BSU VS Wyoming

Saturday, November 9, 2019

Position	Name	Start	Re Assignment	End	Notes
Command Post	Vucinich	2:00 PM		End of game +2	
Event Director	Shannon	7:00 AM		End of game +2	
Support Supervisor	Bookwalter	12:00 PM		End of game +2	Sign in/Sign out, Inventory Processing
Support Staff	Vucinich	3:00 PM		End of game +2	
Support Staff	Eckhart	11:00 AM		6:00 PM	
CP Uniforms	Leighton	3:00 PM		End of game	Vest and Coat Check out/in
Dispatch	Burgener	3:30 PM		End of game	Confirmed
Overnight Staff	Thomas	Monday through Friday 11pm to 7am			
Overnight Staff	Lewis	Mon, Tues, Weds, Thurs 7pm to 3am			
Vendor Lockdown- Supervisor	Beuno	12:00 PM		5:00 PM	Weds, Thurs, and Fri
Vendor Lockdown	Dompeling	12:00 PM		5:00 PM	Weds, Thurs, and Fri
Vendor Lockdown	Noteman	12:00 PM		5:00 PM	Weds, Thurs, and Fri
Vendor Lockdown Truck Bay	Wiedenheft	12:00 PM		5:00 PM	Weds, Thurs, and Fri
Gate ABC Supervisor	Blondon	4:45 PM		End of game	Confirmed
Gate ABC Supervisor	Pettit	4:45 PM		End of game	Confirmed
Gate ABC Search/Wand	Abrego	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Cruz	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	McCormick	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Georges	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	George	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Dailey	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Mills	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Gibbs	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Billman	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Hentges	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Mackley	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Costello	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Marshall	5:45 PM		Varies	Confirmed- NH

BSU VS Wyoming

Saturday, November 9, 2019

Position	Name	Start	Re Assignment	End	Notes
Gate ABC Search/Wand	Spencer	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Pertolanitz	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Spencer	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Forster	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Alcorn	5:45 PM		Varies	Confirmed
Gate ABC Search/Wand	Bramblett	5:45 PM		Varies	from sky suits check in
Gate ABC Line MGR	Abajian	5:45 PM		Varies	Confirmed
South Tower Suites Searcher	Harrell	5:00 PM		5:45 PM	move to gate west side roam
South Tower Suites Searcher	Bramblett	5:00 PM		5:45 PM	to 50 yard gate west
South Tower Suites Searcher	Bramblett	5:00 PM		5:45 PM	move to gate C
Gate D Supervisor	Nunes	4:45 PM		End of game	Confirmed
Gate D Supervisor	Nelson	4:45 PM		End of game	Confirmed
Gate D Search/Wand	Lewis	5:45 PM		Varies	From Lockdown
Gate D Search/Wand	Ball	5:45 PM		Varies	Confirmed
Gate D Search/Wand	Pittman	5:45 PM		Varies	Confirmed
Gate D Search/Wand	Spencer	5:45 PM		Varies	Confirmed
Gate D Search/Wand	Schaefer	5:45 PM		Varies	Confirmed
Gate D Search/Wand	Gordon	5:45 PM		Varies	Confirmed
Gate D Search/Wand	Maldonado	5:45 PM		Varies	Confirmed- NH
Gate D Search/Wand	Brown	5:45 PM		Varies	Confirmed- NH
Gate D Search/Wand	Heape	5:45 PM		Varies	Confirmed- NH
Gate D Search/Wand	Bentley	5:45 PM		Varies	from Alumni
Gate D Search/Wand	Bekkdahl	5:45 PM		Varies	from Alumni
Gate D Search/Wand	Crandall	5:45 PM		Varies	from Alumni
Gate D Search/Wand	Ackerland	5:45 PM		Varies	Confirmed
Gate D Search/Wand	Haworth	5:45 PM		Varies	Confirmed
Gate D Search/Wand	Hersom	5:45 PM		Varies	Confirmed
Gate D Search/Wand	Munoz	5:45 PM		Varies	Confirmed
Gate D Search/Wand	Sanders	5:45 PM		Varies	Confirmed

BSU VS Wyoming

Saturday, November 9, 2019

Position	Name	Start	Re Assignment	End	Notes
Gate D Search/Wand	Jesen	5:45 PM		Varies	Confirmed- NH
Gate D Search/Wand	Cross	5:45 PM		Varies	Confirmed
Gate D Search/Wand	Johnson	5:45 PM		Varies	Confirmed
Gate D Line MGR	Monty	5:45 PM		10:00 PM	From Lockdown coverage starting at 2pm
Gate EF Supervisor	Christensen	4:45 PM		End of game	Confirmed
Gate EF Supervisor	Schrader	4:45 PM		End of game	Confirmed
Gate EF Search/Wand	Sybert	5:45 PM		Varies	Confirmed
Gate EF Search/Wand	Morrow	5:45 PM		Varies	Confirmed
Gate EF Search/Wand	Bekkdahl	5:45 PM		Varies	Confirmed
Gate EF Search/Wand	Sevy	5:45 PM		Varies	Confirmed
Gate EF Search/Wand	Tamez	5:45 PM		Varies	Confirmed
Gate EF Search/Wand	Brunmeir	5:45 PM		Varies	Confirmed
Gate EF Search/Wand	Spralto	5:45 PM		Varies	Confirmed
Gate EF Search/Wand	Massengill	5:45 PM		Varies	Confirmed- NH
Gate EF Search/Wand	Carlson	5:45 PM		Varies	Confirmed- NH
Gate EF Search/Wand	Weiner	5:45 PM		Varies	Confirmed- NH
Gate EF Search/Wand	Collingwood	5:45 PM		Varies	Confirmed
Gate EF Search/Wand	Couch	5:45 PM		Varies	Confirmed- NH
Gate EF Search/Wand	Couch	5:45 PM		Varies	Confirmed- NH
Gate EF Search/Wand	Michels	5:45 PM		Varies	Confirmed- NH
Gate EF Search/Wand	Pigg	5:45 PM		Varies	Confirmed
Gate EF Search/Wand	Smith	5:45 PM		Varies	Confirmed
Gate EF Line MGR	Jerome	5:45 PM		Varies	Confirmed
Gate G	Rawlinson	4:00 PM		End of game +1	Confirmed
Gate H Supervisor	Doyle	4:45 PM		End of game	Confirmed
Gate H Supervisor	Blondon	4:45 PM		End of game	
Gate H Search/Wand	Patton	5:45 PM		Varies	RV- Confirmed
Gate H Search/Wand	Patton	5:45 PM		Varies	RV- Confirmed

BSU VS Wyoming

Saturday, November 9, 2019

Position	Name	Start	Re Assignment	End	Notes
Gate H Search/Wand	Gallow	5:45 PM		Varies	RV- Confirmed
Gate H Search/Wand	Jensen	5:45 PM		Varies	RV- Confirmed
Gate H Search/Wand	Jensen	5:45 PM		Varies	RV- Confirmed
Gate H Search/Wand	Mouser	5:45 PM		Varies	RV- Confirmed
Gate H Search/Wand	Mouser	5:45 PM		Varies	RV- Confirmed
Gate H Search/Wand	Morton	5:45 PM		Varies	RV- Confirmed
Gate H Line MGR	Lima	5:45 PM		Varies	Confirmed
Gate NP Supervisor	Severns	4:45 PM		End of game	Confirmed
Gate NP Supervisor	Severns	4:45 PM		End of game	Confirmed
Gate NP Search/Wand	Adesiji	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Agner	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Bachman	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Beavers	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Blattel	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Bosch	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Brown	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Capalangan	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Clements	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Clift	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Couey	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Crisostomo	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Cudney	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Czerwik	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Domingo	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Donham	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Edra	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Eldridge	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Ferrari	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Foster	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Garnache	5:45 PM		Varies	AF- Confirmed

BSU VS Wyoming

Saturday, November 9, 2019

Position	Name	Start	Re Assignment	End	Notes
Gate NP Search/Wand	Garrett	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Gunn	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Hall	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Harrower	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Jeter-Ruiz	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Kellogg	5:45 PM		Varies	AF- Confirmed
Gate NP Search/Wand	Keogh	5:45 PM		Varies	AF- Confirmed
Gate NP Line MGR	Williamson	5:45 PM		Varies	Confirmed
Gate LM Supervisor	Wright	4:45 PM		End of game	Confirmed
Gate LM Supervisor	Davis	4:45 PM		End of game	Confirmed
Gate LM Search/Wand	Laustaunau	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Martinez	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Mendez	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Mueller	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Newcomb	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Popovich	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Quick	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Reyes	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Rich	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Ruff	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Sanders	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Spocak	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Strugeon	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Suiter	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Tobias	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Waldrip	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Walker	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Williams	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Worhan	5:45 PM		Varies	AF- Confirmed
Gate LM Search/Wand	Esquivel	5:45 PM		Varies	Confirmed

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Saturday, November 9, 2019

Position	Name	Start	Re Assignment	End	Notes
Gate LM Search/Wand	Esquivel Samuel	5:45 PM		Varies	Confirmed
Gate LM Search/Wand	Garner Savanah	5:45 PM		Varies	Confirmed
Gate LM Search/Wand	Andreason Amy	5:45 PM		Varies	Confirmed
Gate LM Search/Wand	Slowan Edwin	5:45 PM		Varies	Confirmed
Gate LM Search/Wand	McBride Jeff	5:45 PM		Varies	Confirmed
Gate LM Search/Wand	Bow Rod	5:45 PM		Varies	Confirmed
Gate LM Search/Wand	Jones Steve	5:45 PM		Varies	Confirmed
Gate LM Search/Wand	Swenson Trevor	5:45 PM		Varies	Confirmed
Gate LM Line MGR	Northrup Ethan	5:45 PM		Varies	Confirmed
Usher Supervisor East	Royce	4:45 PM		End of game	Confirmed
Usher Supervisor West	Scheuffele	4:45 PM		End of game	Confirmed
General Usher/Ticket Gate A	Lusk Rosie	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate A	Molt Lisa	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate A	West Dee Dee	5:45 PM		Varies	Confirmed
General Usher/Ticket West	Scheuffele Terry	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate B	Molt Wesley	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate B	McIntire Mona	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate D	Scheuffele Jessica	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate D	Scheuffele Angelo	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate D	Kershner Damian	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate D	Cruz M	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate D	Lane Eric	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate D	Allygood Luke	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate D	Cook Cynthia	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate E	Burrell Janae	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate E	Maxie Janae	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate E	Burrell Keith	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate E	Duncan Louisa	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate E	Duncan Bret	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate E	Maxie Kayla	5:45 PM		Varies	Confirmed

BSU VS Wyoming

Saturday, November 9, 2019

Position	Name	Start	Re Assignment	End	Notes
General Usher/Ticket West	Butner	5:45 PM		Varies	Confirmed
General Usher/Ticket West	Butner	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate M	Kautz	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate M	Matthews	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate M	Neal	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate M	Navarro	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate M	Arnold	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate M	Arnold	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate M	Isham	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate M	Damrow	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate M	Rich	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate M	Fowler	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate M	Delaney	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate N	Goff	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate N	Hysmith	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate N	Moyer	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate N	Nunes	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate N	Roberts	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate N	Hilton	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate N	Jones	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate N	Wade	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate N	Heckelsmiller	5:45 PM		Varies	Confirmed
General Usher/Ticket Gate N	Sander	5:45 PM		Varies	Confirmed
Sky Suites Supervisor	Beltran	4:45 PM		End of game +1	Confirmed
Sky Suites Supervisor	Meza Sr.	4:45 PM		End of game +1	Confirmed
Sky Suites	Amyx	4:45 PM		End of Game	Confirmed
Sky Suites	Barnard	4:45 PM		End of Game	Confirmed
Sky Suites	Bouton	4:45 PM		End of Game	Confirmed
Sky Suites	Buckner	4:45 PM		End of Game	Confirmed
Sky Suites	Demo	4:45 PM		End of Game	Confirmed

BSU VS Wyoming

Saturday, November 9, 2019

Position	Name	Start	Re Assignment	End	Notes
Sky Suites	Demo	4:45 PM		End of Game	Confirmed
Sky Suites	Dynes	4:45 PM		End of Game	Confirmed
Sky Suites	Dzwileski	4:45 PM		End of Game	Confirmed
Sky Suites	Gordillo	4:45 PM		End of Game	Confirmed
Sky Suites	Gurney	4:45 PM		End of Game	Confirmed
Sky Suites	Howard	4:45 PM		End of Game	Confirmed
Sky Suites	Howard	4:45 PM		End of Game	Confirmed
Sky Suites	Hawkins	4:45 PM		End of Game	Confirmed
Sky Suites	Hawkins	4:45 PM		End of Game	Confirmed
Sky Suites	Jackson	4:45 PM		End of Game	Confirmed
Sky Suites	Sakanovic	4:45 PM		End of Game	Confirmed
Sky Suites	Smith	4:45 PM		End of Game	Confirmed
Sky Suites	Thies	4:45 PM		End of Game	Confirmed
Sky Suites	Velten	4:45 PM		End of Game	Confirmed
Sky Suites	Waller	4:45 PM		End of Game	Confirmed
Sky Suites	Wells	4:45 PM		End of Game	Confirmed
Sky Suites	Wiendahl	4:45 PM		End of Game	Confirmed
Sky Suites	Wiggin	4:45 PM		End of Game	Confirmed
Field Supervisor	Leighton	3:30 PM		End of game +2	Confirmed
Referee Escort	Andrus	3:00 PM		End of Game	Confirmed
Referee Escort	Carollo	3:00 PM		End of Game	Confirmed
Post Game Security	Kautz	12:00 AM		End of Game +2	Confirmed
East Upper Concourse- Sup	Myers	5:45 PM		End of game	Confirmed
CW Patio Gate	Martin	5:45 PM		End of Game	Confirmed
Church Bike Rack	Esterline	5:45 PM		End of Game +1	Confirmed
EMT Gate	Severns	5:45 PM		End of Game	Confirmed
EMT Gate	Holstein	5:45 PM		End of Game	Confirmed
Bronco Inside Entrance	Benger	5:45 PM		End of Game	Confirmed
Bronco Locker Room	Andrus	5:45 PM		End of Game	Confirmed

BSU VS Wyoming

Saturday, November 9, 2019

Position	Name	Start	Re Assignment	End	Notes
Coaches Office/Bleymaier	Smith	5:45 PM		End of Game	Confirmed
Coaches Parking Lot	Baker	5:45 PM		End of Game	Confirmed from lockdown
NEZ Tunnel	Carl	5:45 PM		End of Game	Confirmed
NEZ Bleachers	Bueno	8:15 PM		End of Game	Confirmed from Alumni
SEZ Bleachers	Moreno	8:15 PM		End of Game	Confirmed from Alumni
North Goal Post	Alsup	5:45 PM		End of Game	Confirmed
South Goal Post	Caddy	5:45 PM		End of Game	Confirmed from lockdown
NE Barricade	Shauger	5:45 PM		End of Game	Confirmed
NW Barricade	Pettiford	5:45 PM		End of Game	Confirmed from lockdown
SE Barricade	Barnett	5:45 PM		End of Game	Confirmed
SW Barricade	Richard	5:45 PM		End of Game	Confirmed
50 Yard Gate East	Bennett	5:45 PM		End of Game	Confirmed
50 Yard Gate West	Bramblett	5:45 PM		End of Game	Confirmed
50 Yard West Interior Gate	Curtiss	end of 2nd Qtr		Mid 3rd Quarter	Confirmed from gates
Bronco Bench	Chadwick	5:45 PM		End of Game	Confirmed
Bronco Bench	Knibbs	5:45 PM		End of Game	Confirmed
Visitor Bench	Knibbs	5:45 PM		End of Game	Confirmed
Visitor Bench	Owens	5:45 PM		End of Game	Confirmed
CW Bag Check	Green	5:45 PM		End of Game	Confirmed
CW Bag Check	Meunier	5:45 PM		End of Game	Confirmed
CW Band Room	Noteman	5:45 PM		End of Game	Confirmed from lockdown
East Bag Check	Davis	5:45 PM		End of Game	Confirmed
East Bag Check	Dompeling	5:45 PM		End of Game	Confirmed
ISMI Patio Stairs	Palumbo	5:45 PM		End of Game	Confirmed

BSU VS Wyoming

Saturday, November 9, 2019

Position	Name	Start	Re Assignment	End	Notes
ISMI Patio Gate	Spencer	5:45 PM		End of Game	Confirmed
ISMI Patio	Taylor	5:45 PM		End of Game	Confirmed
ISMI Patio	Agner	5:45 PM		End of Game	Confirmed
HoF Back Door/lobby	Pusey	5:45 PM		End of Game	Confirmed
HoF Patio	Cooper	5:45 PM		End of Game	Confirmed
HoF Field Gate	White	5:45 PM		End of Game	Confirmed
Sky Suites Roof	Spencer	8:15 PM		end of game	Confirmed
Varsity Center - Admin	Bekkdahl	5:45 PM		end of game	Confirmed
Varsity Center - Hallway	Kelly	5:45 PM		end of game	Confirmed
Varsity Center - Front Door	Royce	5:45 PM		end of game	Confirmed
Varsity Center- South Stands	Johnson	5:45 PM		end of game	Confirmed
CMS South End Zone	Cooper	5:45 PM		end of game	Confirmed
CMS Field	Cardwell	5:45 PM		end of game	Confirmed
DeChevrieux Field	Teter	4:00 PM		halftime	Confirmed
DeChevrieux Field	Ault	4:00 PM		halftime	Confirmed
DeChevrieux Field	Ladwig	4:00 PM		halftime	Confirmed
URS Parking	Spencer	5:00 PM		8:00 PM	to roof
URS Parking	Spencer	5:00 PM		8:00 PM	to IMSI
URS Parking	Holden	5:00 PM		8:00 PM	to upper concourse
Bronco Bash Tailgate	Moreno	4:15 PM		8:15 PM	to SEZ stands
Bronco Bash Tailgate	Bentley	4:15 PM		6:00 PM	to Gates
Bronco Bash Tailgate	Crandall	4:15 PM		8:15 PM	to Gates
Bronco Bash Tailgate	Bekkdahl	4:15 PM		8:15 PM	to Gates
Bronco Bash Tailgate	Bueno	4:15 PM		8:15 PM	to NEZ stands

BSU VS Wyoming

Saturday, November 9, 2019

Position	Name	Start	Re Assignment	End	Notes
ESPN Truck Compound	Crandall	Greg	5:45 PM	end of game	Confirmed
ESPN Sideline Reporter	Armendariz	Robert	5:45 PM	end of game	Confirmed
ESPN Low End Zone	Herron	Dennis	5:45 PM	end of game	Confirmed
ESPN HH Op	Corniola	David	5:45 PM	end of game	From lockdown
ESPN Sideline Cart	Keeton	Cole	5:45 PM	end of game	Confirmed
ESPN Sideline Cart	Keeton	Michael	5:45 PM	end of game	Confirmed
ESPN Sideline Cart	Jensen	Rikki	5:45 PM	end of game	Confirmed
ESPN Sideline Cart	Jensen	Ryan	5:45 PM	end of game	Confirmed
(Positions filled from gate/stadium personnel)					
Visting Team Bus Supervisor	Blondon	Chris	End of Game	Bus Departure	from stadium/gate staff
Visting Team Bus			End of Game	Bus Departure	from stadium/gate staff
Visting Team Bus			End of Game	Bus Departure	from stadium/gate staff
Visting Team Bus			End of Game	Bus Departure	from stadium/gate staff
Visting Team Bus			End of Game	Bus Departure	from stadium/gate staff
Visting Team Bus			End of Game	Bus Departure	from stadium/gate staff
Visting Team Bus			End of Game	Bus Departure	from stadium/gate staff
(Positions filled from gate/stadium personnel)					
Broadway bus and shuttles			End of Game	Last Shuttle	from stadium/gate staff
Broadway bus and shuttles			End of Game	Last Shuttle	from stadium/gate staff
Broadway bus and shuttles			End of Game	Last Shuttle	from stadium/gate staff
Broadway bus and shuttles			End of Game	Last Shuttle	from stadium/gate staff
(Positions filled from gate/stadium personnel)					
Bronco Circle Shuttle Stop			End of Game	Last Shuttle	from stadium/gate staff
Bronco Circle Shuttle Stop			End of Game	Last Shuttle	from stadium/gate staff
Lockdown Supervisor	Caddy	Aaron	7:00 AM	6:00 PM	To field
Coaches Parking Lot	Baker	Brian	7:00 PM	6:00 PM	stays at coaches lot
Truck Bay	Wiedenheft	Duane	7:00 AM	6:00 PM	To Truck compound
CW Gate	Wendahl	Angela	7:00 AM	6:00 PM	End shift

BSU VS Wyoming

Saturday, November 9, 2019

Position	Name	Start	Re Assignment	End	Notes
Gate G	Noteman	James	7:00 AM	4:00 PM	To Band Hall
Gate H	Birk	Peggy	7:00 AM	6:00 PM	End shift
Gate EF	Crandall	Greg	7:00 AM	6:00 PM	To ESPN Truck compound
Gate ABC & D	Corniola	Dave	7:00 AM	6:00 PM	to ESPN
Gate LM	Rynearson	Tim	7:00 AM	6:00 PM	To gates
Gate NP	West	Russell	7:00 AM	6:00 PM	completed shift
Southfield	Pettit	Wes	7:00 AM	6:00 PM	To Gates
Northwest Field	Pettiford	PJ	7:00 AM	6:00 PM	to field
Stadium Roamer	Lewis	Dawn	7:00 AM	6:00 PM	To Gate D
VC Admin Hallway	Kelley	Larry	7:00 AM	3:00 PM	To Extra Mile Command
VC Admin Hallway	Kelley	Judy	3:00 PM	End of game	replace Larry Kelley
VC Visitors Entrance	Norris	Patty	7:00 AM	6:00 PM	Kim Bekkdahl replace Patty

Requested from BSU Traffic and number of staff needed is dynamic depending on the event

Traffic Support 3rd Quarter		3rd qtr	End of load out	from gate staff
Traffic Support 3rd Quarter		3rd qtr	End of load out	from gate staff
Traffic Support 3rd Quarter		3rd qtr	End of load out	from gate staff
Traffic Support 3rd Quarter		3rd qtr	End of load out	from gate staff
Traffic Support 3rd Quarter		3rd qtr	End of load out	from gate staff
Traffic Support 3rd Quarter		3rd qtr	End of load out	from gate staff
Traffic Support 3rd Quarter		3rd qtr	End of load out	from gate staff
Traffic Support 3rd Quarter		3rd qtr	End of load out	from gate staff

Requested from BSU Traffic and number of staff needed is dynamic depending on the event

BSU Parking Detail	Franklin	Nick	10:45 AM	8:30 PM	Release after Shift
BSU Parking Detail	Aguilar	Hugo	10:45 AM	8:30 PM	Release after Shift
BSU Parking Detail	Mauden	Jeff	10:45 AM	8:30 PM	Release after Shift
BSU Parking Detail	Rosen	Josh	10:45 AM	8:30 PM	Release after Shift

MAV Staff Name *

First Name:

Last Name:

Event or Assignment Name _____**Date of Event** _____**Start Time** _____**End Time** _____**Detail ***

Security
Alcohol Enforcement
Usher/Ticket Taker

Traffic/Parking
Crowd Control

MAV Staff Assigned *

(Name of each person assigned to the detail)

Incidents *

(Detail and list ALL incidents. If no incidents put N/A)

Incident Witnesses ***Ejections *I**

(Detail and list ALL ejections. If no ejections put N/A)

Arrests *

If none, put N/A

Medicals *

(Detail and list ALL medicals. If no medicals put N/A)

Detailed Event Summary *

(Provide a full detailed account of the entire event start to finish)

Supervisor's E-signature ***Checkbox ***

The details listed in this After Action Report accurately completely describe my observations and actions to the best of my ability and knowledge.

This is a web form all MAV Employees use at the completion of every event. Web address is : <https://www.maveventservices.com/aar>

ATTACHMENT 5
PRICING & DELIVERY for ITB DD20-069

Pricing

Vendor shall provide fill in pricing on this attachment and this attachment only.

Only one bid per line

Line #	Position	Hourly Rate
1	Director of Operations	\$ 56.00
2	Event Manger	\$ 35.00
3	Security Supervisor	\$ 28.00
4	TIPS/VIP Security	\$ 22.00
5	Security	\$ 22.00
6	Ticketing/Usher	\$ 22.00

All prices must be firm, fixed, fully-burdened and must include, **but are not limited to**, all direct and indirect operating and personnel expenses, such as: overhead, salaries, profit, supplies, travel, quality improvement, lodging, meals, out of pocket expenses and/or any other expenses related to the requirements of this ITB.

ATTACHMENT 6

SIGNATURE PAGE for ITB DD20-069

THIS SHEET MUST BE FILLED OUT, SIGNED AND RETURNED WITH RESPONSE.

THE UNDERSIGNED HEREBY OFFERS TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES, IF THIS QUOTE IS ACCEPTED WITHIN A REASONABLE TIME FROM DATE OF CLOSING, AT THE PRICE SHOWN IN OUR QUOTE AND UNDER ALL THE TERMS AND CONDITIONS CONTAINED IN, OR INCORPORATED BY REFERENCE, INTO THE BOISE STATE UNIVERSITY'S SOLICITATION.

SUBMISSION OF A QUOTE TO BOISE STATE UNIVERSITY CONSTITUTES AND SHALL BE DEEMED AN OFFER TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES AT THE PRICE SHOWN IN THE QUOTE AND UNDER THE STATE OF IDAHO'S TERMS AND CONDITIONS.

AS THE UNDERSIGNED, I ALSO CERTIFY I AM AUTHORIZED TO SIGN THIS QUOTE FOR THE VENDOR AND THE QUOTE IS MADE WITHOUT CONNECTION TO ANY PERSON, FIRM, OR CORPORATION MAKING A QUOTE FOR THE SAME GOODS AND/OR SERVICES AND IS IN ALL RESPECTS FAIR AND WITHOUT COLLUSION OR FRAUD.

NO LIABILITY WILL BE ASSUMED BY BOISE STATE UNIVERSITY FOR A VENDOR'S FAILURE TO OBTAIN THE TERMS AND CONDITIONS IN A TIMELY MANNER FOR USE IN THE VENDOR'S RESPONSE TO THIS SOLICITATION OR ANY OTHER FAILURE BY THE VENDOR TO CONSIDER THE TERMS AND CONDITIONS IN THE VENDOR'S RESPONSE TO THE SOLICITATION.

Please complete the following information:

VENDOR (Company Name) MAV EVENT services
 ADDRESS 1483 S. BLUE JAY PL.
 CITY Eagle STATE ID ZIP CODE 83616
 TOLL-FREE # _____ PHONE # 208-573-9514
 FAX # 208-939-3230 EMAIL mark@maveventservices.com
 FEDERAL TAX ID / SSN # 80-0404453

SIGNATURE PAGE MUST BE SIGNED & RETURNED FOR RESPONSE TO BE CONSIDERED.

Mark Vucinich
 Signature

Nov 11, 2019
 Date

Mark Vucinich
 Please type or print name

owner
 Title

RECEIPT CONFIRMATION

ITB # DD20-069

Amendment 01

Amendment 01 consists of the following:

- I. Section 6 is amended to include new section 6.4 as follows, "6.4. There shall be a two hour minimum for all Security Services ordered in support of this ITB."
- II. Submitted Questions and Answers – See attached.
- III. "Offeror", all instances, are replaced with "Bidder".

-----End of Amendment 01-----

NOTE: *Return this signed and dated Amendment 01 Receipt Confirmation with your ITB response, otherwise, your bid may be found non-responsive and given no further consideration.*

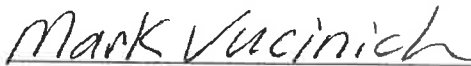
I confirm that I received and reviewed Amendment 01 for ITB #DD20-069



Signature

11-12-19

Date



Printed Name


**BOISE STATE
UNIVERSITY**

Order	PO136761
Order Date	09-DEC-2019
Change Order	0
Change Order Date	09-DEC-2019
Revision	0
Ordered	446,000.00 USD

Supplier **MAV Event Services LLC**
1483 S Blue Jay Place
EAGLE, ID 83616
6335

Bill To **Boise State University**
Accounts Payable
1910 University Drive
Boise, ID 83725-1248

Ship To **BSU Central Receiving**
1311 Belmont St
BOISE, ID 83706
UNITED STATES

Tax Exempt 000012415-S

Payment Terms	Freight Terms	FOB	Shipping Method
Net 30	None	None	BESTWAY
Confirm To	Deliver To Contact		
David Dickman DavidDickman@boisestate.edu	Matthew Mayer MATTHEWMAYER1@boisestate.edu		

Line Item	Price	Quantity	UOM	Ordered	Needed By
1 Perform Security Services as specified in ITB DD20-069. Amount Not To Exceed \$446,000 Period of Performance: 3/1/20 - 2/28/21	446,000.00				
Line Total				446,000.00	
Total				446,000.00	

Notes: Attn: Mark Vucinich <mark@maveventservices.com>

This Purchase Order consists of the following priority of documents and also constitutes Boise State University's acceptance of your quote for [ITB DD20-069].

A. This Notice of Purchase Order Award; including the Boise State University Standard Terms and Conditions.

B. Boise State University's Request for Quotation [ITB DD20-069] incorporated herein by reference as though set forth in full; and

C. MAV Event Services LLC, response to Request for Quotation [ITB DD20-069] incorporated herein by reference as though set forth in full.

All shipments, shipping papers, invoices, and correspondence must be identified with our Purchase Order number. Overshipments will not be accepted unless authorized by the Buyer prior to shipment.

Authorized Buyer Signature: _____

UNIVERSITY OF IDAHO

SUBJECT

Capital Project Construction and Finance - Energy Plant Micro-turbines.

REFERENCE:

April 2019 Idaho State Board of Education (Board) approved an update to the University of Idaho (UI) six-year plan.

April 2019 Board approved the Planning and Design Phase.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedure, Section V.K.

ALIGNMENT WITH STRATEGIC PLAN

This project aligns with the Goal 2 (Educational Attainment) and Goal 3 (Workforce Readiness) of the FY2020-2025 State Board of Education Strategic Plan, as it serves to decrease UI's reliance upon purchased electrical energy, assisting UI in controlling the cost of higher education for students.

BACKGROUND/DISCUSSION

UI has engaged with our regional power utility, Avista, and with Schweitzer Engineering Laboratories, Idaho's timber industry, and private, commercial, and government land owners in efforts to develop sustainable forest practices and to explore methods to harness both waste material from the wood products industry and slash from the forest floor to generate power. In addition, the university is working to transform the campus electrical infrastructure into a smart micro-grid and distributed energy source nested within Avista's electrical grid as part the university's ongoing effort to reduce costs and improve operating performance. This project is a result of these efforts.

Project Description

The Micro-turbine project will install three steam-driven micro-turbines in the UI steam plant. The project will also modernize, restore, and repair existing plant electrical systems. The micro-turbines will generate an average of 6.3 million kWh per year, or 13% of the total campus electricity load resulting in utility cost savings estimated at approximately \$359,000 per year.

Authorization Request

This request is for authorization to construct the proposed Micro-Turbine Installation and Power Generation project via the design-build methodology. The total project cost is estimated at \$3,300,000, including design and construction costs as well as contingency allowances.

CONSENT
FEBRUARY 13, 2020

The project will be funded by a federal grant, energy savings, and an Avista energy incentive. Recently, the UI secured a \$250,000 Wood Innovation Grant from the U.S. Department of Agriculture specifically for this project. Utility savings are estimated at \$359,000 per year, and the UI also anticipates a \$1,260,140 incentive from Avista upon completion of the project. With the incentive considered in the calculation, the anticipated simple payback for the project is 5.0 years.

The UI also seeks authority to finance the initial project costs through a short-term credit facility. The short term credit will be paid with the Avista incentive and the resulting ongoing utility savings over a term of not more than 5 years.

The project is fully consistent with the University of Idaho Strategic Plan goals and objectives regarding Engagement, Transformation, and Cultivation by reducing the costs of higher education, providing opportunities for education and research collaboration, and providing for sustainable use of resources in partnership with Idaho industries. This project is also consistent with, and supports, the principles, goals, and objectives of the UI's Long Range Campus Development Plan (LRCDP).

IMPACT

The immediate fiscal impact will be the short term credit facility to fund the full costs of the project, with projected expenditures of approximately \$3,300,000.

Overall Project

Funding

State	\$	0
Federal (Grant)		250,000
Other (UI)		
Gifted Funds		0
Energy Incentives		1,260,140
Utility Savings – Short		
Term Credit Facility		<u>1,789,860</u>

Total \$ 3,300,000

Estimate Budget

Administrative Support	\$	5,000
A/E & Professional Fees		258,160
Construction, Contractor		2,645,034
Construction, Other		7,500
Const. Contingency		197,475
Owner Costs, AV & FFE		102,231
Project Contingency		<u>84,600</u>

Total \$ 3,300,000

ATTACHMENTS

Attachment 1 – Capital Project Tracking Sheet

STAFF COMMENTS AND RECOMMENDATIONS

This project demonstrates the University of Idaho's commitment to sustainable practices and positions them to generate long-term costs saving through a grant and energy incentives. Staff recommends approval of this project.

CONSENT
FEBRUARY 13, 2020

BOARD ACTION

I move to approve the request by the University of Idaho for construction and short term financing of the proposed Energy Plant Micro-turbines, for a total cost of \$3,300,000 as described in the materials presented to the Board. Approval includes the authority for the Vice President for Finance and Administration to execute all necessary and requisite contracts to implement the project and the project financing.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Office of the Idaho State Board of Education
Capital Project Tracking Sheet
As of February, 2020

History Narrative

- 1 Institution/Agency:** University of Idaho **Project:** Capital Project Authorization Request, Construction Phase and Finance Plan Authorization - University of Idaho (UI) Energy Plant Micro-turbines.
- 2 Project Description:** A project effort to plan, program and design - build a capital project, University of Idaho Micro-Turbine Installation and Power Generation to be located at the District Energy Plant on the main campus of the University of Idaho, Moscow, Idaho.
- 3 Project Use:** The University of Idaho Micro-Turbine Installation and Power Generation project serves to install three steam-driven micro-turbines in its district energy plant, modernize, restore and repair existing plant electrical systems. The backpressure turbines will be installed in parallel with the existing pressure reducing valves (PRVs) and generate an average of 6.3 million kWh per year, or 13% of the total campus electricity load at 48 million kWh annually. Anticipated avoided electrical costs for the university are estimated at \$ 359,000/yr.
- 4 Project Size:** 3 micro-turbines generating and average 6.3 million kWh of energy annually or 13% of the campus annual demand.

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 Only. April 2019.	\$ -	\$ -	\$ 250,000	\$ 250,000	\$ 235,000	\$ -	\$ 15,000	\$ 250,000
History of Revisions:								
Revised Cost of Project. Bid, Award and Construction Phase. February 2020.	\$ -	\$ -	\$ 3,050,000	\$ 3,050,000	\$ 28,160	\$ 2,850,009	\$ 171,831	\$ 3,050,000
Total Project Costs	\$ -	\$ -	\$ 3,300,000	\$ 3,300,000	\$ 263,160	\$ 2,850,009	\$ 186,831	\$ 3,300,000

* The University intent is that any unused funding from the design phase is carried forward to the construction phase.

** Owner Costs & Project Contingency.

17	History of Funding:			----- -----		Other Sources of Funds----- -----			
19		PBF	ISBA	Institutional Funds (Gifts/Grants)	Student Revenue	Other***	Total Other	Total Funding	
20	Initial Cost of Project. Planning, Programming and Design Phase Only. April 2019	\$ -	\$ -	\$ 250,000	\$ -		\$ 250,000	\$ 250,000	
21	Revised Cost of Project. Bid, Award and Construction Phase. February 2020.	\$ -	\$ -	\$ -	\$ -	\$ 3,050,000	\$ 3,050,000	\$ 3,050,000	
22									
23									
24	Total	\$ -	\$ -	\$ 250,000	\$ -	\$ 3,050,000	\$ 3,300,000	\$ 3,300,000	
25									

*** Energy Costs Savings, Anticipated Incentive from AVISTA.

CONSENT
FEBRUARY 13, 2020

UNIVERSITY OF IDAHO

SUBJECT

Banking Services Relationship with Wells Fargo

REFERENCE

December 2008

Executive Director of the Idaho State Board of Education (Board) approved the previous Banking Services agreement.

APPLICABLE STATUTE, RULE, OR POLICY

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

ALIGNMENT WITH STRATEGIC PLAN

This item is a non-strategic matter of internal operations of UI.

BACKGROUND/DISCUSSION

The University of Idaho's (UI's) last competitive process for financial services was in 2008. In 2019, UI sought proposals for a new contract. The current banking services contract expires February 2020. Request for Proposals No. 19-20M was issued for banking services July 1, 2019. Wells Fargo Bank, N.A. (UI's current financial services provider) was the successful responder for depository, disbursement, and merchant card services.

IMPACT

This is a continuation of current services and does not involve any transfer of banking services. The proposed new services contract provides a discount in overall service fees, an increase in the compensating balances earning credit rate, and increased interest earnings rate on excess balances. In total, the University expects these changes to result in annual net fee reductions and additional interest earnings up to \$50,000 annually. In addition, Wells Fargo is providing a \$50,000 credit that can be applied during the 5-year agreement to equipment, supplies, and new service implementation costs.

The UI's need for financial services encompasses thousands of transactions annually. The University estimates that the overall cost of the contract will not exceed \$300,000 over the initial 5 year term, however Board policy V.D.2 requires that the Board approve the financial institution. Therefore, UI seeks approval from the board for continuing its financial services relationship with Wells Fargo Bank.

STAFF COMMENTS AND RECOMMENDATIONS

This is an ongoing working relationship between Wells Fargo and the University of Idaho which has been a positive business relationship for over a decade. With net fee reductions, plus an additional credit, the awarding of this contract provides continuity and cost savings to the University of Idaho. Staff recommends approval.

CONSENT
FEBRUARY 13, 2020

BOARD ACTION

I move to approve the request by University of Idaho for continuing its banking services relationship with Wells Fargo Bank, N.A.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

UNIVERSITY OF IDAHO

SUBJECT

Cell Tower Ground Lease Proposed for University of Idaho (UI) Experimental Forest in Valley County.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(i).

ALIGNMENT WITH STRATEGIC PLAN

The proposed lease does not correspond with strategies established by the Board's strategic plan but accomplishes practical land management objectives for UI's experimental forest programs.

BACKGROUND/DISCUSSION

In 2005 the Regents acquired by gift deed from Dr. Herold and Donna Nokes over 1600 acres of forest land around Little Payette Lake to be managed by UI as an experimental forest for research and education. Prior to gifting this land to UI, Dr. Nokes placed a conservation easement on the property. This conservation easement runs to the Idaho Department of Lands (IDL), and IDL administers this easement. The conservation easement limits certain development and uses of the property. These limitations are well within UI's plans for operating the experimental forest.

At the time of the gift to UI in 2005, the Nokes retained a life estate for the lives of both Dr. Nokes and Donna Nokes. Possession of the property and the right to use it as an experimental forest does not pass to UI until the life estate ends. So long as the life estate continues Dr and Donna Nokes retain possession of the property and the right to use it within the limitations established by the conservation easement, and in recognition of the UI's interests that follow the end of the life estate. Dr. Nokes died some years ago, but Donna Nokes remains alive and the life estate continues to this day.

In 2018 Donna Nokes agreed to a ground lease of less than one acre to permit installation and operation of a cell tower, and the cell tower has been constructed on the leased parcel. The Idaho Department of Lands has approved the lease. As the holder of the Nokes life estate, it is within her rights to do this, but only within the duration of the life estate. The lease term, however, including possible renewal by the tenant, runs until 2068. This very likely will exceed the term of the life estate. Consequently, Donna Nokes has requested that UI agree to recognize and accept the lease for its full term after the end of the life estate. The operating tenant (SBA Towers) who is assuming the lease contemporaneously with the UI's recognition and acceptance, joins in that request.

CONSENT
FEBRUARY 13, 2020

The UI has considered the matter and is willing to agree to recognition of the lease contemporaneously with the assumption of the lease by SBA Towers. As compensation to Donna Nokes for the efforts in acquiring the lease, UI has agreed that the balance of the first 10 years of rent under the lease (2018 to 2027) can be pre-paid to her by SBA Towers contemporaneously with SBA's assumption of the lease. As of the end of the life estate, UI will be entitled to the balance of rent under the lease for the remainder of its term. As additional compensation to UI for recognition of the full lease term, SBA Towers has agreed that UI can have access to unused portions of the tower for installation and operation of its own communication equipment as needed for operation and management of the experimental forest, once the life estate has ended.

IMPACT

Rent payments under the lease begin at \$6,000 per year and will escalate in amount over the remaining terms of the proposed lease at the rate of 10% every 5 years. The existence and location of the tower is not anticipated to have any financial or land management impacts on UI forest management.

ATTACHMENTS

Attachment 1 –Lease Agreement (Approval Draft)

STAFF COMMENTS AND RECOMMENDATIONS

The Lease Agreement reflects the terms outlined herein. This lease agreement protects the long term interests of the University of Idaho and reflects a good faith effort to support both the possessor of the life estate and the University of Idaho. Staff recommends approval.

BOARD ACTION

I move to approve the request by the University of Idaho to enter into the proposed lease agreement in substantial conformance to attachment 1 as presented to the Board, and to authorize the Vice President for Finance and Administration for the University of Idaho to execute all documents related to and necessary for execution and fulfillment of lease.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

LEASE AGREEMENT
BETWEEN
THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO,
DONNA JO NOKES, individually and as Trustee of the 2005 Nokes Family Revocable
Trust dated August 3, 2005, AND
SBA TOWERS X, LLC

THIS LEASE AGREEMENT (hereinafter this “**Lease**” or “**Agreement**”) is made and entered into effective the date of the final signature below (the “**Execution Date**”) by and between **THE BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO**, a state educational institution and body politic and corporate, organized and existing under the constitution and laws of the State of Idaho (hereinafter the “**University**” or “**Landlord**”), **DONNA JO NOKES**, individually and as Trustee of the 2005 Nokes Family Revocable Trust dated August 3, 2005, both as to a life estate (“**Nokes**”) and **SBA TOWERS X, LLC** a Delaware limited liability company having an office at 8051 Congress Avenue, Boca Raton, Florida 33487-1307 (hereinafter “**SBA**” or “**Tenant**”).

RECITALS

The University is the holder of the remainder interest in certain real property located in Valley County, Idaho which is more particularly described in the attached **Exhibit A** (the “**Property**”) and **Exhibit B** (“**Easement Area**”). Upon the death of Donna Jo Nokes, the University will own the 100% fee interest in the Property and Easement Area.

Donna Jo Nokes possesses a life estate in the Property and Easement Area.

Donna Jo Nokes entered into an Option and Ground Lease Agreement with Maverick Towers, LLC, a Nevada limited liability company (“**Maverick**”) whereby Maverick leased the Property from Donna Jo Nokes to construct and maintain a cell tower (the “**Maverick Agreement**”).

Donna Jo Nokes conveyed her interest in the Property and Easement Area to the 2005 Nokes Family Revocable Trust dated August 3, 2005 by Quitclaim Deed dated April 24, 2006.

Maverick has assigned its interests under the Maverick Agreement to SBA pursuant to an Assignment of Lease Agreement of even date herewith.

The University was not a party to the Maverick Agreement.

The parties desire to enter into a new Lease Agreement which will replace the Maverick Agreement.

AGREEMENT

WHEREAS, the parties agree and covenant as follows:

1. **Maverick Option and Lease Agreement.** Effective upon the execution of this agreement by all parties, the Maverick Agreement is terminated and rendered null and void, with

Nokes, Maverick and SBA having no further duties, obligations or entitlement under the terms thereof or related thereto.

2. Lease. Subject to the terms of this Agreement, Nokes, to the extent of Donna Jo Nokes' life estate, and the University, as the fee owner of the Property, hereby lease the Property, as described in the attached **Exhibit A**, to Tenant, together with a non-exclusive easement for ingress, egress and utilities, over the Easement Area, as described in the attached **Exhibit B**. The Property and the Easement Area are depicted in the attached **Exhibit C** and together are referred to herein as the "**Leased Space**".

3. Term of Lease.

(a) Initial Term. The Initial Term of this Lease shall be twenty-five (25) years from the commencement of the initial term under the Maverick Agreement (the "Maverick Initial Term"). It shall commence on the Commencement Date and continue thereafter until midnight of September 19, 2043 unless terminated earlier pursuant to the provisions of this Agreement.

(b) Option to Renew Lease. Unless terminated earlier pursuant to the provisions of this Agreement, the Lease shall automatically renew for one additional Lease Renewal Term of twenty-five (25) years (the "**Renewal Term**"), so long as Tenant is not in default of the terms of this Lease at the time the Renewal Term is to commence. The other terms and conditions of this Lease shall govern during the Lease Renewal Term.

(c) Commencement Date. The Commencement Date for this Lease shall be _____, 2020.

4. Payment of Rent.

(a) Rent. The Rent for Tenant's lease of the Leased Space shall initially be SIX THOUSAND DOLLARS (\$6,000) per year, which shall be payable annually. Rent due and owing under the Maverick Agreement for the balance of the year in which this Lease is executed shall be paid as part of the Rent Prepayment provided for below. Subject to the prepayment obligation stated below, Rent shall be paid on or before the 2nd day of January annually throughout the Initial Term and the Renewal Term.

(b) Rent Adjustment. After the first five (5) years of the Initial Term and every five (5) years thereafter throughout the entire Initial Term and Renewal Term, Rent shall increase by ten percent (10%) over the Rent payable during the preceding five (5) year period.

(c) Prepayment of Rent/Nokes' Interest in Lease. Notwithstanding the terms of Section 4(a) above, Tenant shall prepay to Nokes Rent in the sum of \$57,500.00, which shall be accepted by Nokes as payment in full of all of the unpaid Rent which is due for the balance of the first ten (10) years of the Maverick Initial Term. Said prepayment shall be made to Nokes within thirty days after the execution of this Lease by all parties. Nokes shall be entitled to all of the said prepayment, regardless of whether or not Donna Jo Nokes survives the entire aforesaid ten (10) year period for which Rent is prepaid. In the event that Tenant terminates this Lease prior to September 19, 2028, Tenant shall not be entitled to any refund of any portion of the prepaid Rent. Effective September 19, 2028 (i.e. the end of the first ten (10) years of the Maverick Initial Term), Tenant's obligation to pay Rent annually as provided above will resume and the University will be entitled to all Rent paid thereafter, except only if Donna Jo Nokes survives beyond September 19, 2028, in

which case Nokes shall continue to be entitled to Rent applicable during Donna Jo Nokes' lifetime up until her date of death. Nokes relinquishes, waives and releases the University, SBA and Maverick from any claims to entitlement to any Rent paid under this Lease save and except only as provided above in this Section 4(c) and Rent which is due and owing under the terms of the Maverick Agreement as of the Commencement Date. Nokes' interest in this Lease shall be limited solely to the right to receive the aforesaid described Rent. All other rights reserved to the Landlord or granted to Landlord by Tenant hereunder shall be exclusively held and exercised by the University. Nokes' aforesaid rights under and interest in this Lease shall expire and be extinguished upon the death of Donna Jo Nokes.

(d) **Form of Rent Payment to University.** Annual payment to University as provided herein shall be made payable to "Bursar, University of Idaho" and mailed to the attention of "University of Idaho Real Estate Office, 875 Perimeter Drive MS 3162, Moscow ID 83844-3162" or such other address or person as University shall provide to Tenant by written notice.

5. **Memorandum of Lease Agreement.** Concurrently with the execution of this Agreement, the parties shall execute the *Memorandum of Lease Agreement* which is attached hereto as **Exhibit C** and shall cause such Memorandum to be filed with the Office of Recorder of Valley County, Idaho. The Memorandum, by its terms, shall replace the "Memorandum of Agreement" recorded April 16, 2018 as Instrument #412832, Recorder's Office of Valley County, Idaho related to the Maverick Agreement.

6. **Use of Property.**

(a) **Use.**

(i) The Property will be utilized by Tenant to construct, support, maintain, replace and operate a wireless communications facility, including a communications tower or pole, antennas, cables, and related facilities, structures and improvements (collectively the "**Structures**") The Structures may be used for the transmission, reception and relay of communication signals and/or data, including, without limitation, radio frequency signals. Tenant may place a security fence, around the perimeter of the Property. All Structures shall be constructed at Tenant's sole expense and shall remain the property of Tenant. Tenant will maintain the Leased Space and Structures in a safe condition. It is the intent of the parties that Tenant's wireless communications facility shall not constitute a fixture.

(ii) Tenant shall take possession of the Property and the Structures in their "as is" condition as of the Execution Date and without any warranties whatsoever by the University or Nokes, except as expressly provided in this Agreement.

(b) **Conservation Easement.** Tenant acknowledges that the Leased Space is subject to a Conservation Easement granted by Nokes to the State of Idaho, acting through the State Board of Land Commissioners, which Conservation Easement is filed of record with the Office of Recorder of Valley County, Idaho as Instrument No. 297926. The University and Nokes warrant that the above-described use of the Property is a reserved, permitted use under the terms of the Conservation Easement, but that any other use of the Property would be subject to prior approval by the University and, during Donna Jo Nokes'

lifetime, Nokes, which approval could be granted or withheld in the sole discretion of those parties. Tenant shall not engage in any activities which would be in violation of the terms of the Conservation Easement.

7. **Utilities.** Tenant shall pay for all water, sewer, electrical, telephone, trash removal, snow removal and all other utility services used by Tenant upon or in conjunction with the Property and all other costs and expenses of every kind whatsoever incurred in connection with the use, operation, and maintenance of the Leased Space by Tenant.

8. **Property Taxes and Assessments.** Nokes, to the extent of Donna Jo Nokes' life estate, shall pay all applicable real property taxes assessed on the Property. To the extent that any personal or real property taxes are assessed on the Structures or to the extent of any increases in real property taxes attributed to the Property, Tenant shall be responsible for the payment of such increases in taxes. Tenant shall notify the Valley County Assessor's Office of its interest in the Property and Structures. It is the understanding and agreement of the parties that the University shall have no responsibility for the payment of any property taxes which are assessed on the Leased Space or Structures.

9. **Conformance to Laws/Regulations.** Tenant shall use all reasonable caution to prevent waste, damage or injury to the Leased Space, and shall, in the use and occupancy of the Leased Space, conform to all laws, orders and regulations of the Federal, State and Municipal governments, or any of their departments which are applicable to Tenant and Tenant's land uses.

10. **Entry by Landlord.** Landlord and its agents and, during the pendency of her life estate, Nokes, and her agents, shall have access to the Property for the purpose of examining the same to confirm compliance with the terms of this Agreement, at reasonable times and after providing Tenant with prior notice. Landlord and Nokes acknowledge that the Property will be a secured compound and they shall comply with Tenant's reasonable requirements as to entry onto the Property.

11. **Liens.** Tenant agrees that it will pay or cause to be paid all costs for work done by it on the Leased Space, and Tenant will keep the Leased Space and the Structures free and clear of all mechanics' liens on account of work done by Tenant or persons claiming under Tenant. Tenant agrees to and shall indemnify and save the University and its Board of Regents, and Nokes, and their agents, and employees (collectively, the "**Landlord Parties**") against, and defend and hold the Landlord Parties harmless from, any and all demands, claims, causes of action, fines, penalties, damages, losses, liabilities, judgments, costs and expenses (including without limitation attorneys' fees and court costs) suffered or incurred by the Landlord Parties by reason of or arising out of Tenant's breach of the covenants made in this Section 11.

If any lien is filed against the Leased Space or the Structures on account of work done by Tenant or persons claiming under Tenant, Tenant may contest any such lien by posting reasonable security for Tenant's obligation of indemnity and diligently prosecuting such contest to conclusion. In the event that Tenant shall not have paid such lien or notified Landlord of its intention to contest such lien within ten (10) days after demand from the Landlord, Landlord may (but shall not be required to) pay the claim and any costs and, subject to the limitations of law stated hereinabove, the amount so paid, together with reasonable attorney's fees incurred in connection therewith, shall be immediately due and owing from Tenant to Landlord, with interest at the rate allowed by law from the dates of the Landlord's payments.

Additionally, Landlord and Nokes disclaim and waive any now existing or hereafter arising landlord's lien or other statutory or non-statutory lien or security interest in the Structures.

The provisions of this Section 11 shall survive termination of the Lease.

12. Landlord's Covenants. During the Initial Term or Renewal Term, neither Landlord nor Nokes shall, without Tenant's prior written consent, which may be granted or withheld by Tenant in Tenant's sole discretion:

(a) Grant any other person or entity any lease, easement, license or other right of use or occupation of the Leased Space or any portion thereof which materially interferes with Tenant's permitted uses of the Leased Space;

(b) Construct any structures or engage in any activities on any Landlord-owned or occupied land adjacent to the Leased Space which blocks the signal from or compromises the structural stability of Tenant's tower;

(c) Allow any lien, mortgage, or encumbrance to be placed on the Leased Space or Structures;

(d) Grant or dedicate any rights-of-way, easements or other rights of use to the Leased Space to the public;

(e) Enter into any contracts or agreements related to the Leased Space which would materially impair or interfere with Tenant's rights under this Agreement; or,

(f) Take any other actions which would be materially inconsistent with Tenant's interests granted in this Agreement or Tenant's right to the quiet enjoyment of the Leased Space.

13. Insurance.

(a) **Tenant.** Tenant, at all times during the Initial Term and Renewal Term, will maintain in full force a comprehensive public liability insurance policy covering all of its operations, activities, liabilities and obligations on the Leased Space, having limits of not less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) in the aggregate. On or before the Commencement Date, Tenant will provide the University and Nokes a certificate of insurance evidencing that such insurance is in effect. Tenant shall deliver to Landlord a renewal certificate evidencing that such insurance is in effect within ten (10) business days of Landlord's request for such certificate. The insurance policy shall be issued by an insurance company authorized to do business in the state of Idaho and Tenant shall provide thirty (30) days prior written notice to the Landlord of any cancellation of such policy. Any insurance required to be provided by Tenant may be provided by a blanket insurance policy covering the Leased Space and other properties leased or owned by Tenant provided that such blanket insurance policy complies with all of the other requirements with respect to the type and amount of insurance. Landlord and Nokes shall be named as additional insureds under the policy. Tenant shall also maintain workman's compensation and auto insurance policies covering the activities of all of its employees on the Leased Space. In the event that Tenant contracts with an independent contractor for the construction, maintenance, repair, replacement or operation of the facilities or Structures on the Leased Space, such contractor shall be required to maintain the same insurance which is required of Tenant under this Section 13.

(b) **Nokes.** INTENTIONALLY OMITTED.

(c) **University.** Subject to the limits of liability specified in Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, the University participates in the Risk and Insurance program administered through the State of Idaho. Coverage includes but is not limited to: Property, General Liability, and Auto Liability. The University self-insures for workman's compensation. During the Initial Term and Renewal Term, the University shall continue its aforesaid participation or shall maintain such alternative risk management protection as the University deems prudent.

14. Damage by Casualty. If any Structures on the Property are damaged or destroyed by reason of fire or any other cause, Tenant shall promptly deliver written notice thereof to the Landlord and Tenant shall have and exercise sole discretion as to whether to repair or rebuild the Structure. Any such repair or replacement shall be at Tenant's sole cost, absent agreement between the parties to the contrary.

15. Hold Harmless. Tenant agrees to and shall indemnify and save the University and Nokes, and their agents, and employees (collectively, the "**Landlord Parties**") against, and defend and hold the Landlord Parties harmless from, any and all demands, claims, causes of action, fines, penalties, damages, losses, liabilities, judgments, costs and expenses (including without limitation attorneys' fees and court costs) suffered or incurred by the Landlord Parties by reason of or arising out of damages to any person or any property in or upon the Leased Space at Tenant's invitation, or for damages to any person or property resulting from the actions or failure to act of Tenant or its agents, contractors, employees, licensees or invitees (including damages caused by or resulting from the existence of the Structures), unless the damages are caused by, or are the result of, the willful misconduct or gross negligence of the Landlord Parties or their agents, contractors, employees, licensees or invitees. Notwithstanding any provisions herein to the contrary, it is understood and agreed that all property kept, installed, stored or maintained in or upon the Leased Space by Tenant will be so installed, kept, stored or maintained at the risk of Tenant. Neither the University nor Nokes will be responsible for any loss or damage to equipment owned by Tenant which might result from tornadoes, lightning, wind storms, fire or other Acts of God; provided, however, subject to the limitations imposed by law, including but not limited to Idaho Code 59-1016 and Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, the University agrees to and shall indemnify and save Tenant free and harmless against liability, loss, damage, costs, attorney's fees, and all other expenses suffered or incurred by Tenant as a result of the willful misconduct or gross negligence of the University. Pursuant to Idaho Law, nothing in this Agreement, including the indemnity under this Section 15 shall be construed to obligate the Legislature of the State of Idaho to make future appropriations for the payment of any future obligation of the University, and any such obligation is an independent obligation of the University and not of the State of Idaho; and further provided that Nokes, during the term of Nokes' life estate, shall be responsible for, and agrees to hold Tenant harmless from any liability (including reimbursement of reasonable legal fees and all costs) for damages to any person or any property in or upon the Leased Space arising out of the willful misconduct or negligence of Nokes or Nokes' agents, servants, employees, licensees or invitees. The provisions of this Section 15 shall survive termination of the Lease.

16. Tenant's Right to Terminate. Tenant shall have the right to terminate this Lease at any time, without cause, by providing Landlord with one hundred and eighty (180) days prior written notice. In such case, not later than sixty (60) days after the date of termination Tenant shall: (i) restore the Property to its original condition at the commencement of this Lease excepting ordinary wear and tear and damages by the elements or damages over which Tenant had no control;

(ii) remove all Structures from the Property, including any fencing which has been placed on the Property by Tenant; and, (iii) repair any damage done to the Property or the appurtenant easement by the said removal; provided, Tenant shall not be required to replace trees or other plants removed, or alter the then existing grading or remove below grade footings or other concrete, paving or graveled surfaces. Tenant shall be required to safely disconnect power feeds to the Property. If termination occurs during the period during which the Leased Space has snow on the ground, the aforesaid sixty (60) day period shall commence on the earlier to occur of the date on which the ground is clear of snow or May 15. Rent owed under the terms of this Lease shall be paid through the date of termination. Tenant shall not be entitled to any refund of Rent which has been prepaid. The provisions of this Section 16 shall survive termination of the Lease.

17. Assignment. Tenant shall have the right to assign its interest in this Agreement and to sublease or license use of the Property or Structures with the prior written consent of Landlord, which shall not be unreasonably withheld; provided, the renting or licensing of space on the Tenant's cell tower constructed on the Property in the ordinary course of Tenant's business shall not require any consent from Landlord, and Tenant may freely assign its interest in this Agreement to an affiliate of Tenant without the consent of Landlord. As used herein, "affiliate" shall mean an entity that directly or indirectly through one or more intermediaries, controls, is controlled by or is under common control with Tenant. In the case of an assignment of this Agreement by Tenant, absent agreement in writing with Landlord to the contrary, Tenant shall remain liable for its duties and obligations under this Agreement. Tenant has the further right to pledge or encumber its interest in this Agreement.

18. Default by Tenant. Tenant shall have breached this Lease and shall be considered in default hereunder if, after the date first hereinabove noted, (1) Tenant files a petition in bankruptcy or insolvency or for re-organization under any bankruptcy act, or makes an assignment for the benefit of creditors, (2) involuntary bankruptcy proceedings are instituted against Tenant under any bankruptcy act, (3) Tenant fails to pay any Rent when due and does not make the delinquent payment within thirty (30) calendar days after the giving of notice thereof by Landlord, (4) Tenant fails to timely and fully perform any other monetary obligation under this Lease and does not fully cure the default within thirty (30) calendar days after the giving of notice thereof by Landlord, or (5) Tenant fails to perform or comply with any non-monetary material covenant or condition of this Lease and does not cure said default within sixty (60) calendar days after the giving notice thereof by Landlord; provided, however, that no such failure to cure a non-monetary material covenant or condition within said period will exist if Tenant has commenced to cure such default within said period and provided that such efforts are prosecuted to completion with reasonable diligence. Upon request to Landlord from any leasehold mortgagee, Landlord agrees to give the holder of such leasehold mortgage written notice of any default by Tenant and an opportunity to cure any such default within thirty (30) days after such notice with respect to monetary defaults and within thirty sixty (60) after such notice with respect to any non-monetary default.

19. Landlord's Default Remedies. In the event of an uncured breach of this Lease as set forth in Section 18, the non-exclusive rights of Landlord shall be as follows:

(a) Termination. Landlord shall have the right to cancel and terminate this Lease, as well as all of the right, title, and interest of Tenant hereunder. No notice in addition to the notice required by Section 18 hereinabove shall be required to effectuate Landlord's rights in this regard. On expiration of the time fixed in the notice, this Lease and the right, title and interest of Tenant hereunder shall terminate in the same manner and

with the same force and effect, except as to Tenant's liability, as if the date fixed in the notice of cancellation and termination were the end of the term herein originally determined. In case of termination, the provisions of this Section 19 and otherwise provisions of this Lease regarding damages, fees and costs shall survive termination of the Lease.

(b) **Specific Performance.** Landlord shall have the right to sue for specific performance by Tenant of Tenant's obligations hereunder, together with expenses, damages, fees and costs incurred by Landlord.

(c) **Damages.** Landlord shall have the right to collect from Tenant all expenses, costs, fees and damages reasonably incurred by Landlord as a result of Tenant's breach.

(d) **Acceleration of Rent.** Landlord shall have the right, without further notice to Tenant, to accelerate the Rent due for the balance of the term of the Lease less any mitigation thereof by Landlord; or, if Tenant exercises its right to terminate this Lease, for a period commencing with the date of default and concluding one hundred eighty (180) days after Tenant's Notice of Termination is delivered to Landlord.

(e) **Right to Cure.** If Tenant breaches any material covenant or condition of this Lease, Landlord may, on reasonable notice to Tenant, (except that no notice need be given in case of emergency), cure such breach at the expense of Tenant and the reasonable amount of all expenses, including reasonable attorneys' fees, incurred by Landlord in doing so (whether paid by Landlord or not) shall be considered Rent immediately due and payable.

(f) **Remedies Cumulative.** The aforesaid remedies, as well as any other remedies allowed to Landlord by Idaho law, shall be cumulative and non-exclusive, except as is otherwise prescribed by Idaho law.

20. Default by Landlord. Landlord shall be in default of this Lease if Landlord fails to observe and perform any provisions of this Lease to be observed or performed by the Landlord within thirty (30) days after written notice by Tenant to the Landlord specifying such alleged failure; provided that if the nature of the default is such that the same cannot reasonably be cured within said thirty day period, the Landlord shall not be deemed to be in default if the Landlord shall within such period commence such cure and thereafter diligently prosecute the same to completion. In the case of default by Landlord, Tenant shall be entitled to all remedies afforded by Idaho law.

21. Surrender of Possession. Upon the expiration or termination of this Lease, Tenant shall surrender the Leased Space; Tenant shall remove all Structures from the Property, including any fencing which has been placed on the Property by Tenant; and, Tenant shall restore the Property as nearly as reasonably possible to its original condition, without, however, being required to replace trees or other plants removed, or alter the then existing grading or remove below grade footings or other concrete, paving or graveled surfaces. Tenant shall be required to safely disconnect power feeds to the Property. If termination occurs during the period during which the Leased Space has snow on the ground, the aforesaid sixty (60) day period shall commence on the earlier to occur of the date on which the ground is clear of snow or May 15. The provisions of this Section 21 shall survive termination of the Lease.

22. Environmental Matters.

(a) Tenant at all times shall keep the Leased Space and ground water of the Leased Space free of hazardous materials (as hereinafter defined). Tenant shall not use, generate, manufacture, store, release, threaten, release or dispose of hazardous materials in, on or about the Leased Space or the ground water of the Leased Space in violation of any federal, state or municipal law, decision, statute, rule, ordinance or regulation currently in existence or hereinafter enacted or rendered. Tenant shall give Landlord prompt written notice of any claim by any person, entity or governmental agency that a significant release or disposal of hazardous materials has occurred on the Leased Space. Tenant, through professional engineers and at Tenant's cost, shall promptly and thoroughly investigate any such suspected hazardous materials contamination of the Leased Space. Tenant shall forthwith remove, repair, clean up and/or detoxify any hazardous materials from the Leased Space or the ground water of the Leased Space whether or not such actions are required by law, which hazardous materials are brought upon, used, discharged and/or disposed of on the Leased Space after the Commencement Date of this Lease, and whether or not Tenant was responsible for the existence of such hazardous materials in on or about the Leased Space or the ground water of the Leased Space. Hazardous materials shall include but not be limited to substances defined as "hazardous substances," "hazardous materials" or "toxic substances" in the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, 42 U.S.C. Section 9601, et seq.; the Hazardous Materials Transportation Act, 49 U.S.C. Section 1801, et seq.; the Resource Conservation and Recovery Act, 42 U.S.C. Section 6901, et seq.; the Toxic Substances Control Act, 15 U.S.C. Section 2601, et seq.; the Clean Air Act, 42 U.S.C. Section 7401, et seq.; the Clean Water Act, 33 U.S.C. Section 1251, et seq.; the Idaho Hazardous Waste Management Act of 1983 and Idaho Code Section 39-4401, et seq.

Tenant hereby agrees to indemnify, save, defend and hold harmless Landlord and Nokes from and against any and all claims, damages, fines, judgments, penalties, costs or liabilities or losses (including, without limitation, any and all sums paid for settlement of claims, attorneys' fee and consultants' and experts' fees), and any other claims of any and every kind whatsoever paid, incurred or suffered by or asserted against Landlord or Nokes for, with respect to or as a direct or indirect result of the escape, seepage, leakage, spillage, discharge, emission, discharging or release onto or from the Leased Space of any hazardous materials, after the Commencement Date of this Lease, including, without limitation, any losses, liabilities, damages, injuries, costs, expenses or claims asserted or arising under any hazardous waste laws, if caused by Tenant or persons acting under Tenant.

Nokes, to the extent of Nokes' life estate, and the University shall not (either with or without negligence) cause or permit the escape, disposal or release of any hazardous materials on or from the Property in any manner prohibited by law. Nokes, to the extent of Nokes' life estate, and the University, subject to the limitations imposed by law, including but not limited to Idaho Code 59-1016 and Idaho Code 6-901 through 6-929, known as the Idaho Tort Claims Act, shall indemnify and hold Tenant harmless from any and all claims, damages, fines, judgments, penalties, costs or liabilities or losses (including, without limitation, any and all sums paid for settlement of claims, attorneys' fee and consultants' and experts' fees) from the presence or release of any hazardous materials on the Property caused by Landlord or Nokes. Pursuant to Idaho Law, nothing in this Agreement, including the indemnity under this Section 15 shall be construed to obligate the Legislature of the State of Idaho to make future appropriations for the payment of any

future obligation of the University, and any such obligation is an independent obligation of the University and not of the State of Idaho.

The provisions of this Section 22 shall survive termination of the Lease.

23. Condemnation.

(a) **Entire or Substantial Taking.** If the Leased Space, or so much thereof as to make the balance not reasonably adequate for the conduct of Tenant's business shall be taken under the power of eminent domain, this Lease shall automatically terminate as of the date on which the condemning authority takes title or possession, whichever first occurs.

(b) **Partial Taking.** In the event of any taking of the Leased Space under the power of eminent domain which does not so result in the termination of this Lease, the parties shall use the compensation which is paid for the taking for the reasonable restoration of the portion of the Leased Space not so taken, and this Lease shall continue in full force and effect subject to Tenant's right to terminate as provided hereinabove.

(c) **Awards.** Any award for any taking of all or any part of the Leased Space under the power of eminent domain shall be equitably allocated among the parties, provided that nothing contained herein shall be deemed to preclude Tenant from seeking an award to Tenant for loss of or damage to Tenant's interests under this Agreement.

(d) **Sale Under Threat of Condemnation.** A sale by the Landlord of the Leased Space to any authority having the power of eminent domain, either under threat of condemnation or while condemnation proceedings are pending, shall be deemed a taking under the power of eminent domain for all purposes under this Section.

24. Title and Quiet Possession. Landlord and Nokes represent and covenant that Landlord owns the fee title to the Leased Space, subject to Donna Jo Nokes' life estate therein.

Landlord and Nokes represent and warrant that there are no matters affecting title that would prohibit, restrict or impair the leasing of the Property, or Tenant's intended use or occupancy thereof, or the granting of the appurtenant easement in accordance with the terms and conditions of this Lease. Landlord and Nokes represent and warrant to Tenant that Landlord and Nokes have the full right, power and authority to enter into this Lease and that Tenant will have quiet and peaceful possession of the Property and appurtenant easement throughout the Term of this Lease.

25. Secured Parties. Tenant may from time to time grant to certain lenders selected by Tenant and its affiliates (the "Lenders") a lien on and security interest in Tenant's interest in the Lease and all assets and personal property of Tenant located on the Property (previously defined above as "**Structures**") as collateral security for the repayment of any indebtedness to the Lenders. Landlord Parties hereby agree to subordinate any security interest, lien, claim or other similar right, including, without limitation, rights of levy or distraint for rent, Landlord Parties may have in or on the Structures, whether arising by agreement or by law, to the liens and/or security interests in favor of the Lenders, whether currently existing or arising in the future. Nothing contained herein shall be construed to grant a lien upon or security interest in any of Landlord Parties' assets. Should Lender exercise any rights of Tenant under the Lease, including the right to exercise any renewal option(s) set forth in the Lease, Landlord Parties agree to accept such exercise of rights by Lenders as if same had been exercised by Tenant, and Tenant, by signing below, confirms its agreement with this provision. If there shall be a monetary default by Tenant under the Lease, Landlord Parties

shall accept the cure thereof by Lenders within fifteen (15) days after the expiration of any period provided to Tenant under the Lease to cure such default, prior to terminating the Lease. If there shall be a non-monetary default by Tenant under the Lease, Landlord Parties shall accept the cure thereof by Lenders within thirty (30) days after the expiration of any period provided to Tenant under the Lease to cure such default, prior to terminating the Lease. If the Lease is terminated as a result of a Tenant default or is rejected in any bankruptcy proceeding, Landlord Parties will enter into a new lease with Lenders or their designee on the same terms as the Lease within fifteen (15) days of Lenders' request made within thirty (30) days of notice of such termination or rejection, provided Lenders pay all past due amounts under the Lease, and all other reasonable fees, costs and expenses incurred by Landlord Parties in enforcing their rights under this Lease. The foregoing is not applicable to normal expirations of the term of the Lease. In the event Landlord Parties give Tenant any notice of default under the terms of the Lease, Landlord Parties shall simultaneously give a copy of such notice to Lender at an address to be supplied by Tenant.

26. Dispute Resolution.

(a) Initiation of Dispute Resolution Procedures. The parties acknowledge that notwithstanding their best efforts, disputes may arise between them regarding their respective rights and responsibilities, and obligations and liabilities, under this Agreement and any related agreement. In each instance, the parties will attempt to resolve the dispute in good faith in a manner consistent with their respective philosophies and missions, and their goals and objectives in entering into this Agreement. However, provided that the dispute does not involve Rent or a monetary obligation of Tenant under this Lease, if the dispute is not resolved, any Party involved in the dispute shall have the right to initiate the dispute resolution procedures contained in this Section 26, by giving written notice to the other Party(ies).

(b) Dispute Resolution Procedures.

(i) Notice of Dispute. Not later than ten (10) days after any party gives written notice of such Party's intention to initiate dispute resolution procedures pursuant to this Section 26, the parties shall meet and either (i) select a process within their discretion to resolve the issue in dispute, or (ii) at the request of either, submit the issue in dispute to non-binding mediation.

(ii) Selection of Resolution Process. Not later than ten (10) days after the aforesaid meeting, or such later date as they shall mutually agree upon, the parties shall either (i) jointly adopt dispute resolution procedures to resolve the issue in dispute, if they agree upon a process other than mediation, or (ii) jointly appoint a mediator.

(iii) Selection of Mediator. If the parties cannot agree upon a mediator within the ten (10) day period, or within such other period as they mutually agree upon, then Landlord and Tenant shall each appoint a mediator acceptable to it within the following ten (10) days, and the two (2) mediators shall jointly appoint, within ten (10) days after the date on which the second mediator is appointed, a third mediator who shall mediate the issue in dispute.

(iv) Good Faith Participation and Expenses. The parties shall engage in a good faith effort to resolve the issue in dispute following their joint adoption of dispute resolution procedures, or the appointment of one or more mediators. The parties shall each share equally the fees and expenses of the mediator(s) and such other costs and expenses as they shall mutually agree upon.

27. Notices. All notices given pursuant to this Agreement shall be in writing and shall be given by personal service, by United States mail or by United States express mail or other established express delivery service (such as Federal Express), postage or delivery charge prepaid, return receipt requested, addressed to the appropriate party at the address set forth below:

Landlord:

University of Idaho
Attn: Vice President, Finance and Administration
875 Perimeter Dr. MS3168
Moscow, ID 83844-3168

Nokes:

Donna Jo Nokes
1270 Elo Rd.
McCall, ID 83638-5126

Tenant:

SBA TOWERS X, LLC
Attn: Site Administration
8051 Congress Avenue
Boca Raton, FL 33487-1307

The person and address to which notices are to be given may be changed at any time by any party upon written notice to the other party. All notices given pursuant to this Agreement shall be deemed given upon receipt.

For the purpose of this Agreement, the term "receipt" shall mean the earlier of any of the following: (i) the date of delivery of the notice or other document to the address specified pursuant to subparagraph (a) above as shown on the return receipt, or (ii) the date of actual receipt of the notice or other document by the person or entity specified pursuant to subparagraph (a) above, or (iii) in the case of refusal to accept delivery or inability to deliver the notice or other document, the earlier of (A) the date of the attempted delivery or refusal to accept delivery, (B) the date of the postmark on the return receipt, or (C) the date of receipt of notice of refusal or notice of non-delivery by the sending party.

28. Time. Time is of the essence of this Agreement and each and every provision hereof.

29. Waiver. The waiver of or forbearance by any party regarding any breach, or of any available remedy for a default shall not operate as a waiver of any subsequent breach or default.

30. Succession. This Agreement shall be binding on and shall inure to the benefit of the assigns, representatives and successors-in-interest of the parties hereto.

31. Modification. This Agreement may not be modified except by means of a subsequent written agreement, which is duly executed by the parties.

32. Applicable Law, Venue. This Agreement shall be interpreted by and according to the laws of the State of Idaho. The parties agree that the courts of Idaho shall have exclusive jurisdiction over any dispute regarding this Agreement. Venue for any litigation arising from or

regarding this Lease shall be in the Courts of Valley County, Idaho and each of the parties agrees to submit to the jurisdiction of such courts.

33. Integration Clause. This Agreement memorializes the complete and final agreement and understanding of the parties on the subject matter of this transaction. Neither party is relying upon any promises, representations or statements made by the other party as an inducement to the execution of this Agreement, except in so far as such promises, representations or statements are expressly contained herein.

34. Costs and Attorney Fees. In the event that a dispute arises regarding the breach, application, interpretation, or enforcement of this Agreement, then the prevailing party in such dispute shall be entitled to collect its attorney fees and costs incurred, including attorney fees and costs incurred on appeal.

35. Agency. Nothing in this Agreement shall be deemed or construed to constitute or create between Tenant and Landlord a partnership, joint-venture or agency.

36. Nondiscrimination and Affirmative Action. Landlord and Tenant shall not discriminate against any employee or applicant for employment in the performance of this Lease, with respect to tenure, terms, conditions or privileges of employment, or any matter directly or indirectly related to employment, because of race, sex, color, religion, age, status as disabled or a veteran, or physical or mental handicaps, national origin or ancestry. Breach of this covenant may be regarded as a material breach of this Lease. Landlord and Tenant certify that they do not and will not maintain segregated facilities or accommodations on the basis of race, color, religion or national origin. Regarding any position for which an employee or an applicant is qualified, Landlord and Tenant agree to take affirmative action to employ, train, advance in employment, and retain individuals in accordance with applicable laws and regulations including:

(a) For nondiscrimination based on race, color, religion, sex or national origin, this includes, but is not limited to, the U.S. Constitution, and Parts II and IV of Executive Order 11246, September 24, 1965 (30 FR 12319). Grantee disputes related to compliance with its obligations shall be handled according to the rules, regulations, and relevant orders of the Secretary of Labor (See 41 CFR 60-1.1).

(b) For nondiscrimination based on Disabled or Vietnam Veterans this includes, but is not limited to, the Vietnam Era Veterans Readjustment Assistance Act of 1972, as amended (38 U.S.C. 4012)(the Act); Executive Order 11701, January 24, 1973 (38 CFR 2675, January 29, 1973); and the regulations of the Secretary of Labor (41 CFR Part 60-250).

(c) For nondiscrimination based on the Handicapped this includes, but is not limited to, Section 503 of the Rehabilitation Act of 1973, as amended (29 U.S.C. 793)(the Act); Executive Order 11758, January 15, 1974; and the regulations of the Secretary of Labor (41 FR Part 60- 741).

(d) For nondiscrimination based on Age this includes, but is not limited to, executive Order 11141, February 12, 1964 (29 CFR 2477).

With respect to tower sites owned or operated by Tenant on any property leased by Tenant from the University, Landlord and Tenant shall include the terms of this clause in every subcontract or purchase order exceeding FIFTY THOUSAND DOLLARS (\$50,000) and shall act as specified by the Department of Labor to enforce the terms and implement remedies.

37. Signatures and Counterparts. This Lease may be signed in any number of counterparts and by facsimile, and once so executed by all parties, each such counterpart will be deemed to be the original, but all counterparts together shall constitute but one (1) complete and binding agreement.

38. Partial Invalidity. In case any one more of the provisions contained herein shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provision of this Agreement, but this Agreement shall be construed as if such invalid, illegal or unenforceable provision or provisions had never been contained herein, provided however that if either Party determines that this would frustrate the purpose of the Agreement, the Parties may amend or terminate the Agreement upon mutual written agreement. In the event that the Parties are unable to reach consensus, then the dispute shall be resolved by means of the Dispute Resolution procedures provided in Section 26.

39. Exhibits. The attached Exhibits shall be construed with and as an integral part of this Agreement to the same extent as if the same had been set forth verbatim herein.

40. Exclusivity. As part of Tenant's right to the undisturbed use and enjoyment of the Leased Space, except as provided below, the University shall not at any time during the Term of this Lease (i) use or suffer or permit another person to use any portion of the Property or any adjacent parcel of land now or hereafter owned, leased or managed by the University which lies within one-half (1/2) mile of the Property for any of the uses permitted herein, or (ii) grant any interest in or an option to acquire any interest in any portion of the Property that permits (during the Term of this Lease) any of the uses permitted under this Lease without the prior written consent of Tenant, in Tenant's sole discretion; **provided**, upon Donna Nokes' death and the vesting of the Property to the University, the University shall be entitled to construct, install, operate and maintain Structures, as defined in Section 6(a)(i) above, anywhere on any property owned by the University except the Leased Premises as long as the Structures are for the University's own use and do not block the signal from or compromise the structural stability of Tenant's tower. The phrase "uses permitted herein" as used in this Section 40 shall mean the construction or placement of Structures, as defined in Section 6, (a)(i) above. Following Donna Nokes' death and the vesting of the Property to the University, to the extent there is available space and remaining structural capacity at the time of the University's written request, the University shall have the right to place communications equipment on the tower at a height below 100 feet at no charge. The University and Tenant shall collaborate in good faith regarding the amount and placement of such equipment. If capacity does not exist on the tower for the University's communications equipment, the University shall be granted the first option to place such equipment on the tower if existing capacity becomes available.

41. Reimbursement of Landlord's Attorneys Fees. As a condition of the execution of this Lease by the University, Tenant shall reimburse the University for all attorneys fees incurred by the University in the preparation, review and negotiation of this Lease.

IN WITNESS WHEREOF, Landlord, Nokes and Tenant have executed this Agreement the date and year specified by their names below.

LANDLORD:

Board of Regents of the University of Idaho

By: _____
Brian Foisy
Vice President of Finance and Administration

Dated: _____, 2020

NOKES:

Donna Jo Nokes, Individually and as Trustee of the
2005 Nokes Family Revocable Trust dated August 3, 2005

Dated: _____, 2020

TENANT:

SBA Towers X, LLC

By: _____
Printed Name: _____
Its: _____

Dated: _____, 2020

Exhibit "A"**Legal Description of the Property**

A PORTION OF ALL THAT CERTAIN PARCEL OF LAND LYING IN THE TOWN OF MCCALL, COUNTY OF VALLEY, STATE OF IDAHO, DESCRIBED IN INSTRUMENT NUMBER 308412, FURTHER DESCRIBED AS:

COMMENCING FROM AN EXISTING BRASS CAP MONUMENT PER TOM KERR (PLS#: LC998), FOUND ON THE WESTERN PROPERTY LINE OF SAID PROPERTY, AND HAVING IDAHO (WEST ZONE) STATE PLANE COORDINATES E: 2543049' -AND- N: 1183103';

THENCE, N 41° 03' 49" E FOR A DISTANCE OF 1432.90 FEET TO THE POINT OF BEGINNING;

THENCE, N 90° 00' 00" E FOR A DISTANCE OF 85.00 FEET TO A POINT;

THENCE, S 00° 00' 00" W FOR A DISTANCE OF 60.00 FEET TO A POINT;

THENCE, N 90° 00' 00" W FOR A DISTANCE OF 85.00 FEET TO A POINT;

THENCE, N 00° 00' 00" E FOR A DISTANCE OF 60.00 FEET TO THE POINT OF BEGINNING,

CONTAINING 4,800 SQFT -OR- 0.11 ACRES.

Exhibit "B"**Legal Description of the Easement Area**LEGAL DESCRIPTION: ACCESS EASEMENT (AS-SURVEYED)

A PORTION OF ALL THAT CERTAIN PARCEL OF LAND LYING IN THE TOWN OF MCCALL, COUNTY OF VALLEY, STATE OF IDAHO, DESCRIBED IN INSTRUMENT NUMBER 308412, FURTHER DESCRIBED AS:

COMMENCING FROM AN EXISTING BRASS CAP MONUMENT PER TOM KERR (PLS#: LC998), FOUND ON THE WESTERN PROPERTY LINE OF SAID PROPERTY, AND HAVING IDAHO (WEST ZONE) STATE PLANE COORDINATES E: 2543049' -AND- N: 1183103'; THENCE, S 00° 05' 59" W FOR A DISTANCE OF 18.92 FEET TO THE POINT OF BEGINNING OF THE CENTERLINE OF A 20-FOOT-WIDE ACCESS/UTILITY EASEMENT, LYING 10 FEET ON EITHER SIDE OF THE FOLLOWING DESCRIPTION:

THENCE, N 59° 31' 52" E FOR A DISTANCE OF 33.99 FEET TO A POINT;
 THENCE, N 20° 51' 22" E FOR A DISTANCE OF 96.33 FEET TO A POINT;
 THENCE, N 35° 02' 24" E FOR A DISTANCE OF 118.41 FEET TO A POINT;
 THENCE, N 52° 31' 59" E FOR A DISTANCE OF 85.94 FEET TO A POINT;
 THENCE, N 55° 17' 26" E FOR A DISTANCE OF 96.89 FEET TO A POINT;
 THENCE, N 47° 23' 47" E FOR A DISTANCE OF 57.97 FEET TO A POINT;
 THENCE, N 43° 44' 06" E FOR A DISTANCE OF 277.59 FEET TO A POINT;
 THENCE, N 46° 58' 51" E FOR A DISTANCE OF 109.41 FEET TO A POINT;
 THENCE, N 45° 24' 30" E FOR A DISTANCE OF 107.61 FEET TO A POINT;
 THENCE, N 45° 31' 55" E FOR A DISTANCE OF 118.09 FEET TO A POINT;
 THENCE, N 42° 55' 12" E FOR A DISTANCE OF 58.07 FEET TO A POINT;
 THENCE, N 26° 23' 08" E FOR A DISTANCE OF 26.04 FEET TO A POINT;
 THENCE, N 07° 17' 24" E FOR A DISTANCE OF 50.66 FEET TO A POINT;
 THENCE, N 41° 58' 31" E FOR A DISTANCE OF 177.69 FEET TO A POINT;
 THENCE, S 00° 00' 00" E FOR A DISTANCE OF 66.71 FEET TO A POINT OF TERMINUS, CONTAINING 29,628 SQFT -OR- 0.68 ACRES.

LEGAL DESCRIPTION: UTILITY EASEMENT (AS-SURVEYED)

A PORTION OF ALL THAT CERTAIN PARCEL OF LAND LYING IN THE TOWN OF IDAHO, COUNTY OF VALLEY, STATE OF IDAHO, DESCRIBED IN INSTRUMENT NUMBER 308412, FURTHER DESCRIBED AS:

COMMENCING FROM AN EXISTING BRASS CAP MONUMENT PER TOM KERR (PLS#: LC998), FOUND ON THE WESTERN PROPERTY LINE OF SAID PROPERTY, AND HAVING IDAHO (WEST ZONE) STATE PLANE COORDINATES E: 2543049' -AND- N: 1183103'; THENCE, S 00° 05' 59" W FOR A DISTANCE OF 59.63 FEET TO THE POINT OF BEGINNING OF THE CENTERLINE OF A 10-FOOT-WIDE UTILITY EASEMENT, LYING 5 FEET ON EITHER SIDE OF THE FOLLOWING DESCRIPTION:

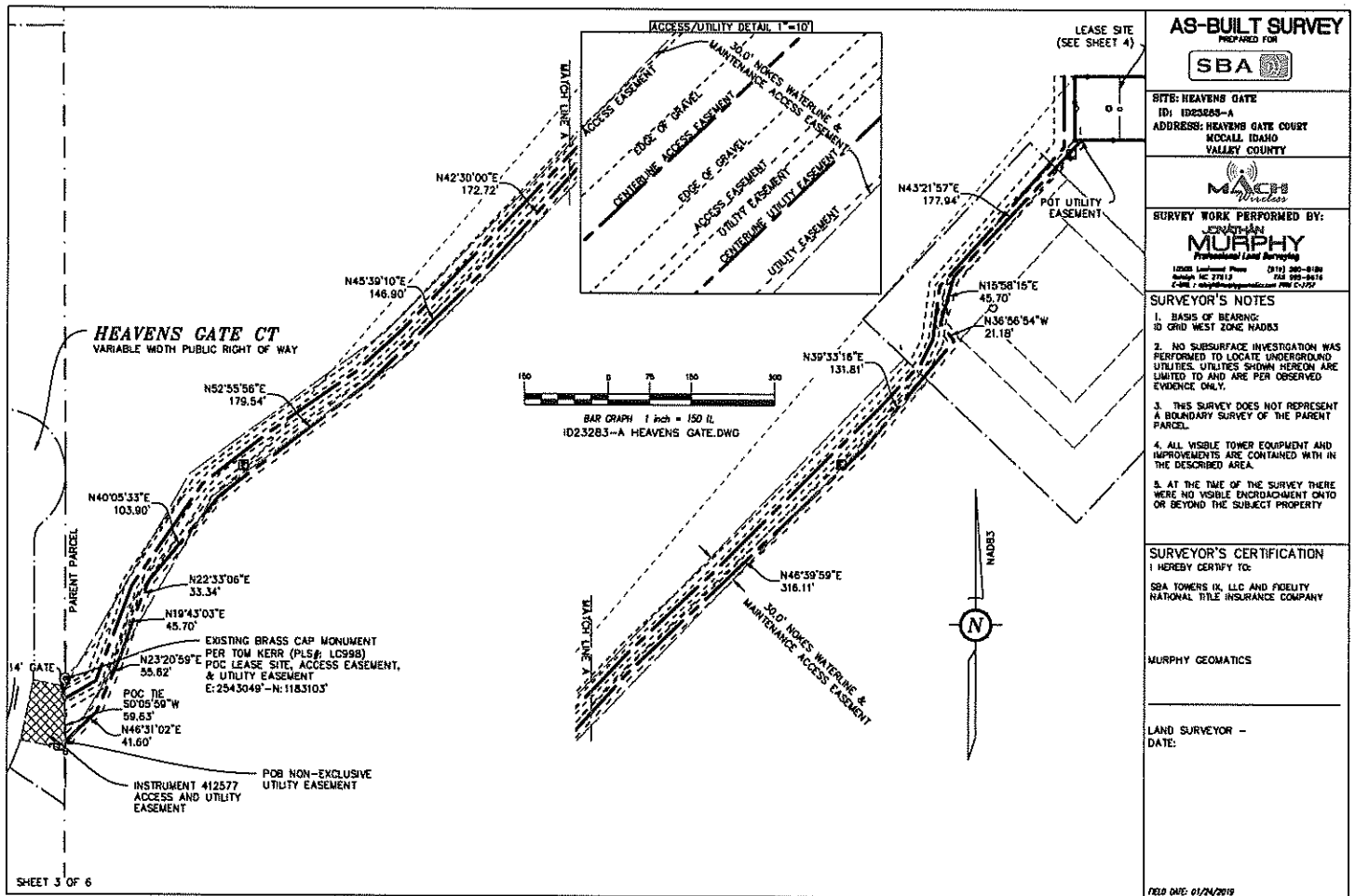
THENCE, N 46° 31' 02" E FOR A DISTANCE OF 41.60 FEET TO A POINT;
THENCE, N 23° 20' 59" E FOR A DISTANCE OF 55.62 FEET TO A POINT;
THENCE, N 19° 43' 03" E FOR A DISTANCE OF 45.70 FEET TO A POINT;
THENCE, N 22° 33' 06" E FOR A DISTANCE OF 33.34 FEET TO A POINT;
THENCE, N 40° 05' 33" E FOR A DISTANCE OF 103.90 FEET TO A POINT;
THENCE, N 52° 55' 56" E FOR A DISTANCE OF 179.54 FEET TO A POINT;
THENCE, N 45° 39' 10" E FOR A DISTANCE OF 146.90 FEET TO A POINT;
THENCE, N 42° 30' 00" E FOR A DISTANCE OF 172.72 FEET TO A POINT;
THENCE, N 46° 39' 59" E FOR A DISTANCE OF 316.11 FEET TO A POINT;
THENCE, N 39° 33' 16" E FOR A DISTANCE OF 131.81 FEET TO A POINT;
THENCE, N 36° 56' 54" W FOR A DISTANCE OF 21.18 FEET TO A POINT;
THENCE, N 15° 58' 15" E FOR A DISTANCE OF 45.70 FEET TO A POINT;
THENCE, N 43° 21' 57" E FOR A DISTANCE OF 177.94 FEET TO THE POINT OF
TERMINUS, CONTAINING 14,721 SQFT -OR- 0.34 ACRES.

Exhibit "C"

Depiction of the Leased Space







CONSENT
FEBRUARY 13, 2020

SUBJECT

Council on Academic Affairs and Programs (CAAP) – Bylaws

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section I.F's Role and Mission, Committees of the Board; Section III.G, Postsecondary Program Approval and Discontinuance

BACKGROUND/DISCUSSION

CAAP is a working unit of the Instruction, Research and Student Affairs Committee – IRSA of the State Board of Education. CAAP is composed of the Board's Chief Academic Officer and the chief academic officers of Idaho's public postsecondary institutions. CAAP makes recommendations to IRSA on instructional programmatic matters and related policy issues. CAAP has not previously forwarded official bylaws for the Board's consideration.

IMPACT

The adoption of bylaws will allow for a more formalized operating procedure for CAAP. There is no anticipated costs associated with the adoption of these bylaws.

ATTACHMENTS

Attachment 1 – CAAP Bylaws

STAFF COMMENTS AND RECOMMENDATIONS

Board Staff worked with CAAP to develop the bylaws. IRSA and CAAP reviewed the proposed bylaws at the November 26, 2019 IRSA meeting. Staff recommends approval.

BOARD ACTION

I move to approve the proposed bylaws for the Council on Academic Affairs and Programs.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**Bylaws
Council on Academic Affairs and Programs (CAAP)**

Revised 11-06-2019

- I. Purpose
 - a. General role and function
 - i. The Council on Academic Affairs and Programs (CAAP) is a Instruction, Research, and Student Affairs (IRSA) Committee working group for the CAAP makes recommendations to IRSA on instructional programmatic matters, student affairs, and related policy issues.¹
 - b. Specific duties
 - i. Review program proposals and make recommendations for disposition to IRSA committee.
 - ii. Review and discuss academic affairs policy additions and changes. Make recommendations regarding policy action to IRSA.
 - iii. Advise Office of the State Board of Education (OSBE) staff on matters of campus operations and interests.
 - iv. Act as primary connecting point between institutional academic affairs operations and IRSA.
 - v. Develop and collaborate on institutional three-year program plans.
- II. Membership
 - a. Chief Academic Officers of each Idaho public institution
 - b. Chief Academic Officer of the State Board of Education
 - c. Representative of Idaho Career and Technical Education
 - d. Representative of the Idaho Department of Education
 - e. All members as described in II.a-d (11 total) are voting members
 - f. Chair
 - i. Each of the eight Idaho public institution Chief Academic Officers rotate on an annual basis as Chair of CAAP, alternating between community colleges and 4-year institutions.
 - 1. The cycle is reviewed and approved annually at the May CAAP meeting.
 - 2. Vacancies may require reconsideration of the cycle order as determined by the voting members.
 - ii. The "Chair in waiting" for the subsequent year is considered the Vice Chair and substitutes for the Chair when necessary.

¹ <https://boardofed.idaho.gov/board-facts/board-committees/council-academic-affairs-caap/>

- iii. The Council Chair presides over all meetings, but is supported by the Vice Chair should the Chair be unavailable.
 - iv. The Council Chair is responsible to deliver the appropriate items to IRSA for their meeting agenda consideration in coordination with the State Board of Education Chief Academic Officer.
 - v. The Council Chair is responsible for providing a summary report of CAAP activity at each IRSA meeting as requested.
 - g. Non-voting staff participation
 - i. Academic Affairs Program Manager of OSBE.
 - ii. Institutional staff as determined by the respective Chief Academic Officer.
 - iii. Department of Education staff.
 - 1. Representative(s) from the Department of Education will serve as the liaison to P-12 superintendents for coordination across the P-20 continuum.
 - iv. Staff support is provided by the CAAP chair.
- III. Meetings
- a. Agenda development
 - i. Agenda items are collected by the Chair or designee, solicited from the membership two weeks prior to the meetings. Meeting materials and reference documents must be provided electronically prior to the publication of the agenda, so as to allow for sufficient time to review in advance of meetings.
 - ii. OSBE staff will provide items relating to assignments from IRSA and Program Proposals.
 - iii. Agendas and meeting materials are published one week prior to CAAP meetings at a location designated by OSBE.
 - iv. Agenda items may be added after the deadline, during the meeting with a majority vote of the membership.
 - b. Schedule
 - i. The meeting schedule is published prior to the July CAAP meeting and is coordinated with scheduled IRSA meetings.
 - ii. The basis for the meeting schedule will be the first Thursday of each month at 8:00 AM Pacific/9:00 AM Mountain time.
 - iii. Any change to the meeting schedule will necessitate a majority vote of the membership a minimum of one month in advance of the proposed change.
 - 1. Vote may be conducted via email, originating from the Chair.
 - c. Records and archives
 - i. The Chair support staff will compose meeting summary notes and distribute for approval at the subsequent meeting.
 - ii. An archive of materials, agenda, and minutes will be maintained at a location designated by OSBE.

- d. Meeting locations and access
 - i. CAAP meetings are conducted via current web and/or phone conferencing technology as determined by the member institutions. Occasional face-to-face meetings are coordinated with State Board of Education meetings.
- IV. Bylaw changes
 - a. Any CAAP member may propose changes to these bylaws, which will be considered by the voting membership. A majority vote in favor will forward the requested change to IRSA for further consideration.
 - b. These bylaws are subject to approval of the full State Board of Education.

**CONSENT
FEBRUARY 13, 2020**

SUBJECT

Graduate Medical Education – Committee Appointment

REFERENCE

October 2018	Board approved initial appointments to the newly established Graduate Education Committee.
April 2019	The Board appointed Dr. Clay Prince to the Graduate Medical Education Committee

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Pursuant to Board Policy III.C, the purpose of the GME Committee is to provide recommendations to the Board on ways to enhance graduate medical education in the state of Idaho and the development, implementation, and monitoring of the Board's graduate medical education short and long-term plan. The committee reports to the Board through the Instruction, Research and Student Affairs Committee.

A maximum of thirty (30) members serve on the committee, which are appointed by the Board. Committee members represent postsecondary institutions providing graduate medical education in Idaho, residency sites, the Idaho Medical Association, and the Office of the State Board of Education. Representatives from medical organizations must include a physician and an administrator. Dr. Barton Hill's name has been forwarded for recommendation to replace Dr. Mark Roberts on the Graduate Medical Education committee.

IMPACT

The proposed appointment replaces the Family Medicine Residency of Idaho's, St. Luke's representative on the committee.

ATTACHMENTS

Attachment 1 – GME Committee List
Attachment 2 – CV for Dr. Hill

STAFF COMMENTS AND RECOMMENDATIONS

Staff reviewed qualifications of nominee and recommends approval.

BOARD ACTION

I move to approve the appointment of Dr. Barton Hill to the Graduate Medical Education Committee to replace Dr. Mark Roberts, as a representative of Family Medicine Residency of Idaho, effective immediately to complete a two (2) year term, expiring on June 30, 2020.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS
TWO AND FOUR YEAR ASSIGNMENTS**

Institution	Program Director or (Designees)	Hospital Representative	Other Organizations	Expiration
Family Medicine Residency of Idaho				
	St. Luke's – Mark Roberts, MD			June 30, 2020
	St. Alphonsus – Chad Boulton, MD			June 30, 2020
	St. Luke's – Joshua Kern, MD			June 30, 2020
Coeur d' Alene Family Medicine Residency	Dick McLandress, MD			June 30, 2020
		Jon Ness		June 30, 2020
		Andy Wilper, MD		June 30, 2020
University of Washington Psychiatry Program	Kirsten Aaland, MD			June 30, 2020
		Lee Biggs, DO		June 30, 2020
Idaho Hospital Association			Brian Whitlock	June 30, 2020
Office of State Board of Education			TJ Bliss, PhD	No Expiration
University of Utah School of Medicine			Ben Chan, MD	June 30, 2020
West Valley Medical Center/HCA	Betsy Young Hunsicker			June 30, 2020

**GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS
TWO AND FOUR YEAR ASSIGNMENTS**

Institution	Program Director or (Designees)	Hospital Representative	Other Organizations	Expiration
Family Medicine Residency of Idaho	Justin Glass, MD			June 30, 2022
	Kim Stutzman, MD			June 30, 2022
	St. Alphonsus – Samantha Portenier, MD			June 30, 2022
Idaho State University Family Medicine Residency	Bill Woodhouse, MD			June 30, 2022
	Dan Snell, MD			June 30, 2022
University of Washington Internal Medicine Residency	Moe Hagman, MD			June 30, 2022
Bingham Memorial Internal Medicine Residency	Shields Stutts, MD			June 30, 2022
		Jake Erickson		June 30, 2022
Eastern Idaho Regional Medical Center: Internal Medicine Residency Program	Doug Whatmore, MD			June 30, 2022
Office of State Board of Education			Todd Kilburn, CFO	No Expiration
Idaho Medical Association			Susie Pouliot	June 30, 2022
University of Washington school of Medicine			Mary Barinaga, MD	June 30, 2022
Madison Memorial Hospital	Clay Prince, MD			June 30, 2022
University College of Osteopathic Medicine			Kevin Wilson, DO	June 30, 2022

**GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS
TWO AND FOUR YEAR ASSIGNMENTS**

Last Name	First Name	E-Mail
Aaland	Kristen	Kirsten.Aaland@va.gov
Barinaga	Mary	barinm@uw.edu
Biggs	Richard (Lee)	Richard.Biggs@hcahealthcare.com
Boult	Chad	chad.e.boult@gmail.com
Chan	Benjamin	Benjamin.Chan@hsc.utah.edu
Erickson	Jake	jerickson@binghammemorial.org
Glass	Justin	Justin.Glass@fmidaho.org
Hagman	Melissa	mhagman@uw.edu
Hill	Barton	hillb@slhs.org
Kern	Joshua	KernJW@slhs.org
McLandress	RA (Dick)	rmclandr@u.washington.edu
Ness	Jon	jness@kh.org
Portenier	Samantha	Samantha.Portenier@saintalphonsus.org
Pouliot	Susie	susie@idmed.org
Prince	Clay	clayprince@mmhnet.org
Snell	Daniel	Daniel.snell@portmed.org
Stutts	B. Shields	sstutts@binghammemorial.org
Stutzman	Kim	kim.stutzman@FMRIdaho.org
Whatmore	Douglas	docwot@cableone.net
Whitlock	Brian Whitlock	BWhitlock@teamiha.org
Wilper	Andrew	Andrew.Wilper@va.gov
Wilson	Kevin	kwilson@idahocom.org
Woodhouse	William	woodwill@isu.edu

BARTON F. HILL MD, MPA

190 E. Bannock St.
Boise, ID 83712
208-381-1957
hillb@slhs.org

HEALTH CARE LEADERSHIP

Results-driven, passionate, proven healthcare executive with demonstrated outcomes success over two decades of patient collaboration, staff and clinical leadership, survey architecture, and executive responsibility. Exceptional expertise with quality and patient safety, personnel and change management, credentialing, and continuous performance and care improvement. Committed to integrity and respect as the basis for the meaningful relationships that drive health care transformation.

KEY PROFICIENCIES

- Clinical quality, patient safety and high reliability
- Leadership, coaching and management
- Strategic planning
- Policy, protocol, and procedure design
- Decision support
- Graduate Medical Education
- Change management

PROFESSIONAL EXPERIENCE

ST. LUKE'S HEALTH SYSTEM, Boise, ID (2012 to present)

Vice President, Chief Quality Officer and Associate Chief Medical Officer

- Accountable for setting and achieving system-wide quality and safety metrics
- Responsible for medical staff operations and standardization of medical staff bylaws, clinical privileges, medical staff policies, and procedures across 7 locations
- Achieved CMS 5 Star rating at St. Luke's Regional Medical Center 2016, 2017 & 2019
- Achieved Joint Commission Primary Stroke Center certification at two hospitals, Idaho designation for Stroke Centers and STEMI Centers at two locations, and Idaho Trauma designation at 3 hospitals
- Lead role in achieving IBM Watson Health Top 15 Health System 2014-2019
- Lead role in achieving Healthgrades' Distinguished Hospital Award for Clinical Excellence recognition for St. Luke's Regional Medical Center 2012-2019 and Healthgrades' America's 50 Best Hospital 2018 & 2019

AMERICA'S ESSENTIAL HOSPITALS

Washington, DC (2014-2019)

Gage Award Committee, member and Chair

**CONSENT
FEBRUARY 13, 2020**

ATTACHMENT 2

- Committee member and chair (2017-2019) of national selection committee for outstanding quality and population health projects for member hospitals of America's Essential Hospitals
- Leader of Medical Interest Group organizing discussions on key issues facing member hospitals of America's Essential Hospitals

JOINT COMMISSION HOSPITAL ADVISORY COUNCIL

Chicago, IL (2013 to present)

Member

- Participant in quarterly meetings on a national advisory group to the Joint Commission on accreditation and survey processes

ST. LUKE'S REGIONAL MEDICAL CENTER, Boise, ID (2006 to 2012)

Vice President, Medical Affairs

- Responsible for medical staff operations and facilitation of medical staff bylaws, policies, and procedures
- Leadership of Graduate Medical Education for St. Luke's Regional Medical Center
- Implemented multidisciplinary physician peer review program
- Led transformation of quality and patient safety among staff, physicians and board members, including participation in the Institute for Healthcare Improvement's 100,000 Lives and 5 Million Lives campaigns
- Leadership role in six time recognition as a Top 100 Hospital since 2007 and eleven-time Top 50 Cardiovascular Program by IBM Watson Health

ST. LUKE'S REGIONAL MEDICAL CENTER, Boise, ID (1996 to 2006)

Medical Director and Chairman, Emergency Department; Medical Director, St. Luke's Regional Medical Center

- Created 11-member Emergency group, Emergency Medicine of Idaho, P.A., to provide emergency services to St. Luke's
- Responsible for strategy and policy design with respect to multiple Joint Commission survey and certification processes, including Centers of Excellence anticoagulation and stroke certification
- Participation in The Joint Commission Readiness Task Force
- Developed proficiency in patient safety through the IHI's Patient Safety Executive Development Program
- Initiated and led multiple ED initiatives, including the computerized emergency medical record, emergency department efficiency, patient satisfaction, and bedside registration efforts, and redesign and construction of a 24-bed ED
- Served on and headed up numerous boards and committees, including the Performance Improvement Council, the Safety Committee, St. Luke's Hospital Board of Directors, and St. Luke's Health Foundation

IDAHO EMERGENCY PHYSICIANS, P.A., Boise, ID (1993 to 1996)

Practiced at St. Luke's Regional Medical Center and Saint Alphonsus Regional Medical Center

- Medical director for St. Luke's Regional Medical Center
- Member of the Wellness Committee for Idaho Emergency Physicians

MUSKEGON MERCY HOSPITAL, Muskegon, MI (1991 to 1993)

Part-time Emergency Department Physician; Aero Med Helicopter Flight Physician; Resident Instructor, Michigan State University College of Human Medicine; Part-time Emergency Department Physician, Carson City Hospital, Gerber Memorial Hospital

- Independent contractor for emergency services

EDUCATION

- Doctorate of Medicine, University of Wisconsin Medical School, Madison, WI
- Master of Public Administration, Western Michigan University, Kalamazoo, MI
- Internship/Residency, Emergency Medicine, Butterworth Hospital (now Spectrum Health), Michigan State University College of Human Medicine, Grand Rapids, MI
- Fellowship, Emergency Medicine Administration, Butterworth Hospital
- Bachelor of Science in Biology, *summa cum laude*, University of Oregon, Eugene, OR
- Patient Safety Officer training, Institute for Healthcare Improvement, Boston, MA

HONORS

- *Alpha Omega Alpha* Medical Honor Society
- Chief Resident, Butterworth Hospital Emergency Medicine Residency
- Recipient of William S. Middleton Award for academic achievement and excellence in clinical rotations, third year, medical school

CERTIFICATIONS

- Basic Cardiac Life Support, provider
- Advanced Cardiac Life Support, provider
- Basic Trauma Life Support, provider and prior instructor
- Advanced Trauma Life Support, provider and prior instructor
- Certified Professional in Healthcare Quality
- Primary Training Hyperbaric Medicine, Palmetto

LICENSURES/EXAMINATIONS

- Medical licensure—Idaho, 1993 to present
- National Board of Medical Examiners, 1990
- Board Certified in Emergency Medicine 1994, recertified 2003, expired 2013
- Fellow, American College of Emergency Physicians, 1996

MEMBERSHIPS

- American Association for Physician Leadership
- Ada County Medical Society
- Idaho Medical Association
- America's Essential Hospital Gage Awards Committee
- The Joint Commission Hospital Advisory Council
- 2nd Vice Chair, American Red Cross Board of Greater Idaho & Montana

CONSENT
FEBRUARY 13, 2020

SUBJECT

Institution President Approved Alcohol Permits

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The chief executive officer of each institution may waive the prohibition against possession or consumption of alcoholic beverages only as permitted by, and in compliance with, Board policy 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 thirteen (13) permits from Boise State University, six (6) permits from Idaho State University, nine (9) permits from the University of Idaho, and five (5) 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 _____

**CONSENT
FEBRUARY 13, 2020**

ATTACHMENT 1

APPROVED ALCOHOL SERVICE AT BOISE STATE UNIVERSITY November 2019 – January 2020				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Varsity B Hall of Fame Program	Hall of Fame	X		11/16/2019
Hardwood Club MBB Social	Extra Mile Arena	X		11/20/2019
391st Air Force Squadron Holiday Party	Stueckle Sky Center		X	11/22/2019
Kenny G.	Morrison Center		X	12/4/2019
Mountain West Championship Reception	Stueckle Sky Center		X	12/6/2019
Express Plumbing Holiday Party	Stueckle Sky Center		X	12/8/2019
Mechanical Engineering Industry Event	Alumni and Friends Center	X		12/11/2019
Osher Winter Celebration	Student Union Building	X		12/11/2019
The Nutcracker	Morrison Center		X	12/19/2019
Sylvie and Calebs Wedding	Stueckle Sky Center		X	1/18/2020
Albertsons Floral Vendor Dinner	Stueckle Sky Center		X	1/21/2020
Coldwell Banker Tomlinson Group Kickoff	Stueckle Sky Center		X	1/28/2020

**CONSENT
FEBRUARY 13, 2020**

ATTACHMENT 1

APPROVED ALCOHOL SERVICE AT IDAHO STATE UNIVERSITY November 2019 – May 2020				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Festival of Trees Gala	Stephens Performing Arts Center		X	11/19/19
SD #25 Employee Recognition Reception	Stephens Performing Arts Center		X	11/20/19
SD #25 Ladies' Holiday Tea	Stephens Performing Arts Center		X	11/23/19
President's Holiday Open House	SUB Ballroom	X		12/11/19
Chocolate Lover's Affair	Stephens Performing Arts Center		X	1/24/20
Elevate Leadership Summit	Stephens Performing Arts Center		X	5/21/20

**CONSENT
FEBRUARY 13, 2020**

ATTACHMENT 1

APPROVED ALCOHOL SERVICE AT UNIVERSITY OF IDAHO December 2019 – May 2020				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
RISE Holiday Celebration	Idaho Water Center	X		12/17/19
Gritman Medical Center Employee Appreciation Banquet	Bruce Pitman Center		X	1/11/20
Auditorium Chamber Music Series Concert	Administration Building	X		1/22/20
IFG Distinguished Speaker Series	Idaho Water Center	X		1/29/20
CBE Spring Networking Night	Albertson Building Basement	X		2/4/20
CLASS Networking Night	Bruce Pitman Center	X		2/4/20
All Greek Reunion	Bruce Pitman Center	X		2/22/20
Lionel Hampton Jazz Festival	Kibbie Dome	X		2/28/20- 2/29/20
Parent & Family Weekend Dinner & Entertainment	Bruce Pitman Center	X		4/18/20

APPROVED ALCOHOL SERVICE AT LEWIS-CLARK STATE COLLEGE January 2020 – May 2020				
EVENT	LOCATION	Institution Sponsor	Outside Sponsor	DATE (S)
Literacy Reading with Local Writers	Center for Arts & History	X		1/29/20
VIP Donor Social	Campus Activity Center	X		2/15/20
Smithsonian Exhibit Closing Celebration	Center for Arts & History	X		2/22/20
YWCA Bowl Artist Event	Center for Arts & History	X		2/26/20
NAIA World Series Invitation Banquet Social	Campus Activity Center	X		5/21/20

CONSENT
FEBRUARY 13, 2020

SUBJECT

Data Management Council Appointment

REFERENCE

June 2018	The Board reappointed Chris Campbell, Don Coberly, Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Cathleen McHugh to the Data Management Council.
August 2018	The Board appointed Dale Pietrzak and Dianna J. Renz to the Data Management Council.
April 2019	The Board appointed Cathleen McHugh, Heather Luchte, Todd King, Tami Haft, Scott Thomson, and Grace Anderson to the Data Management Council.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Data Management Council (Council) is established by the Board pursuant to Board policy I.O. to make recommendation to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and oversees the creation, maintenance and usage of said system. The SLDS consists of three areas of data and is referred to as a P-20W system in recognition of the P-20 education to workforce data. The P-12 data managed by the Department of Education is commonly referred to as the Idaho System for Education Excellence (ISEE), and the postsecondary data managed by the Office of the State Board of Education is referred to as the Educational Analytics System of Idaho (EASI). The Council consists of:

- One representative from the Office of the State Board of Education.
- Three representatives from public postsecondary institutions, of whom at least one shall be from a community college and no more than one member from any one institution.
- One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented in the section above.
- Two representatives from the State Department of Education.
- Three representatives from a school district, with at least one from an urban district and one from a rural district, and no more than one member from any one district.
- One representative from the Division of Career Technical Education.
- One representative from the Department of Labor.

Each term is two years commencing on July 1st.

CONSENT
FEBRUARY 13, 2020

The at-large school district seat became vacant due to the resignation of Don Coberly. The Data Management Council sought nominations of individuals who would be willing to fill this role and considered those nominations during a special meeting in December.

IMPACT

Appointment of these individuals will result in all seats on the Data Management Council being filled.

ATTACHMENTS

Attachment 1 – Current Data Management Council Membership

Attachment 2 – Letter of Interest from Marcia Grabow

STAFF COMMENTS AND RECOMMENDATIONS

For the open seats, the Board staff reached out to constituents to solicit applicants. An email was sent to all superintendents of all school districts (including charter schools) to notify them of the opening and to ask interested parties to apply. Board staff also actively sought recommendations and emailed those recommended to ask them to apply. There were a total of 12 applications received.

The Data Management Council met and voted to recommend Dr. Marcia Grabow to the Board for appointment on the Data Management Council. Dr. Grabow is currently the Data and Assessment Coordinator for the Blaine County School District.

Staff recommends approval.

BOARD ACTION

I move to approve the appointment of Dr. Marcia Grabow to the Data Management Council as a representative of a school district for a term commencing March 1, 2020 and ending June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
FEBRUARY 13, 2020**

ATTACHMENT 1

**DATA MANAGEMENT COUNCIL
Current Membership**

Tami Haft
North Idaho College
Term: July 1, 2017 – June 30, 2021

Chris Campbell – Vice Chair
State Department of Education
Term: July 1, 2018 – June 30, 2020

Todd King
State Department of Education
Term: July 1, 2017 – June 30, 2021

Vacant

Heather Luchte - Secretary
Career & Technical Education
Term: July 1, 2017 – June 30, 2021

Dale Pietrzak
University of Idaho
Term:
August 16, 2018 – June 30, 2020

Cathleen McHugh - Chair
Office of the State Board of Education
Term:
June 21, 2018 – June 30, 2021

Matthew Rauch
Kuna School District
Term: July 1, 2018 – June 30, 2020

Grace L. Anderson
Lewis-Clark State College
Term: July 1, 2019 – June 30, 2021

Dianna Renz
North Idaho College
Term:
August 16, 2018 – June 30, 2020

Scott Thomson
North Idaho STEM Charter Academy
Term:
July 1, 2019 – June 30, 2021

Georgia Smith
Department of Labor
Term: July 1, 2018 – June 30, 2020

Dear Dr. McHugh:

I'm writing to express my interest in being a school district representative on the Idaho Data Management Council.

In my current position as Data and Assessment Coordinator for the Blaine County School District, I work with all aspects of the Idaho Statewide Longitudinal Data System. In Blaine County, I have led the effort to gather and utilize information on preschool and on post-secondary endeavors, so I'm aware of the many benefits and challenges of tracking students throughout their education and into the workforce.

Previous to education I was a research scientist at AT&T Bell Labs, primarily doing research in materials physics and also working at the intersection of research & development with business.

As a high school teacher from 2005-14, I had the opportunity to teach students from foundational Algebra through AP Statistics and AP Physics. This gave me an in-depth understanding of students with a wide set of backgrounds and goals, and I used my data-based scientific perspective to improve educational outcomes for all students.

In 2014, I was given the opportunity to expand the scope of my work to the district level as the Data and Assessment Coordinator. I'm an integral member of the district team using data to improve curriculum and instruction in core instruction and in our special programs, and I work with teacher teams to gather and use meaningful data to improve student learning. At the State level I've been on the Idaho Bias and Sensitivity Committee since its inception in 2014.

My role as Data and Assessment Coordinator has many of the same responsibilities as the Data Management Council - ensuring quality data, appropriate access and security, careful consideration and prioritization of new initiatives, and effective communication and training. I appreciate the data systems and processes already in place from the State of Idaho and would love to contribute to enhancing their use going forward.

My resume is attached. Thank you for your consideration -

Marcia Grabow, Ph.D.
mgrabow@blaineschools.org
208-720-5560 (cell)

Marcia Grabow
Data and Assessment Coordinator, Blaine County School District
office: 208-578-5411 | cell: 208-720-5560
mgrabow@blaineschools.org

**CONSENT
FEBRUARY 13, 2020**

SUBJECT

Idaho Indian Education Committee Appointment

REFERENCE

June 15, 2017	The Board approved the reappointments of Sharee Anderson and Yolanda Bisbee.
August 10, 2017	The Board approved the appointment of Jason Ostrowski.
October 19, 2017	The Board approved the appointment of Marcus Coby, Tina Strong, and Graydon Stanley.
December 21, 2017	The Board approved the appointment of Gary Aitken.
April 19, 2018	The Board approved the appointment of Ladd Edmo and reappointment of Pete Putra, Hank McArthur, Bill Picard, Joyce McFarland, Jim Anderson, and Jason Ostrowski.
June 20, 2019	The Board approved the appointment of Leslie Webb, Jaime Barajas-Zepeda, and Effie Hernandez.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

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

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

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

The Coeur d'Alene Tribe has forwarded Mr. Jesse LaSarte's name for consideration as their tribal education department representative on the committee. A letter of support from the Tribal Chair is provided.

CONSENT
FEBRUARY 13, 2020

IMPACT

The proposed appointments replaces the Coeur d'Alene Tribe's tribal education representative on the committee.

ATTACHMENTS

Attachment 1 – Current Committee Membership
Attachment 2 – Coeur d'Alene Tribe Nomination letter

STAFF COMMENTS AND RECOMMENDATIONS

The Coeur d'Alene Tribe has identified Mr. Jesse LaSarte to replace Ms. Shawna Daniels as the tribe's representative on the committee due to administrative changes. Mr. LaSarte is currently the Behavioral Counselor with the Coeur d'Alene Tribal Education Department. If approved, Mr. LaSarte would complete Ms. Daniels' term, which runs through June 30, 2021 and be eligible to serve a new five year term to commence July 1, 2021 and run through June 30, 2026.

Board staff recommends approval.

BOARD ACTION

I move to appoint Mr. Jesse LaSarte, representing the Coeur d'Alene Tribe to the Indian Education Committee effective immediately and expiring June 30, 2021.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

State Board of Education
Idaho Indian Education Committee

Tribal Representatives

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

VACANT - Tribal Education Department representative for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021.

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

VACANT – Tribal Education Department representative for the Kootenai Tribe.

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

Joyce McFarland is the Education Manager for the Nez Perce Tribe and serves as the Tribal Education Department representative for the Nez Perce Tribe. Term: July 1, 2018 – June 30, 2023.

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

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

VACANT - Tribal Chairperson's designee for the Shoshone-Paiute Tribes. Term: July 1, 2018 – June 30, 2023.

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

Bureau of Indian Education Representatives

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

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

State Board of Education Ex-Officio Representative

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

Institutions of Higher Education Representatives

Dr. Leslie Webb - Vice President for Student Affairs and Enrollment Management at Boise State University. Term: immediately – June 30, 2023.

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

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

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

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

Jaime Barajas-Zepeda is the Assistant Director of Admissions and Recruitment at the College of Western Idaho. Term: immediately - June 30, 2024.

Effie Hernandez is the Recruiter and Career Placement Coordinator at College of Eastern Idaho. Term: immediately – June 30, 2022.

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



COEUR D'ALENE TRIBE
OFFICE OF THE CHAIRMAN
P.O. BOX 408
PLUMMER, IDAHO 83851
(208) 686-1800 • Fax (208) 686-8813

September 10, 2019

Patty Sanchez
Academic Affairs Program Manager Readiness
Office of the State Board Education
PO Box 83720
Boise, ID 83720-0037

Dear Ms. Sanchez,

The purpose of this letter is to nominate representatives from the Coeur d'Alene Tribe to the Indian Education Committee.

We would like to nominate Jesse LaSarte from the Coeur d'Alene Tribe Department of Education to serve as our designated representative on the Indian Education Committee.

Thank you for your consideration. We look forward to hearing of the progress of the committee.

Sincerely,

Ernie Stensgar
Chairman, Coeur d'Alene Tribe

CONSENT
FEBRUARY 13, 2020

IDAHO STATE UNIVERSITY

SUBJECT

Facilities Naming – Alumni Center – “Idaho Central Credit Union Bengal Alumni Center”

REFERENCE

January 4, 2018	Board waived Board policy I.K. and approved the request for the University of Idaho to enter in an agreement for Naming Rights with Idaho Central Credit Union for the court sports arena.
April 2018	Idaho State University received planning, design and fundraising approval for the Alumni Center.

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University (ISU) requests approval to name the future Alumni Center the “Idaho Central Credit Union Bengal Alumni Center” to honor Idaho Central Credit Union’s generous gift of \$1.5 million to aid in the building’s construction. Idaho Central Credit Union is currently a close philanthropic partner of ISU and makes significant contributions across many programmatic areas of the University.

IMPACT

Approval of this request will allow Idaho State University to receive a gift of \$1.5 million as a final fundraising push to build the “Idaho Central Credit Union Bengal Alumni Center.” Not approving this request would require the University to pursue additional philanthropic support for the facility.

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy I.K.1.b, outlines the requirements by which a building, facility, or administrative unit may be named for other than a former employee of the system of higher education. These include consideration of the nature of the individual’s gift and its significance to the institution; the eminence of the individual whose name is proposed; and the individual’s relationship to the institution. The policy does not contemplate selling the rights to name a facility. At the February 2017 regular Board meeting, the Board considered and approved a request by Boise State University to enter into an agreement with Albertsons for the naming of Boise State University’s Stadium and at the January 4, 2018, special Board meeting the Board took similar action for the naming rights of the University of Idaho’s court sports arena.

Pursuant to Board Policy I.K.1.b.:

CONSENT
FEBRUARY 13, 2020

- b. Naming of a building, facility, or administrative unit for other than a former employee of the system of higher education will be considered by the Board in accordance with 1.a. Additionally, the following shall apply:
 - i. When deemed appropriate, a facility, building, or administrative unit may be given a nonfunctional name intended to honor and memorialize a specific individual who has made a distinguished contribution to the University.
 - ii. Name for an individual in recognition of a gift.
 - 1) No commitment for naming shall be made to a prospective donor of a gift prior to Board approval of the proposed name.
 - 2) In reviewing requests for approval to name a facility, building, or administrative unit for a donor, the Board shall consider:
 - a) The nature of the proposed gift and its significance to the institution;
 - b) The eminence of the individual whose name is proposed; and
 - c) The individual's relationship to the institution.

BOARD ACTION

I move to waive the application of Board Policy I.K and to approve the request by Idaho State University to name the future Alumni Center the "Idaho Central Credit Union Bengal Alumni Center."

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**CONSENT
FEBRUARY 13, 2020**

SUBJECT

Public Postsecondary Peer Institutions

REFERENCE

August 2003	The Board approved institutional peers for BSU, ISU, UI, and LCSC.
August 2010	The Board approved a list of thirteen peers and three aspirational peers meeting the comparison attributes set by the Board proposed by BSU, ISU, UI, and LCSC for use in instructional and institutional performance.

BACKGROUND/DISCUSSION

The Board last approved institutional peers in 2010. Currently, the State Board primarily uses peer institutions to give context to each institution's performance measures (most notably, graduation and retention performance measures). With the launch of the Data Dashboard, there is also greater visibility with regard to how an institution's graduation and retention measures relate to those measures for their peers.

Board staff provided a set of guidelines to the institutions regarding the determination of peer institutions. The guidelines recommended that the institutions choose peers that are similar to the institutions with regards to attributes that have a significant impact on graduation and retention rates. Board staff used statistical analysis to determine that the following attributes significantly impacted an institution's graduation and retention performance measures:

- The 2018 Basic Carnegie Classification;
- the 25th percentile score of a standardized math test (either ACT or SAT);
- the number of full-time equivalent students (FTE);
- the share of undergraduate, degree-seeking students who attend fulltime;
- the share of students who receive a Pell Grant.

Board staff structured the peer selection guidance in order to balance a uniform methodology with flexibility for the institutions to take into account their unique characteristics. Institutions were instructed to choose peers that matched on the 2018 Basic Carnegie Classification and were similar with regards to at least two out of the four other criteria. Each institution was provided a list of institutions that met these parameters. Institutions could deviate from these parameters with justification for the choice of the peer institution.

In addition to the ten Board-approved peers, institutions could choose to submit up to three aspirational peers. There were no guidelines established for the choice of aspirational peers.

CONSENT
FEBRUARY 13, 2020

IMPACT

The use of a prescribed set of peers provides the Board with the ability to assess institutional performance compared to a set of similar institutions over time.

ATTACHMENTS

- Attachment 1 – Proposed Peer Institutions
- Attachment 2 – Board staff guidance for peer institution selection
- Attachment 3 – Boise State University Peer Institution Submission
- Attachment 4 – Idaho State University Peer Institution Submission
- Attachment 5 – University of Idaho Peer Institution Submission
- Attachment 6 – Lewis-Clark State College Peer Institution Submission

STAFF COMMENTS AND RECOMMENDATIONS

Idaho State University (ISU) and the University of Idaho (UI) selected all ten peer institutions within the parameters established by Board Staff. UI also selected three aspirational peer institutions. Boise State University (BSU) selected seven institutions within the parameters established by Board Staff. An additional three institutions were chosen that did not match regarding Carnegie Classification but did match with regards to the other parameters and to BSU-specific criteria. BSU also selected two aspirational peers. Lewis-Clark State College (LCSC) selected six institutions within the parameters established by Board Staff and an additional four institutions that reflected LCSC-specific criteria. LCSC also selected three aspirational peers. All institutions submitted their proposed list of peer institutions to their faculty for their approval as well.

The most immediate use of the peer institutions would be in the consideration of benchmarking strategic plan performance measuring to their respective peers.

Board staff recommends approval of the peers proposed by the institutions.

BOARD ACTION

I move to approve the list of peers proposed by BSU, ISU, UI, and LCSC for use in assessing instructional and institutional performance as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Boise State University	
Board-approved peers	Aspirational peers
Cleveland State University	*Georgia State University
Portland State University	*University of New Mexico Main Campus
University of South Alabama	
Wichita State University	
Indiana University Purdue University Indianapolis	
University of Akron Main Campus	
University of Wisconsin - Milwaukee (R1 Classification)	
University of Nevada - Reno (R1 Classification)	
Wayne State University (R1 Classification)	
The University of Texas at San Antonio (relaxed criteria)	
Idaho State University	
Board-approved peers	Aspirational peers
University of Montana	None selected
South Dakota State University	
University of Colorado-Colorado Springs	
University of Massachusetts-Dartmouth	
Cleveland State University	
University of Toledo	
Wright State University-Main Campus	
Texas A & M University - Corpus Christi	
Utah State University	
Marshall University	
University of Idaho	
Board-approved peers	Aspirational peers
Georgia Southern University	*Colorado State University
Kent State University at Kent	*Oregon State University
Lousiana Tech University	*University of Nebrasksa-Lincoln
North Dakota State University-Main Campus	
South Dakota State University	
Tennessee Technological University	
University of Maine	
University of Massachusetts-Boston	
The University of Montana	
University of Wyoming	
Lewis-Clark State College	
Board-approved peers	Aspirational peers
Bluefield State College	*Eastern Oregon University
Dickinson State University	*The University of Montana-Western
Indiana University-Kokomo	*Oregon Institute of Technology
Mayville State University	
Missouri Southern State University	
Montana State University-Northern	
Southern Oregon University (LCSC cluster analysis)	
University of Maine at Fort Kent (LCSC cluster analysis)	
University of Maine at Presque Isle	
Western Oregon University (LCSC cluster analysis)	

Guidelines for choosing peer institutions for Idaho public four-year institutions
May 14, 2019

Board staff are providing the following guidelines to the four-year institutions regarding the determination of peer institutions. The State Board uses peer institutions to give context to each institution's performance metrics, specifically, graduation and retention measures. This analysis focused on identifying attributes (of either the institution or the students served by the institution) that have a significant impact on these outcomes.

The 2018 Basic Carnegie Classification¹ is correlated with both institution and student level attributes. However, for Doctoral Universities, the classification still had an impact on outcomes even holding these other attributes constant. Therefore, staff recommends that Idaho institutions choose peers within their Basic Carnegie Classification.

Within an institution's Basic Carnegie Classification, attributes identified as having a significant effect² on outcomes were:

- 25th percentile score of the standardized math test³
- The number of full-time equivalent students (FTE)
- The share of undergraduate, degree-seeking students who attend fulltime
- Share of students who receive a Pell Grant

Standard deviations for each measure were calculated for those institutions within an institution's Basic Carnegie Classification. Table 1 shows the number of institutions within a standard deviation for each attribute.

Table 1: Number of institutions within one-standard deviation of Idaho institutions on select variables

	Number of institutions within:				
		Same Carnegie classification and:			
Institution	Same Carnegie classification	One standard deviation of 25 th percentile math score	One standard deviation of FTE	One standard deviation of share of FTE	One standard deviation of share with Pell Grant
Boise State University	90	70	38	37	58
Idaho State University	90	52	57	47	65
University of Idaho	90	71	45	53	67
Lewis-Clark State College	77	47 ⁴	46	46	55

¹ See Appendix I for more details on the 2018 Basic Carnegie Classification.

² I used a stepwise regression function to determine which variables had the most impact on the IPEDS 150% graduation and the IPEDS fulltime retention rate. See Appendix II for more detail.

³ I considered different measures of ACT and SAT college readiness including scores at the 25th and the 75th percentiles. In most cases, scores at the 25th percentile were more meaningful in the outcomes (graduation rate and retention rates) regression analysis.

⁴ Only 53 institutions in LCSC's Carnegie classification had SAT scores in the IPEDS database. Only 50 had ACT scores.

The attribute that most consistently had a large impact on outcomes was the math standardized test score. Table 2 shows how many institutions were within one standard deviation of the math score as well as:

- one standard deviation for math scores plus within one standard deviation of one other attribute,
- one standard deviation for math scores plus within one standard deviation of at least two other attributes, and
- one standard deviation for math scores plus within one standard deviation of all three attributes.

Table 2: Number of institutions that match Idaho institutions (are within one standard deviation)

Institution	Number of institutions that match on:			
	Math score	Math plus at least one other attribute:	Math plus at least two other attributes:	Math plus all three other attributes:
Boise State University	70	63	42	12
Idaho State University	52	51	35	12
University of Idaho	71	70	56	19
Lewis-Clark State College	47	47	38	12

Board staff wanted to structure peer selection guidance in order to balance a uniform methodology with flexibility for the institutions to take into account their unique characteristics. Therefore, staff decided that matching on all four attributes was too restrictive. Staff recommends institutions match on math plus at least two other attributes.

The rest of the document shows the outcomes for your institution compared with all the other institutions in its Basic Carnegie Classification. It also shows the outcomes for your institution compared with the institutions in its Basic Carnegie Classification that match your institution on math plus at least two other attributes. Finally, it lists those other institutions and identifies which are current peers.

It is not staff intent that each institution is completely constrained to the institutions listed for their peers. For instance, there may be a peer which is just outside the one standard deviation benchmark but shares a unique characteristic important to the institution.

Staff requests that each institution choose ten peer institutions taking this guidance into account. Each institution should then submit that list to the Board staff along with an explanation of why they chose that institution as a peer. If staff guidance was not followed, then a detailed explanation for why it was not followed should be given. Each institution should also provide an explanation of how they achieved balance among all their peers. For instance, if an institution completely followed staff guidance, there should be some sort of balance between all the peers in terms of which two other attributes were chosen to match on.

Each institution can also submit up to three institutions to be designated as aspirational peers. Each institution can develop its own methodology for choosing aspirational peers.

Appendix I: Further explanation of Basic Carnegie Classification

The Basic Carnegie Classification is a broad classification based on the types of degrees offered. Institutions are initially classified as Doctoral Universities, Master's Colleges and Universities, Baccalaureate Colleges, Baccalaureate/Associate's Colleges, Associate's Colleges, Special Focus Institutions, and Tribal Colleges.

Three Idaho institutions (BSU, ISU, UI) are classified as Doctoral Universities. This means that these institutions awarded at least 20 research/scholarship doctoral degrees or at least 30 professional practice doctoral degrees in at least 2 programs. Institutions are further categorized as R1: Very high research activity, R2: High research activity and D/PU: Doctoral/Professional Universities. The three Idaho institutions are all classified as R2: High research activity.

LCSC is classified as a Baccalaureate College. That group is further classified by the major field of study for bachelor's degrees awarded, either Arts & Sciences Focus or Diverse Fields. LCSC is specifically classified as a Baccalaureate Colleges: Diverse Fields.

Appendix II: Stepwise regression analysis

In order to determine which variables had the most impact on the outcomes, I used a stepwise regression model. I used IPEDS as a source for the outcomes. I concentrated on the six-year graduation rate and the fulltime retention rate as the parttime retention rate proved difficult to model and the results were not given as much weight.

There were a number of attributes considered in this analysis. The following institution-specific attributes were considered:

- Basic Carnegie Classification
- The share of all students who are graduate students
- The number of full-time equivalent students (FTE)
- Funding per undergraduate FTE

There were also student attributes considered. These are:

- College preparedness as measured by ACT/SAT scores
- The share of undergraduate, degree-seeking students who attend fulltime
- Socioeconomic status as measured by receipt of a Pell Grant

I used two models for each outcome – one utilizing SAT scores and the other utilizing ACT scores.

The variables that were consistently included in the final model and were statistically significant were the:

- 25th percentile score of the standardized math test ⁵
- The number of full-time equivalent students (FTE)
- The share of undergraduate, degree-seeking students who attend fulltime
- Share of students who receive a Pell Grant

⁵ I considered different measures of college readiness including scores at the 25th and the 75th percentiles. In most cases, scores at the 25th percentile were more meaningful in the outcomes (graduation rate and retention rates) regression analysis.

Boise State University Peer Institutions – Methodology and Recommendations

October 2019

Overview and Executive Summary:

In May 2019, State of Idaho Board of Education staff provided guidelines to the four-year institutions regarding the determination of a new set of peer institutions. The State Board uses peer institutions in order to give context to each Idaho institution's performance metrics, specifically, graduation and retention measures. Board Office guidelines were constructed utilizing statistical analyses that identified the most significant predictors (e.g. institutional attributes or student characteristics) of the desired student success outcomes of retention and graduation rates. We are asked to select ten peer institutions and identify up to three aspirational peers. We developed a methodology and selected new peers using this methodology, which incorporated Board Office staff recommendations and other criteria reflecting our mission, values and momentum. Proposed peer group list is presented to the Academic Leadership Council on September 10, 2019 and to the Faculty Senate on September 24, 2019. Faculty Senate unanimously endorsed the methodology used and the proposed peer and aspirational institutions on October 2, 2019.

Recommended Boise State University Peer Institutions:

- 1) Cleveland State University (current peer)
- 2) Portland State University (current peer)
- 3) University of South Alabama
- 4) Wichita State University
- 5) Indiana University Purdue University Indianapolis (current peer)
- 6) University of Akron Main Campus (current peer)
- 7) University of Wisconsin – Milwaukee (current aspirational institution)
- 8) University of NV – Reno
- 9) Wayne State University
- 10) The University of Texas at San Antonio (current peer)

Recommended Boise State University Aspirational Institutions:

- 1) Georgia State University
- 2) University of New Mexico – Main Campus

Guideline Details and Methodology:

In May 2019, State of Idaho Board of Education staff provided guidelines to the four-year institutions regarding the determination of peer institutions. The State Board uses peer institutions to give context to each institution's performance metrics, specifically, graduation and retention measures. Thus, each institution was provided guidelines based on analyses that focused on identifying attributes (of either the institution or the students served by the institution) that have a significant impact on these outcomes. The analyses were based on most recent national data (IPEDS) and utilized a stepwise regression model that included a number of institutional characteristics as well as student-level attributes. These analyses focused on six-year graduation rate and the fulltime retention rate as the outcome variables of interest.

Based on the results of these analyses by the Office of Planning and Analysis, Board Office staff recommends following criteria in the selection process of peer groups for the four-year Idaho institutions:

- 1) Choose peers within their 2018 Basic Carnegie Classification, and
- 2) Based on attributes identified as having a statistically significant effect on select outcomes. These attributes are:
 - a. 25th percentile score of the standardized math test
 - b. The number of full-time equivalent students (FTE)
 - c. The share of undergraduate, degree-seeking students who attend fulltime
 - d. The share of students who receive a Pell Grant

More specifically, Board Office staff recommends that institutions choose peers that are "similar" with regards to the 25th percentile math score of the ACT or SAT (a. above) and similar with regards to at least two of the three attributes listed (b. through d. above). The definition of "similar" is identified as within one standard deviation from Boise State values for each measure, and standard deviations for each measure were calculated within the sample of each institution's 2018 Basic Carnegie Classification. We are requested to choose ten peer institutions considering this guidance and submit this list, along with an explanation of why they are chosen as peers.

Guidelines make it clear that the intent is not to "completely constrain" Idaho four-year universities to the institutions listed as matches. However, if staff guidance is not followed, we are asked to provide a detailed explanation for why it was not followed. In addition, it is requested that each institution should also provide an explanation of how we achieved balance among all their peers.

In identifying Boise State University's peer group, we utilized a 3-stage process:

Stage 1:

Followed Board staff recommended criteria as described above. Identified all institutions that are / have:

- 1) 2018 Basic Carnegie Classification of R2: High research activity and Doctoral/Professional Universities.
- 2) Within one standard deviation of Boise State University in the 25th percentile score of the standardized math test (ACT or SAT), and
- 3) met at least two of the three following:
 - a. Within one standard deviation of Boise State University in the number of full-time equivalent students (FTE)
 - b. Within one standard deviation of Boise State University in the share of undergraduate, degree-seeking students who attend fulltime
 - c. Within one standard deviation of Boise State University in the share of students who receive a Pell Grant

This Board Office recommended process identified 42 potential peers.

Stage 2:

We then considered our mission and vision statements and strategic plan to consider additional criteria of interest. These criteria are:

- 1) Public university
- 2) Metropolitan area (urban centric locale): located in a city or city-suburb, midsize or large (250k and above).
- 3) Trajectory or momentum in outcome variables or characteristics. Answers "yes" to at least 3 out of following 5 questions regarding whether the institution has:
 - a. improved its full-time retention rate between 2007 and 2017
 - b. improved its graduation rate for Bachelors within 4 years between 2007 and 2017
 - c. improved its graduation rate for Bachelors within 6 years between 2007 and 2017
 - d. increased its total research dollars between 2007 and 2017
 - e. lowered student-to-faculty ratio between 2008 and 2017
- 4) "Similar" to Boise State University in current total research expenditures: Similar is defined as current total research expenditures is at least \$10m and within one standard variation of Boise State University in total research expenditures (\$ value)
- 5) Within one standard deviation of Boise State University in the percentage of first time, full-time, resident, financial aid receiving students who are living off-campus.
- 6) Has a minimum of 10,000 full-time equivalent (FTE) undergraduate students.

This process left us with 15 potential peers. We then refined this stage by considering the following additional (bonus) criteria in our evaluation:

- In our trajectory / momentum analysis (#3 above), we carefully looked into whether a

candidate peer institution had 1) a similar magnitude of change to Boise State between 2007 and 2017, and 2) had similar levels in 2017 to Boise State in outcomes / characteristics identified.

- We also considered whether a candidate peer institution identified as “innovative.” Specifically, is it included in the list of “most innovative universities” from U.S. News and World Report (as Boise State)?

This refinement led us to identify and select following six (6) institutions as peers. These institutions strictly match Board staff recommended criteria and match all mission specific criteria:

- 1) Cleveland State University
- 2) Portland State University (identified as innovative)
- 3) University of South Alabama
- 4) Wichita State University
- 5) Indiana University Purdue University Indianapolis (identified as innovative).
Note: IUPUI has higher research expenditures due to having a medical school
- 6) University of Akron Main Campus

Stage 3a:

Given our values and our trajectory, we considered those institutions that have:

- 2018 Basic Carnegie Classification of R1: Very high research activity AND largely matched Boise State under all criteria identified in Stage 1 and Stage 2. We considered those R1 institutions that are regional and have “lower” current total research expenditures among R1 institutions (up to \$100 million).

This process identified three R1 institutions as potential peers and we selected them as peers:

- 7) University of Wisconsin – Milwaukee
 - 8) University of NV – Reno
 - 9) Wayne State University
- Note: Wayne State University has higher research expenditures due to having a medical school

Stage 3b:

We slightly relaxed the board criteria of “within one standard deviation” in asymmetric way to consider other interesting peer candidates that still matched Boise State University under criteria identified in Stage 2. In particular, given our value of access for all students we looked for those R2 institutions that may have higher Pell-eligible share of students, higher number of full-time equivalent students and lower share of full-time students.

In this process, we identified additional 21 potential peers to consider. Out of those 21, following is selected as a peer:

10) The University of Texas at San Antonio

Details on institutions selected as peers:

Cleveland State University: matches Boise State in all four criteria recommended by Board staff. In addition, it has improved its 4-yr graduation rate from 9 to 22 percent, and 6-yr graduation rate from 31 to 43 percent from 2007 to 2017, very similar to Boise State's improvements (from 6 to 19 percent and 26 to 43 percent, respectively) in the same time period. Its full-time retention rate is on the rise, and was recently recognized for its large increase in federal research spending on science and engineering. It is a current peer.

Portland State University: matches Boise State in all four criteria recommended by Board staff. In addition, it has improved its 4-yr graduation rate from 13 to 21 percent, and 6-yr graduation rate from 35 to 49 percent from 2007 to 2017, very similar to Boise State's improvements in these measures in the same time period. Its full-time retention rate is on the rise. It is identified as an "innovative" institution. It is a current peer.

University of South Alabama: matches Boise State in all four criteria recommended by Board staff. In addition, it has improved its 4-yr graduation rate from 15 to 19 percent, and 6-yr graduation rate from 37 to 40 percent from 2007 to 2017, similar to Boise State's improvements in these measures in the same time period. Its full-time retention rate is on the rise, which increased to 78 percent in 2017 from 70 percent in 2007. Its 2017 total research dollars (\$33 million) is close to Boise State's research expenditures.

Wichita State University: matches Boise State in all four criteria recommended by Board staff. In addition, it has improved its 4-yr graduation rate from 17 to 22 percent, and 6-yr graduation rate from 42 to 47 percent from 2007 to 2017. Its full-time retention rate is on the rise, which increased to 73 percent in 2017 from 67 percent in 2007. Its 2017 total research dollars (\$48 million) is at very similar levels to Boise State's most current research expenditures.

Indiana University Purdue University Indianapolis: matches Boise State in three out of four criteria recommended by Board staff. In addition, it has improved its 4-yr graduation rate from 9 to 21 percent, and 6-yr graduation rate from 31 to 45 percent from 2007 to 2017. Its full-time retention increased to 75 percent in 2017 from 62 percent in 2007. Both graduation and retention rate increases are very similar to increases experienced at Boise State University between 2007 and 2017. It is identified as an "innovative" institution. It is a current peer. Its 2017 total research dollars of over \$200 million is very high due to having a medical school where most of its research expenditures come from. (Slightly more than one standard deviation higher in the number of undergraduate FTE students than Boise State University).

University of Akron Main Campus: matches Boise State in three out of four criteria recommended by Board staff. In addition, it has improved its 4-yr graduation rate from 11 to 17 percent, and 6-yr graduation rate from 34 to 43 percent from 2007 to 2017. Its full-time retention is on the rise. Its 2017 total research dollars (\$35 million) is at similar levels to Boise State's research dollars. It is a current peer. (Slightly more than one standard deviation higher

in the share of full-time students than Boise State University).

University of Wisconsin – Milwaukee: This R1 institution matches Boise State in three out of four criteria recommended by Board staff. In addition, it has improved its full-time retention rate over time, which is at 74 percent in 2017. Its 4-yr graduation rate of 15 percent and 6-yr graduation rate of 41 percent in 2017 are similar to Boise State’s respective graduation rates. It is a current aspirational institution. (Slightly more than one standard deviation higher in the share of full time students than Boise State University).

University of NV – Reno: This regional R1 institution matches Boise State in three out of four criteria recommended by Board staff. It has improved its 4-yr graduation rate from 14 to 26 percent, 6-yr graduation rate from 46 to 55 percent from 2007 to 2017. In addition, it has improved its full-time retention rate over time, which is at 81 percent in 2017. (Slightly more than one standard deviation higher in the share of full-time students than Boise State University).

Wayne State University: This R1 institution matches Boise State in three out of four criteria recommended by Board staff. It has a momentum score of 5. In addition, it has improved its full-time retention rate from 69 percent to 81 percent from 2007 to 2017. Its 4-yr graduation increased from 13 percent to 19 percent and its 6-yr graduation rate increased from 32 percent to 47 percent in the same time period even with a high share of undergraduate students who were awarded Pell grants (44 percent). Wayne State University’s retention and graduation rates are similar to Boise State’s rates. Its non-medical total research expenditures are about \$68 million. (Slightly more than one standard deviation higher in the share of students who received Pell grants than Boise State University).

The University of Texas at San Antonio: matches Boise State in the criterion of the 25th percentile math score of the ACT or SAT and within 1.5 standard deviation of Boise State values in the other criteria recommended by Board staff. It has improved its 4-yr graduation rate from 7 to 15 percent, and 6-yr graduation rate from 30 to 37 percent from 2007 to 2017, achieving these results with a higher share of students who were awarded Pell grants (43 percent), and with a large number of FTE undergraduate students (approximately 25,000). Current peer. (Slightly more than one standard deviation higher in the number of undergraduate FTE students and in the share of students who received Pell grants than Boise State University).

Aspirational peers:

We considered those R1 institutions that largely fit the criteria identified above and have higher total research expenditures (up to approximately \$200 million) and selected following:

Georgia State University: It is #2 on the innovator list. It has great accomplishments in reducing equity gap in outcomes and shortening time-to-degree. It is a current peer that is now identified as aspirational.

CONSENT
FEBRUARY 13, 2020

ATTACHMENT 3

University New Mexico - main campus: It has high share of students who received Pell grants, and has a diverse student population.



Idaho State
University

November 26, 2019

To: Cathleen McHugh, Chief Research Officer
Office of the State Board of Education

From: Selena M. Grace, Vice Provost for Academic Strategy &
Institutional Effectiveness

cc: Kevin D. Satterlee, President
Laura Woodworth-Ney, Executive Vice President & Provost
Rick Wagoner, Faculty Senate Chair

RE: Idaho State University Proposed Peers

Pursuant to guidelines for choosing peer institutions, provided by Board staff on May 14, 2019, Idaho State University has identified ten proposed peers for consideration by the State Board of Education. Idaho State University utilized a process of shared governance where leaders met with Faculty Senate and other constituents across campus to discuss the proposed peers. Faculty Senate at Idaho State reviewed and approved the proposed peers. Based on these meetings, Faculty Senate recommendations, and institutional analysis, we propose the following peers:

University of Montana	Missoula, MT
South Dakota State University	Brookings, SD
University of Colorado-Colorado Springs	Colorado Springs, CO
University of Massachusetts-Dartmouth	North Dartmouth, MA
Cleveland State University	Cleveland, OH
University of Toledo	Toledo, OH
Wright State University-Main Campus	Dayton, OH
Texas A & M University-Corpus Christi	Corpus Christi, TX
Utah State University	Logan, UT
Marshall University	Huntington, WV

The proposed ten peers were selected from the list of peers provided by Board staff. The University of Montana is a current peer of Idaho State and is also one of five institutions across the country that have the scope of program depth and breadth (from career technical to graduate and residency programs) as Idaho State. In addition, South Dakota State University is a current peer, and we would propose that they continue as a peer for Idaho State. In addition to the Board staff established criteria, we evaluated institutional data on the following criteria:

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(208) 282-3620 | isu.edu/departments



Idaho State
University

- **Degree of Urbanization** (ISU is designated as City: Small – evaluated institutions with similar designations)
- **Acceptance rates** (ISU acceptance rate is 99.8% – selected institutions with an 87% or higher acceptance rate)
- **Undergraduate Students Receiving Pell** (33% of ISU undergraduate students receive Pell – three institutions were lower than ISU's, but had 90% or higher acceptance rates)
- **Total Enrollment** (selected institutions with similar enrollment – two institutions have substantially higher enrollment numbers, but both have high acceptance rates and similar percentage of students receiving Pell; also one has demonstrated significant increases in retention and graduation rates)
- **Total Faculty FTE** (four institutions have 187-394 more Full-time Faculty FTE than ISU, but all have high acceptance rates, similar or higher percent of undergraduate students receiving Pell, two are all also classified as City: Small, and two have a similar total enrollment)

ROAR

Office of Marketing and Communications
921 South 8th Ave., Stop 8265 | Pocatello, ID 83209-8265
(208) 282-3620 | isu.edu/departments

From: [Hendricks, Cher \(cherhendricks@uidaho.edu\)](mailto:cherhendricks@uidaho.edu)
To: [Cathleen McHugh](#)
Cc: [Wiencek, John \(johnwiencek@uidaho.edu\)](mailto:johnwiencek@uidaho.edu); [Pietrzak, Dale \(dalepietrzak@uidaho.edu\)](mailto:dalepietrzak@uidaho.edu)
Subject: Our peers and Aspirants
Date: Monday, October 21, 2019 5:40:00 PM
Attachments: [image.png](#)

Cathleen,

Here is our list of peer and aspirant institutions. Thanks for giving us the time to engage our faculty in the decision-making process.

University of Idaho Peer Institutions:

Georgia Southern University
Kent State University
Louisiana Tech
North Dakota State—Main Campus
South Dakota State University
Tennessee Tech
University of Maine
University of Massachusetts-Boston
University of Montana
University of Wyoming

Aspirational Peers:

Colorado State University
Oregon State University
University of Nebraska-Lincoln

CHER HENDRICKS

Vice Provost for Academic Initiatives

cherhendricks@uidaho.edu

<https://www.uidaho.edu/provost/academic-initiatives>

208-885-7259

875 Perimeter Drive MS 3152 | Moscow ID 83844

LCSC Peer Group Analysis, 2019

A list of peer institutions gives context to an institution's performance metrics. An institution's performance on metrics, like enrollment, retention, and graduation rates, should be evaluated relative to similar peer institutions.

On May 14th, 2019, staff of the Idaho State Board of Education (SBOE) provided guidance regarding the determination of peer institutions for Idaho's four-year institutions. The Chief Research Officer from the SBOE conducted a step-wise regression analysis on public institutions with the same Carnegie classification as Lewis-Clark State College (LCSC). LCSC is Carnegie classified as "Baccalaureate Colleges: Diverse Fields". The regression analysis conducted on these institutions found that the following factors have significant impact on institutions' graduation rate¹ and retention²:

- 25th percentile score of the standardized math test (ACT/SAT)
- Full-time Equivalent (FTE)
- Share of degree-seeking students who attend full-time
- Share of Pell grant students³

Thirty eight (38) institutions were found to match⁴ LCSC on math standardized test scores in addition to two other factors listed above. Upon replication, these results were largely confirmed.⁵

Upon reflection, it was noticed that some important factors were not considered in regression analyses. These are:

- Regional proximity in the Pacific Northwest of the contiguous United States⁶
- Population density of institutions' locale
- The awarding of associate degrees as well as baccalaureate degrees
- Athletic conferences: Frontier Conference & Cascade Conference
- Membership in the American Association of State Colleges & Universities

Institutions situated in communities with similar population densities in the Pacific Northwest region compete to recruit skilled staff and faculty. Furthermore, the population density of the community

¹ First-time, full-time, baccalaureate-seeking cohort who complete their degree within 150% time from their entrance into college. For four-year baccalaureate degrees, 150% time is 6 years.

² First-time, full-time cohort of students who enter college during summer or fall semesters and then either graduate or remain enrolled during the following fall semester.

³ Unclear as to whether this is awarded or offered Pell grants.

⁴ Within one standard deviation.

⁵ Replication was conducted by the Director of Institutional Research & Effectiveness at Lewis-Clark State College. Upon replication, it was found that some of the predictors were more important than others. Standardized math test scores were the most robust predictor of both baccalaureate grad rate and retention. The share of degree-seeking students who were full-time and the share of Pell grant students were significant predictors of graduation rate, but not retention rate. And finally FTE only marginally predicted graduation rates. The resultant peer institution list consisted of 27 institutions.

⁶ The Carnegie classification of "Baccalaureate College: Diverse Field" does not include regional institutions. By only analyzing schools in this Carnegie classification, those neighboring institutions similar in other ways were excluded from analyses.

surrounding an institution determines, in part, the type of student recruited (i.e., rural to small city). These additional parameters are important because they help to refine a peer institution list that includes LCSC's regional competitors. By only analyzing those institutions with which LCSC shares Carnegie classification, regional peers were excluded. For these reasons, the peer institution list determined by regression modeling was modified using these five additional parameters. The resultant peer institution list consists of thirteen (13) institutions, seven (7) of which were originally identified using regression modeling (SBOE identified list*)⁷, and an additional six (6) institutions were added based upon a statistical cluster analysis and face validity.⁸ Those added institutions, not originally identified by the SBOE regression analysis, are in fact rigorous comparators as they historically perform better than LCSC on graduation rates and retention. It is our hope that we are allowed to include these added institutions as peers to reflect our regional focus and ambition to perform at a high standard. Therefore, we at LCSC submit the following institutions as those that should compose our peer institution list. [Institutions noted in bold represent our recommendations for aspirational peer consideration.]

Institution	State
Bluefield State College*	WV
Dickinson State University*	ND
Eastern Oregon University	OR
Indiana University-Kokomo*	IN
Mayville State University*	ND
Missouri Southern State University*	MO
Montana State University-Northern	MT
Oregon Institute of Technology	OR
Southern Oregon University	OR
The University of Montana-Western*	MT
University of Maine at Fort Kent	ME
University of Maine at Presque Isle*	ME
Western Oregon University	OR



Table 1: Proposed LCSC Institutional Peer List. Institutions marked with an asterisk are those identified through regression analyses. Institutions in bold print are those identified as aspirational peers.

On the following pages, you will find graphs depicting how these institutions compare on important performance metrics of part-time enrollment, full-time equivalent (FTE) enrollment, proportion of students awarded a Pell Grant, graduation rates, and retention rates.













⁷ Those institutions within one standard deviation of LCSC's performance on regression factors identified by SBOE.

⁸ A statistical cluster analysis confirms the validity of these additional peer institutions. Only two institutions were added as peers based solely upon the rationale of face validity.

Share of Part-Time Enrollment

Institution Name		
Bluefield State College		19.4%
Dickinson State University		21.4%
Eastern Oregon University		34.1%
Indiana University-Kokomo		19.4%
Lewis-Clark State College		25.2%
Mayville State University		28.2%
Missouri Southern State University		21.0%
Montana State University-Northern		19.7%
Oregon Institute of Technology		36.1%
Southern Oregon University		19.9%
The University of Montana-Western		12.6%
University of Maine at Fort Kent		44.0%
University of Maine at Presque Isle		16.3%
Western Oregon University		14.5%

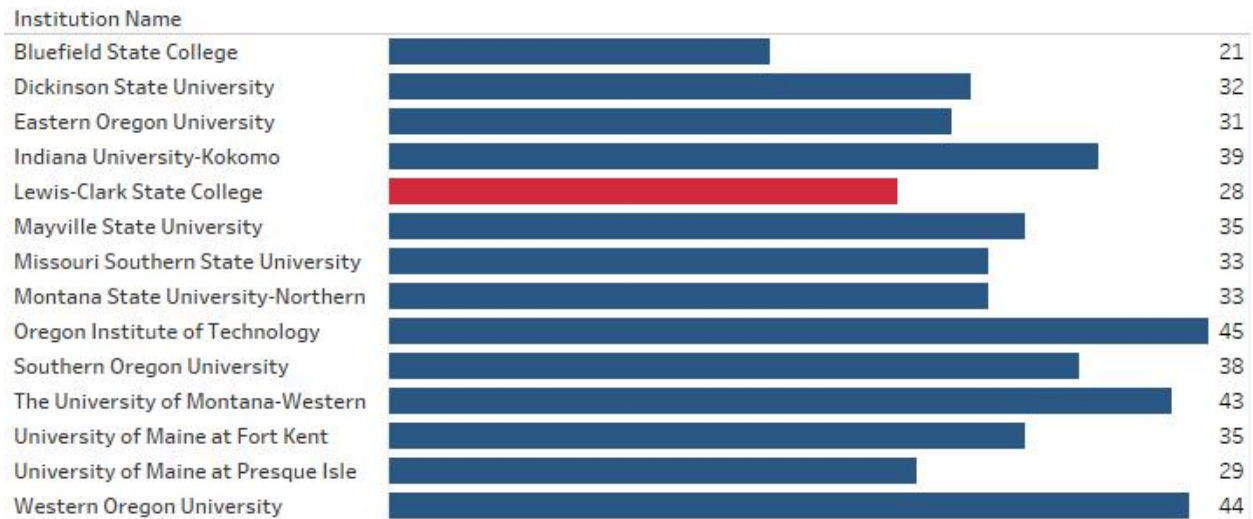
Full-Time Equivalent Enrollment

Institution Name		
Bluefield State College		1,192
Dickinson State University		1,090
Eastern Oregon University		2,180
Indiana University-Kokomo		2,516
Lewis-Clark State College		2,725
Mayville State University		781
Missouri Southern State University		4,983
Montana State University-Northern		996
Oregon Institute of Technology		3,375
Southern Oregon University		4,624
The University of Montana-Western		1,333
University of Maine at Fort Kent		975
University of Maine at Presque Isle		949
Western Oregon University		4,695













Share of Pell Awarded Students

















Graduation Rate (150% time to degree)



Baccalaureate Grad Rate (150% time to degree)

Institution Name		
Bluefield State College		20
Dickinson State University		29
Eastern Oregon University		30
Indiana University-Kokomo		39
Lewis-Clark State College		23
Mayville State University		34
Missouri Southern State University		33
Montana State University-Northern		29
Oregon Institute of Technology		44
Southern Oregon University		38
The University of Montana-Western		50
University of Maine at Fort Kent		30
University of Maine at Presque Isle		26
Western Oregon University		44

Retention (first-time, full-time entering students; fall to fall)

Institution Name		
Bluefield State College		65
Dickinson State University		64
Eastern Oregon University		68
Indiana University-Kokomo		60
Lewis-Clark State College		57
Mayville State University		56
Missouri Southern State University		65
Montana State University-Northern		60
Oregon Institute of Technology		79
Southern Oregon University		72
The University of Montana-Western		77
University of Maine at Fort Kent		61
University of Maine at Presque Isle		57
Western Oregon University		72

CONSENT
FEBRUARY 13, 2020

SUBJECT

Persistently Dangerous School Definition

REFERENCE

June 2003 Board approved a definition of persistently dangerous school used for determining persistently dangerous public elementary school or secondary school as requires by the Elementary Secondary Education Act.

APPLICABLE STATUTE, RULE, OR POLICY

20 USC 7912

BACKGROUND/DISCUSSION

Pursuant to 20 USC 7912 Unsafe School Choice Option, each State receiving Title I funds are required to establish and implement a statewide policy requiring that a student attending a persistently dangerous public elementary school or secondary school, as determined by the State in consultation with a representative sample of local educational agencies, or who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary school or secondary school that the student attends, be allowed to attend a safe public elementary school or secondary school within the local educational agency, including a public charter school. As a condition of receiving funds under this chapter, a State shall certify in writing to the Secretary that the State is in compliance with this section.

The Board approved at its June 2003 Board meeting the criteria by which a school would be identified as persistently dangerous public elementary school or secondary school. This definition has been in place since that time. Based on addition guidance by the U.S. Department of Education, the State Department of Education has requested the Board update the criteria.

IMPACT

Approval of the new definition would update the current definition.

ATTACHMENTS

Attachment 1 – Updated Definition – Persistently unsafe public elementary or secondary school

STAFF COMMENTS AND RECOMMENDATIONS

The current definition of persistently unsafe schools includes a fourth category for homicide, sexual crimes and kidnapping such that any one incident of these crimes in a year would trigger the persistently dangerous status for a school. The new definition would remove this fourth category.

Staff recommends approval.

CONSENT
FEBRUARY 13, 2020

BOARD ACTION

I move to approve the definition of persistently unsafe schools as provided in attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO STATE BOARD OF EDUCATION

Persistently Dangerous Public Elementary School or Secondary School Designation

An Idaho public elementary or secondary school is considered to be persistently dangerous if it meets the following criteria:

In each of three consecutive years, there is one instance of homicide, sexual offense, kidnaping or the school exceeds an expulsion or student conviction rate of:

- 1% of the student body; or
- Three students, whichever number is greater, for violent criminal offenses or for violations of federal or state gun free schools requirements on school property or at school sponsored events while school is in session.

A violent criminal offense is defined as conduct which could be charged as a felony or misdemeanor involving the threat of or actual physical injury, a sexual offense, homicide, rape, robbery, aggravated assault, aggravated battery, stalking, first degree kidnapping or aggravated arson.

IDAHO UNSAFE SCHOOL CHOICE POLICY (Approved By the Board June 2003)

I. Identification of Persistently Dangerous Schools

State Department of Education (SDE) is responsible for identification of persistently dangerous schools using the objective criteria contained within the definition. The U.S. Department of Education requires annual accounting from SDE regarding the number of schools determined to have met the state's definition of persistently dangerous (individual schools are not identified). Data collection for this purpose will be through the Safe and Drug-Free Schools Incident Tracking Report, submitted to SDE by schools each year in June.

Any school meeting the criteria for three consecutive years must submit a corrective action plan for approval. Upon completion of a planned corrective action, the LEA must apply to SDE to have the school removed from the list of persistently dangerous schools. SDE will use the criteria contained in the definition of persistently dangerous schools to determine whether the school should be removed from the list.

II. Providing a Safe Public School Choice Option

A local education agency (LEA) identified as a persistently dangerous school must:

- 1) Notify parents of each student attending the school the state has identified as persistently dangerous. Notification to parents should be within ten school days from the time the LEA is notified by SDE that the school has been identified;
- 2) Offer all students the opportunity to transfer to a safe public school within the LEA. The offer to transfer students should occur within twenty school days from the time that the LEA is notified by SDE that the school has been identified as persistently dangerous. If there is not another school in the LEA, the LEA is encouraged, but not required, to explore other options, such as an agreement with a neighboring LEA to accept transfer students;
- 3) Complete the transfer for those students who accept the offer. Transfer of students should occur within 30 school days following parental notification.

Parental notification regarding the status of the school and the offer to transfer students may be made simultaneously.

In the case of transfers:

- 1) LEAs should allow students to transfer to a school that is making adequate yearly progress and is not identified as being in need of school improvement, corrective action, or restructuring.
- 2) Transfers may be temporary or permanent, but must be in effect as long as the original school is identified as persistently dangerous.
- 3) When there is not another school in the LEA for the transferring student(s), LEAs are encouraged, but not required, to explore other options, such as an agreement with a neighboring LEA to accept the students(s). (Idaho Code 33-1402 and 33-1404 Enrollment Options)

III. School Intervention Action Plan

Any school meeting the criteria a second consecutive year will be required to identify the problems and implement an intervention action plan to ensure a safe school environment for students, faculty, and other staff. The intervention action plan shall be based on an analysis of the problems faced by the school and address the issues that resulted in the school being identified as persistently dangerous. Some examples of intervention action include but are not limited to, hiring additional personnel to supervise students in common areas, increased instructional activities in areas such as conflict resolution, working with law enforcement officials to identify and eliminate gang-related activities, in-service training of teachers and administrators concerning consistent enforcement of school discipline policies, and limiting access to campuses. The intervention action plan must be submitted to the SEA for approval within 30 school days of reaching the criteria in the second consecutive year. The SEA may provide technical assistance as the plan is implemented if requested by the school. The SDE will monitor the LEA's intervention action plan throughout the process.

IV. Safe School Option for Victim(s)

LEAs must provide safe school options to a student who has been a victim of a violent criminal offense while in or on the grounds of a public school in session that the student attends:

- 1) The LEA should, within ten school days, offer an opportunity to transfer to a safe public school within the LEA; 2) When another school is not available within the LEA, it is encouraged, but not required, that the LEA seek other appropriate options such as an agreement with a neighboring LEA to accept the student. (Idaho code 331402 and 33-1404 Enrollment Options) LEAs are also encouraged to work with the local victim assistance programs to determine if they have services or funds available to help students in these circumstances. LEAs should contact their local county attorney's office to locate such programs in their area.

Appendix A DEFINITIONS

The definitions of most violent offenses, such as homicide and rape, are commonly understood and do not need further clarification. Other terms, such as aggravated assault, aggravated battery, and robbery, are subject to individual state definitions and may be misapplied by those not familiar with their legal definitions. Therefore, for purposes of the Unsafe School Choice Options program, the following definitions taken from Idaho Code shall apply:

Aggravated Assault. An aggravated assault is an assault with a deadly weapon or instrument, without the intent to kill, or an assault by any means or force likely to produce great bodily harm.

Ref.: Idaho Code § 18-905

Aggravated Battery. An aggravated battery is a battery in which a person: (a) causes great bodily harm, permanent disability or permanent disfigurement; or (b) uses a deadly weapon or instrument; or (c) uses any vitriol, corrosive acid, or a caustic chemical of any nature; or (d) uses any poison or other noxious or destructive substance or liquid; or (e) upon the person of a pregnant female, causes great bodily harm, permanent disability or permanent disfigurement to an embryo or fetus.

Ref.: Idaho Code § 18-907

Robbery. Robbery is the felonious taking of personal property in the possession of another, from his person or immediate presence, and against his will, accomplished by means of force or fear.

Ref.: Idaho Code § 18-6501

Note: Robbery differs from theft because of the physical presence of the victim and the force or fear component involved in the perpetrator taking the property from the victim against his will.

CONSENT
FEBRUARY 13, 2020

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Boise State University Proposed Endorsement/Degree Programs:

APPLICABLE STATUTE, RULE, OR POLICY

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 November 2019 meeting, the Standards Committee of the Professional Standards Commission (PSC) conducted New Program Approval Desk Reviews of the Master in Teaching Elementary Education and Master in Teaching Secondary Education programs proposed by Boise State University (BSU). 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 November 2019 meeting, the full PSC voted to recommend Conditional Approval of the proposed Master in Teaching Elementary Education and Master in Teaching Secondary Education programs through BSU. With this Conditionally Approved status, BSU may admit candidates to the Master in Teaching Elementary Education and Master in Teaching Secondary Education programs. These new programs will be re-visited during the next regularly scheduled review.

IMPACT

These new programs will enable BSU to prepare educators seeking advanced degrees in teaching elementary or secondary education, to benefit of Idaho's elementary and secondary school students

ATTACHMENTS

Attachment 1 – Proposal, BSU Master in Teaching Elementary Education
Attachment 2 – Proposal, BSU Master in Teaching Secondary Education

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 PSC. 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

CONSENT
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(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 PSC 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 PSC 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 PSC 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 adoption of the Professional Standards Commission recommendation.

BOARD ACTION

I move to accept the Professional Standards Commission recommendation to conditionally approve the Master in Teaching Elementary Education program offered through Boise 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 Master in Teaching Secondary Education program offered through Boise State University, as submitted in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

CONSENT
FEBRUARY 13, 2020
NEW PROGRAM FOR EDUCATOR CERTIFICATION:
REQUEST FORM

ATTACHMENT 1

Name of Institution	Boise State University	Date of Submission	10/1/2019
New Program Name	Master in Teaching Elementary Education	Certification/Endorsement	Standard Instructional Certificate/All Subjects K-8
All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.		Is this a request from an Idaho public institution? Yes x No <input type="checkbox"/> If yes, on what date was the Proposal Form submitted to the State Board of Education? 11/14/2019	

Section I: Please document how 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](#).

Note that enhancements standards for Elementary replace Core Standards in the table below when appropriate. However, Core Standards are being met as well in a similar manner to the proposed MIT in Secondary Education.

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1 Learner Development	Knowledge 1a The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.	ED-LLC 549 This course provides pre-service teachers with knowledge and strategies involving children's oral language, phonemic awareness, phonics, fluency, assessment and intervention, and the role these play in developing literacy with diverse students. It prepares pre-service teachers to meet part of the literacy requirements for an Idaho teaching credential. Includes a field-based experiential component of forty (40) hours. The course is aligned to multiple sets of standards: the International Literacy Association, Idaho Core Teacher Standards, and Danielson Framework for Teaching. Additionally, the content for ED-LLC 549 is based in the five pillars of literacy development as defined by the National Reading Panel. Students are required to demonstrate understandings of this critical foundational knowledge through 3 exams, including the Idaho Comprehensive Literacy Assessment. Specific knowledge of literacy development and its impact on instructional decisions begins in this course with readings,

		<p>instruction, modeling, and practice with informal and formal literacy assessments leading to the signature assignment – The Student Profile.</p> <p>Idaho Comprehensive Literacy Competency (ICLC): In order to demonstrate comprehensive proficiency in literacy knowledge, teacher candidates must earn an average score of 74 or higher in ED-LLC 549. These scores are inclusive of signature assignments, three exams, one of which is the ICLA and successful completion of 40 hours of field experience in a K-2 classroom. Students are required to earn this cumulative score of 74 or higher in order to be admitted to Teacher Education or continue in the program if already admitted.</p>
	Knowledge 1b. The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.	<p>ED-CIFS 509: Using the Jagged Learning Profile (Rose, 2016), students will use differentiation strategies to plan learning experiences that align to content area targets.</p> <p>ED-CIFS 508: Readings and discussions based on the developing brain and culturally responsive pedagogy</p>
	Knowledge 1a The teacher understands how young children’s and early adolescents’ literacy and language development influence learning and instructional decisions across content areas.	<p>ED-LLC 549 This course provides pre-service teachers with knowledge and strategies involving children’s oral language, phonemic awareness, phonics, fluency, assessment and intervention, and the role these play in developing literacy with diverse students. It prepares pre-service teachers to meet part of the literacy requirements for an Idaho teaching credential. Includes a field-based experiential component of forty (40) hours. The course is aligned to multiple sets of standards: the International Literacy Association, Idaho Core Teacher Standards, and Danielson Framework for Teaching. Additionally, the content for ED-LLC 549 is based in the five pillars of literacy development as defined by the National Reading Panel. Students are required to demonstrate understandings of this critical foundational knowledge through 3 exams, including the Idaho Comprehensive Literacy Assessment. Specific knowledge of literacy development and its impact on instructional decisions begins in this course with readings, instruction, modeling, and practice with informal and formal literacy assessments leading to the signature assignment – The Student Profile.</p> <p>Idaho Comprehensive Literacy Competency (ICLC):</p>

		<p>In order to demonstrate comprehensive proficiency in literacy knowledge, teacher candidates must earn an average score of 74 or higher in ED-LLC 549. These scores are inclusive of signature assignments, three exams, one of which is the ICLA and successful completion of 40 hours of field experience in a K-2 classroom. Students are required to earn this cumulative score of 74 or higher in order to be admitted to Teacher Education or continue in the program if already admitted.</p> <p>Professional Year Student Teaching (Curriculum Framing and Teaching Process): Language Acquisition Seminar Online Module and Resources provides training materials and resource documents to scaffold and support language comprehension processes aligned to Learning Targets.</p>
	<p>Knowledge 1d. The teacher understands the role of language, culture, and socio-historical context in learning and knows how to differentiate instruction to make language comprehensible and instruction relevant, accessible, and challenging</p>	<p>ED-CIFS 508: Readings and discussions based on culturally responsive pedagogy</p> <p>ED-LLC 561: Evaluating disciplinary texts (particularly in social studies) that would be useful in various content areas, students determine the reading level of the text, prior knowledge needed to comprehend the text, language features that might be challenging, and different ways they might promote student learning and help students make connections to the content.</p> <p>Professional Year Student Teaching (Curriculum Framing and Teaching Process): Language Acquisition Seminar Online Module and Resources provides training materials and resource documents to scaffold and support language comprehension processes aligned to Learning Targets.</p>
	<p>Performance 1e. The teacher regularly assesses individual and group performance in order to design and differentiate instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the</p>	<p>ED-CIFS 508: Working with Individual Students, Working with Small Groups. (see Appendix B) Based on student profile, interview, and schoolwork, plan and facilitate the next lesson in sequence .</p> <p>SPAT: Assessment Analysis and Student Learning Outcomes Signature Assignment: Demonstrates candidates' knowledge and response to student needs, including analysis of assessment data, need for differentiation, or additional instructional cycles.</p>
	<p>Performance 1f. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, needs, and background that enables each learner to</p>	<p>ED-CIFS 509: Planning Stage 1, Assessment, (see Appendix B) Candidates select and design pre-assessments to identify readiness for specific learning targets.</p>

	advance and accelerate his/her learning	
	Performance 1g. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	PEPR (see definitions sheet): Reflections #1, #2, #3, #4 (see Appendix A)
	Disposition 1h. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.	<p>PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview.</p> <p>Professional Year Observations – Candidates will be observed differentiating instruction for students and debriefing on this after the observation.</p> <p>SPAT: Assessment Analysis and Student Learning Outcomes Signature Assignment: Demonstrates candidates' knowledge and response to student needs, including analysis of assessment data, need for differentiation, or additional instructional cycles.</p>
	Disposition 1i. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.	PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview.
	Disposition 1j. The teacher takes responsibility for promoting learners' growth and development.	PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview.
	Disposition 1k. The teacher values collaborative relationships with families, colleagues, and other professionals in understanding and supporting each learner's development.	PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview.
Standard 2 Learning Difference	Knowledge 2a. The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.	ED-LLC 549 This course provides pre-service teachers with knowledge and strategies involving children's oral language, phonemic awareness, phonics, fluency, assessment and intervention, and the role these play in developing literacy with diverse students. It prepares pre-service teachers to meet part of the literacy requirements for an Idaho teaching credential. Includes a field-based experiential component of forty (40) hours. The course is aligned to multiple sets of standards: the International Literacy

		<p>Association, Idaho Core Teacher Standards, and Danielson Framework for Teaching. Additionally, the content for 340 is based in the five pillars of literacy development as defined by the National Reading Panel. Students are required to demonstrate understandings of this critical foundational knowledge through 3 exams, including the Idaho Comprehensive Literacy Assessment.</p> <p>Specific knowledge of <i>multiple levels of intervention</i> begins in this course with readings, instruction, modeling, and practice with informal and formal literacy assessments to determine if K-8 students are getting literacy instruction that matches their needs . As well students study characteristics of students with diverse learning needs. Specific understandings <i>related to intervention</i> covered in this course are: RTI, standardized testing and literacy assessment, Bett's Criteria, Informal Reading Inventory, portfolio, rubric, criterion-referenced measure, norm-referenced measure, validity, reliability, variability, performance based assessment, authentic assessment, self-assessment, mean, median, mode, anecdotal record, percentile, evaluation</p> <p>ED-ESP 510: This course provides pre-service teachers with a framework for implementing multiple types of assessment information for making instructional decisions about students with disabilities and those at-risk for not meeting expectations. Response to Intervention (RtI)/Multi-tiered Systems of Support (MTSS) are analyzed as service delivery models for the allocation of schools' resources and compared to traditional models.</p>
	Knowledge 2b. The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.	ED-CIFS 508: Readings and discussions on motivation and engagement as they relate to culturally responsive pedagogy; in-class activities from Teaching Tolerance and similar organizations (e.g. Genderbread person discussion, Identity Signs); discussions based on equity case studies; Defensible Teaching Plan assignment.
	Performance 2c. 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.	<p>ED-ESP 510: This course emphasizes the need for professional collaboration between general and special education teachers, families, related service professionals (occupational therapists, physical therapists, school psychologists, school social workers, speech language pathologists, etc.), and community service professionals. Descriptions of related service professionals, and their role in supporting learners' needs, are provided and explained.</p> <p>Clinical Rotation for Student Teaching, Epistemic Practices,</p>

		Working with Individuals, Groups, and Whole Class. (see Appendices A & B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, consulting specialized building experts where appropriate, based on identified student need.
	Performance 2d. The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.	<p>ED-LLC 549 Learner Profile Exemplars: The Student Profile assignment is required of all elementary students. This signature assignment provides evidence of students' early understandings about literacy development and how assessment can be used to design instruction and intervention for individuals. Reading Assessments are conducted with K-8 students. Intervention is prescribed, but not implemented. This assignment is evaluated using the Standard Case Study Rubric and represents the first point in a line of data collected across the program to measure growth in candidates' understandings of individualized intervention. An exemplar and non exemplar are provided along with their scored rubrics</p> <p>S-PAT: Analysis of Student Work (see Appendix A) Candidates make connections to learners and learning by engaging in an analysis of their impact on student learning. The "Analysis of Student Work" part of the S-PAT demonstrates how teacher candidates analyze the effectiveness of their instruction was in impacting the learning of three students with diverse learning needs. This analysis includes pre and post data, formative assessment, and adaptations both proactive and reactive that they made for diverse learners.</p>
	Performance 2e. The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.	PEPR #1, #3 (see Appendix A)
	Performance 2f. 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.	<p>Professional Year Student Teaching: Teaching Process (see Appendix B): Candidates makes the anatomy of pedagogy visible by planning learning segments, observing and collecting data, interpreting the response to learning, and translating to later learning experiences (SPAT)</p> <p>Professional Year Student Teaching: Working with Individual Students (see Appendix B): Candidates track the learning of individual students (Focused Inquiry) for students with challenges. Candidates plan and facilitate learning for students with challenges.</p>

	<p>Performance 2g. The teacher makes appropriate and timely provisions for individual students with particular learning differences or needs (pacing, rates of growth, task demands, communication, assessment, response models)</p>	<p>Professional Year Student Teaching: S-PAT (See Appendix A): Teaching candidates track the individual progress of three students during the SPAT unit: analyze pre-assessment data, determine need, develop instruction and materials, respond to formative assessment data, and adjust instruction to meet their individual learning needs. Data is graphed alongside whole class data.</p>
	<p>Performance 2h. The teacher designs instruction to build on learners' prior knowledge and experience, allowing learners to accelerate as they demonstrate their understandings.</p>	<p>Professional Year Student Teaching: S-PAT, Planning Stage One, (See Appendix A) Teaching Candidates plan and enact pre-assessments aligned to learning targets and use the data to design appropriate instruction.</p>
	<p>Performance 2i. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.</p>	<p>ED-CIFS 509: Jagged Learning Profile assignment, Teaching candidates reflect and visualize their own learning profile and share with others to better understand a spectrum of learning backgrounds, cultures, and needs. Candidates draw their jagged learning profile and write a description of how their personal, family, and community impacted their learning. Candidates then use this information to predict how a classroom of students have a variety of perspectives to engage and value.</p>
	<p>Performance 2j. 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.</p>	<p>ED-LLC 561: Unit plan assignment vocabulary and language development, including the impact of vocabulary instruction through Literacy Scaffolding Plan: Word Wall assignment. Readings to include:</p> <ul style="list-style-type: none"> ● Qualitative Analysis of Text Complexity (Pearson & Hiebert, 2014) ● Beyond Word Meaning: Vocabulary Instruction for Students with Exceptional Learning Needs (Spies & Dema, 2013) <p>Professional Year Student Teaching (Curriculum Framing and Teaching Process): Language Acquisition Seminar Online Module and Resources provides training materials and resource documents to scaffold and support language comprehension processes aligned to Learning Targets.</p>
	<p>Performance 2k. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.</p>	<p>Professional Year Student Teaching: SPAT. (See Appendix A) Teaching candidates track the individual progress of three students during the SPAT unit: analyze pre-assessment data, determine need, develop instruction and materials, respond to formative assessment</p>

		<p>data, and adjust instruction to meet their individual learning needs. Data is graphed alongside whole class data.</p> <p>ED-CIFS 508 & 509: Students will use technology when appropriate (see Designer and Facilitator standards in the ISTE standards to coursework crosswalk in Section II) to support and facilitate learning for a variety of needs</p>
	Disposition 2l. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential	<p>Professional Year Student Teaching: SPAT, (See Appendix A) Teaching Candidates administer the Tripod Survey to all students.</p> <p>ED-CIFS 508: Facilitation and reflection on equity case studies.</p>
	Disposition 2m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	<p>Professional Year Student Teaching: SPAT, (See Appendix A) Teaching Candidates administer the Tripod Survey to all students.</p> <p>ED-CIFS 508: Facilitation and reflection on equity case studies.</p>
	Disposition 2n. The teacher makes learners feel valued and helps them learn to value each other	<p>Professional Year Student Teaching: SPAT (See Appendix A) Teaching Candidates administer the Tripod Survey to all students.</p> <p>ED-CIFS 508: Facilitation and reflection on equity case studies.</p>
	Disposition 2o. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.	<p>ED-LLC 561: Students will include in their signature assignment evidence of culturally responsive teaching taking into account diverse language backgrounds of students, English language acquisition support for English language learners, and diverse perspectives on the content and skills being taught.</p> <p>ED-LLC 561: Cultural Selfies: Exploring the concept of funds of knowledge to develop intercultural awareness, students construct a Cultural Selfie (Varga-Dobai, 2018), and then collaborate in small groups to discuss how their self-evaluations can/should translate to their classroom.</p> <p>Professional Year Student Teaching (Curriculum Framing and Teaching Process): Language Acquisition Seminar Online Module and Resources provides training materials and resource documents to scaffold and support language comprehension processes aligned to Learning Targets.</p>

	Disposition 2p. The teacher values the cultural resources (language, history, indigenous knowledge) of American Indian students and their communities.	Professional Year Student Teaching: SPAT, Planning Stage 1: (See Appendix A) Student identify the demographics of their learning context and plan instructional sequences based on the cultural needs of the demographics.
Standard 3 Learning Environments	Knowledge 3a. The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.	ED-CIFS 508 Readings and discussions on classical learning philosophies (e.g. behaviorism) and culturally responsive pedagogy.
	Performance 3b. The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.	Professional Year Assessment (PYA) (see Appendix A) The PYA evaluates the teacher candidate's ability to plan instruction and create respectful, well managed learning environments that meets the cognitive, social, emotional, and physical needs of diverse P-12 learners, and fosters high levels of growth and development. The PYA is aligned with Charlotte Danielson's <i>Framework for Teaching</i> , which is the framework used to evaluate certified teachers in Idaho. Professional Year Student Teaching Observation for Domain 2
	Performance 3c. The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.	Professional Year Assessment (PYA) (see Appendix A) The PYA evaluates the teacher candidate's ability to plan instruction and create respectful, well managed learning environments that meets the cognitive, social, emotional, and physical needs of diverse P-12 learners, and fosters high levels of growth and development. The PYA is aligned with Charlotte Danielson's <i>Framework for Teaching</i> , which is the framework used to evaluate certified teachers in Idaho. Component 2D evaluates a candidate's ability to manage student behavior. Professional Year Student Teaching Observation for Domain 2
	Performance 3d. The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.	ED-CIFS 507, ED-CIFS 508, ED-CIFS 509, ED-CIFS 550. (see Appendix D & Section II description) Integrated signature assignments align to each of the seven ISTE Technology Standards.
	Knowledge 3e. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.	ED-CIFS 507, ED-CIFS 508, ED-CIFS 509, ED-CIFS 550 (see Appendix D & Section II description) Teaching candidates demonstrate proficiency in the ISTE Standards through a signature assignment in each course. Standards include building proficiency with appropriate use of technology.
	Performance 3f. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	Professional Year Student Teaching Observation for Domain 2

	Performance 3g. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with diverse local and global ideas.	S-PAT, Phase 2, Instructional Sequence (see Appendix B). Teaching candidates plan an instructional unit, facilitate the unit, reflect on instruction and make adjustments based on observation and data, and lead students in applying knowledge in new settings.
	Performance 3h. 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.	Professional Year Student Teaching , Teaching candidates and mentor teachers individually and collaboratively complete the Professional Year Expectations Continuum to identify and discuss differences and similarities in regard to classroom procedures, processes, and classroom expectations. PEPR #2, #3, #4 (see Appendix A)
	Performance 3i. 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.	Professional Year Student Teaching: Working with the Whole Class, Working with Small Groups: (See Appendix B) Candidate addressed power dynamics and social-emotional learning based on peer interactions. Candidate makes real-time decisions based on how students respond to the physical or social context, evidenced in Formative Observations.
	Performance 3j. The teacher uses a variety of methods to engage learners in evaluating the learning environment, collaborating with them to make appropriate adjustments, and employing multiple levels of behavioral interventions.	Professional Year Student Teaching: Working with the Whole Class, Working with Small Groups (see Appendix B): Candidate addressed power dynamics and social-emotional learning based on peer interactions. Candidate makes real-time decisions based on how students respond to the physical or social context, evidenced in Formative Observations.
	Performance 3k. 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.	ED-CIFS 508: Facilitation and reflection on equity case studies. Discussions based on intersectionality and student identities Professional Year Student Teaching Observation for Domain 2
	Performance 3l. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	ED-CIFS 509 (See Appendix D) Lesson Planning practice includes integrated technology for appropriate classroom placement.
	Performance 3m. The teacher intentionally builds learners capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills	ED-CIFS 509 (See Appendix D) Discussion techniques, digital collaboration for lesson plan feedback Professional Year Student Teaching (see Appendix E): Inquiry and Reflection with mentor teacher

	<p>Disposition 3n. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.</p>	<p>Student Teaching PYA Collaborative Exit Interview: (see Appendix A) Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview.</p> <p>PEPR #1, #2, #3, #4 (see Appendix A)</p>
	<p>Disposition 3o. The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.</p>	<p>Student Teaching PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview.</p>
	<p>Disposition 3p. 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.</p>	<p>Student Teaching PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview.</p>
	<p>Disposition 3q. The teacher seeks to foster respectful communication and develop rapport among all members of the learning community.</p>	<p>Student Teaching PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview.</p> <p>PEPR #1, 3, 4 (See Appendix A)</p>
	<p>Disposition 3r. The teacher is a thoughtful and responsive listener and observer.</p>	<p>Student Teaching PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview.</p> <p>PEPR #2, 4 (See Appendix A)</p>
<p style="text-align: center;">Standard 4 Content Knowledge</p>	<p>Knowledge 4a. The teacher understands concepts of language arts/literacy and child development in order to teach reading, writing, speaking/listening, language, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas.</p>	<p>ED-LLC 549 Provides all elementary pre-service teachers with knowledge and strategies involving children's oral language, phonemic awareness, phonics, fluency, assessment and intervention, and the role these play in developing literacy with diverse students. Prepares pre-service teachers to meet part of the literacy requirements for an Idaho teaching credential. Includes a field-based experiential component of forty, (40) hours. One signature assignment that provides opportunities for preservice teachers to apply their content and pedagogical knowledge to different situations, materials and ideas is the ED LLC 549 Lesson Plan using a Scaffolded Boise State lesson plan template version 1.0.</p>

		<p>ED-LLC 561 This course is designed to provide the opportunities for all elementary preservice teachers to develop the knowledge, skills, and dispositions needed to promote the literacy development of K-8 students. Guiding students' development in the area of literacy will be one of the most essential aspects of your teaching. This course focuses on content literacy: development of children's knowledge of and strategies/tools for comprehension, vocabulary, and writing in subject areas. Learning opportunities will also provide an introduction to writing of narrative and expository texts in content areas. One signature assignment that provides preservice teachers opportunities to apply content and pedagogical knowledge of content area literacy to different situations, materials and ideas is the his assignment engages candidates in the exploration of a variety of research-based instructional strategies for integrating the teaching literacy across the content areas.</p> <p>Idaho Comprehensive Literacy Competency (ICLC): In order to demonstrate comprehensive proficiency in literacy knowledge, teacher candidates must earn an average score of 74 or higher in ED-LLC 549. These scores are inclusive of signature assignments, three exams, one of which is the ICLA and successful completion of 40 hours of field experience in a K-2 classroom.</p>
	<p>Knowledge 4b. The teacher understands how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.</p>	<p>ED-LLC 549 Provides all elementary pre-service teachers with knowledge and strategies involving children's oral language, phonemic awareness, phonics, fluency, assessment and intervention, and the role these play in developing literacy with diverse students. Prepares pre-service teachers to meet part of the literacy requirements for an Idaho teaching credential. Includes a field-based experiential component of forty, (40) hours. One signature assignment that provides students an opportunity to practice skills in this standard is the Student Profile Assignment description and rubric. The Student Profile assignment is required of all 549 students. This signature assignment provides evidence of students' early understandings about literacy development and how assessment can be used to design reading instruction and intervention for individuals.</p> <p>ED-LLC 512 Candidates participate in a 40-hour literacy field placement where they required to complete 7 literacy teaching activities that include; observation, assessment of students, and planning for and implementing instructional activities with children. They have the opportunity to reflect on these classroom</p>

		<p>experiences. At the end of their experience candidates are evaluated for their performance across a variety of literacy teaching performances.</p> <p>Idaho Comprehensive Literacy Competency (ICLC): In order to demonstrate comprehensive proficiency in literacy knowledge, teacher candidates must earn an average score of 74 or higher in ED-LLC 549. These scores are inclusive of signature assignments, three exams, one of which is the ICLA and successful completion of 40 hours of field experience in a k-2 classroom. Students are required to earn this cumulative score of 74 or higher in order to be admitted to Teacher Education or continue in the program if already admitted.</p> <p>ED-LLC 561 Candidates create a three-lesson sequence that is integrated with the overall connecting point being language arts (reading, writing, speaking, listening, viewing). Instruction in language arts, reading, and writing is integrated with social studies or science. The lesson sequence is based on a theme or concept and covers three connected lesson plans.</p> <p>Professional Year Student Teaching (Curriculum Framing and Teaching Process): Language Acquisition Seminar Online Module and Resources provides training materials and resource documents to scaffold and support language comprehension processes aligned to Learning Targets.</p>
	<p>Knowledge 4c. The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).</p>	<p>ED-CIFS 507, ED-CIFS 508, ED-CIFS 509, ED-CIFS 550. (see Appendix D & Section II description) Teaching candidates demonstrate proficiency in the ISTE Standards through a signature assignment in each course. Standards include building proficiency with appropriate use of technology.</p> <p>MATHED 524 & MATHED 557 An understanding of the fundamental concepts and the need to integrate STEM is accomplished via multiple problem solving situations that focus on mathematics but involve contextual applications to science, technology and engineering.</p> <p>ED-CIFS 512 Content-specific teaching methods for content areas including but not limited to math, science, technology, engineering, the arts, physical education and wellness, literacy, and social</p>

		studies. Additionally, a focus on cross-disciplinary instructional strategies centered on the meaningful integration
	Knowledge 4d. The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.	ED-CIFS 512 Content-specific teaching methods for content areas including but not limited to math, science, technology, engineering, the arts, physical education and wellness, literacy, and social studies. Additionally, a focus on cross-disciplinary instructional strategies centered on the meaningful integration. The Phenomena-Based Unit signature assignment will require students to integrate science into their unit.
	Knowledge 4e. The teacher understands concepts of mathematics and child development in order to teach numbers sense and operations, measurement and data analysis, fractions, algebraic reasoning, and proportional reasoning, to help students successfully apply their developing skills through engaging them in the use of the mathematical practices from the Idaho mathematics standards, within many contexts.	MATHED 524 & MATHED 557 Teacher candidates solve mathematical problems focused on topics from the Idaho content standards with an explicit focus on number, algebra, measurement and data, and geometry. In addition, there is an explicit focus on teacher candidates developing an in-depth understanding of common student strategies and patterns in reasoning for each topic, and how multiple representations can be used to press and eventually formalize student understanding of topics.
	Knowledge 4f. The teacher understands the structure of mathematics and the connections and relationships within learning progressions.	MATHED 524 & MATHED 557 Teacher candidates solve mathematical problems focused on topics from the Idaho content standards with an explicit focus on number, algebra, measurement and data, and geometry. In addition, there is an explicit focus on teacher candidates developing an in-depth understanding of common student strategies and patterns in reasoning for each topic, and how multiple representations can be used to press and eventually formalize student understanding of topics. In particular, across these two courses, teacher candidates develop an understanding of how different representation can be used to progress student understanding within a topic (e.g., using physical or informal models, then pressing to visual representations, and lastly making connections to more formal procedures and algorithms). Connections to the progressions found within the Idaho Core Standards are also addressed.
	Knowledge 4g. 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.	Transcript reviews prior to program admission and Multi-Subject Praxis Assessment Scores ED-LLC 561 This disciplinary literacy course teaches content literacy through the lens of the ten stands of social studies, Students learn effective strategies for social studies instruction and develop an integrated social studies unit emphasizing critical thinking, values in a democratic, pluralistic society, and global issues.
	Knowledge 4h. The teacher understands the relevance and application of the arts, such as dance, music, theater, and visual arts as avenues for communication, inquiry, and insight.	ED-CIFS 512 Content-specific teaching methods for content areas including but not limited to math, science, technology, engineering, the arts, physical education and wellness, literacy, and social

		<p>studies. Additionally, a focus on cross-disciplinary instructional strategies centered on the meaningful integration. The Phenomena-Based Unit signature assignment will require students to integrate the arts into their unit.</p> <p>Transcript reviews prior to program admission.</p>
	<p>Knowledge 4i. 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</p>	<p>ED-CIFS 508: Working with Individual Students, Working with Small Groups. (see Appendix B) Based on student profile, interview, and schoolwork, plan and facilitate the next lesson in sequence .</p> <p>ED-CIFS 509: Using the Jagged Learning Profile (Rose, 2016) strategies from <i>How To Differentiate Instruction in Academically Diverse Classrooms</i> (Tomlinson, 2017), students plan learning experiences that align to content area targets.</p> <p>Professional Year Student Teaching: Working with the Whole Class, Working with Small Groups: (see Appendices A & B) Candidate addressed power dynamics and social-emotional learning based on peer interactions. Candidate makes real-time decisions based on how students respond to the physical or social context, evidenced in Formative Observations.</p>
	<p>Knowledge 4j. The teacher understands human movement and physical activity as central elements in learning and cognitive development</p>	<p>Transcript reviews prior to program admission.</p> <p>ED-CIFS 512 Content-specific teaching methods for content areas including but not limited to math, science, technology, engineering, the arts, physical education and wellness, literacy, and social studies. Additionally, a focus on cross-disciplinary instructional strategies centered on the meaningful integration. The Phenomena-Based Unit signature assignment will require students to integrate physical activity and movement into their unit.</p>
	<p>Performance 4k. The teacher models appropriate and accurate use of written and spoken language.</p>	<p>Application to Teacher Education- Interviews</p> <p>In order to admitted to Elementary Teacher Education program prospective candidates must interview in front of team of three elementary liaisons, faculty, and or mentor teachers. Prospective candidates submit an outline of a 7-minute oral presentation and then respond to questions by the panel. The effectiveness of their ability to communicate in response to prompts and follow up questions by interview team is scored on a standard rubric.</p> <p>3</p> <p>The Professional Year Assessment (PYA) (see Appendix A) Evaluates the teacher candidate's ability to plan instruction and create</p>

		respectful, well managed learning environments that meets the cognitive, social, emotional, and physical needs of diverse P-12 learners, and fosters high levels of growth and development. The PYA is aligned with Charlotte Danielson's <i>Framework for Teaching</i> , which is the framework used to evaluate certified teachers in Idaho.
	Performance 4l. The teacher utilizes the structure of mathematics and the connections and relationships within the learning progressions in his/her instructional practice to increase student conceptual understanding in conjunction with diagnostic tools and assessment data to improve students' mathematical ability.	MATHED 524 & MATHED 557 Assessment of student understanding is addressed via both summative and formative perspectives. Teacher candidates write and then reflect upon the data received from assessment items in regards to how the data can be used to inform instruction.
	Performance 4m. The teacher utilizes knowledge of how children learn language, the basic sound structure of language, semantics and syntactics, diagnostic tools, and assessment data to improve student reading and writing abilities.	<p>ED-LLC 549 Research-based best reading practices focused on language structure and literacy instruction, comprehension research, material selection, and assessment and intervention strategies.</p> <p>ED-LLC 545 Focuses on ways to reach, teach, assess, and motivate a diverse range of student writers. Emphasizes the writing process and writing in a variety of genres, including digital media.</p> <p>ED-LLC 561 Field-based practicum that provides experience with the content and skills taught in ED-LLC 549 and ED-LLC 545. Students will be placed in K-8 classrooms where they can observe and enact best practices in literacy teaching.</p>
	Performance 4n. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	Student Teaching: S-PAT (see Appendix A), Teaching candidates provide lists of materials, strategies, and resources to address the needs of students identified in the demographic information.
	Disposition 4o. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He/she keeps abreast of new ideas and understandings in the field.	<p>Teaching Candidates write an Individual Professional Learning Plan after each semester in the program, identifying areas for improvement and writing SMART goals for each area (see Appendix E).</p> <p>PEPR #2, 4 (see Appendix A)</p>
	Disposition 4p. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.	<p>ED-CIFS 512 Content-specific teaching methods for content areas including but not limited to math, science, technology, engineering, the arts, physical education and wellness, literacy, and social studies. Participation in class discussions on perspectives within various disciplines.</p> <p>PEPR #4 (see Appendix A)</p>

	Disposition 4q. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	ED-CIFS 507: Teaching candidates continuously reflect with the instructor in regard to Dispositions of professionalism, collaboration, inquiry, and their engagement in the discipline of teaching through the use of a rubric, self assessment, and instructor feedback and written/oral communication.
	Disposition 4r. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.	Disposition Rubric, assessed as part of the interview and admission process to the program
Standard 5 Application of Content	Knowledge 5a. The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum	<p>Professional Year Assessment (PYA): (see Appendix A) The Professional Year Assessment (PYA) evaluates the teacher candidate's ability to plan instruction and create respectful, well managed learning environments that meets the cognitive, social, emotional, and physical needs of diverse P-12 learners, and fosters high levels of growth and development.</p> <p>S-PAT Unit Plan & Lesson Plans (see Appendix A) Teacher candidates develop and implement a unit of study, digitally record a lesson, reflect on the impact of their instruction, and analyze student work. The "Unit Plan & Lesson Plans" includes the following: engaging strategies, differentiated instruction across the unit and within individual lessons, enhanced understanding of technology pedagogy, and formative assessment explicitly designed to inform and enhance instruction.</p>
	Knowledge 5b. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global mindedness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.	ED-CIFS 509: Curriculum Framing: Content, Culture, Context triangle. Teaching candidates consider learner culture and the learning context to develop relevant, authentic learning experiences.
	Knowledge 5c. 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.	ED-CIFS 507: Idaho Code of Ethics is shared with students and throughout the course, ethics and policy are examined in connection to personal beliefs, experiences and understandings. This culminates in the final Philosophy of Education paper, where students are asked to express and explain their beliefs as well as the understanding of their roles as educators, connected to cited sources.
	Knowledge 5d. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving	ED-CIFS 507, ED-CIFS 508, ED-CIFS 509, ED-CIFS 550. Integrated signature assignments align to each of the seven ISTE Technology

	specific learning goals.	Standards. (See Appendix D and Section II description)
	Knowledge 5e. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.	ED-CIFS 509: Teaching candidates include questions based on Webb’s Depth of Knowledge during the lesson planning process.
	Knowledge 5f. The teacher understands multiple forms of communication as vehicles for learning across disciplines and for expressing learning.	ED-CIFS 509: Teaching candidates read and discuss materials to support the Universal Design for Learning (“Universal Design for Learning: Theory and Practice,” Meyer, Rose, & Gordon, 2014)
	Knowledge 5g. The teacher understands creative thinking processes and how to engage learners in producing original work.	ED-CIFS 508: Readings and discussions based on classical and contemporary learning theories as they apply to the classroom; Final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Teaching Tolerance Anti-Bias Education standards, and evaluate their readiness to implement these.
	Knowledge 5h. The teacher knows where and how to access resources to build global mindedness and multiple perspectives and how to integrate them into the curriculum.	ED-CIFS 509: ISTE Proficiency Self Quiz provided to teaching candidates in a self-paced module.
	Performance 5i. 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).	ED-CIFS 509: (see Appendix B) Inquiry Module during field experience Rotations #2 and #3.
	Performance 5j. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	ED-CIFS 509: Curriculum Framing: Content, Culture, Context triangle Teaching candidates consider learner culture and the learning context to develop relevant, authentic learning experiences.
	Performance 5k. The teacher facilitates learners’ use of current tools and resources to maximize content learning in varied contexts.	ED-CIFS 512 Content-specific teaching methods for content areas including but not limited to math, science, technology, engineering, the arts, physical education and wellness, literacy, and social studies. Additionally, a focus on cross-disciplinary instructional strategies centered on the meaningful integration. The Phenomena-Based

		<p>Unit signature assignment will require students to integrate the arts into their unit.</p> <p>ED-CIFS 508 & 509: Students will use technology when appropriate (see Designer and Facilitator standards in the ISTE standards to coursework crosswalk in Section II) to support and facilitate learning for a variety of needs</p>
	<p>Performance 5l. 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 cultures, audiences and purposes.</p>	<p>ED-LLC 561: Integrated Unit Plan: Creating a unit plan around disciplinary objectives and using literacy scaffolding, students develop assessments for students to show what they learned in a variety of ways. Topic 8 Readings and Reading Responses: Broadening the Text Base</p>
	<p>Performance 5m. The teacher engages learners in challenging assumptions, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.</p>	<p>ED-CIFS 509: Curriculum Framing: Content, Culture, Context triangle: Teaching candidates consider learner culture and the learning context to develop relevant, authentic learning experiences.</p>
	<p>Performance 5n. The teacher facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.</p>	<p>ED-CIFS 507: Readings and discussions on the American Dream, Human Rights, diversity, poverty, equity, culture, race, deficit model thinking, the purposes of schooling, and what diversity in the classroom looks like. The Philosophy of Education, Approaches to Teaching, and History of Public Education, as well as Weekly reflections, are assignments in which this is evaluated.</p>
	<p>Performance 5o. The teacher develops and implements supports for learner literacy development across content areas.</p>	<p>Student Teaching, S-PAT, (see Appendix A) Teaching candidates design content area literacy supports into the SPAT unit, which may include language acquisition strategies, vocabulary strategies, reading and writing strategies, or supports for ELL learners.</p>
	<p>Disposition 5p. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.</p>	<p>ED-CIFS 509: Curriculum Framing: Content, Culture, Context triangle Teaching candidates consider learner culture and the learning context to develop relevant, authentic learning experiences.</p> <p>PEPR #2, 4 (see Appendix A)</p>
	<p>Disposition 5q. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.</p>	<p>PEPR #2, #4 (see Appendix A)</p>

	Disposition 5r. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas	ED-CIFS 508: Final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Teaching Tolerance Anti-Bias Education standards, and evaluate their readiness to implement these.
Standard 6 Assessment	Knowledge 6a. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.	ED-CIFS 509: System for Assessment Signature Assignment. Teaching candidates demonstrate proficiency with diagnostic, formative, and summative assessment systems as aligned to content objectives.
	Knowledge 6b. 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.	ED-CIFS 509: System for Assessment Signature Assignment. Teaching candidates demonstrate proficiency with diagnostic, formative, and summative assessment systems as aligned to content objectives.
	Knowledge 6c. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning instruction, and to provide meaningful feedback to all learners.	<p>ED-CIFS 509: System for Assessment Signature Assignment. As part of this assignment, teaching candidates demonstrate proficiency with diagnostic, formative, and summative assessment systems as aligned to content objectives.</p> <p>ED-CIFS 508: Clinical Rotations for Student Teaching, Teaching Process. (see Appendix B) Teaching candidates plan learning segments, enact learning segments, and respond to learning by translating data from the learning experience and planning the next learning segment.</p> <p>SPAT: Assessment Analysis and Student Learning Outcomes Signature Assignment: Demonstrates candidates' knowledge and response to student needs, including analysis of assessment data, need for differentiation, or additional instructional cycles.</p>
	Knowledge 6d. 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.	ED-CIFS 509: System for Assessment Signature Assignment. As part of this assignment, teaching candidates embed self-assessment and peer assessment opportunities using proficiency scales and rubrics aligned to content objectives.
	Knowledge 6e. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.	ED-CIFS 509: System for Assessment Signature Assignment. As part of this assignment, teaching candidates demonstrate feed up, feedback, and feed forward (Hattie & Timperly, 2007) using proficiency scales and rubrics aligned to content objectives.

	Knowledge 6f. The teacher knows when and how to evaluate and report learner progress against standards.	ED-CIFS 509: System for Assessment Signature Assignment. As part of this assignment, teaching candidates demonstrate pacing and planning aligned to learning targets as part of a larger content unit.
	Knowledge 6g. 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.	ED-ESP 510: Course content covers readings and discussions regarding pragmatic assessment and evaluation techniques, including appropriate accommodations and modifications for learners with exceptionalities.
	Knowledge 6h. The teacher understands the ethical responsibilities in selection, administration, and evaluation of student assessment and handling of student assessment data.	ED-CIFS 507: Teaching candidates explore assessment practices in an ongoing, revised Philosophy of Education statements and understand how the History of Education regarding assessment has shaped schools, schooling, and learning.
	Performance 6i. The teacher balances the use of an effective range of formative and summative assessment strategies to support, verify, and document learning.	S-PAT, Planning Stage 1. (see Appendix A) Teaching candidates develop a System for Assessment as part of the SPAT unit, aligning content objectives to a variety of assessment types and processes that inform and communicate student learning.
	Performance 6j. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	ED-CIFS 509: Planning Stage 2, Assessment Alignment, (see Appendix B) Teaching candidates develop a proficiency scale or rubric aligned to a summative assessment. Assessment provides differentiated options for response. Clinical Rotations for Student Teaching, SPAT, Planning Stage 1 (see Appendices A & B)
	Performance 6k. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	ED-CIFS 508: Working with Individual Students, Working with Small Groups. (see Appendix B) Based on student profile, interview, and schoolwork, candidates examine records of student performance to identify the beginning of a downward slope. Candidates develop a written profile and intervention, plan and enact the intervention (Hollins, 2015)
	Performance 6l. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	Student Teaching: Curriculum Framing & Working With Small Groups (see Appendix B) Working with a content-based proficiency scale, teaching candidates collaborate with students to sort work examples for each level of proficiency. Teacher and student write feed forward (Hattie & Timperley, 2007) which would move students to the next level of proficiency.

	Performance 6m. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	Student Teaching: S-PAT, Stage One, Planning (see Appendix A) Teaching candidates design and enact assessment alignment and response to assessment data as part of the unit planning process during the SPAT unit.
	Performance 6n. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit.
	Performance 6o. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications for three selected students.
	Performance 6p. 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.	ED-ESP 510: Learning outcomes include adapting lesson plans for modifications specific to an Individualized Education Plan (IEP) and designs individualized instruction to support pragmatic assessments and a variety of evaluation techniques.
	Performance 6q. 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.	S-PAT, ISTE Standards requirement. (see Appendices A & D) Teaching candidates address ISTE standards in their unit. Candidates are assessed summatively on embedding technology to assist assessment and create access.
	Disposition 6r. 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.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications for three selected students.
	Disposition 6s. The teacher takes responsibility for aligning instruction and assessment with learning goals.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications for three selected students.
	Disposition 6t. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including a process for

		feed up, feed back, and feed forward. Candidates also include an analysis of individual student artifacts in their final product.
	Disposition 6u. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications for three selected students.
	Disposition 6v. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications for three selected students.
	Disposition 6w. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications for three selected students.
Standard 7 Planning for Instruction	Performance 7a. The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration	ED-CIFS 512 Content-specific teaching methods for content areas including but not limited to math, science, technology, engineering, the arts, physical education and wellness, literacy, and social studies. Additionally, a focus on cross-disciplinary instructional strategies centered on the meaningful integration. The Phenomena-Based Unit signature assignment will require students to focus on inquiry.
	Knowledge 7b. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.	ED-LLC 561: Integrated Unit Plan: Creating a unit plan around disciplinary objectives and using literacy scaffolding, students develop assessments for students to show what they learned in a variety of ways.
	Knowledge 7c. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.	ED-CIFS 508 Final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Anti-Bias Education standards, and evaluate their readiness to implement these.

	Knowledge 7d. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	ED-CIFS 508: Working With Individual Students. (see Appendix B) Teaching candidates will facilitate classroom environments and learning for students with challenges that are evidenced in student behavior and/or work.
	Knowledge 7e. 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.	ED-CIFS 509: The Teaching Process, (see Appendix B) Teaching candidates align high-impact learning strategies in learning segments. ED-CIFS 507, ED-CIFS 508, and ED-CIFS 509, ISTE Proficiency Integration (See Appendix D & Section II description)
	Knowledge 7f. The teacher knows when and how to adjust plans based on assessment information and learner responses.	ED-CIFS 509: Focused Inquiry and Directed Observation. (see Appendix B) Teaching candidates analyze student work collaboratively with mentor teacher, comparing student work to proficiency scales and patterns in data.
	Knowledge 7g. 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, professional organizations, community organizations, community members).	ED-CIFS 550. Course outcomes include developing a Professional Development plan incorporating professional organizations and resources to support the design of individualized instruction.
	Performance 7h. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.	Clinical Rotation for Student Teaching, Epistemic Practices: (see Appendix B) Teaching Candidate collaborates with mentor teacher to select routines for teaching and learning that support objectives, culture, and context of learners.
	Performance 7i. 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.	Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, leveraging technology for pedagogy access.
	Performance 7j. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill	Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, leveraging technology for pedagogy access.

	Performance 7k. The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.	Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, and plans lessons based on observation and evidence of student learning.
	Performance 7l. 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 and appropriate learning experiences to meet unique learning needs	Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, consulting specialized building experts where appropriate, based on identified student need.
	Performance 7m. 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.	ED-CIFS 508, S-PAT Unit template and PYA. Teaching candidates reflect and revise instructional design based on review of student learning during a lesson cycle.
	Disposition 7n. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, leveraging technology for pedagogy access based on pre-assessment and readiness data collected prior to instruction.
	Disposition 7o. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.	PEPR #1, 3, 5 (see Appendix A)
	Disposition 7p. The teacher is committed to using short- and long-term planning as a means of assuring student learning.	PEPR #3 (see Appendix A)
	Disposition 7q. The teacher is committed to reflecting on the effectiveness of lessons and seeks to revise plans to meet changing learner needs and circumstances.	PEPR #2, 4 (see Appendix A)
Standard 8 Instructional Strategies	Performance 8a. The teacher engages all learners in developing higher order thinking skills.	ED-CIFS 509: Lesson Planning Stage 3 (Instructional Sequence). Candidates discern instructional strategies from readings and align them to a learning sequence appropriate for the learning target. ED-CIFS 509: Teaching candidates include questions based on Webb's Depth of Knowledge during the lesson planning process.
	Knowledge 8b. The teacher knows how to apply and effective range of developmentally, culturally, and linguistically responsive	ED-CIFS 508: Final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation,

	instructional strategies to achieve learning goals.	<p>the learning environment, and equity, apply these to classroom practices, align them with the Teaching Tolerance Anti-Bias Education standards, and evaluate their readiness to implement these.</p> <p>ED-LLC 561: Integrated Unit Plan Signature Assignment. Students align research-based instructional strategies to unit plan based on student need.</p>
	Knowledge 8c. The teacher knows when and how to use effective strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.	ED-CIFS 509: Readings and discussion from <i>The New Art and Science of Teaching</i> (Marzano, 2017). Readings and discussion from <i>How to Differentiate in Mixed Ability Classrooms</i> (Tomlinson, 2014). Lesson Sequence Assignment
	Knowledge 8d. The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build connections.	<p>ED-CIFS 509: Readings and discussion from <i>The New Art and Science of Teaching</i> (Marzano, 2017).</p> <p>ED-LLC 561: Integrated Unit Plan: Creating a unit plan around disciplinary objectives and using literacy scaffolding, students develop assessments for students to show what they learned in a variety of ways.</p>
	Knowledge 8e. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning	<p>ED-CIFS 509: Readings and discussion from <i>The New Art and Science of Teaching</i> (Marzano, 2017).</p> <p>ED-CIFS 509, ISTE proficiency: Use of 3E Framework to match applications to engagement strategies (see Appendix D & Section II description)</p>
	Knowledge 8f. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.	<p>ED-CIFS 509: Readings and discussion from <i>The New Art and Science of Teaching</i> (Marzano, 2017).</p> <p>ED-CIFS 509 ISTE proficiency: Use of 3E Framework to vet resources and activities (see Appendix D & Section II description)</p>
	Performance 8g. The teacher uses appropriate strategies and resources to adjust instruction to meet the needs of individuals and groups learners.	Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, consulting specialized building experts where appropriate, based on identified student need.

	<p>Performance 8h. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p>	<p>S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications for three selected students.</p> <p>Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, consulting specialized building experts where appropriate, based on identified student need.</p>
	<p>Performance 8i. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths and/or access family and community resources to develop their areas of interest.</p>	<p>Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, consulting specialized building experts where appropriate, based on identified student need.</p>
	<p>Performance 8j. The teacher varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners</p>	<p>Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates co-teach, co-plan, and work with a variety of student contexts.</p>
	<p>Performance 8k. 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.</p>	<p>SPAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including performance based learning opportunities, and offering student choice.</p>
	<p>Performance 8l. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.</p>	<p>ED-CIFS 509: Teaching Candidates use Webb’s Depth of Knowledge to design scaffolded questions aligned to learning targets as part of the Lesson Sequence assignment.</p>
	<p>Performance 8m. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.</p>	<p>ED-CIFS 509: Teaching Candidates use Webb’s Depth of Knowledge to design scaffolded questions aligned to learning targets as part of the Lesson Sequence assignment. Teaching candidates uses technology tools as part of the Systems of Assessment Signature Assignment.</p>

	Performance 8n. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other methods of communication.	ED-LLC 561: Integrated Unit Plan: Creating a unit plan around disciplinary objectives and using literacy scaffolding, students develop assessments for students to show what they learned in a variety of ways.
	Performance 8o. The teacher asks questions to stimulate discussions that serve different purposes.	ED-CIFS 509: Teaching Candidates use Webb's Depth of Knowledge to design scaffolded questions aligned to learning targets as part of the Lesson Sequence assignment.
	Disposition 8p. The teacher is committed to deepening awareness and understanding of the strengths and needs of diverse learners when designing flexible instruction.	Disposition Rubric (see Appendix F) Prior to program admission, during early program, and as part of the AYP Exit Interview.
	Disposition 8q. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	Disposition Rubric (see Appendix F) Prior to program admission, during early program, and as part of the AYP Exit Interview.
	Disposition 8r. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning	ED-CIFS 507, ED-CIFS 508, ED-CIFS 509, ED-CIFS 550. (see Appendix D & Section II description) Teaching candidates demonstrate proficiency in the ISTE Standards through a signature assignment in each course.
Standard 9 Professional Learning and Ethical Practice	Disposition 8s. The teacher values flexibility and reciprocity in the teaching process as necessary for adjusting instruction to learner responses, ideas, and needs.	Student Teaching, SPAT, Planning Stages One, Two, Three (see Appendix A): Teaching candidates plan a system for assessment which includes a variety of lesson scaffolds and formative assessment to respond to student need during the learning progression.
	Knowledge 9a. 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.	IPLP (see Appendix E), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching candidates write SMART goals in response to feedback from data.
	Knowledge 9b. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.	ED-CIFS 509 Teaching Process. (see Appendix B) Teaching candidates observe and reflect on pedagogical choices in the classroom based on student response to learning and co-design a plan in response to learner data.
	Knowledge 9c. The teacher understands how personal identity,	ED-CIFS 507. Teaching candidates complete an ongoing, revised

	would view, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.	Philosophy of Education statements during the course, focusing on issues of equity, theories of learning, inclusive learning environments, and their self-awareness and philosophical groundings. Discussions with the instructor around this assignment include areas for improvement and are revised during class.
	Knowledge 9d. The teacher understands laws and responsibilities related to the learner (educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting is situations related to possible child abuse).	ED-CIFS 550: Course outcomes include an overview of Special Education, including relevant litigation impacting students with exceptionalities.
	Knowledge 9e. The teacher understands professional responsibilities.	ED-CIFS 507 Code of Ethics Module
	Knowledge 9f. The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.	Professional Year Orientation. Teaching Candidates participate in reading and committing to uphold the Code of Ethics during the Professional Year Orientation
	Knowledge 9g. The teacher knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities.	ED-CIFS 507 Course content includes contextualizing student learning based on cultural needs.
	Performance 9h. 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.	Professional Year Teaching candidates attend Professional Learning Community meetings in partner schools to co-plan and execute new standards, processes for assessment, or learning outcomes.
	Performance 9i. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of learners, school, and system.	PEPR, Reflection #2, #4 (see Appendix A)
	Performance 9j. 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.	Clinical Rotations for Student Teaching, Teaching Process (see Appendices A & B) Together with their mentor, teaching candidates plan learning segments, observe learning, interpret data and student response to learning, and translate data into a plan for future instruction.
	Performance 9k. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	IPLP (see Appendix E), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching

		candidates write SMART goals in response to feedback from data.
	Performance 9l. The teacher identifies and reflects on his/her own beliefs and biases and utilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to develop reciprocal relationships and create more relevant learning experiences.	ED-CIFS 508 Based on the work of Laura Pinto (2017), students determine their Cultural Iceberg and write about their perspectives regarding how their learning culture impacts the way they view the classroom and expressing best practices in the Defensible Classroom Management Plan signature assignment.
	Performance 9m. 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.	ED-CIFS 507, ED-CIFS 508, ED-CIFS 509, ED-CIFS 550 (see Appendix D & Section II description). Teaching candidates demonstrate proficiency in the ISTE Standards through a signature assignment in each course. One of the standards explicitly addresses the ethics of data and documentation in a signature assignment (Ed-Cifs 508)
	Performance 9o. The teacher engages in respectful inquiry of diverse historical contexts and ways of knowing, and leverages that knowledge to cultivate culturally responsive relationships with learners, families, other professionals, and the community.	ED-CIFS 508 Based on the work of Laura Pinto (2017), students determine their Cultural Iceberg and write about their perspectives regarding how their learning culture impacts the way they view the classroom and expressing best practices in the final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Anti-Bias Education standards, and evaluate their readiness to implement these.
	Performance 9n. The teacher builds and implements an Individualized Professional Learning Plan (IPLP) 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.	Clinical Rotations for Student Teaching (see Appendices A & B), beginning and end. Students complete an IPLP in conjunction with their mentor teacher and liaison to write SMART goals through the lens of the Danielson Framework for Teaching.
	Disposition 9p. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	Clinical Rotations for Student Teaching, Teaching Process (see Appendices A & B) Together with their mentor, teaching candidates plan learning segments, observe learning, interpret data and student response to learning, and translate data into a plan for future instruction.
	Disposition 9q. The teacher is committed to culturally responsive teaching.	ED-CIFS 508 Based on the work of Laura Pinto (2017), students determine their Cultural Iceberg and write about their perspectives regarding how their learning culture impacts the way they view the classroom and expressing best practices in the Defensible Classroom Management Plan signature assignment

	Disposition 9r. 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.	IPLP (see Appendix E), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching candidates write SMART goals in response to feedback from data. PEPR #2, #4 (see Appendix A)
	Disposition 9s. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	ED-CIFS 507 Idaho Code of Ethics is shared with students and throughout the course, ethics and policy are examined in connection to personal beliefs, experiences and understandings. This culminates in the final Philosophy of Education paper, where students are asked to express and explain their beliefs as well as the understanding of their roles as educators, connected to cited sources.
Standard 10 Leadership and Collaboration	Knowledge 10a. The teacher understands the significance of engaging in collaborative data-driven decision making.	Professional Year Teaching candidates attend Professional Learning Community meetings, either in person or virtually, in partner schools to co-plan and execute new standards, processes for assessment, or learning outcomes.
	Knowledge 10b. 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.	ED-CIFS 507: Teaching candidates conduct an inquiry on an Issue in Education, research the impact of the issue on learning cultures, and prepare a presentation and discussion questions to facilitate with the class.
	Knowledge 10c. 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.	Professional Year Teaching candidates attend Professional Learning Community meetings, either in person or virtually, in partner schools to co-plan and execute new standards, processes for assessment, or learning outcomes.
	Knowledge 10d. The teacher knows how to contribute to a common culture that supports high expectations for student learning.	Professional Year Teaching candidates attend Professional Learning Community meetings in partner schools to co-plan and execute new standards, processes for assessment, or learning outcomes.
	Knowledge 10e. The teacher understands the value of leadership roles at the school, district, state, and/or national level and advocacy for learners, the school, the community, and the profession.	ED-CIFS 507: Teaching candidates conduct an inquiry on an Issue in Education, research the impact of the issue on learning cultures, and prepare a presentation and discussion questions to facilitate with the class.
	Performance 10f. 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.	PEPR: Reflection #3 (see Appendix A)

	Performance 10g. The teacher works with other school professionals to plan learning experiences that meet the diverse needs of learners.	PEPR: Reflection #3 (see Appendix A)
	Performance 10h. The teacher engages collaboratively in the school wide efforts to build a shared vision and supportive culture.	PEPR: Reflection #3 (see Appendix A)
	Performance 10i. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	PEPR: Reflection #1 (see Appendix A)
	Performance 10j. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.	PEPR: Reflection #3, #5 (see Appendix A)
	Performance 10k. The teacher engages in professional learning, contributes to the knowledge and skills of others, and works collaboratively to advance professional practice.	PEPR: Reflection #2, #4 (see Appendix A)
	Performance 10l. The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.	ED-CIFS 507, ED-CIFS 508, ED-CIFS 509, ED-CIFS 550 (see Appendix D & Section II description). Teaching candidates demonstrate proficiency in the ISTE Standards through a signature assignment in each course. Standards include communication with stakeholders via technological tools.
	Performance 10m. The teacher uses and generates meaningful inquiry into education issues and policies.	IPLP (see Appendix E), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching candidates write SMART goals in response to feedback from data.
	Performance 10n. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact change.	IPLP (see Appendix E), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching candidates write SMART goals in response to feedback from data.
	Disposition 10o. 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.	PEPR #3 (see Appendix A)

	Disposition 10p. The teacher is committed to working collaboratively with learners and families in setting and meeting challenging goals, while respecting families' beliefs, norms, and expectations.	PEPR #1 (see Appendix A)
	Disposition 10q. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	IPLP (see Appendix E), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching candidates write SMART goals in response to feedback from data. PEPR #3 (see Appendix A)
	Disposition 10r. The teacher takes responsibility for contributing to and advancing the profession.	PEPR #2, 4 (see Appendix A)
	Disposition 10s. The teacher embraces the challenge of continuous improvement and change.	IPLP (see Appendix E), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching candidates write SMART goals in response to feedback from data. PEPR #2, 4 (see Appendix A)

Section II: New Program Course Requirements

Directions: Please document how the program will cover the requirements listed in the endorsement language outlined in [IDAPA 08.02.02 Rules Governing Uniformity](#). Copy the endorsement language and list the course requirements for your new program in the blank space below. Include as much detail as possible and show how the courses meet the requirements of the endorsement language. 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.

Standard Instructional Certificate

Standard Instructional Certificate Endorsement Language	Program Requirement	How Requirement Meets IDAPA Language
<p>Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)</p>	<p>ED-CIFS 507 Foundations of Education (3 cr.)</p>	<p>ED-CIFS 507 FOUNDATIONS OF AMERICAN EDUCATION (3-0-3). Historical, philosophical, sociological foundations of American education. Study of the historical development of public education in the United States, with special emphasis given to questions of power, equity, and inclusion; explore major schools of educational thought, as well as the philosophy of inclusion; and apply historical understanding and philosophical analysis to contemporary issues.</p>
	<p>ED-CIFS 508 Student Learning and Classroom Interactions (4 cr.)</p>	<p>ED-CIFS 508 STUDENT LEARNING AND CLASSROOM INTERACTIONS (2-2-4). Theories of psychological and social development of children and adolescents as they apply to learning, motivation, and interaction, including the ranges of abilities and interests found in typical classrooms. Culturally appropriate classroom management strategies, including context, environment, procedures, tiered support for student behavior.</p>
	<p>ED-CIFS 509 Curriculum, Instruction, and Assessment (4 cr.)</p>	<p>ED-CIFS 509 CURRICULUM, INSTRUCTION, AND ASSESSMENT (2-2-4) Curriculum and lesson planning, including the principles of backwards design and inquiry-based learning. Best practice instructional strategies, assessment of student learning, and differentiated instruction.</p>
	<p>ED-CIFS 550 Seminar on Teaching and Learning (1 cr.)</p>	<p>ED-CIFS 550 SEMINAR ON TEACHING AND LEARNING (1-0-1) This seminar will focus on synthesizing field</p>

	<p>ED-ESP 510 Foundations of Practice (3 cr.)</p> <p>ED-LLC 561 Advanced Integrated Disciplinary Literacy in the Social Sciences (3 cr.)</p> <p>ED-CIFS 512 Content-Specific and Integrated Methods for Teaching and Learning (3 cr.)</p> <p>ED-LLC 512 Integrated Literacy Field Experiences (1 cr.)</p>	<p>experiences. Teaching as decision-making, teacher inquiry, classroom learning environments, employment preparation, adaptation of instruction, collaboration, and legal issues affecting classrooms will be addressed.</p> <p>ED-ESP 510 FOUNDATIONS OF PRACTICE (3-0-3) Overview of student ability and disability from early intervention through the postsecondary transition process including, a) typical and atypical development, b) characteristics of students with disabilities, c) legal requirements for educating students with disabilities, d) instructional decision-making, and e) developing a personal view of special education.</p> <p>ED-LLC 561 ADVANCED INTEGRATED DISCIPLINARY LITERACY IN THE SOCIAL SCIENCES (3-0-3) Integrated disciplinary literacy in the Social Sciences (K-8). Knowledge, strategies, and tools for integrating comprehension, vocabulary and written text through elementary social studies curricula, philosophies, and methodologies. Prepares pre-service teachers for Standard 2 of the Idaho Comprehensive Literacy Assessment. Focus is on cross disciplinary literacy skills within the ten strands of social studies to develop an integrated unit emphasizing critical thinking, values in a democratic and pluralistic society, and global issues.</p> <p>ED-CIFS 512 CONTENT-SPECIFIC AND INTEGRATED METHODS FOR TEACHING AND LEARNING (3-0-3)Content-specific teaching methods for content areas including but not limited to math, science, technology, engineering, the arts, physical education and wellness, literacy, and social studies. Additionally, a focus on cross-disciplinary instructional strategies centered on the meaningful integration.</p> <p>ED-LLC 512 LITERACY FIELD EXPERIENCES (1-0-1)Literacy-based field experiences to support the transition from theory to practice in terms of reading and writing pedagogy. May be repeated for credit.</p>
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	<p style="text-align: center;">ISTE Standards + Course Crosswalk</p> <table><tr><th>Standard</th><th>Course</th><th>Plan for Implementation</th></tr><tr><td>Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.</td><td>Ed-Cifs 508 Ed-Cifs 509</td><td>During Directed Inquiry, candidates research best practices for each rotation and provide a written summary for Epistemic Practices, Teaching Process, Working with Individuals, Groups, and Whole Class.</td></tr><tr><td>Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.</td><td>EdSped 550</td><td>As part of 504 and IEP planning assignments, candidates include equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.</td></tr><tr><td>Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.</td><td>Ed-Cifs 507</td><td>Instructor and student establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency through the Weeklies Reflection Signature Assignment.</td></tr><tr><td>Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.</td><td>Ed-Cifs 550</td><td>Candidates participate in a Digital Reflection Journal Signature Assignment to colearn with students from a variety of local and potentially global learning communities, developing cultural competencies to communicate with a variety of learners and stakeholders.</td></tr><tr><td>Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</td><td>Ed-Cifs 509</td><td>Teaching Process Lesson plans for field placement include digital tools designed to create, adapt, and personalize learning experiences that align with content area standards.</td></tr><tr><td>Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students</td><td>Ed-Cifs 508 Ed-Cifs 509</td><td>Where appropriate, candidates leverage technology for learning strategies, collecting data, communicating, and fostering a positive culture of online spaces.</td></tr><tr><td>Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.</td><td>Ed-Cifs 509</td><td>Candidates include options for formative and/or summative assessments in their Assessment Alignment System Signature Assignment in order to accommodate student need, give timely feedback, or adjust instruction.</td></tr></table>	Standard	Course	Plan for Implementation	Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.	Ed-Cifs 508 Ed-Cifs 509	During Directed Inquiry , candidates research best practices for each rotation and provide a written summary for Epistemic Practices, Teaching Process, Working with Individuals, Groups, and Whole Class.	Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.	EdSped 550	As part of 504 and IEP planning assignments , candidates include equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.	Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.	Ed-Cifs 507	Instructor and student establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency through the Weeklies Reflection Signature Assignment .	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The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter	ED-CIFS 567 (9 cr.) Professional Year II - Elementary Teaching Experience	Students will spend one semester (15 weeks, 5 days/week) in the field.																								

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credit hours, of student teaching in the grade range and subject areas as applicable to the endorsement; and (3-29-17)		
Completed an approved educator preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (4-11-19)	<p>Boise State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU).</p> <p>Boise State's College of Education currently holds Council for the Accreditation of Educator Preparation (CAEP) approval for an undergraduate elementary education initial certification program. Approval of this proposal should allow for conditional program approval at the graduate level.</p>	
Individuals seeking endorsement in a secondary grade (pursuant to Section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)	Students in this program enter with a Bachelor's degree, which indicates basic preparation in multiple subjects. The Program Coordinator and a Content Area Advisor conduct a transcript review to determine if any further coursework needs to be completed to meet the endorsement area requirement.	
Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)	All students must pass the content area PRAXIS II exam tied to their endorsement area(s) prior to ED-CIFS 565 or ED-CIFS 566.	

All Subjects (K-8)

Standard Instructional Certificate Endorsement Language	Program Requirement	How Requirement Meets IDAPA Language
Twenty (20) semester credit hours, or thirty (30) quarter credit hours in the philosophical, psychological, methodological foundations, instructional technology, and professional subject matter must be in elementary education including...	See above	
...at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading.	<p>ED-LLC 512 Integrated Literacy Field Experiences (1 cr.)</p> <p>ED-LLC 549 Idaho Comprehensive Literacy (3 cr.)</p> <p>ED-LLC 561 Advanced Integrated Disciplinary Literacy in the Social Sciences (3 cr.)</p> <p>7 cr. total</p>	<p>ED-LLC 512 LITERACY FIELD EXPERIENCES (1-0-1) Literacy-based field experiences to support the transition from theory to practice in terms of reading and writing pedagogy. May be repeated for credit.</p> <p>ED-LLC 549 IDAHO COMPREHENSIVE LITERACY COURSE (3-0-3) Research-based best reading practices focused on language structure and literacy instruction, comprehension research, material selection, and assessment and intervention strategies. Contemporary and historical perspectives will be examined.</p> <p>ED-LLC 561 ADVANCED INTEGRATED DISCIPLINARY LITERACY IN THE SOCIAL SCIENCES (3-0-3) Integrated disciplinary literacy in the Social Sciences (K-8). Knowledge, strategies, and tools for integrating comprehension, vocabulary and written text through elementary social studies curricula, philosophies, and methodologies. Prepares pre-service teachers for Standard 2 of the Idaho Comprehensive Literacy Assessment. Focus is on cross disciplinary literacy skills within the ten strands of social studies to develop an integrated unit emphasizing critical thinking, values in a democratic and pluralistic society, and global issues.</p>
This endorsement must be accompanied by at a minimum one (1) additional subject area	All students must hold a subject area endorsement. These endorsements may be in the following content areas:	

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<p>endorsement allowing teaching of that subject through grade 9 or kindergarten through grade 12.</p>	<ul style="list-style-type: none"> ● Bilingual Education (K-12) ● Biological Science (5-9) ● Earth and Space Science (5-9) ● English (5-9) ● English as a Second Language (K-12) ● Health (5-9) ● History (5-9) ● Literacy (K-12) ● Mathematics – Basic (5-9) ● Mathematics (5-9) ● Middle Level (5-9) Science ● Middle Level (5-9) Social Studies ● Theater Arts (5-9) ● Physical Science (5-9) ● Psychology (5-9) ● Visual Arts (5-9) ● World Language (5-9) <p>Students in this program enter with a Bachelor's degree, which indicates basic preparation in multiple subjects and perhaps specialized preparation in one of the listed endorsement areas. The Program Coordinator and a Content Area Advisor conduct a transcript review to determine if any further coursework needs to be completed to meet the endorsement area requirement.</p>	
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Signature of College Chair/Director/Dean		Date	
Signature of Graduate Chair/Director/Dean, or other official (if applicable)		Date	

**Applications without appropriate dated signatures will not be considered.*

Standard Performance Assessment for Teachers (S-PAT) - A culminating activity during teacher candidates' time in the field. The S-PAT contains:

1. Unit Plan
 - a. Planning and preparation for learning outcomes
 - i. Educational context and demographics
 - ii. Standards and learning targets
 - iii. Planning for assessment
 - b. Instructional sequence
 - i. Lesson plans
2. Assessment analysis
 - a. Assessment of student learning (whole class)
 - b. Analysis of individual student work
 - c. SLO/core practices analysis
3. Concluding reflection
 - a. Focus on students
 - b. Inquiry into practice
 - c. Next steps for practice

Individual Professional Learning Plan (IPLP) - Teacher candidates complete this twice, once at the end of the final fall semester and once at the end of the final spring semester. It identifies 3 SMART goals in the following areas:

- Danielson Domain 2 (Classroom Environment)
- Danielson Domain 3 (Instruction)
- Personal goal

Disposition Rubric - Teacher candidates are evaluated on dispositions of Care, Character, and Pedagogical Stance and Professional Commitment during initial interview, early program, and late program.

Professional and Ethical Practice Reflection (PEPR) - Teacher candidates reflect in the following Areas of Focus during the Student Teaching experience:

1. Working with families
2. Working with colleagues
3. Working with the community
4. Professional development

Professional Year Assessment (PYA) Exit Interview - At the end of the final semester of the program, students will complete the PYA by first self-assessing and then having a conversation with both their mentor teacher and university liaison to discuss progress/performance. During this conversation, particular attention will be paid to dispositions and areas for future growth.

In ED-CIFS 508 and ED-CIFS 509, this program implements clinical rotations for learning with the following foci based on the work of Etta R. Hollins (2015):

- **Working with Individual Students (ED-CIFS 508)** - Facilitates learning for students with challenges based on evidence in student work and behaviors.
- **Working with Small Groups (ED-CIFS 508)** - Analyzes social dynamics and peer interactions through a deep context and condition for learning
- **Working with Whole Class (ED-CIFS 508)** - Analyzes whole class dynamics and peer interactions through a deep context and condition for learning
- **Curriculum Framing (ED-CIFS 509)** - Analyzes the structure of the discipline, the purpose of the content, and how the content is organized for student learning
- **Epistemic Practices (ED-CIFS 509)** - Studies and analyzes tools of the discipline, routines for teaching and learning across learning segments, and domain-specific practices
- **Teaching Process (ED-CIFS 509)** - Makes the anatomy of pedagogy visible through planning and enacting learning segments, interpreting the response to learning, and translating it to future learning plans

These clinical rotations will build upon each other and provide scaffolding for the Student Teaching semester. Each clinical rotation for learning contains the following practices, in this order:

1. **Focused Inquiry** - Candidates research and theory, examine artifacts and descriptions, and interview practitioners and participants
2. **Directed Observation** - Candidates attend to a teaching event, make detailed documentation, and compare perspectives with mentor teacher and university faculty
3. **Peripheral Participation/Guided Practice** - Candidates make sense of a teaching event, learning segment, or social situation, and facilitate instruction

In the Student Teaching Semester, candidates move through the clinical rotations again in the following order, with the addition of the S-PAT:

1. Curriculum Framing
2. Epistemic Practices
3. Teaching Process
4. Working with Individual Student
5. Working with Small Groups
6. Working with Small Groups
7. Working with Whole Class
8. S-PAT (Summative Performance Assessment for Teaching) - This is a common Boise State College of Education performance assessment that integrates all of the above clinical rotation knowledge, skills, and dispositions

Appendix C: Tripod Early & Upper Elementary

Tripod 7Cs: Early Elementary (K-2)

The statements below represent statements on the Tripod Survey distributed to students in grades K-2.

Your group has been assigned to discuss the statements under _____ ('C' Category).

As a group, discuss and decide on the questions you all find most impactful.

Why did you all decide that those questions were the most impactful?

How would you use student responses to those three questions to influence your instructional practice? What resources would you use to maintain or improve your instructional practice for those statements?

CARE	No	Maybe/Sometimes	Yes
• I like the way my teacher treats me when I need help.			
• My teacher is nice to me when I ask questions.			
CONTROL			
• My classmates behave the way the teacher wants them to.			
• Our class stays busy and does not waste time.			
CLARIFY			
• In this class, we learn to correct our mistakes.			
• My teacher is very good at explaining things.			
• When s/he is teaching us, my teacher asks us whether we understand.			
CHALLENGE			
• In this class, we learn a lot almost every day.			
• When something is hard for me, my teacher still makes me learn it.			
• My teacher makes sure that I try to do my best.			
• In our class, it is okay to stop trying.			
CAPTIVATE			
• In this class, learning is slow and not much fun. (Do you agree?)			
• I like the things that we are learning in this class.			
CONFER			
• My teacher wants us to share our thoughts.			
• My teacher wants me to explain my answers – why			

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I think what I think.			
CONSOLIDATE			
<ul style="list-style-type: none">• My teacher takes time to help us remember what we learn.			
<ul style="list-style-type: none">• To help us remember, my teacher talks about things that we already learned.			

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Tripod 7Cs: Upper Elementary

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The statements below represent statements on the Tripod Survey distributed to students in grades 3-5.

Your group has been assigned to discuss the statements under _____ ('C' Category).

As a group, discuss and decide on the two questions you all find most impactful.

Why did you all decide that those two questions were the most impactful?

How would you use student responses to those three questions to influence your instructional practice? What resources (people, readings, etc.) would you use to maintain or improve your instructional practice for those statements?

CARE	Totally Untrue	Mostly Untrue	Some- What	Mostly True	Totally True
• I like the way my teacher treats me when I need help.					
• My teacher is nice to me when I ask questions.					
• My teacher in this class makes me feel that he/she really cares about me.					
• If I am sad or angry, my teacher helps me feel better.					
• My teacher in this class encourages me to do my best.					
• My teacher seems to know if something is bothering me.					
• My teacher gives us time to explain our ideas.					
CONTROL					
• My classmates behave the way the teacher wants them to.					
• Our class stays busy and does not waste time.					
• Students behave so badly in this class that it slows down our learning.					
• Everybody knows what they should be doing and learning in this class.					
CLARIFY					
• My teacher explains things in very orderly ways.					

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• In this class, we learn to correct our mistakes.					
• My teacher explains difficult things clearly.					
• My teacher has several good ways to explain each topic that we cover in this class.					
• I understand what I'm supposed to be learning in class.					
• My teacher knows when the class understands, and when we do not.					
• This class is neat – everything has a place and things are easy to find.					
• If you don't understand something, my teacher explains it another way.					
CHALLENGE					
• My teacher pushes us to think hard about the things we read.					
• My teacher pushes everyone to work hard.					
• In this class, we have to think about the writing we do.					
• In this class, my teacher accepts nothing less than our full effort.					
CAPTIVATE					
• School work is interesting.					
• We have interesting homework.					
• Homework helps me learn.					
• School work is not very enjoyable. (Do you agree?)					
CONFER					
• When he/she is teaching us, my teacher asks us whether we understand.					
• My teacher asks questions to be sure we are following along when he/she is teaching.					

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• My teacher checks to make sure we understand what he/she is teaching us.					
• My teacher tells us what we are learning and why.					
• My teacher wants us to share our thoughts.					
• Students speak up and share their ideas about class work.					
• My teacher wants me to explain my answers – why I think what I think.					
CONSOLIDATE					
• My teacher takes the time to summarize what we learn each day.					
• When my teacher marks my work, he/she writes on my papers to help me understand.					

Standard
Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.
Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students
Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

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Appendix E: Individual Professional Learning Plan (IPLP)

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Candidate Name:	Date:	University:	
Domain Two Goal (2a – 2d): Identify Component_____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Domain Three Goal (3a – 3c): Identify Component_____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Third Goal: Identify Component_____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

I have reviewed the above Professional Learning Plan:

Candidate's Signature: _____

Date: _____

University Representative: _____

Date: _____

APPENDIX F: Dispositions Rubric

Score	Character	Care	Pedagogical Stance	Professional Commitment
Proficient (3)	Highly effective in demonstrating self-awareness, balance, and humility. Exceptionally clear in representation of self. Thorough understanding of the importance of work-life balance and self-care. Accurately recognizes own limitations.	Highly effective in demonstrating receptivity, connectivity, and civility. Consistently responsive to all others. Thorough understanding of the importance of respecting all others. Highly effective and insightful in relating to all others.	Highly effective in demonstrating adaptability, capacity for change, and knowledge of educator identity. Thorough understanding of philosophical stance. Always willing to be flexible in meeting student needs. Highly motivated to continue to evolve as an educator.	Highly effective in demonstrating advocacy, professionalism, and dedication. Thorough understanding of the importance of advocating for the profession. Highly effective in upholding a professional demeanor. Consistently takes responsibility for professional practice.
Basic (2)	Somewhat effective in demonstrating self-awareness, balance, and humility. Generally clear in representation of self. Basic understanding of the importance of work-life balance and self-care. Minor inaccuracies in recognizing own limitations	Somewhat effective in demonstrating receptivity, connectivity, and civility. Generally responsive to all others. Basic understanding of the importance of respecting all others. Somewhat effective and insightful in relating to all others.	Somewhat effective in demonstrating adaptability, capacity for change, and knowledge of educator identity. Basic understanding of philosophical stance. Generally willing to be flexible in meeting student needs. Motivated to continue to evolve as an educator.	Somewhat effective in demonstrating advocacy, professionalism, and dedication. Basic understanding of the importance of advocating for the profession. Somewhat effective in upholding a professional demeanor. Generally takes responsibility for professional practice.
Needs Development (1)	Minimally effective in demonstrating self-awareness, balance, and humility. Lacks clarity in representation of self. Partial understanding of the importance of work-life balance and self-care. Inaccurate in recognizing own limitations.	Minimally effective in demonstrating receptivity, connectivity, and civility. Occasionally responsive to all others. Partial understanding of the importance of respecting all others. Minimally effective and insightful in relating to all others.	Minimally effective in demonstrating adaptability, capacity for change, and knowledge of educator identity. Partial understanding of philosophical stance. Occasionally willing to be flexible in meeting student needs. Somewhat motivated to continue to evolve as an educator.	Minimally effective in demonstrating advocacy, professionalism, and dedication. Partial understanding of the importance of advocating for the profession. Minimally effective in upholding a professional demeanor. Occasionally takes responsibility for professional practice.
Unsatisfactory (0)	Ineffective in demonstrating self-awareness, balance, and humility. Unclear in representation of self.	Ineffective in demonstrating receptivity, connectivity, and civility. Rarely responsive to all others. Misconceptions of the	Ineffective in demonstrating adaptability, capacity for change, and knowledge of educator identity.	Ineffective in demonstrating advocacy, professionalism, and dedication. Misconceptions of the importance of advocating for

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	Misconceptions of the importance of work-life balance and self-care. Significant inaccuracies in recognizing own limitations.	importance of respecting all others. Ineffective and lacks insight in relating to all others.	Misunderstanding of philosophical stance. Rarely willing to be flexible in meeting student needs. Unmotivated to continue to evolve as an educator.	the profession. Ineffective in upholding a professional demeanor. Rarely takes responsibility for professional practice.
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ATTACHMENT 2

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

Name of Institution	Boise State University	Date of Submission	10.1.2019
New Program Name	Master in Teaching Secondary Education	Certification/Endorsement	Standard Instructional Certificate/6-12 Content Areas
All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.		Is this a request from an Idaho public institution? Yes x No <input type="checkbox"/> If yes, on what date was the Proposal Form submitted to the State Board of Education? <i>Click or tap to enter a date.</i>	

Section I: Please document how 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 1a. 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.	ED-CIFS 509: Lesson Planning Stage 3 (Instructional Sequence). Candidates discern instructional strategies from course texts and align them to a learning sequence appropriate for the learning target. ED-CIFS 508: Readings and discussions based on classical and contemporary learning theories as they apply to the classroom; Classical Theorist Lesson Plan Mash-Up assignment
	Knowledge 1b. 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.	ED-CIFS 509: Using the Jagged Learning Profile (Rose, 2016), students will use differentiation strategies to make decisions about learning experiences that align to content area targets. ED-CIFS 508: Readings and discussions based on the teenage brain and culturally responsive pedagogy inform candidates regarding developmental needs of adolescent learners. ED-LLC 544: Exploring the concept of funds of knowledge to develop intercultural awareness, students construct a Cultural Selfie (Varga-Dobai, 2018), and then they collaborate in small groups to discuss

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		how their self-evaluations can/should translate to their classroom.
	Knowledge 1c. The teacher knows how to identify readiness for learning and understands that development in any one area (cognitive, linguistic, social, emotional, and physical)	ED-CIFS 509: Lesson Planning Stage 1: Assessment: Candidates can select and design pre-assessments to identify readiness for specific learning targets.
	Knowledge 1d. The teacher understands the role of language, culture, and socio-historical context in learning and knows how to differentiate instruction to make language comprehensible and instruction relevant, accessible, and challenging	<p>ED-CIFS 508: Readings and discussions based on Hammond (2015) <i>Culturally Responsive Teaching and the Brain</i>.</p> <p>ED-LLC 544: Evaluating disciplinary texts that would be useful in their secondary content areas, students determine the reading level of the text, prior knowledge needed to comprehend the text, language features that might be challenging, and different ways they might promote student learning and help students make connections to the content.</p> <p>Professional Year Student Teaching (Curriculum Framing and Teaching Process): Language Acquisition Seminar Online Module and Resources provides training materials and resource documents to scaffold and support language comprehension processes aligned to Learning Targets.</p>
	Performance 1e. The teacher regularly assesses individual and group performance in order to design and differentiate instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the	ED-CIFS 508: During site-based experience, candidates will use data from Working with Individual Students and Working With Groups of Students to plan and facilitate the next lesson in sequence
	Performance 1f. The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, needs, and background that enables each learner to advance and accelerate his/her learning	ED-CIFS 509: Lesson Planning Stage 1: Assessment: Candidates can select and design pre-assessments to identify readiness for specific learning targets.
	Performance 1g. The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.	PEPR (see definitions sheet): Reflections #1, #2, #3, #4
	Disposition 1h. The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.	PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview that contains all domains of the Danielson Framework for teaching. Specific attention is given to Domain 3e: Demonstrating Flexibility and Responsiveness.

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	Disposition 1i. The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.	PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview.
	Disposition 1j. The teacher takes responsibility for promoting learners' growth and development.	<p>PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview.</p> <p>SPAT: Assessment Analysis and Student Learning Outcomes Signature Assignment: Demonstrates candidates' knowledge and response to student needs, including analysis of assessment data, need for differentiation, or additional instructional cycles.</p>
	Disposition 1k. The teacher values collaborative relationships with families, colleagues, and other professionals in understanding and supporting each learner's development.	PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview.
Standard 2 Learning Difference	Knowledge 2a. The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth	<p>ED-CIFS 509: Lesson Planning Stage 3 (Instructional Sequence) (See Appendix B). Candidates discern instructional strategies from course texts and align strategies to a learning sequence appropriate for the learning target.</p> <p>ED-CIFS 508: Readings and discussions based on classical and contemporary learning theories as they apply to the classroom</p> <p>ED-CIFS 509: Epistemic Practices (See Appendix B) Candidates use tools of the discipline and routines for teaching and learning that support consistency and continuity across learning segments based on content area learning targets.</p>
	Knowledge 2b. 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.	ED-ESP 550: Research Paper assignment on teaching students with exceptionalities in the content area.
	Knowledge 2c. The teacher knows about linguistic diversity and second language acquisition processes and knows instructional strategies and resources to support language acquisition.	ED-LLC 544: Disciplinary Reading Logs: Evaluating disciplinary texts that would be useful in content areas, students determine the reading level of the text, prior knowledge needed to comprehend the text, language features that might be challenging, and different ways they might promote student learning and help students make

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		<p>connections to the content.</p> <p>Professional Year Student Teaching: Language Acquisition Seminar Online Module and Resources provides training materials and resource documents to scaffold and support language comprehension processes aligned to Learning Targets.</p>
	<p>Knowledge 2d. 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 contemporary and historical impacts on language, culture, family, and community values</p>	<p>ED-CIFS 508: Readings and discussions on student identities, intersectionality, and culturally responsive pedagogy; in-class activities from Teaching Tolerance and similar organizations (e.g. Genderbread person discussion, Identity Signs); discussions based on equity and social-justice based case studies</p>
	<p>Knowledge 2e. The teacher knows how to access reliable information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.</p>	<p>ED-CIFS 507: Readings and discussions on the American Dream, Human Rights, diversity, poverty, equity, culture, race, deficit model thinking, the purposes of schooling, and what diversity in the classroom looks like.</p> <p>ED-CIFS 507: The Philosophy of Education, Approaches to Teaching, and History of Public Education, as well as Weekly reflections, are assignments in which this is evaluated.</p>
	<p>Performance 2f. 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.</p>	<p>Professional Year Student Teaching: Teaching Process (see Appendix B): Candidates makes the anatomy of pedagogy visible by planning learning segments, observing and collecting data, interpreting the response to learning, and translating to later learning experiences (SPAT)</p> <p>Professional Year Student Teaching: Working with Individual Students (see Appendix B): Candidates track the learning of individual students (Focused Inquiry) for students with challenges. Candidates plan and facilitate learning for students with challenges.</p>
	<p>Performance 2g. The teacher makes appropriate and timely provisions for individual students with particular learning differences or needs (pacing, rates of growth, task demands, communication, assessment, response models)</p>	<p>Professional Year Student Teaching: S-PAT (See Appendix A): Teaching candidates track the individual progress of three students during the SPAT unit: analyze pre-assessment data, determine need, develop instruction and materials, respond to formative assessment data, and adjust instruction to meet their individual learning needs. Data is graphed alongside whole class data.</p>
	<p>Performance 2h. The teacher designs instruction to build on learners' prior knowledge and experience, allowing learners to accelerate as they demonstrate their understandings.</p>	<p>Professional Year Student Teaching: S-PAT, Planning Stage One, (See Appendix A) Teaching Candidates plan and enact pre-assessments aligned to learning targets and use the data to design</p>

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		appropriate instruction.
	Performance 2i. The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.	ED-CIFS 509: Jagged Learning Profile assignment, Teaching candidates reflect and visualize their own learning profile and share with others to better understand a spectrum of learning backgrounds, cultures, and needs. Candidates draw their jagged learning profile and write a description of how their personal, family, and community impacted their learning. Candidates then use this information to predict how a classroom of students have a variety of perspectives to engage and value.
	Performance 2j. 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.	ED-LLC 544: Unit plan assignment vocabulary and language development, including the impact of vocabulary instruction through Literacy Scaffolding Plan: Word Wall assignment. Readings to include: <ul style="list-style-type: none"> • Qualitative Analysis of Text Complexity (Pearson & Hiebert, 2014) • Beyond Word Meaning: Vocabulary Instruction for Students with Exceptional Learning Needs (Spies & Dema, 2013)
	Performance 2k. The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.	Professional Year Student Teaching: SPAT. (See Appendix A) Teaching candidates track the individual progress of three students during the SPAT unit: analyze pre-assessment data, determine need, develop instruction and materials, respond to formative assessment data, and adjust instruction to meet their individual learning needs. Data is graphed alongside whole class data.
	Disposition 2l. The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential	Professional Year Student Teaching: SPAT, (See Appendix A) Teaching Candidates administer the Tripod Survey to all students. Professional Year Three-Way Conference: Teaching candidate demonstrates dispositions of Care, Character, Knowledge, and Professionalism noted during Student Teaching observation conferences. ED-CIFS 508: Facilitation and reflection on equity case studies.

	Disposition 2m. The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.	Professional Year Student Teaching: SPAT , (See Appendix A) Teaching Candidates administer the Tripod Survey to all students. ED-CIFS 508: Facilitation and reflection on equity case studies.
	Disposition 2n. The teacher makes learners feel valued and helps them learn to value each other	Professional Year Student Teaching: SPAT (See Appendix A) Teaching Candidates administer the Tripod Survey to all students. ED-CIFS 508: Facilitation and reflection on equity case studies.
	Disposition 2o. The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.	ED-LLC 544 Students will include in their signature assignment evidence of culturally responsive teaching taking into account diverse language backgrounds of students, English language acquisition support for English language learners, and diverse perspectives on the content and skills being taught. ED-LLC 544 Cultural Selfies: Exploring the concept of funds of knowledge to develop intercultural awareness, students construct a Cultural Selfie (Varga-Dobai, 2018), and then collaborate in small groups to discuss how their self-evaluations can/should translate to their classroom.
	Disposition 2p. The teacher values the cultural resources (language, history, indigenous knowledge) of American Indian students and their communities.	Professional Year Student Teaching: SPAT, Planning Stage 1: (See Appendix A) Student identify the demographics of their learning context and plan instructional sequences based on the cultural needs of the demographics.
Standard 3 Learning Environments	Knowledge 3a. 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 (e.g. principles of universal design for learning and culturally responsive pedagogy).	ED-CIFS 508: Readings and discussions on motivation and engagement in terms of culturally responsive pedagogy; Final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Teaching Tolerance Anti-Bias Education standards, and evaluate their readiness to implement these. ED-CIFS 509 Read and discuss “Longitudinal Analysis of the Link Between Learning Motivation and Competence Beliefs Among Elementary School Children” (Spinath & Spinath, 2005).
	Knowledge 3b. The teacher knows how to create respectful learning communities where learners work collaboratively to achieve learning goals.	ED-CIFS 508: Thinking Partners (see Appendix D), Teaching candidates collaborate in-person and in digital space to develop skills necessary for successful Professional Learning Communities.

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		ED-CIFS 508: Readings and discussions on motivation and engagement, including Hammond (2015) <i>Culturally Responsive Teaching and the Brain</i> , Gay (2002) <i>Preparing for Culturally Responsive Teaching</i> , and Pinto (2010) <i>From Discipline to Culturally Responsive Engagement</i> ; Final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Anti-Bias Education standards, and evaluate their readiness to implement these.
	Knowledge 3c. The teacher knows how to collaborate with learners to establish and monitor elements of safe and productive learning environments including norms, expectations, routines, organizational structures, and multiple levels of behavioral interventions	ED-CIFS 508: Readings and discussions on motivation and engagement in terms of culturally responsive pedagogy; Final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Teaching Tolerance Anti-Bias Education standards, and evaluate their readiness to implement these.
	Knowledge 3d. The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments, including virtual spaces.	ED-CIFS 508: Readings and discussions on motivation and engagement in terms of culturally responsive pedagogy; Final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Teaching Tolerance Anti-Bias Education standards, and evaluate their readiness to implement through feedback and discussion virtually using FlipGrid, GoogleDocs, and Padlet applications. Student Teaching (see Appendix B): Epistemic Practices Rotation
	Knowledge 3e. The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.	ED-CIFS 507, ED-CIFS 508, ED-CIFS 509, ED-CIFS 550 (see Appendix D) Teaching candidates demonstrate proficiency in the ISTE Standards through a signature assignment in each course. Standards include building proficiency with appropriate use of technology.
	Performance 3f. The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.	Professional Year Student Teaching Observation for Domain 2

	Performance 3g. The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with diverse local and global ideas.	SPAT, Phase 2, Instructional Sequence (see Appendix B). Teaching candidates plan an instructional unit, facilitate the unit, reflect on instruction and make adjustments based on observation and data, and lead students in applying knowledge in new settings.
	Performance 3h. 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.	Professional Year Student Teaching , Teaching candidates and mentor teachers individually and collaboratively complete and Professional Year Expectations Continuum to identify and discuss differences and similarities in regard to classroom procedures, processes, and classroom expectations.
	Performance 3i. 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.	Professional Year Student Teaching: Working with the Whole Class, Working with Small Groups: (See Appendix B) Candidate addressed power dynamics and social-emotional learning based on peer interactions. Candidate makes real-time decisions based on how students respond to the physical or social context, evidenced in Formative Observations.
	Performance 3j. The teacher uses a variety of methods to engage learners in evaluating the learning environment, collaborating with them to make appropriate adjustments, and employing multiple levels of behavioral interventions.	Professional Year Student Teaching: Working with the Whole Class, Working with Small Groups (see Appendix B): Candidate addressed power dynamics and social-emotional learning based on peer interactions. Candidate makes real-time decisions based on how students respond to the physical or social context, evidenced in Formative Observations.
	Performance 3k. 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.	ED-CIFS 508: Facilitation and reflection on equity case studies. Discussions based on intersectionality and student identities Professional Year Student Teaching Observation for Domain 2
	Performance 3l. The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.	ED-CIFS 509 (See Appendix D) Lesson Planning practice includes integrated technology for appropriate classroom placement.
	Performance 3m. The teacher intentionally builds learners capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills	ED-CIFS 509 (See Appendix D) Discussion techniques, digital collaboration for lesson plan feedback Professional Year Student Teaching (see Appendix E): Inquiry and Reflection with mentor teacher
	Disposition 3n. The teacher is committed to working with learners, colleagues, families, and communities to establish positive and	Student Teaching PYA Collaborative Exit Interview: (see Appendix A) Teaching candidate, university liaison and mentor teacher

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	supportive learning environments.	formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview. PEPR Reflection (see Appendix A): Reflections #1, #2, #3, #4
	Disposition 3o. 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.	Student Teaching PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview as indicated by the implementation of Danielson Framework for Teaching 3b.
	Disposition 3p. 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.	Student Teaching PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview as indicated by the implementation of Danielson Framework for Teaching 3c.
	Disposition 3q. The teacher seeks to foster respectful communication and develop rapport among all members of the learning community.	Student Teaching PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview. PEPR Reflection #1, 3, 5 (See Appendix A)
	Disposition 3r. The teacher is a thoughtful and responsive listener and observer.	Student Teaching PYA Collaborative Exit Interview (see Appendix A): Teaching candidate, university liaison and mentor teacher formally discuss knowledge, skills, and dispositions during a collaborative, summative exit interview. PEPR #2, 4 (See Appendix A)
Standard 4 Content Knowledge	Knowledge 4a. The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.	Transcript reviews prior to program admission and Praxis Assessment Scores. Candidates meet all requirements for content area coursework as indicated by the Rules Governing Uniformity. Candidates are required to enroll in their aligned content area methods courses: English: ENGL 381 Engineering: STEM-ED 410 Computer Science: STEM-ED 410 Math: STEM-ED 410

		<p>Science: STEM-ED 410 Social Studies (American Government/Political Science, Economics, History): ED-CIFS 534</p> <p>Art: ART 351 Secondary Art Methods Drama Foreign Languages: FORLNG 410 Approaches to Foreign Language Education</p>
	Knowledge 4b. The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.	ED-CIFS 509: Curriculum Framing. Content Concept Map Signature Assignment. Teaching candidates map their content standards based on the work by Jim Knight (2007), including making and naming connections between big ideas and subjugated topics.
	Knowledge 4c. The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.	<p>ED-LLC 544: Disciplinary Reading Logs: Evaluating disciplinary texts that would be useful in content areas, students determine the reading level of the text, prior knowledge needed to comprehend the text, language features that might be challenging, and different ways they might promote student learning and help students make connections to the content.</p> <p>ED-LLC 544: Word Wall Literacy Scaffolding Plan: Examining the language demands of an integrated literacy/content unit, students identify language of interests as well as activities to make the language accessible.</p>
	Knowledge 4d. The teacher knows how to integrate culturally relevant content to build on learners' background knowledge.	<p>ED-CIFS 507: Readings and discussions on the American Dream, Human Rights, diversity, poverty, equity, culture, race, deficit model thinking, the purposes of schooling, and what diversity in the classroom looks like.</p> <p>ED-CIFS 507: The Philosophy of Education, Approaches to Teaching, and History of Public Education, as well as Weekly reflections, are assignments in which this is evaluated.</p>
	Knowledge 4e. The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) he/she teaches.	<p>ED-CIFS 509: Curriculum Framing, Content Concept Map: Candidates demonstrate an understanding of the structure of the discipline and perspectives represented in the curriculum. Candidates articulate the purpose of studying the curriculum content and how it is organized for student learning.</p> <p>Candidates enroll in content specific methods course, as indicated</p>

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		<p>below:</p> <p>English: ENGL 381</p> <p>Engineering: STEM-ED 410</p> <p>Computer Science: STEM-ED 410</p> <p>Math: STEM-ED 410</p> <p>Sciences: STEM-ED 410</p> <p>Social Studies (American Government/Political Science, Economics, History): ED-CIFS 534</p> <p>Art: ART 351 Secondary Art Methods</p> <p>Drama: Independent study with Richard Klautsch</p> <p>Foreign Languages: FORLNG 410 Approaches to Foreign Language Education</p>
	<p>Performance 4f. The teacher effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</p>	<p>Clinical Rotations for Student Teaching, Planning, Stage One. (see Appendix B) Teaching candidates embed epistemic practices aligned to disciplinary practices, including detailed plans for learning segments, formative assessments, feedback, and responses to student learning.</p>
	<p>Performance 4g. The teacher engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.</p>	<p>ED-CIFS 509: (see Appendix B) Inquiry Module during field experience Rotations #2 and #3.</p>
	<p>Performance 4h. The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.</p>	<p>ED-CIFS 509: Building Systems of Assessment Assignment. Teacher candidates develop proficiency scales with students to align to learning targets.</p>
	<p>Performance 4i. The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.</p>	<p>ED-CIFS 509: (see Appendix B) Inquiry Module during field experience Rotations #2 and #3.</p>
	<p>Performance 4j. The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.</p>	<p>ED-CIFS 509: Building Systems of Assessment Assignment. Teaching candidates respond to data from student learning by developing instruction and assessment cycles designed to provide feedback that leads to conceptual understanding.</p>
	<p>Performance 4k. 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.</p>	<p>ED-CIFS 509: Curriculum Framing, Epistemic Practices. (see Appendix B) Teaching candidates analyze the structure of the discipline and how content is organized for student learning. Candidates evaluate the tools of the discipline based on student</p>

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		response and learning patterns.
	Performance 4l. The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.	Student Teaching: S-PAT , (see Appendix A) Teaching candidates provide lists of materials, strategies, and resources to address the needs of students identified in the demographic information.
	Performance 4m. The teacher creates opportunities for students to learn, practice, and master academic language in their content.	ED-CIFS 508 and ED-CIFS 509, Focused Inquiry Rotation and Field work (see Appendix B) Lesson planning and enactment
	Performance 4n. The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.	Student Teaching: S-PAT (see Appendix A), Teaching candidates provide lists of materials, strategies, and resources to address the needs of students identified in the demographic information.
	Disposition 4o. The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He/she keeps abreast of new ideas and understandings in the field.	IPLP: Teaching Candidates write an Individual Professional Learning Plan after each semester in the program, identifying areas for improvement and writing SMART goals for each area (see Appendix E). PEPR #2, 4 (see Appendix A)
	Disposition 4p. The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.	PEPR # (see Appendix A)
	Disposition 4q. The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.	ED-CIFS 507: Teaching candidates continuously reflect with the instructor in regard to Dispositions of professionalism, collaboration, inquiry, and their engagement in the discipline of teaching through the use of a rubric, self assessment, and instructor feedback and written/oral communication.
Standard 5 Application of Content	Disposition 4r. The teacher is committed to work toward each learner's mastery of disciplinary content and skills.	Disposition Rubric , assessed as part of the interview and admission process to the program
	Knowledge 5a. The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches, and the strengths and limitations of each approach in addressing problems, issues, and concerns.	ED-CIFS 509: Curriculum Framing: Content, Culture, Context triangle Teaching candidates identify the culture and context of their students.

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		Candidates will complete their aligned content area methods course (see Knowledge 4e)
	Knowledge 5b. The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global mindedness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.	ED-CIFS 509: Curriculum Framing: Content, Culture, Context triangle. Teaching candidates consider learner culture and the learning context to develop relevant, authentic learning experiences.
	Knowledge 5c. 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.	ED-CIFS 507: Idaho Code of Ethics is shared with students and throughout the course, ethics and policy are examined in connection to personal beliefs, experiences and understandings. This culminates in the final Philosophy of Education paper, where students are asked to express and explain their beliefs as well as the understanding of their roles as educators, connected to cited sources.
	Knowledge 5d. The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.	ED-CIFS 507, ED-CIFS 508, ED-CIFS 509, ED-CIFS 550. Integrated signature assignments align to each of the seven ISTE Technology Standards. (See Appendix D and Section II description) SPAT: Teaching candidates demonstrate proficiency in the ISTE standards in Stage 2: Planning.
	Knowledge 5e. The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.	ED-CIFS 509: Teaching candidates include questions based on Webb's Depth of Knowledge during the lesson planning process.
	Knowledge 5f. The teacher understands multiple forms of communication as vehicles for learning across disciplines and for expressing learning.	ED-CIFS 509: Teaching candidates read and discuss materials to support the Universal Design for Learning ("Universal Design for Learning: Theory and Practice," Meyer, Rose, & Gordon, 2014)
	Knowledge 5g. The teacher understands creative thinking processes and how to engage learners in producing original work.	ED-CIFS 508: Readings and discussions based on classical and contemporary learning theories as they apply to the classroom; Final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Teaching Tolerance Anti-Bias Education standards, and evaluate their readiness to implement these.
	Knowledge 5h. The teacher knows where and how to access resources to build global mindedness and multiple perspectives and how to integrate them into the curriculum.	ED-CIFS 509: ISTE Proficiency Self Quiz provided to teaching candidates in a self-paced module.

	Performance 5i. 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).	ED-CIFS 509: (see Appendix B) Inquiry Module during field experience Rotations #2 and #3.
	Performance 5j. The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	ED-CIFS 509: Curriculum Framing: Content, Culture, Context Triangle Signature Assignment. Teaching candidates consider learner culture and the learning context to develop relevant, authentic learning experiences.
	Performance 5k. The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.	Content methods course, as determined by content area endorsement.
	Performance 5l. 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 cultures, audiences and purposes.	ED-LLC 544: Integrated Unit Plan: Creating a unit plan around disciplinary objectives and using literacy scaffolding, students develop assessments for students to show what they learned in a variety of ways. Topic 8 Readings and Reading Responses: Broadening the Text Base
	Performance 5m. The teacher engages learners in challenging assumptions, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.	ED-CIFS 509: Curriculum Framing: Content, Culture, Context Triangle Signature Assignment: Teaching candidates consider learner culture and the learning context to develop relevant, authentic learning experiences.
	Performance 5n. 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.	ED-CIFS 507: Readings and discussions on the American Dream, Human Rights, diversity, poverty, equity, culture, race, deficit model thinking, the purposes of schooling, and what diversity in the classroom looks like. The Philosophy of Education, Approaches to Teaching, and History of Public Education, as well as Weekly reflections, are assignments in which this is evaluated.
	Performance 5o. The teacher develops and implements supports for learner literacy development across content areas.	Student Teaching, S-PAT, (see Appendix A) Teaching candidates design content area literacy supports into the S-PAT unit, which may include language acquisition strategies, vocabulary strategies, reading and writing strategies, or supports for ELL learners.
	Disposition 5p. The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.	ED-CIFS 509: Curriculum Framing: Content, Culture, Context triangle Teaching candidates consider learner culture and the

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		learning context to develop relevant, authentic learning experiences. PEPR #2, 4 (see Appendix A)
	Disposition 5q. The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.	PEPR #2, #4 (see Appendix A)
	Disposition 5r. The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas	ED-CIFS 508: Final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Teaching Tolerance Anti-Bias Education standards, and evaluate their readiness to implement these.
Standard 6 Assessment	Knowledge 6a. The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.	ED-CIFS 509: System for Assessment Signature Assignment. Teaching candidates demonstrate proficiency with diagnostic, formative, and summative assessment systems as aligned to content objectives.
	Knowledge 6b. 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.	ED-CIFS 509: System for Assessment Signature Assignment. Teaching candidates demonstrate proficiency with diagnostic, formative, and summative assessment systems as aligned to content objectives.
	Knowledge 6c. The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning instruction, and to provide meaningful feedback to all learners.	ED-CIFS 509: System for Assessment Signature Assignment. As part of this assignment, teaching candidates demonstrate proficiency with diagnostic, formative, and summative assessment systems as aligned to content objectives. ED-CIFS 508: Clinical Rotations for Student Teaching, Teaching Process. (see Appendix B) Teaching candidates plan learning segments, enact learning segments, and respond to learning by translating data from the learning experience and planning the next learning segment.
	Knowledge 6d. 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.	ED-CIFS 509: System for Assessment Signature Assignment. As part of this assignment, teaching candidates embed self-assessment and peer assessment opportunities using proficiency scales and rubrics aligned to content objectives.
	Knowledge 6e. The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of	ED-CIFS 509: System for Assessment Signature Assignment. As part of this assignment, teaching candidates demonstrate feed up, feed

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	strategies for communicating this feedback.	back, and feed forward (Hattie & Timperly, 2007) using proficiency scales and rubrics aligned to content objectives.
	Knowledge 6f. The teacher knows when and how to evaluate and report learner progress against standards.	ED-CIFS 509: System for Assessment Signature Assignment. As part of this assignment, teaching candidates demonstrate pacing and planning aligned to learning targets as part of a larger content unit.
	Knowledge 6g. 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.	ED-ESP 550: Course content covers readings and discussions regarding pragmatic assessment and evaluation techniques, including appropriate accommodations and modifications for learners with exceptionalities.
	Knowledge 6h. The teacher understands the ethical responsibilities in selection, administration, and evaluation of student assessment and handling of student assessment data.	ED-CIFS 507: Teaching candidates explore assessment practices in an ongoing, revised Philosophy of Education statements and understand how the History of Education regarding assessment has shaped schools, schooling, and learning. ED-CIFS 509: Planning Stage 2, Assessment Alignment, (see Appendix B) Teaching candidates develop a proficiency scale or rubric aligned to a summative assessment. Assessment provides differentiated options for response.
	Performance 6i. The teacher balances the use of an effective range of formative and summative assessment strategies to support, verify, and document learning.	S-PAT, Planning Stage 1. (see Appendix A) Teaching candidates develop a System for Assessment as part of the SPAT unit, aligning content objectives to a variety of assessment types and processes that inform and communicate student learning.
	Performance 6j. The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.	ED-CIFS 509: Planning Stage 2, Assessment Alignment, (see Appendix B) Teaching candidates develop a proficiency scale or rubric aligned to a summative assessment. Assessment provides differentiated options for response. Clinical Rotations for Student Teaching, SPAT, Planning Stage 1 (see Appendices A & B)
	Performance 6k. The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.	ED-CIFS 508: Working with Individual Students, Working with Small Groups. (see Appendix B) Based on student profile, interview, and schoolwork, candidates examine records of student performance to identify the beginning of a downward slope. Candidates develop a written profile and intervention, plan and enact the intervention

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		(Hollins, 2015)
	Performance 6l. The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.	Student Teaching: Curriculum Framing & Working With Small Groups (see Appendix B) Working with a content-based proficiency scale, teaching candidates collaborate with students to sort work examples for each level of proficiency. Teacher and student write feed forward (Hattie & Timperley, 2007) which would move students to the next level of proficiency.
	Performance 6m. The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.	Student Teaching: S-PAT, Stage One, Planning (see Appendix A) Teaching candidates design and enact assessment alignment and response to assessment data as part of the unit planning process during the SPAT unit.
	Performance 6n. The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit.
	Performance 6o. The teacher effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications for three selected students. S-PAT, Assessment Analysis: Candidates analyze the effectiveness of selected formative assessments--whole class and individually--to make instructional decisions.
	Performance 6p. 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.	ED-ESP 550: Learning outcomes include adapting lesson plans for modifications specific to an Individualized Education Plan (IEP) and designs individualized instruction to support pragmatic assessments and a variety of evaluation techniques. S-PAT, Assessment Analysis: Candidates analyze the effectiveness of selected formative assessments--whole class and individually--to make instructional decisions. Adjustments are made to the Assessment System based on formative data, student designation, and real-time student needs.
	Performance 6q. 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.	S-PAT, ISTE Standards requirement. (see Appendices A & D) Teaching candidates address ISTE standards in their unit. Candidates are assessed summatively on embedding technology to assist

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		assessment and create access.
	Disposition 6r. 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.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications for three selected students.
	Disposition 6s. The teacher takes responsibility for aligning instruction and assessment with learning goals.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications for three selected students.
	Disposition 6t. The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including a process for feed up, feed back, and feed forward.
	Disposition 6u. The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications for three selected students.
	Disposition 6v. The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications for three selected students.
	Disposition 6w. The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.	S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications

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		for three selected students.
Standard 7 Planning for Instruction	Knowledge 7a. The teacher understands content and content standards and how these are organized in the curriculum.	ED-CIFS 509: Content Concept Map. Candidates demonstrate an understanding of the structure of the discipline and perspectives represented in the curriculum. Candidates articulate the purpose of studying the curriculum content and how it is organized for student learning. Clinical Rotation for Student Teaching, Curriculum Framing (see Appendix B)
	Knowledge 7b. The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.	ED-LLC 544: Integrated Unit Plan: Creating a unit plan around disciplinary objectives and using literacy scaffolding, students develop assessments for students to show what they learned in a variety of ways.
	Knowledge 7c. The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.	ED-CIFS 508 Final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Teaching Tolerance Anti-Bias Education standards, and evaluate their readiness to implement these.
	Knowledge 7d. The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.	ED-CIFS 508: Working With Individual Students. (see Appendix B) Teaching candidates will facilitate classroom environments and learning for students with challenges that are evidenced in student behavior and/or work.
	Knowledge 7e. 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.	ED-CIFS 509: The Teaching Process, (see Appendix B) Teaching candidates align high-impact learning strategies in learning segments. ED-CIFS 507, ED-CIFS 508, and ED-CIFS 509, ISTE Proficiency Integration (See Appendix D & Section II description)
	Knowledge 7f. The teacher knows when and how to adjust plans based on assessment information and learner responses.	ED-CIFS 509: Focused Inquiry and Directed Observation. (see Appendix B) Teaching candidates analyze student work collaboratively with mentor teacher, comparing student work to proficiency scales and patterns in data.

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	<p>Knowledge 7g. 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, professional organizations, community organizations, community members).</p>	<p>ED-CIFS 550. Course outcomes include developing a Professional Development plan incorporating professional organizations and resources to support the design of individualized instruction.</p>
	<p>Performance 7h. The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.</p>	<p>Clinical Rotation for Student Teaching, Epistemic Practices: (see Appendix B) Teaching Candidate collaborates with mentor teacher to select routines for teaching and learning that support objectives, culture, and context of learners.</p> <p>Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners.</p>
	<p>Performance 7i. The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.</p>	<p>Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, leveraging technology for pedagogy access.</p> <p>Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners.</p>
	<p>Performance 7j. The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill</p>	<p>Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, leveraging technology for pedagogy access.</p> <p>Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners.</p>
	<p>Performance 7k. The teacher plans for instruction based on</p>	<p>Clinical Rotation for Student Teaching, Epistemic Practices,</p>

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	formative and summative assessment data, prior learner knowledge, and learner interest.	<p>Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, and plans lessons based on observation and evidence of student learning.</p> <p>Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners. Assessment data is used to determine an instructional sequence.</p>
	Performance 7l. 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 and appropriate learning experiences to meet unique learning needs	<p>Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, consulting specialized building experts where appropriate, based on identified student need.</p> <p>Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners. Feedback from mentor teacher and university liaison is used to inform teaching plan.</p>
	Performance 7m. 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.	ED-CIFS 508, S-PAT Unit template and PYA. Teaching candidates reflect and revise instructional design based on review of student learning during a lesson cycle.
	Disposition 7n. The teacher respects learners' diverse strengths and needs and is committed to using this information to plan effective instruction.	Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, leveraging technology for pedagogy access based on pre-assessment and readiness data collected prior to instruction.
	Disposition 7o. The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.	PEPR #1, 3, 5 (see Appendix A)
	Disposition 7p. The teacher is committed to using short- and long-term planning as a means of assuring student learning.	PEPR #3 (see Appendix A)

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	Disposition 7q. The teacher is committed to reflecting on the effectiveness of lessons and seeks to revise plans to meet changing learner needs and circumstances.	PEPR #2, 4 (see Appendix A)
Standard 8 Instructional Strategies	Knowledge 8a. The teacher understands the cognitive processes associated with various types of learning (e.g. critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.	ED-CIFS 509: Readings and discussion from <i>The New Art and Science of Teaching</i> (Marzano, 2017). Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners. The plan also includes a response to student need based on readiness surveys and pre-assessment data.
	Knowledge 8b. The teacher knows how to apply and effective range of developmentally, culturally, and linguistically responsive instructional strategies to achieve learning goals.	ED-CIFS 508: Final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Teaching Tolerance Anti-Bias Education standards, and evaluate their readiness to implement these. ED-LLC 544: Integrated Unit Plan Signature Assignment. Students align research-based instructional strategies to unit plan based on student need. Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners. The plan also includes a response to student need based on readiness surveys and pre-assessment data.
	Knowledge 8c. The teacher knows when and how to use effective strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.	ED-CIFS 509: Readings and discussion from <i>The New Art and Science of Teaching</i> (Marzano, 2017). Readings and discussion from <i>How to Differentiate in Mixed Ability Classrooms</i> (Tomlinson, 2014). Lesson Sequence Assignment. Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners.
	Knowledge 8d. The teacher understands how multiple forms of	ED-CIFS 509: Readings and discussion from <i>The New Art and Science</i>

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	communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build connections.	<p><i>of Teaching</i> (Marzano, 2017).</p> <p>ED-LLC 544: Integrated Unit Plan: Creating a unit plan around disciplinary objectives and using literacy scaffolding, students develop assessments for students to show what they learned in a variety of ways.</p> <p>Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners.</p>
	Knowledge 8e. The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning	<p>ED-CIFS 509: Readings and discussion from <i>The New Art and Science of Teaching</i> (Marzano, 2017).</p> <p>ED-CIFS 509, ISTE proficiency: Use of 3E Framework to match applications to engagement strategies (see Appendix D & Section II description).</p> <p>Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners. The plan also includes a response to student need that includes leveraging technology to engage student learning.</p>
	Knowledge 8f. The teacher understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy, and effectiveness.	<p>ED-CIFS 509: Readings and discussion from <i>The New Art and Science of Teaching</i> (Marzano, 2017); ISTE proficiency: Use of 3E Framework to vet resources and activities (see Appendix D & Section II description).</p> <p>Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners. The plan also includes a response to student need that includes leveraging technology to engage student learning.</p>
	Performance 8g. The teacher uses appropriate strategies and resources to adjust instruction to meet the needs of individuals and groups learners.	<p>Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, consulting specialized building experts where appropriate, based on identified</p>

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		<p>student need.</p> <p>Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners.</p>
	<p>Performance 8h. The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.</p>	<p>S-PAT, Stage One Planning. (see Appendix A) Teaching candidates develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including modifications for three selected students.</p> <p>Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, consulting specialized building experts where appropriate, based on identified student need.</p>
	<p>Performance 8i. The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths and/or access family and community resources to develop their areas of interest.</p>	<p>Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates plan instructional sequences aligned to content objectives, consulting specialized building experts where appropriate, based on identified student need.</p> <p>Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners. The plan also includes readiness surveys and pre-assessment data to guide instructional decision-making.</p>
	<p>Performance 8j. The teacher varies his/her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners</p>	<p>Clinical Rotation for Student Teaching, Epistemic Practices, Working with Individuals, Groups, and Whole Class. (see Appendix B) Together with the mentor teacher, teaching candidates co-teach, co-plan, and work with a variety of student contexts.</p>
	<p>Performance 8k. The teacher provides multiple models and</p>	<p>SPAT, Stage One Planning. (see Appendix A) Teaching candidates</p>

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	representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.	<p>develop self-assessment and peer assessment processes as part of a System of Assessment for the SPAT unit. Teaching candidates develops diagnostic, formative, and summative assessments as part of a System of Assessment for the SPAT unit, including performance based learning opportunities, and offering student choice.</p> <p>Professional Year Student Teaching: SPAT Unit Template articulates teaching plans, including targets, teaching strategies, differentiation plans, and aligned materials for whole class, group, and individual learners. The plan also includes an Assessment Table that demonstrates a variety of formative and summative assessment products and processes.</p>
	Performance 8l. The teacher engages all learners in developing higher order questioning skills and metacognitive processes.	ED-CIFS 509: Teaching Candidates use Webb's Depth of Knowledge to design scaffolded questions aligned to learning targets as part of the Lesson Sequence assignment.
	Performance 8m. The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	<p>ED-CIFS 509: Teaching Candidates use Webb's Depth of Knowledge to design scaffolded questions aligned to learning targets as part of the Lesson Sequence assignment. Teaching candidates uses technology tools as part of the Systems of Assessment Signature Assignment.</p> <p>Student Teaching SPAT: Planning Stage Two and Three: Candidates demonstrate ISTE proficiency by aligning technology applications and processes aligned to Learning Targets and Language Targets.</p>
	Performance 8n. The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other methods of communication.	ED-LLC 544: Integrated Unit Plan: Creating a unit plan around disciplinary objectives and using literacy scaffolding, students develop assessments for students to show what they learned in a variety of ways.
	Performance 8o. The teacher asks questions to stimulate discussions that serve different purposes.	ED-CIFS 509: Teaching Candidates use Webb's Depth of Knowledge to design scaffolded questions aligned to learning targets as part of the Lesson Sequence assignment.
	Disposition 8p. The teacher is committed to deepening awareness and understanding of the strengths and needs of diverse learners when designing flexible instruction.	Disposition Rubric (see Appendix F) Prior to program admission, during early program, and as part of the AYP Exit Interview.

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	Disposition 8q. The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.	Disposition Rubric (see Appendix F) Prior to program admission, during early program, and as part of the AYP Exit Interview.
	Disposition 8r. The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning	ED-CIFS 507, ED-CIFS 508, ED-CIFS 509, ED-CIFS 550. (see Appendix D & Section II description) Teaching candidates demonstrate proficiency in the ISTE Standards through a signature assignment in each course.
	Disposition 8s. The teacher values flexibility and reciprocity in the teaching process as necessary for adjusting instruction to learner responses, ideas, and needs.	Student Teaching, SPAT, Planning Stages One, Two, Three (see Appendix A): Teaching candidates plan a system for assessment which includes a variety of lesson scaffolds and formative assessment to respond to student need during the learning progression.
Standard 9 Professional Learning and Ethical Practice	Knowledge 9a. 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.	IPLP (see Appendix A), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching candidates write SMART goals in response to feedback from data.
	Knowledge 9b. The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.	ED-CIFS 509 Teaching Process. (see Appendix B) Teaching candidates observe and reflect on pedagogical choices in the classroom based on student response to learning and co-design a plan in response to learner data. Student Teaching SPAT Stage 2 Unit Template: Candidates demonstrate knowledge of pre-assessment data and readiness surveys in the Assessment Table.
	Knowledge 9c. The teacher understands how personal identity, would view, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.	ED-CIFS 507. Teaching candidates complete an ongoing, revised Philosophy of Education statements during the course, focusing on issues of equity, theories of learning, inclusive learning environments, and their self-awareness and philosophical groundings. Discussions with the instructor around this assignment include areas for improvement and are revised during class.
	Knowledge 9d. The teacher understands laws and responsibilities related to the learner (educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting is situations related to possible child abuse).	ED-CIFS 550: Course outcomes include an overview of Special Education, including relevant litigation impacting students with exceptionalities.

	Knowledge 9e. The teacher understands professional responsibilities.	ED-CIFS 507 Code of Ethics Module
	Knowledge 9f. The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.	Professional Year Orientation. Teaching Candidates participate in reading and committing to uphold the Code of Ethics during the Professional Year Orientation
	Knowledge 9g. The teacher knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities.	ED-CIFS 507 Course content includes contextualizing student learning based on cultural needs.
	Performance 9h. 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.	Professional Year Teaching candidates attend Professional Learning Community meetings in partner schools to co-plan and execute new standards, processes for assessment, or learning outcomes.
	Performance 9i. The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of learners, school, and system.	PEPR, Reflection #2, #4 (see Appendix A)
	Performance 9j. 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.	Clinical Rotations for Student Teaching, Teaching Process (see Appendices A & B) Together with their mentor, teaching candidates plan learning segments, observe learning, interpret data and student response to learning, and translate data into a plan for future instruction.
	Performance 9k. The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	IPLP (see Appendix E), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching candidates write SMART goals in response to feedback from data.
	Performance 9l. The teacher identifies and reflects on his/her own beliefs and biases and utilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to develop reciprocal relationships and create more relevant learning experiences.	ED-CIFS 508 Based on the work of Laura Pinto (2017), students determine their Cultural Iceberg and write about their perspectives regarding how their learning culture impacts the way they view the classroom and expressing best practices in the Defensible Classroom Management Plan signature assignment.
	Performance 9m. 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.	ED-CIFS 507, ED-CIFS 508, ED-CIFS 509, ED-CIFS 550 (see Appendix D & Section II description). Teaching candidates demonstrate proficiency in the ISTE Standards through a signature assignment in each course. One of the standards explicitly addresses the ethics of

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		data and documentation in a signature assignment (ED-CIFS 508)
	Performance 9o. The teacher engages in respectful inquiry of diverse historical contexts and ways of knowing, and leverages that knowledge to cultivate culturally responsive relationships with learners, families, other professionals, and the community.	ED-CIFS 508 Based on the work of Laura Pinto (2017), students determine their Cultural Iceberg and write about their perspectives regarding how their learning culture impacts the way they view the classroom and expressing best practices in the final Defensible Teaching Plan assignment in which students articulate, their philosophies about learning, motivation, the learning environment, and equity, apply these to classroom practices, align them with the Teaching Tolerance Anti-Bias Education standards, and evaluate their readiness to implement these.
	Performance 9n. The teacher builds and implements an Individualized Professional Learning Plan (IPLP) 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.	Clinical Rotations for Student Teaching (see Appendices A & B), beginning and end. Students complete an IPLP in conjunction with their mentor teacher and liaison to write SMART goals through the lens of the Danielson Framework for Teaching.
	Disposition 9p. The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.	Clinical Rotations for Student Teaching, Teaching Process (see Appendices A & B) Together with their mentor, teaching candidates plan learning segments, observe learning, interpret data and student response to learning, and translate data into a plan for future instruction.
	Disposition 9q. The teacher is committed to culturally responsive teaching.	ED-CIFS 508 Based on the work of Laura Pinto (2017), students determine their Cultural Iceberg and write about their perspectives regarding how their learning culture impacts the way they view the classroom and expressing best practices in the Defensible Classroom Management Plan signature assignment
	Disposition 9r. 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.	IPLP (see Appendix E), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching candidates write SMART goals in response to feedback from data. PEPR #2, #4 (see Appendix A)
	Disposition 9s. The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.	ED-CIFS 507 Idaho Code of Ethics is shared with students and throughout the course, ethics and policy are examined in connection to personal beliefs, experiences and understandings. This culminates in the final Philosophy of Education paper, where students are asked to express and explain their beliefs as well as the understanding of

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		their roles as educators, connected to cited sources.
Standard 10 Leadership and Collaboration	Knowledge 10a. 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.	ED-CIFS 507: Teaching candidates facilitate and participate in History of Education presentations, including topics such as: access to public education, the purpose of school, approached to education, school funding, the history of assessment.
	Knowledge 10b. 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.	ED-CIFS 507: Teaching candidates conduct an inquiry on an Issue in Education, research the impact of the issue on learning cultures, and prepare a presentation and discussion questions to facilitate with the class.
	Knowledge 10c. 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.	Professional Year Teaching candidates attend Professional Learning Community meetings, either in person or virtually, in partner schools to co-plan and execute new standards, processes for assessment, or learning outcomes.
	Knowledge 10d. The teacher knows how to contribute to a common culture that supports high expectations for student learning.	Professional Year Teaching candidates attend Professional Learning Community meetings in partner schools to co-plan and execute new standards, processes for assessment, or learning outcomes.
	Knowledge 10e. The teacher understands the value of leadership roles at the school, district, state, and/or national level and advocacy for learners, the school, the community, and the profession.	ED-CIFS 507: Teaching candidates conduct an inquiry on an Issue in Education, research the impact of the issue on learning cultures, and prepare a presentation and discussion questions to facilitate with the class.
	Performance 10f. 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.	PEPR: Reflection #3 (see Appendix A)
	Performance 10g. The teacher works with other school professionals to plan learning experiences that meet the diverse needs of learners.	PEPR: Reflection #3 (see Appendix A)
	Performance 10h. The teacher engages collaboratively in the school wide efforts to build a shared vision and supportive culture.	PEPR: Reflection #3 (see Appendix A)
	Performance 10i. The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.	PEPR: Reflection #1 (see Appendix A)

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	Performance 10j. Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.	PEPR: Reflection #3, #5 (see Appendix A)
	Performance 10k. The teacher engages in professional learning, contributes to the knowledge and skills of others, and works collaboratively to advance professional practice.	PEPR: Reflection #2, #4 (see Appendix A)
	Performance 10l. The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.	ED-CIFS 507, ED-CIFS 508, ED-CIFS 509, ED-CIFS 550 (see Appendix D & Section II description). Teaching candidates demonstrate proficiency in the ISTE Standards through a signature assignment in each course. Standards include communication with stakeholders via technological tools.
	Performance 10m. The teacher uses and generates meaningful inquiry into education issues and policies.	IPLP (see Appendix E), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching candidates write SMART goals in response to feedback from data. PEPR #1, #2, #3, #4. (see Appendix A)
	Performance 10n. The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact change.	IPLP (see Appendix E), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching candidates write SMART goals in response to feedback from data. PEPR #4. (see Appendix A)
	Disposition 10o. 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.	PEPR #3 (see Appendix A)
	Disposition 10p. The teacher is committed to working collaboratively with learners and families in setting and meeting challenging goals, while respecting families' beliefs, norms, and expectations.	PEPR #1 (see Appendix A)
	Disposition 10q. The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.	IPLP (see Appendix E), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching

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		<p>candidates write SMART goals in response to feedback from data.</p> <p>PEPR #3 (see Appendix A)</p>
	Disposition 10r. The teacher takes responsibility for contributing to and advancing the profession.	PEPR #2, 4 (see Appendix A)
	Disposition 10s. The teacher embraces the challenge of continuous improvement and change.	<p>IPLP (see Appendix E), Teaching candidates reflect and assess their growth during the Professional Year, setting goals based on liaison, instructor, mentor teacher input and self reflection. Teaching candidates write SMART goals in response to feedback from data.</p> <p>PEPR #2, 4 (see Appendix A)</p>

Section II: New Program Course Requirements

Directions: Please document how the program will cover the requirements listed in the endorsement language outlined in [IDAPA 08.02.02 Rules Governing Uniformity](#). Copy the endorsement language and list the course requirements for your new program in the blank space below. Include as much detail as possible and show how the courses meet the requirements of the endorsement language. 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.

Standard Instructional Certificate.

Standard Instructional Certificate Endorsement Language	Program Requirement	How Requirement Meets IDAPA Language
Earned a minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, methodological foundations, instructional technology, and in the professional subject matter, which shall include at least three (3) semester credit hours, or four (4) quarter credit hours, in reading and its application to the content area; (3-29-17)	ED-CIFS 507 Foundations of Education (3 cr.)	ED-CIFS 507 FOUNDATIONS OF AMERICAN EDUCATION (3-0-3). Historical, philosophical, sociological foundations of American education. Study of the historical development of public education in the United States, with special emphasis given to questions of power, equity, and inclusion; explore major schools of educational thought, as well as the philosophy of inclusion; and apply historical understanding and philosophical analysis to contemporary issues.

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	<p>(3 cr.)</p> <p>Content Area Methods Courses (3-6 cr.) ART 322 Elementary School Art Methods for Art Education Majors ART 351 Secondary School Art Methods ENGL 381: English Teaching: Reading, Writing, and Language FORLNG 410 Approaches to Foreign Language Education STEM-ED 410 Project-Based Instruction ED-CIFS 534 Secondary Social Studies Methods THEA 318 Methods of Teaching Secondary School Theatre</p> <p>21-24 credit hours total</p> <p>Integrated Technology Proficiencies (see table below)</p>	<p>Students will learn methodological foundations, professional subject matter in their content area methods courses</p>
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	<p style="text-align: center;">ISTE Standards + Course Crosswalk</p> <table><tr><th>Standard</th><th>Course</th><th>Plan for Implementation</th></tr><tr><td>Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.</td><td>Ed-Cifs 508 Ed-Cifs 509</td><td>During Directed Inquiry, candidates research best practices for each rotation and provide a written summary for Epistemic Practices, Teaching Process, Working with Individuals, Groups, and Whole Class.</td></tr><tr><td>Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.</td><td>EdSped 550</td><td>As part of 504 and IEP planning assignments, candidates include equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.</td></tr><tr><td>Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.</td><td>Ed-Cifs 507</td><td>Instructor and student establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency through the Weeklies Reflection Signature Assignment.</td></tr><tr><td>Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.</td><td>Ed-Cifs 550</td><td>Candidates participate in a Digital Reflection Journal Signature Assignment to colearn with students from a variety of local and potentially global learning communities, developing cultural competencies to communicate with a variety of learners and stakeholders.</td></tr><tr><td>Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</td><td>Ed-Cifs 509</td><td>Teaching Process Lesson plans for field placement include digital tools designed to create, adapt, and personalize learning experiences that align with content area standards.</td></tr><tr><td>Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students</td><td>Ed-Cifs 508 Ed-Cifs 509</td><td>Where appropriate, candidates leverage technology for learning strategies, collecting data, communicating, and fostering a positive culture of online spaces.</td></tr><tr><td>Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.</td><td>Ed-Cifs 509</td><td>Candidates include options for formative and/or summative assessments in their Assessment Alignment System Signature Assignment in order to accommodate student need, give timely feedback, or adjust instruction.</td></tr></table>	Standard	Course	Plan for Implementation	Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.	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Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.	Ed-Cifs 509	Candidates include options for formative and/or summative assessments in their Assessment Alignment System Signature Assignment in order to accommodate student need, give timely feedback, or adjust instruction.																							
The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in the	ED-CIFS 565 Professional Year - Grades 6-9 Teaching Experience II (12 cr.)	Students will spend one semester (15 weeks, 5 days/week) in the field in their subject area endorsement(s)																							

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grade range and subject areas as applicable to the endorsement; and (3-29-17)	OR ED-CIFS 566 Professional Year - Grades 9-12 Teaching Experience II (12 cr.)	
Completed an approved educator preparation program and have an institutional recommendation from an accredited college or university specifying the grade ranges and subjects for which they are eligible to receive an endorsement in; (4-11-19)	Boise State University is accredited by the Northwest Commission on Colleges and Universities (NWCCU). Boise State's College of Education is currently accredited by the Council for the Accreditation of Educator Preparation (CAEP) through 2023.	
Individuals seeking endorsement in a secondary grade (pursuant to Section 33-1001, Idaho Code) range must complete preparation in at least two (2) fields of teaching. One (1) of the teaching fields must consist of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours and a second field of teaching consisting of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the two (2) teaching field requirements; (3-29-17)	Acceptance to the program is dependent upon a transcript review by the Program Coordinator and a Content Area Advisor. Advisors conduct a transcript review to determine completion of required prerequisites per Idaho Rules Governing Conformity. For example, candidates pursuing an English endorsement must complete, in addition to the credit requirements: 3 credits Linguistics or Grammar 3 credits English Literature 3 credits American Literature 6 credits advanced composition	
Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must meet or exceed the state qualifying score on the state board approved content area and pedagogy assessments. (3-29-17)	All students must pass the content area PRAXIS II exam tied to their endorsement area(s) prior to ED-CIFS 565 or ED-CIFS 566.	

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Signature of College Chair/Director/Dean	Jennifer L. Snow	Date	11/1/2019
Signature of Graduate Chair/Director/Dean, or other official (if applicable)	J - V H	Date	11/4/19

**Applications without appropriate dated signatures will not be considered.*

Standard Performance Assessment for Teachers (S-PAT) - A culminating activity during teacher candidates' time in the field. The S-PAT contains:

1. Unit Plan
 - a. Planning and preparation for learning outcomes
 - i. Educational context and demographics
 - ii. Standards and learning targets
 - iii. Planning for assessment
 - b. Instructional sequence
 - i. Lesson plans
2. Assessment analysis
 - a. Assessment of student learning (whole class)
 - b. Analysis of individual student work
 - c. SLO/core practices analysis
3. Concluding reflection
 - a. Focus on students
 - b. Inquiry into practice
 - c. Next steps for practice

Individual Professional Learning Plan (IPLP) - Teacher candidates complete this twice, once at the end of the final fall semester and once at the end of the final spring semester. It identifies 3 SMART goals in the following areas:

- Danielson Domain 2 (Classroom Environment)
- Danielson Domain 3 (Instruction)
- Personal goal

Disposition Rubric - Teacher candidates are evaluated on dispositions of Care, Character, and Pedagogical Stance and Professional Commitment during initial interview, early program, and late program.

Professional and Ethical Practice Reflection (PEPR) - Teacher candidates reflect in the following Areas of Focus during the Student Teaching experience:

1. Working with families
2. Working with colleagues
3. Working with the community
4. Professional development

Professional Year Assessment (PYA) Exit Interview - At the end of the final semester of the program, students will complete the PYA by first self-assessing and then having a conversation with both their mentor teacher and university liaison to discuss progress/performance. During this conversation, particular attention will be paid to dispositions and areas for future growth.

Appendix B: Clinical Rotations Page

In ED-CIFS 508 and ED-CIFS 509, this program implements clinical rotations for learning with the following foci based on the work of Etta R. Hollins (2015):

- **Working with Individual Students (ED-CIFS 508)** - Facilitates learning for students with challenges based on evidence in student work and behaviors.
- **Working with Small Groups (ED-CIFS 508)** - Analyzes social dynamics and peer interactions through a deep context and condition for learning
- **Working with Whole Class (ED-CIFS 508)** - Analyzes whole class dynamics and peer interactions through a deep context and condition for learning
- **Curriculum Framing (ED-CIFS 509)** - Analyzes the structure of the discipline, the purpose of the content, and how the content is organized for student learning
- **Epistemic Practices (ED-CIFS 509)** - Studies and analyzes tools of the discipline, routines for teaching and learning across learning segments, and domain-specific practices
- **Teaching Process (ED-CIFS 509)** - Makes the anatomy of pedagogy visible through planning and enacting learning segments, interpreting the response to learning, and translating it to future learning plans

These clinical rotations will build upon each other and provide scaffolding for the Student Teaching semester. Each clinical rotation for learning contains the following practices, in this order:

1. **Focused Inquiry** - Candidates research and theory, examine artifacts and descriptions, and interview practitioners and participants
2. **Directed Observation** - Candidates attend to a teaching event, make detailed documentation, and compare perspectives with mentor teacher and university faculty
3. **Peripheral Participation/Guided Practice** - Candidates make sense of a teaching event, learning segment, or social situation, and facilitate instruction

In the Student Teaching Semester, candidates move through the clinical rotations again in the following order, with the addition of the S-PAT:

1. Curriculum Framing
2. Epistemic Practices
3. Teaching Process
4. Working with Individual Student
5. Working with Small Groups
6. Working with Small Groups
7. Working with Whole Class
8. S-PAT (Summative Performance Assessment for Teaching) - This is a common Boise State College of Education performance assessment that integrates all of the above clinical rotation knowledge, skills, and dispositions

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Appendix C: Tripod 7Cs: Secondary

The statements below represent statements on the Tripod Survey distributed to students in grades 6 -12.

Your group has been assigned to discuss the statements under _____ ('C' Category).

As a group, discuss and decide on the two questions you all find most impactful.

Why did you decide that those two questions were the most impactful?

How would you use student responses to those two questions to influence your instructional practice? What resources (people, readings, etc.) would you use to maintain or improve your instructional practice for those statements?

CARE	Totally Untrue	Mostly Untrue	Somewhat True	Mostly True	Totally True
My teacher in this class makes me feel that he/she really cares about me.					
My teacher seems to know if something is bothering me.					
My teacher really tries to understand how students feel about things.					
CONTROL					
Student behavior in this class is under control.					
I hate the way that students behave in this class.					

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Student behavior in this class makes the teacher angry.					
Student behavior in this class is a problem.					
My classmates behave the way my teacher wants them to.					
Students in this class treat the teacher with respect.					
Our class stays busy and doesn't waste time.					
CLARIFY					
If you don't understand something, my teacher explains it another way.					
My teacher knows when the class understands, and when we do not.					
When s/he is teaching us, my teacher thinks we understand even when we don't.					

My teacher has several good ways to explain each topic that we cover in this class.					
My teacher explains difficult things clearly.					
CHALLENGE					
My teacher asks questions to be sure we are following along when s/he is teaching.					
My teacher asks students to explain more about answers they give.					
In this class, my teacher accepts nothing less than our full effort.					
My teacher doesn't let people give up when the work gets hard.					
My teacher wants us to use our thinking skills, not just memorize things.					
My teacher wants me to explain my answers – why I think what I think.					

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In this class, we learn a lot almost every day.					
In this class, we learn to correct our mistakes.					
CAPTIVATE					
This class does not keep my attention – I get bored.					
My teacher makes learning enjoyable.					
My teacher makes lessons interesting.					
I like the ways we learn in this class.					
CONFER					
My teacher wants us to share our thoughts.					
Students get to decide how activities are done in this class.					
My teacher gives us time to explain our ideas.					
Students speak up and share their ideas about class work.					

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My teacher respects my ideas and suggestions.					
CONSOLIDATE					
My teacher takes the time to summarize what we learn each day.					
My teacher checks to make sure we understand what s/he is teaching us.					
We get helpful comments to let us know what we did wrong on assignments.					
The comments that I get on my work in this class help me understand how to improve.					

Appendix D: ISTE Standards

Standard
Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.
Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Facilitator: Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students

Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Appendix E: Individual Professional Learning Plan (IPLP)

Candidate Name:	Date:	University:	
Domain Two Goal (2a – 2d): Identify Component _____			
Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Domain Three Goal (3a – 3c): Identify Component_____

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

Third Goal: Identify Component_____

Action Steps/Activities (Specific Teacher or specialist Professional Activities that are part of this plan.)	Resources (Principal, Staff, PD or Materials)	Evidence (How will you know if this goal has been accomplished)	Timeline (Timeframe for Action Steps/Activities to be Completed)

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I have reviewed the above Professional Learning Plan:

Candidate's Signature: _____

Date: _____

University Representative: _____

Date: _____

APPENDIX F: Dispositions Rubric

Score	Character	Care	Pedagogical Stance	Professional Commitment
Proficient (3)	Highly effective in demonstrating self-awareness, balance, and humility. Exceptionally clear in representation of self. Thorough	Highly effective in demonstrating receptivity, connectivity, and civility. Consistently responsive to all others. Thorough understanding	Highly effective in demonstrating adaptability, capacity for change, and knowledge of educator identity. Thorough understanding of	Highly effective in demonstrating advocacy, professionalism, and dedication. Thorough understanding of the importance of advocating for the profession.

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	understanding of the importance of work-life balance and self-care. Accurately recognizes own limitations.	of the importance of respecting all others. Highly effective and insightful in relating to all others.	philosophical stance. Always willing to be flexible in meeting student needs. Highly motivated to continue to evolve as an educator.	Highly effective in upholding a professional demeanor. Consistently takes responsibility for professional practice.
Basic (2)	Somewhat effective in demonstrating self-awareness, balance, and humility. Generally clear in representation of self. Basic understanding of the importance of work-life balance and self-care. Minor inaccuracies in recognizing own limitations	Somewhat effective in demonstrating receptivity, connectivity, and civility. Generally responsive to all others. Basic understanding of the importance of respecting all others. Somewhat effective and insightful in relating to all others.	Somewhat effective in demonstrating adaptability, capacity for change, and knowledge of educator identity. Basic understanding of philosophical stance. Generally willing to be flexible in meeting student needs. Motivated to continue to evolve as an educator.	Somewhat effective in demonstrating advocacy, professionalism, and dedication. Basic understanding of the importance of advocating for the profession. Somewhat effective in upholding a professional demeanor. Generally takes responsibility for professional practice.
Needs Development (1)	Minimally effective in demonstrating self-awareness, balance, and humility. Lacks clarity in representation of self. Partial understanding of the importance of work-life balance and self-care. Inaccurate in recognizing own limitations.	Minimally effective in demonstrating receptivity, connectivity, and civility. Occasionally responsive to all others. Partial understanding of the importance of respecting all others. Minimally effective and insightful in relating to all others.	Minimally effective in demonstrating adaptability, capacity for change, and knowledge of educator identity. Partial understanding of philosophical stance. Occasionally willing to be flexible in meeting student needs. Somewhat motivated to continue to evolve as an educator.	Minimally effective in demonstrating advocacy, professionalism, and dedication. Partial understanding of the importance of advocating for the profession. Minimally effective in upholding a professional demeanor. Occasionally takes responsibility for professional practice.
Unsatisfactory (0)	Ineffective in demonstrating self-awareness, balance, and humility. Unclear in representation of self. Misconceptions of the importance of work-life balance and self-care. Significant inaccuracies in recognizing own limitations.	Ineffective in demonstrating receptivity, connectivity, and civility. Rarely responsive to all others. Misconceptions of the importance of respecting all others. Ineffective and lacks insight in relating to all others.	Ineffective in demonstrating adaptability, capacity for change, and knowledge of educator identity. Misunderstanding of philosophical stance. Rarely willing to be flexible in meeting student needs. Unmotivated to continue to evolve as an educator.	Ineffective in demonstrating advocacy, professionalism, and dedication. Misconceptions of the importance of advocating for the profession. Ineffective in upholding a professional demeanor. Rarely takes responsibility for professional practice.

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PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates

REFERENCE

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 State Department Education's 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.
December 2019	Board reviewed and approved twenty-four (24) provisional certificates for the 2019-20 school year.

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1201 and 33-1203, Idaho Code

BACKGROUND/DISCUSSION

Thirty six (36) emergency provisional applications were received by the State Department of Education from the school districts listed below. Emergency provisional applications allow a school district or charter school to request one-year emergency certification for a candidate who does not hold a current Idaho certificate, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification and endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district. Historical Provisional status has been added to candidates that have received provisional approvals in prior years, as there is nothing in rule that prohibits multiple provisionals.

Blackfoot School District #55

Applicant Name: Elena Hutchinson

Content & Grade Range: All Subjects K-8

Degree: 139 credits, pending graduation Ottawa University, Early Childhood Education

Declared Emergency: September 19, 2019, Blackfoot School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

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Summary of Recruitment Efforts: This position was not posted as the district hired Mrs. Hutchinson to teach Kindergarten with the understanding that she would be obtaining an Arizona teaching certificate. The district was notified on 10/24/19 that the program that she is completing is only for Early Childhood. The district requested the Alt Auth be changed to a Provisional while she works on certification options.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Blackfoot School District's request for Elena Hutchinson without reservation.

Blackfoot School District #55

Applicant Name: Natasha Luker

Content & Grade Range: All Subjects K-8

Degree: BS, Child Development 12/2018

Declared Emergency: August 15, 2019, Blackfoot 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 district was hopeful that the coursework would qualify her as a content area specialist. Natasha will take the PTK on 10/16/2019 but she doesn't know if she will be ready. This candidate is enrolled in ABCTE but would not have qualified on the Uniform Standard for Evaluating Content Competency (USECC rubric).

PSC Review: The Professional Standards Commission Authorizations Committee met November 14 2019. The committee recommends Blackfoot School District's request for Natasha Luker without reservation.

Boise Independent School District #1

Applicant Name: Layci Adcock

Content & Grade Range: English 6-12

Degree: BA, History 8/2017

Declared Emergency: September 9, 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were no applicants or interviews for this position. The job was posted internally for one day for internal candidates in the "Pool". Layci served as a sub to finish out the year for the same courses she is now teaching. She was also scheduled to start the school year as a sub for the first week of school for these courses. The teacher that was supposed to fill this position requested a year long leave of absence right before the school year started, leaving us to find someone with only a few days prior to the start of school. She was familiar with the students and curriculum and already employed at the district. We felt like she was the best option for the position with such short notice.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Boise Independent School District's request for Layci Adcock without reservation.

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Boise Independent School District #1

Applicant Name: Skye Hetherington

Content & Grade Range: Health 6-12

Certified: CTE – OS - Sports Medicine/Athletic Training

Declared Emergency: September 9 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: This position was not posted as Ms. Hetherington was already a career technical education (CTE) teacher in the district. Due to the changes that were made for the 2019-20 school year with regard to certifications and endorsements as outlined in the email and memo sent out by Kristi Enger on March 18, 2019, the teacher was no longer able to teach the Health Occupations course that she had taught in the past and offer Health graduation credit for it, unless she held a 7520 Health endorsement. As noted in the memo, "All courses previously noted with the leading "02", "03", and "04" have been deleted; the single six (6) digit code is used to report all offerings of the given courses, whether for graduation credit or not. Other than science courses (biology) associated with an Agricultural Science & Technology (currently 7921) endorsed instructor, if a district wishes to offer a CTE course for graduation credit, the LEA Board of Education must approve it, assuring the following: The CTE instructor holds a five (5) year renewable certificate, the instructor is appropriately certified in that non-CTE assignment area per IDAPA Rule. Contact the State Department of Education for requirements. The course imbeds the state standards for the non-CTE area along with the CTE program standards as evidenced by a standards and competencies cross walk document."

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Boise Independent School District's request for Skye Hetherington without reservation.

Boise Independent School District #1

Applicant Name: Jessica Kerns

Content & Grade Range: Health 6-12

Certified: CTE OS - Sports Medicine/Athletic Training

Declared Emergency: September 9 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: This position was not posted as Ms. Kerns was already a CTE teacher in the district. Due to the changes that were made for the 2019-20 school year with regard to certifications and endorsements as outlined in the email and memo sent out by Kristi Enger on March 18, 2019, the teacher was no longer able to teach the Health Occupations course that she had taught in the past and offer Health graduation credit for it, unless she held a 7520 Health endorsement. As noted in the memo, "All courses previously noted with the leading "02", "03", and "04" have been deleted; the single six (6) digit code is used to report all offerings of the given courses, whether for graduation credit or not. Other than science courses (biology) associated with an Agricultural Science & Technology (currently 7921) endorsed instructor, if a district wishes to offer a CTE course for graduation credit, the LEA Board of Education must approve it, assuring the

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following: The CTE instructor holds a five (5) year renewable certificate, the instructor is appropriately certified in that non-CTE assignment area per IDAPA Rule. Contact the State Department of Education for requirements. The course imbeds the state standards for the non-CTE area along with the CTE program standards as evidenced by a standards and competencies cross walk document."

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Boise Independent School District's request for Jessica Kerns without reservation.

Boise Independent School District #1

Applicant Name: Michele Loftis

Content & Grade Range: Health 6-12

Certified: CTE OS - Sports Medicine/Athletic Training

Declared Emergency: September 9 2019, Boise Independent School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: This position was not posted as Ms. Loftis was already a CTE teacher in the district. Due to the changes that were made for the 2019-20 school year with regard to certifications and endorsements as outlined in the email and memo sent out by Kristi Enger on March 18, 2019, the teacher was no longer able to teach the Health Occupations course that she had taught in the past and offer Health graduation credit for it, unless she held a 7520 Health endorsement. As noted in the memo, "All courses previously noted with the leading "02", "03", and "04" have been deleted; the single six (6) digit code is used to report all offerings of the given courses, whether for graduation credit or not. Other than science courses (biology) associated with an Agricultural Science & Technology (currently 7921) endorsed instructor, if a district wishes to offer a CTE course for graduation credit, the LEA Board of Education must approve it, assuring the following: The CTE instructor holds a five (5) year renewable certificate, the instructor is appropriately certified in that non-CTE assignment area per IDAPA Rule. Contact the State Department of Education for requirements. The course imbeds the state standards for the non-CTE area along with the CTE program standards as evidenced by a standards and competencies cross walk document."

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Boise Independent School District's request for Michele Loftis without reservation.

Boise Independent School District #1

Applicant Name: Ambur Miller

Content & Grade Range: Theater Arts 6-12

Certified: Standard Instructional Certificate - English 6-12

Declared Emergency: September 9 2019, Boise Independent 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 applicants, only one had the proper endorsements needed (English and Theater Arts). This is a one year position, due to a leave of absence.

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The principal decided to hire a quality English teacher rather than a certified Theater teacher.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Boise Independent School District's request for Ambur Miller without reservation.

Buhl Joint School District #412

Applicant Name: Jenna DeKruyf

Content & Grade Range: All Subjects K-8

Degree: BA, Psychology, Family Studies and Sociology 5/2017

Declared Emergency: September 16, 2019, Buhl Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were two applicants and one interview. Jenna is pursuing her school social work endorsement and wants to also be able to instruct classes. She was on track to enroll in the CSI non-traditional route program, but could not meet the enrollment deadline for the first module because of a miscommunication with CSI. She would like to have one year to decide on a program for elementary education. Jenna is working on her master's degree.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Buhl Joint School District's request for Jenna DeKruyf without reservation.

Caldwell School District #132

Applicant Name: Alexis Doxey

Content & Grade Range: Mathematics 6-12

Degree: BS, Mathematics 12/2017

Declared Emergency: November 11, 2019, Caldwell 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. The teacher who was hired in the Spring was called to active duty in September.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Caldwell School District's request for Alexis Doxey without reservation.

Cassia Joint School District #151

Applicant Name: Kirsten Bame

Content & Grade Range: All Subjects K-8

Degree: 80 semester college credits

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 three applicants and three interviews. Kirsten was the best fit. She is enrolled in the Western Governors educator preparation program but is not in her student teaching year.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Cassia Joint School District's request for Kirsten Bame without reservation.

Cassia Joint School District #151

Applicant Name: Carie Brackenbury

Content & Grade Range: All Subjects K-8

Degree: BA, Family and Human Development 6/1998

Previously awarded Provisional Certificates: 2018-19, same endorsement

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: Mrs. Brackenbury was on a provisional certification during the 2018-19 school year as she was enrolled in the ABCTE program but could not pass the Uniform Standard for Evaluating Content Competency (rubric). She was scheduled to take the ABCTE assessment but had to reschedule due to extenuating circumstances. She plans to take the ABCTE assessment as soon as possible. If she is not able to pass, she will contact CSI for a program and get enrolled.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Cassia Joint School District's request for Carie Brackenbury without reservation.

Cassia Joint School District #151

Applicant Name: Kristina Craner

Content & Grade Range: All Subjects K-8

Degree: BS, Social Work 4/2017

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 no applicants or interviews. The candidate was with the district under an Alt Auth for 2018-19 school year using ABCTE as her route. The candidate is enrolling in Western Governors University but has prerequisite work that is required prior to enrollment.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Cassia Joint School District's request for Kristina Craner without reservation.

Cassia Joint School District #151

Applicant Name: Heather Gibby

Content & Grade Range: All Subjects K-8

Certified: Expired Standard Instructional Certificate - PE K-12 and Health 6-12

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 three applicants and three interviews. The previous third grade teacher retired. Heather had already been certified and was the best fit. She has contacted CSI for a program and is considering enrolling in their next cohort.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Cassia Joint School District's request for Heather Gibby without reservation.

Cassia Joint School District #151

Applicant Name: Kimberly Koepnick

Content & Grade Range: All Subjects K-8

Degree: 136 semester college credits

Previously awarded Provisional Certificates: 2017-18 and 2018-19, same endorsement

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. Kimberly came with high recommendation with a full year of experience in the 6th grade from Raft River. Other candidates did not have any certification/experience. She is enrolled in Grand Canyon University for Secondary Ed - History. She has two courses remaining and then will start a program for elementary. She is going to check into CSI.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Cassia Joint School District's request for Kimberly Koepnick without reservation.

Forrester Academy (Alturas) #495

Applicant Name: Cassandra Smouse

Content & Grade Range: All Subjects K-8

Degree: BA, HBS Health Science 5/2014 and MBA, Health Administration 5/2018

Declared Emergency: April 18, 2019, Forrester Academy Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were five applicants and five interviews. Alturas is experiencing tremendous growth and demand. This upcoming school year we needed to hire an additional five growth positions. Cassie applied for one of the elementary positions. We interviewed the candidates, some with teaching credentials, others without. After a few rounds of interviews, the interview committee felt that Cassie was the best fit for the school.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Forrester Academy's request for Cassandra Smouse without reservation.

Idaho Science and Technology Charter School (ISTCS) #468

Applicant Name: Bryce Salmon

Content & Grade Range: All Subjects K-8

Certified: Administrator Certificate – Principal and Standard Instructional Certificate - Biological Science 6-12, Spanish 6-12, and ESL K-12

Declared Emergency: June 12, 2019, Idaho Science and Technology Charter School Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: Bryce is an exemplary educator with over 15 years of experience. ISTCS does not anticipate using him in 5th grade beyond this

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year. We are requesting a one-year provisional certificate for him this year to qualify him for his current 5th grade assignment.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Idaho Science and Technology Charter School's request for Bryce Salmon without reservation.

Idaho Science and Technology Charter School #468

Applicant Name: Amanda Stewart

Content & Grade Range: History 6-12

Degree: BS, Agricultural Education and Modern Languages and Literatures 12/2009

Declared Emergency: June 12, 2019, Idaho Science and Technology Charter School Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: ISTCS is a rural school that is expanding. As part of the expansion, it had eight total certificated openings and only two certificated applicants. This candidate is enrolled in ABCTE but would not have qualified on the USECC rubric.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Idaho Science and Technology Charter School's request for Amanda Stewart without reservation.

Idaho Science and Technology Charter School #468

Applicant Name: Teresa Stewart

Content & Grade Range: All Subjects K-8

Degree: BS, Agricultural Science and Technology 12/2011

Declared Emergency: June 12, 2019, Idaho Science and Technology Charter School Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: ISTCS is a rural school that is expanding. As part of the expansion, it had eight total certificated openings and only two certificated applicants. This candidate is enrolled in ABCTE but would not have qualified on the USECC rubric

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Idaho Science and Technology Charter School's request for Teresa Stewart without reservation.

Kimberly School District #414

Applicant Name: Bryce Frandsen

Content & Grade Range: Mathematics – Basic 5-9

Degree: BS, Human Nutrition and Agricultural Science 12/2015

Declared Emergency: September 18, 2019, Kimberly School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were two applicants and two interviews. Mr. Frandsen has completed his BA degree and a teacher certification program in Arizona for History and PE. He is waiting for the Arizona Department of Education

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to issue his certification. He has taken and passed the Praxis test but Arizona is not accepting that test and is requiring him to take the NES test. Once he receives his Arizona certificate, he will transfer it to Idaho and add the Mathematics, Basic endorsement.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Kimberly School District's request for Bryce Frandsen without reservation.

Marsh Valley Joint School District #21

Applicant Name: Rachelle Gilbert

Content & Grade Range: Teacher Librarian K-12

Certified: Standard Instructional Certificate - English 6-12

Declared Emergency: September 10, 2019, Marsh Valley Joint School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: Mrs. Gilbert taught English for 10 years in the district and then transferred to the Media Specialist position. She had an Alt Aut - Teacher to New application 2017-18 and 2018-19 for Teacher Librarian through University of Idaho. The district learned in September 2019 that she had not completed the necessary requirements for her final renewal of the Alt Auth due to personal circumstances, therefore this position was not posted.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Marsh Valley Joint School District's request for Rachelle Gilbert without reservation.

Minidoka County Joint School District #331

Applicant Name: Taylor Gee

Content & Grade Range: All Subjects K-8

Degree: AA, Early Childhood Education 12/2018

Declared Emergency: August 20, 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 positions. Only three applicants were certified. Of the three certified, two had bad references and one did not return phone calls for an interview. All other applicants were scored on the rubric for interviews after references were called (most applicants did not respond for the interview process). The top three were offered positions after interviews.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Minidoka County Joint School District's request for Taylor Gee without reservation.

Mountain View School District #244

Applicant Name: Mary Charley

Content & Grade Range: CTE – Agriculture Science and Technology 6-12

Certified: Standard Instructional Certificate - All Subjects K-8, Visual Arts K-12 and Literacy K-12

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Declared Emergency: September 6, 2019, Mountain View School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: Ms. Charley was the only applicant for this position. Reviewed by Kristi Enger prior to review by the PSC and approved.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Mountain View School District's request for Mary Charley without reservation.

Oneida County School District #351

Applicant Name: Chelsey Ricaldi

Content & Grade Range: All Subjects K-8

Degree: BA, Dance 12/2010

Declared Emergency: June 18, 2019, Oneida County School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: The district had more vacancies than applicants due to the rapid growth of their virtual school. They were in need of numerous elementary teachers. They were able to find many certified applicants and hired all of them. To fill the rest of the vacancies, they had to use alternative routes to help candidates with bachelor's degrees receive certification. Chelsey has been assigned an experienced online teacher as her mentor. They will provide her the support she needs to be successful. She is enrolled in ABCTE but was unable to qualify on the Uniform Standard for Evaluating Content Competency (rubric).

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Oneida County School District's request for Chelsey Ricaldi without reservation.

Orofino School District #171

Applicant Name: Justin Haag

Content & Grade Range: Biological Science 6-12

Degree: 157 semester college credits

Declared Emergency: August 19, 2019, Orofino School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: Mr. Haag was on an Alternative Authorization – Content Specialist for the 2018-19 with a plan from Lewis-Clark State College. It appeared that Mr. Haag held a bachelor's degree. Upon questioning the lack of progress of the candidate, it was determined that Mr. Haag was short credits from earning his bachelor's degree and has not been accepted into the educator preparation program. The Authorizations Committee contacted the district during the Professional Standards Commission meeting. The superintendent was unavailable, but Mr. Haag's administrator was able to discuss the applicant. It was determined by the Authorizations Committee to convert the Alternative Authorization – Content Specialist renewal application into a Emergency Provisional. Mr. Haag will need to hold a baccalaureate degree and be enrolled in a educator preparation program for any future applications.

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PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Orofino School District's request for Justin Haag without reservation.

St. Maries School District #41

Applicant Name: Andrew Bailey

Content & Grade Range: CTE – Agriculture Science and Technology 6-12

Degree: 58 semester college credits

Previously awarded Provisional Certificates: 2018-19, same endorsement

Declared Emergency: September 16, 2019, St. Maries School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were two applicants and one interview. Mr. Bailey was the only qualified candidate. He has welding experience, a welding certification and willingness to complete the CTE training. His CTE study plan is included. Reviewed by Kristi Enger prior to review by the PSC and approved.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends St. Maries School District's request for Andrew Bailey without reservation.

St. Maries School District #41

Applicant Name: James Broyles

Content & Grade Range: CTE OS – Orientation Health Occupations 6-12 and Standard Instructional - Music 6-12 (2 applications in one packet)

Degree: BS, Nursing 5/1973

Previously awarded Provisional Certificates: 2014-15 - Health Occupations, 2017-18 - Music, Spanish and Orientation Health Occupations and 2018-19 - Music, Spanish and Orientation Health Occupations

Declared Emergency: August 12, 2019, St. Maries 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. Mr. Broyles has received multiple Provisional approvals. The district was able to find a music teacher last year and hired him for the Spring semester. However, when their levy failed in March, that employee began looking and ultimately accepted a position in another district. The district immediately began advertising the position again. There was only one applicant, Mr. Broyles. Reviewed and recommended by Kristi Enger prior to review by the PSC. Kristi noted that this endorsement will not be available after July 1, 2020.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends St. Maries School District's request for James Broyles without reservation.

Sugar-Salem School District #322

Applicant Name: Amy Christean

Content & Grade Range: English as a Second Language (ESL) K-12

Certified: ABCTE Interim – All Subjects K-8

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Declared Emergency: September 4, 2019, Sugar-Salem School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were two applicants and two interviews. The district received resignation of their ESL teacher prior to the start of school. Neither applicant held an ESL endorsement. Ms. Christean was the best fit for the position. She has started courses through Western Governors University for an ESL endorsement.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Sugar-Salem School District's request for Amy Christean without reservation.

The North Fork School #591

Applicant Name: Sally Elliott

Content & Grade Range: World Language – French K-12

Degree: BA, French 5/1971

Declared Emergency: July 12, 2019, The North Fork School Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. In May, McCall-Donnelly High School informed French students that they would only offer French II in 2019-20 school year, then discontinue French. Current French II students wanted to complete their language requirement with French III and asked North Fork School to provide the class. As a one (or two, if French I) class only. This is not a full-time or even a part-time position (only 4 to 5 students). Few adults in McCall have the French and teaching knowledge with the availability to teach this class. Ms. Elliott has all three and desire to do it!

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends The North Fork School's request for Sally Elliott without reservation.

Twin Falls School District #411

Applicant Name: Adee Christensen

Content & Grade Range: All Subjects K-8

Certified: Expired certificate from out of state, Special Education

Declared Emergency: October 14, 2019, Twin Falls School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were 12 applicants and four interviews. Out of the 12 applicants, three had been hired in the district, five didn't have a certification and three didn't have favorable reference checks. Adee has an expired out of state credential and is working at meeting the requirements to reinstate. She will then apply for her Idaho credential. She has two years teaching experience.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Twin Falls School District's request for Adee Christensen without reservation.

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Twin Falls School District #411

Applicant Name: Matthew Coleman

Content & Grade Range: Junior ROTC

Certified: Administrator Certificate – Superintendent and Principal, Standard Instructional Certificate - English 6-12 and Spanish 6-12

Declared Emergency: October 14, 2019, Twin Falls School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: This position was not posted as Mr. Coleman is currently an English teacher in the district. Twin Falls High School in partnership with the Idaho National Guard created a military leadership class to offer students. This is taught by Mr. Coleman and several active National Guard servicemen one period per day at the Twin Falls School. Mr. Coleman served two years in the Airforce and was highly interested in being the teacher of record for this elective class. As we look to the 2020-21 school year, we are working together with the Idaho National Guard to obtain the proper certification to continue the program in the district.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Twin Falls School District's request for Matthew Coleman without reservation.

Twin Falls School District #411

Applicant Name: Carey Farnsworth

Content & Grade Range: Social Studies – Middle Level 5-9

Certified: Standard Instructional Certificate - PE K-12 and Health 6-12

Declared Emergency: October 14, 2019, Twin Falls School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: This position was not posted as Mr. Farnsworth is already a teacher in the district. He teaches PE and Health. To meet the needs of our students, one more section of middle school social studies was needed at South Hills Middle School. Mr. Farnsworth agreed to teach one period of middle school social studies for the 2019-20 school year.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Twin Falls School District's request for Carey Farnsworth without reservation.

Wendell School District #232

Applicant Name: Kelly Dahl

Content & Grade Range: Mathematics 6-12 and Mathematics – Basic 6-12

Degree: BS, Human Development and Family Studies 12/2012

Declared Emergency: September 17, 2019, Wendell 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. Wendell School District had a teacher leave - needed Math teacher to start school year. She plans on enrolling in the CSI program.

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PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Wendell School District's request for Kelly Dahl without reservation.

Wendell School District #232

Applicant Name: Kirstin Wert

Content & Grade Range: Mathematics 6-12

Degree: 63 semester college credits

Declared Emergency: September 17, 2019, Wendell School District Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There were two applicants and one interview. Kirstin is enrolled in Western Governors University for her educator preparation program but does not hold a bachelor's degree and is not to her student teaching year yet.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Wendell School District's request for Kirstin Wert without reservation.

Xavier Charter School #462

Applicant Name: Derek Bates

Content & Grade Range: Mathematics 6-12

Degree: BA, Electrical Engineer 5/2000 and MA, Electrical Engineer 5/2002

Declared Emergency: July 23, 2019, Xavier Charter School Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. Xavier had a teacher break her contract on June 12, 2019. They immediately advertised for the position and received no certified applicants and only one non-certified application.

PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Xavier Charter School's request for Derek Bates without reservation.

Xavier Charter School #462

Applicant Name: Mindy Stewart

Content & Grade Range: All Subjects K-8

Degree: BA, Electrical Engineer 5/2000 and MA, Electrical Engineer 5/2002

Declared Emergency: June 20, 2019, Xavier Charter School Board of Trustees declared an emergency exists for the 2019-2020 school year.

Summary of Recruitment Efforts: There was one applicant and one interview. The second grade position was advertised on May 17, 2019 and open until June 21, 2019. In that time, we had no certified candidates apply and only one non-certified candidate. The non-certified candidate had been offered a position in another district. We offered her the position to ensure we would have an instructor for second grade.

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PSC Review: The Professional Standards Commission Authorizations Committee met November 14, 2019. The committee recommends Xavier Charter School's request for Mindy Stewart 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.

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.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Elena Hutchinson, Natasha Luker, Layci Adcock, Skye Hetherington, Jessica Kerns, Michele Loftis, Ambur Miller, Jenna DeKruyf, Alexis Doxey, Kirsten Bame, Carie Brackenbury, Kristina Craner, Heather Gibby, Kimberly Koepnick, Cassandra Smouse, Bryce Salmon, Amanda Stewart, Teresa Stewart, Bryce Frandsen, Rachelle Gilbert, Taylor Gee, Mary Charley, Chelsey Ricaldi, Justin Haag, Andrew Bailey, James Broyles, Amy Christean, Sally Elliott, Adee Christensen, Matthew Coleman, Carey Farnsworth, Kelly Dahl, Kirstin Wert, Derek Bates and Mindy Stewart 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 _____