

**CONSENT  
AUGUST 26, 2020**

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
1	<b>BAHR – SECTION II – IDAHO STATE UNIVERSITY – SWIRE COCA-COLA POURING RIGHTS AGREEMENT</b>	Action Item
2	<b>BAHR – SECTION II – IDAHO STATE UNIVERSITY – CHARTWELL’S FOOD SERVICES AGREEMENT</b>	Action Item
3	<b>IRSA – BIENNIAL REPORT OF PROGRAM CHANGES APPROVED BY THE EXECUTIVE DIRECTOR</b>	Action Item
4	<b>IRSA – UNIVERSITY OF IDAHO – DISCONTINUE MASTER OF ARTS IN PHILOSOPHY</b>	Action Item
5	<b>IRSA – UNIVERSITY OF IDAHO – DISCONTINUE MASTER OF SCIENCE AND MASTER OF EDUCATION IN REHABILITATION COUNSELING AND HUMAN SERVICES</b>	Action Item
6	<b>IRSA – UNIVERSITY OF IDAHO – DISCONTINUE MASTER OF SCIENCE IN BIOREGIONAL PLANNING AND COMMUNITY DESIGN</b>	Action Item
7	<b>IRSA – UNIVERSITY OF IDAHO – DISCONTINUE MASTER OF LAWS DEGREE</b>	Action Item
8	<b>IRSA – GRADUATE MEDICAL EDUCATION COMMITTEE APPOINTMENTS</b>	Action Item
9	<b>PPGA – INDIAN EDUCATION COMMITTEE APPOINTMENTS</b>	Action Item

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<b>TAB</b>	<b>DESCRIPTION</b>	<b>ACTION</b>
10	PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENTS	Action Item
11	PPGA – DATA MANAGEMENT COUNCIL APPOINTMENTS	Action Item
12	PPGA – EDUCATION OPPORTUNITY RESOURCE COMMITTEE APOINTMENT	Action Item
13	SDE – CURRICULAR MATERIALS ADOPTION	Action Item
14	SDE – IDAHO STATE UNIVERSITY – EDUCATOR PREPARATION PROGRAM – CAREER TECHNICAL EDUCATION – MARKETING TECHNOLOGY EDUCATION	Action Item
15	SDE – TEACH FOR AMERICA – EDUCATOR PREPARATION PROGRAM REVIEW	Action Item

**BOARD ACTION**

I move to approve the consent agenda.

**CONSENT**  
**AUGUST 26, 2020**

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**IDAHO STATE UNIVERSITY**

**SUBJECT**

Approval of five-year contract with Swire Coca-Cola

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Idaho State University (ISU) has entered into pouring rights arrangements for soft drinks and vending operations for over 30 years. The current arrangement with Swire Coca-Cola ended on June 30, 2020. ISU issued an RFP for a five year Beverage Pouring and Vending Services Contract on February 27, 2020. The successful proposal was submitted by Swire Coca-Cola. The proposed contract begins July 1, 2020 and continues through June 30, 2025. The contract allows for an additional five years with one year term extensions.

**IMPACT**

Approval of the contract generates approximately \$1,894,000 over a five year period plus an initial investment of \$90,900. The annual funding generated by this contract increases from approximately \$130,000 under the current arrangement to \$369,000.

**ATTACHMENTS**

Attachment 1 – Proposed Swire Coca-Cola Contract

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Board Policy V.I.3.a, that indicates that purchases exceeding one million dollars (\$1,000,000) require prior Board approval, Idaho State University is requesting a five-year extension of a long-standing relationship with Swire Coca-Cola with a provision for five further one-year extensions. This is estimated to provide ISU with up to \$1.9 million in revenue over the life of the contract. The contract was the result of a competitive bidding process, and ISU wishes to award the contract to Swire Coca-Cola and extend its contractual relationship. Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to enter into a five-year contract with Swire Coca-Cola with an allowance for no more than five further one-year extensions.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**2020–2025 EXCLUSIVE SPONSORSHIP AGREEMENT**

This EXCLUSIVE SPONSORSHIP AGREEMENT (the “Agreement”) is entered into between IDAHO STATE UNIVERSITY (“University”) and SWIRE PACIFIC HOLDINGS INC., which is a Delaware corporation doing business as Swire Coca-Cola, USA (“Coca-Cola”).

**RECITALS**

WHEREAS, University is engaged in the operation of a public university with a mailing address of 921 South 8<sup>th</sup> Avenue, Pocatello, Idaho 83209, that includes educational facilities along with athletic and other related sites on the entire campus including, but not limited to the Idaho Falls campus, the Meridian campus, and the Pocatello campus (collectively the “Facilities”), and in connection therewith sells and advertises certain beverage products to its students, patrons, employees, guests, and others;

WHEREAS, Coca-Cola is engaged in the business of bottling and distributing various beverage products and in operating related businesses;

WHEREAS, University and Coca-Cola desire to enter into this Agreement to provide University and its students, patrons, employees, guests, and others with beverage products;

WHEREAS, University and Coca-Cola desire to enter into this Agreement pursuant to which University will purchase from Coca-Cola for resale, or otherwise allow Coca-Cola to sell, through vending machines, fountain equipment, coolers, and otherwise, “Beverage Products” (as defined in Section 4.3 below) to consumers at University’s Facilities, including new locations that open during the Term of the Agreement, and any expansions of the Facilities;

WHEREAS, University and Coca-Cola also intend that, in exchange for consideration provided by Coca-Cola to University, University will sell and advertise exclusively at the Facilities Beverage Products distributed by Coca-Cola and no other Beverage Products.

NOW THEREFORE, in exchange for valuable consideration, including without limitation, the mutual covenants, agreements and representations contained in this Agreement, the receipt of which is hereby acknowledged, University and Coca-Cola, with the intent to be legally bound, do covenant and agree as follows:

**OBLIGATIONS**

**Section One: Exclusivity and Marketing**

1.1 Coca-Cola will provide University with:

- (a) Upfront Signing Funding in the one-time amount of Eighty-Three Thousand Four Hundred Dollars (\$84,300), payable within thirty (30) days after the execution of this Agreement by both parties.
- (b) Annual Campus Sponsorship Funding in the amount of One Hundred Sixty-Seven Thousand Five Hundred Dollars (\$167,500) in each year of the Term to be used to

promote University's Facilities in conjunction with Coca-Cola's Products as mutually agreed by University and Coca-Cola. The installment for the first year shall be due within thirty (30) days after the execution of this Agreement by both parties, with each subsequent installment to be paid on or before June 1 of each subsequent contract year.

- (c) Annual Athletic Sponsorship Funding in the amount of Fifty-Two Thousand Five Hundred Dollars (\$52,500) in each year of the Term to be used to promote University's athletic teams and Facilities in conjunction with Coca-Cola's Products as mutually agreed by University and Coca-Cola. The installment for the first year shall be due within thirty (30) days after the execution of this Agreement by both parties, with each subsequent installment to be paid on or before June 1 of each subsequent contract year.
- (d) Student Affairs Sponsorship Funding and in-kind Product with a value of Twenty-Three Thousand Dollars (\$23,000) per year to support annual student scholarships and activities in conjunction with promotion of Products and initiatives of The Coca-Cola Company and as mutually agreed by Coca-Cola and University.
- (e) Recycling Funding of up to Five Thousand Dollars (\$5,000) per year used for campus recycling of aluminum cans and plastic bottles. Coca-Cola will work with University to establish recycling and sustainability efforts consistent with University's priorities, Coca-Cola's business strategies, and applicable programming resources, including through the implementation innovative technologies.
- (f) Support in the form of complimentary 12oz CSD cans and .5ltr Dasani water Products having a retail value not to exceed Eighteen Thousand Dollars (\$18,000) for use at University's Facilities. University must request all available complimentary Products during the course of each applicable year. If University does not request all available complimentary Products by the end of each applicable contract year, then any complimentary Products remaining at the end of each year shall be retained by Coca-Cola. Coca-Cola agrees to provide University with quarterly summaries in each year of the Term indicating the remaining support under this section for each calendar year.
- (g) Annual Marketing Support having a value not to exceed Ten Thousand Dollars (\$10,000) in each year of the Term to be used to promote and increase Product sales at University's Facilities as mutually agreed by University and Coca-Cola. Annual marketing support funds do not accrue and shall be held and managed by Coca-Cola. Coca-Cola agrees to provide University with quarterly summaries in each year of the Term indicating the remaining support under this section for each calendar year.
- (h) Athletic Sideline Equipment Program support in the amount of Ten Thousand Dollars (\$10,000) to be used to purchase Powerade Sideline Kits and other Powerade-branded equipment for use at University's Facilities. Support under this section does not accrue and shall be held and managed by Coca-Cola. Coca-Cola agrees to provide University with quarterly summaries in each year of the Term indicating the remaining support under this section for each calendar year.
- (i) Merchandise Funding in the one-time amount of Seven Thousand Five Hundred dollars (\$7,500) used for investment on signage (i.e. menu boards, digital displays, etc.) to

support the update of the existing “Coca-Cola Family Zone” signage and other like needs as mutually agreed upon by University and Coca-Cola.

- (j) Initial Support Contribution in a one-time amount of Thirty-Three Thousand Four Hundred Dollars (\$33,400) used for Ice Maker Replacement and Specialty Bin. In year six the one-time amount of Seventeen Thousand Five Hundred Dollars (\$17,500) will be used for any Ice Maker Replacement.
- (k) Promotional products and programs offered for the University in the amount of Twenty-Five Thousand Dollars (\$25,000) used for the Idaho State University’s 50-year Holt Arena Commemorative Cup.
- (l) Annual Student Scholarships in the amount of Five Thousand Dollars (\$5,000) per year to be administered mutually by Coca-Cola and University in conjunction with the initiatives of The Coca-Cola Company.
- (m) Fueling Station Funding in the one-time amount of Seven Thousand Five Thousand Dollars (\$7,500) used to support the build-out of a new Athletic Fuel Station. Further, annual support for the Athletic Fuel Station of Product with a retail value of up to Eighteen Thousand Dollars (\$18,000) per year.
- (n) Performance Based Funding on vended Product of One Dollar (\$1.00) per case in excess of 3,320 cases of Product vended per year. Performance Based Funding will accrue and be paid to University quarterly based on University’s purchases of Coca-Cola Products.

1.2 University will provide Coca-Cola with:

- (a) Vendor Panels: One (1) football scoreboard panel valued at Seven Thousand Five Hundred Dollars (\$7,500). One (1) Basketball scorer’s table panel valued at Five Thousand Dollars (\$5,000).
- (b) Tickets: Twenty (20) season football tickets values at One Thousand Eight Dollars (\$1,680). Twelve (12) season men’s basketball tickets valued at One Thousand Seven Hundred Seventy-Six Dollars (\$1,776). Six (6) Season VIP parking passes for each men’s basketball and football games.
- (c) Radio Sports: Announce Coca-Cola as the official beverage sponsor at the end of each distributor radio advertisement for men’s basketball, valued at Five Thousand Dollars (\$5,000).
- (d) Scoreboard Advertising: Provide beverage vendor four full minutes of advertising time on the scoreboard during each Idaho State University sporting event held at Facility, or an equal rotation with University’s other sponsors. Valued at Three Thousand Dollars (\$3,000)

*Note: There will be no scoreboard advertising at Reed Gym in year one, banner advertising only.*

- (e) Print/Trademark Visibility: Coca-Cola to receive the center spread in all game programs or equivalent for football in full color. Valued at Three Thousand Dollars (\$3,000).
- (f) In Facility Beverage Recognition: Two public address announcements at all home games for football, men's and women's basketball and volleyball. Valued at Five Thousand Dollars (\$5,000).
- (g) Right to show four beverage vendor provided video sound commercials at all events during which message center is in use. Valued at Six Thousand Dollars (\$6,000).
- (h) Right to place a Coca-Cola banner in Reed Gym for all Volleyball and Basketball Events. Valued at Six Thousand Dollars (\$6,000).
- (i) Right to produce one halftime promotion for football, men's basketball, women's basketball or volleyball. Valued at Eight Thousand Dollars (\$8,000).

1.3 University will not sell, offer for sale, or offer for complimentary consumption (or allow others persons or entities to sell, offer for sale, or offer for complimentary consumption, including concessionaires) at the Facilities any beverages other than Beverage Products purchased directly from Coca-Cola. Such obligation will apply at all times and at all locations at the Facilities including, but not limited to, all special events held at the Facilities whether by University or others. Coca-Cola's exclusive rights do not, however, extend to beverages that University is required to sell in conjunction with federally assisted meal programs.

1.4 University will make Beverage Products available for sale at the Facilities through fountain dispensing, coolers, kiosks, hawking, vending, as well as through any other means mutually agreed upon. University will use reasonable efforts to maximize the sale and distribution of Beverage Products at the Facilities.

1.5 University will ensure that its concessionaires abide by the exclusivity requirements herein. As the only exception to those exclusivity requirements, concessionaires may offer for sale no more than ten percent non-Coca-Cola beverages. Concessionaires will use coolers with schematics containing Coca-Cola and University logos that have been mutually approved by Coca-Cola and University. The Starbucks on campus is permitted to offer for sale "Starbucks" branded ready to drink beverages and brewed coffee and tea.

1.6 University grants and guarantees Coca-Cola the exclusive right to display its logo, name, and/or advertising message in areas of the Facilities mutually agreeable to University and Coca-Cola and at all promotional events and all activities held at the Facilities and will prevent any other beverage product manufacturer and/or distributor from displaying its corporate logo, name and/or advertising message anywhere at the Facilities including on cups, coolers, dispensers or anything else used at the Facilities. Such obligation will apply at all times at the Facilities including, but not limited to, all special events held at the Facilities whether by University or others.

1.7 If, during the Term, University enacts a policy that has the effect of restricting the sale of plastic bottles at the Facility, University shall provide Coca-Cola with written notice of such policy. If Coca-Cola does not have a product that meets the new policy standard, Coca-Cola and

University will negotiate in good faith adjustments to the promotional consideration set forth in Section 1.1 and to refund to Coca-Cola the cash value of all unearned consideration it has received from Coca-Cola. If no agreement can be reached between the parties, the promotional consideration set forth in Section 1.1 shall be reduced and prorated to reflect the remaining portion of the Term by taking University's adjusted decreased volume of Beverage Products sold to University in the previous agreement year, dividing by University's previous volume of Beverage Products sold to University in the previous agreement year, and applying the resulting percentage figure to the total amount of promotional consideration in Section 1.1. If this Paragraph 1.5 becomes applicable in the first year of the agreement, the volume figures shall be taken from the volume estimates from the Request for Proposals issued by the University in relation to this agreement.

## **Section Two: Vending Machines**

2.1 Coca-Cola will continue to provide the existing 69 Vending Machines. During the Term, Coca-Cola may provide additional or replacement Vending Machines, in which case such Vending Machines will also be governed by the terms of this Agreement. The Vending Machines will be used exclusively for the resale to consumers of Coca-Cola Beverage Products. All vending machines shall be modern and of the latest technology and have the capability to accept most popular forms of tender, and in the future an "ISU Bengal" card. All machines shall be equipped with coin operation, bill validators and credit/debit card readers. The Vending Machines will remain on and accessible at the Facilities at mutually agreed upon times while the Facilities are open or otherwise in use during the Term.

2.2 The Vending Machines (i) belong to and remain the property of Coca-Cola throughout and after the expiration of the Term, and (ii) are removable by Coca-Cola from the Facilities at any time.

2.3 Coca-Cola will provide routine maintenance service on the Vending Machines at no cost to University. University will be responsible for on-site security and proper handling of the Vending Machines. Coca-Cola shall be responsible for the costs to repair and, if necessary, replace Vending Machines as reasonably needed from time to time.

2.4 University and Coca-Cola will agree on the location of the Vending Machines. University will not move any of the Vending Machines at the Facilities from the locations where such machines are originally placed pursuant to this Agreement, or from any subsequent locations, without the prior written consent of Coca-Cola. Should it become necessary to move any of the Vending Machines from one location to another at the Facilities, Coca-Cola will arrange to move the Vending Machines. University will not move the Vending Machines.

2.5 University acknowledges that Coca-Cola is not a manufacturer of the Vending Machines and that Coca-Cola has made no representations of any nature whatsoever pertaining to the Vending Machines or their performance, whether express or implied, including any implied warranties of merchantability or fitness for a particular purpose, compliance of the equipment with any applicable governmental requirements or regulations, or warranty with respect to patent rights.

2.6 Coca-Cola will supply and stock the Vending Machines with Beverage Products for sale to consumers on a regular basis. Coca-Cola will have the sole right to set the vending price of the Beverage Products. Coca-Cola will collect all monies deposited in the Vending Machines and



pay to University a commission on such monies (after deducting from the commission any applicable sales and use taxes and lost product) as set out on Attachment 5. Commission amounts due to University shall be remitted by Coca-Cola to University quarterly based on cash collected minus sales tax. Coca-Cola shall make and shall provide to University all pertinent revenue and sales records respecting the Vending Machines. Such records shall be furnished at the time of payment of commissions. Coca-Cola shall maintain complete and accurate records of vending transactions for each machine in accordance with accepted industry standards, and keep such financial records for a period of three (3) years after the close of each year's operation.

2.7 University may, at any time during the Term, request additional or substitution Vending Machines, which Coca-Cola shall consider and provide as needed, as determined in Coca-Cola's sole discretion.

2.8 Coca-Cola shall provide and maintain a petty cash fund of at least \$20 at the University Center information desk for making prompt refunds of money lost in the Coca-Cola machines. Coca-Cola will replenish these funds on a timely basis.

### **Section Three: Fountain and Cooler Equipment**

3.1 Coca-Cola will provide Fountain and Cooler Equipment ("Equipment") as set forth in Attachment A. Coca-Cola may provide additional or replacement Equipment for service or storage of Products, in which case all such Equipment will be governed by the terms of this Agreement. The Equipment will be used exclusively for the resale and/or complimentary distribution to consumers by University of Beverage Products purchased by University directly from Coca-Cola as provided for by this Agreement.

3.2 The Equipment shall belong to and remain the property of Coca-Cola throughout and after the expiration of the Term. University will take no action to encumber or allow others to encumber the Equipment. The Equipment will be promptly picked up by Coca-Cola at the termination of the Agreement, and University will allow Coca-Cola prompt access to the Facilities for such purpose.

3.3 University acknowledges that Coca-Cola is not a manufacturer of the Equipment and that Coca-Cola has made no representations of any nature whatsoever pertaining to the Equipment or its performance, whether express or implied, including any implied warranties of merchantability or fitness for a particular purpose, compliance of the equipment with any applicable governmental requirements or regulations, or warranty with respect to patent rights.

3.4 Coca-Cola will provide routine maintenance service on the Equipment at no cost to University. University will be responsible for on-site security and proper handling of Equipment. Coca-Cola shall be responsible to repair and, if necessary, replace the Equipment as reasonably needed from time to time. Any ice-making Equipment will be serviced by third-parties in a separate agreement between University and its third-party servicer, and University will not look to Coca-Cola for repairs and maintenance of the ice-makers.

3.5 University may, at any time during the Term, request additional or substitution Equipment, which Coca-Cola shall consider and provide as needed, as determined in Coca-Cola's sole discretion.

Section Four: Beverage Purchases

4.1 University will purchase from Coca-Cola for resale and/or complimentary distribution to consumers at the Facilities all of the fountain, bottled, and canned Beverage Products that University and consumers at the Facilities shall in good faith require. Pricing will be at Coca-Cola's the prices set forth in Attachment B and will otherwise be at the prices charged to similarly situated customers. The pricing will be subject to yearly price increases not to exceed four percent (4%), except in the event Coca-Cola is subject to extraordinary increases in cost of fuel, materials, and other products necessary for the manufacture and distribution of the Products, in which event prices may be increased at more frequent intervals and in amounts in excess of four percent (4%). Proposed price increases to be considered in meal plan rates for the upcoming academic year must be submitted to the Contracting Officer in consultation with the Food Service contract Liaison or designee not later than January 31.

4.2 Payment for Beverage Products that University purchases directly from Coca-Cola (as opposed to Product sold through the Vending Machines) shall be due from University within thirty (30) days of the date of delivery of the Beverage Products to University. The University waives any dispute it may have with an invoice unless it provides Coca-Cola with a written objection within thirty (30) days of the invoice date that sets forth specifically University's disagreement with the invoice.

4.3 "Products" when used in this Agreement mean all non-alcoholic beverages including, without limitation, carbonated and non-carbonated beverages, soft drinks, mineral waters, water, flavored water, juices, sports drinks, energy drinks, iced teas, iced coffees and similar products, all cups and lids in which beverages are sold, and all CO<sub>2</sub>, but not including dairy products, alcoholic beverages, and water from the "tap".

Section Five: Taxes

5.1 University hereby assumes all liability, if any, for any federal, state and/or local taxes and licenses resulting from the resale and/or complimentary distribution by University of the Beverage Products purchased or distributed pursuant to this Agreement. University agrees and certifies that the Beverage Products which University purchases pursuant to this Agreement will be purchased solely for the purpose of resale. University further agrees and certifies that in the event it purchases the Beverage Products for any purpose other than resale, that the user or consumer of such products will file all applicable tax returns and pay all applicable federal, state and/or local taxes.

## Section Six:

[Intentionally left blank]

Section Seven: Term

7.1 The "Term" of this Agreement will be effective as of July 1, 2020 and shall continue until June 30, 2025, unless the Agreement is earlier terminated as provided herein. The Term may be extended, as set forth in Section 7.2. if (i) any of the rights granted to Coca-Cola herein are materially restricted or limited during the Term (including as a result of Ambush Marketing at the

Facilities –e.g. product sampling, t-shirts, and like promotions of competing beverage brands), (ii) if there is a closing of any material component of the Facilities, (iii) if the volume of Beverage Products sold to University decreases for any reason in a month by twenty percent (20%) or more over the same month in the prior year, or (iv) a Team fails to play all of its scheduled home games on the Facilities for a period of more than thirty (30) consecutive calendar days during its scheduled season (whether or not due to a cause beyond the reasonable control of University, including a pandemic, health, strike, or other work stoppage), then in addition to any other remedies available to Coca-Cola, Coca-Cola may elect, at its option, to adjust the consideration to be paid to University under Section 1.1 of this Agreement for the then remaining portion of the Term (and University will pay to Coca-Cola a pro rata refund of any prepaid amounts and a pro rata refund of the costs of refurbishing and installing the Equipment) to reflect the diminution of the value of rights granted hereunder to Coca-Cola. In the event Coca-Cola elects to exercise its right to such adjustment and refund, University may, at its option, within ten (10) days following receipt of notice of any adjustment, notify Coca-Cola of its disagreement with the amount of the future adjustment. The parties will then attempt in good faith to resolve the disagreement over such future adjustment. If the parties cannot, after good faith negotiations, resolve the matter, Coca-Cola may terminate this Agreement. Upon receipt of written notice of termination pursuant to this Paragraph 7.1, University and Coca-Cola shall work in good faith to effect an orderly transition and winding-down of activities under this Agreement to be completed no later than 150 (one hundred fifty) days after receipt of such notice.

7.2 For one (1) year immediately prior to the end of the then existing Term, University agrees to negotiate in good faith an extension of this Agreement for an additional five (5) one (1) year Term extensions with Coca-Cola. Coca-Cola agrees to negotiate updated pricing figures and updated promotional consideration for any such extension. If no agreement is reached, University may begin negotiating with other manufacturers or distributors of Products one hundred fifty (150) days before the expiration of the Term.

#### Section Eight: Miscellaneous

8.1 Required approvals, clearance and coordination have been accomplished from and with appropriate agencies. Coca-Cola was selected by the University through a Request for Proposal, 02272020 (the “RFP”) of which the requirements, terms and conditions as responded to by Coca-Cola are incorporated herein by reference.

8.2 This Agreement may not be assigned, waived, amended or modified by University unless agreed to by Coca-Cola in writing, and any attempt by University to assign either its benefits or duties under this Agreement without first obtaining such written consent from Coca-Cola shall be void.

8.3 This Agreement constitutes the entire integrated understanding between University and Coca-Cola, and there are no other terms, conditions, representations or understanding, whether written or oral, concerning the rights and obligations of the parties to this Agreement except as set forth in this Agreement. For avoidance of doubt, the terms of this Agreement take precedence over any national plan or agreement in which University or its concessionaire might otherwise participate.

8.4 University in its corporate and/or institutional capacity, and any individual signing on behalf of University, personally represent and warrant to Coca-Cola that the execution of this Agreement has been duly and properly authorized by University and by the appropriate state, local, and/or school district officials, if necessary, and that it is valid and enforceable against University.

8.5 Where possible, each provision of this Agreement will be interpreted in such a manner as to be consistent and valid under applicable law; but if any provision of this Agreement shall be invalid, prohibited or unenforceable under applicable law, such provision shall be ineffective to the extent of such invalidity or prohibition, without invalidating the remainder of such provision or the remaining provisions of this Agreement.

8.6 This Agreement will be interpreted and construed according to Idaho law.

8.7 The waiver of any breach of this Agreement by either party will in no event constitute a waiver as to any subsequent breach.

8.8 University will promptly refund to Coca-Cola an amount equivalent to the upfront and annual support provided by Coca-Cola to University pursuant to Section 1 of this Agreement, pro-rated to reflect the remaining portion of the original five (5) year Term, in the event University ceases doing business, there is a change in ownership or control of the Facilities, Coca-Cola or University terminates the Agreement, or University otherwise breaches any of its obligations under this Agreement. This Paragraph will not limit Coca-Cola's ability to pursue its lost profits or any other remedies it may have for the breach of this Agreement by University.

8.9 This Agreement is subject to the Idaho Public Records Act and any exclusions from disclosure of confidential business information as provided therein.

8.10 University represents and warrants that the execution of this Agreement will not result in a breach of any other agreement, including without limitation an exclusive agreement with any other beverage manufacturer or supplier.

8.11 This Agreement may be executed in counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument and a facsimile or email transmission of a signature shall be deemed to be the same, and equally enforceable, as an original of such signature.

8.12 Standard Insurance Requirements. Coca-Cola shall obtain, and maintain at all times during the term of this contract, insurance in the following kinds and amounts:

- (a) Workers' Compensation Insurance as required by state statute, and Employer's Liability Insurance covering all of Coca-Cola's employees acting within the course and scope of their employment.
- (b) Commercial General Liability Insurance written on ISO occurrence form CG 00 01 10/93 or equivalent, covering premises operations, fire damage, products and completed operations, blanket contractual liability, personal injury, and advertising liability with minimum limits as follows:

- i. \$1,000,000 each occurrence;
- ii. \$2,000,000 general aggregate;
- iii. \$2,000,000 products and completed operations aggregate; and
- iv. \$50,000 any one fire.

(c) Automobile Liability Insurance covering any auto (including owned, hired and non-owned autos) with a minimum limit as follows: \$1,000,000 each accident combined single limit.

#### 8.13 Miscellaneous Insurance Provisions.

- (a) The Insurance shall include provisions preventing cancellation or non-renewal without at least 30 days prior notice to the University.
- (b) All policies evidencing the insurance coverages required hereunder shall be issued by insurance companies satisfactory to the University.
- (c) Coca-Cola shall provide certificates showing insurance coverage required by this Agreement before the commencement of services or delivery of Products under the Agreement. No later than fifteen (15) days prior to the expiration date of any such coverage, Coca-Cola shall deliver to University certificates of insurance evidencing renewals thereof. At any time during the term of this contract, University may request in writing, and the offeror shall thereupon within fourteen (14) days supply University, evidence satisfactory to the University of compliance with the provisions of this section.

8.14 Order of Precedence. The provisions of this Agreement shall govern the relationship of the Parties. In the event of conflicts or inconsistencies between this Agreement and its exhibits and attachments, including, but not limited to, those provided by University, such conflicts or inconsistencies shall be resolved by reference to the documents in the following order of priority:

- (a) Special Provisions, hereof,
- (b) The provisions of the main body of this Agreement,
- (c) Coca-Cola's RFP response and Best and Final Offer.

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8.15 Special Provisions. These Special Provisions apply to all contracts except where noted in italics.

- (a) **FUND AVAILABILITY.** Financial obligations of the University payable after the current Fiscal Year are contingent upon funds for that purpose being appropriated, budgeted, and otherwise made available.
- (b) **GOVERNMENTAL IMMUNITY.** No term or condition of this Contract shall be construed or interpreted as a waiver, express or implied, of any of the immunities, rights, benefits, protections, or other provisions, of Idaho statutory law, as applicable now or hereafter amended.

- (c) INDEPENDENT CONTRACTOR. Coca-Cola shall perform its duties hereunder as an independent contractor and not as an employee. Neither Coca-Cola nor any agent or employee of Coca-Cola shall be deemed to be an agent or employee of the University.
- (d) COMPLIANCE WITH LAW. Coca-Cola shall strictly comply with all applicable federal and state laws, University policies, procedures, and regulations in effect or hereafter established, including, without limitation, laws applicable to discrimination and unfair employment practices.
- (e) CHOICE OF LAW. Idaho law, and procedures and regulations issued pursuant thereto, shall be applied in the interpretation, execution, and enforcement of this Contract. Any provision included or incorporated herein by reference which conflicts with said laws, procedures, and regulations shall be null and void. Any provision incorporated herein by reference which purports to negate this or any other Special Provision in whole or in part shall not be valid or enforceable or available in any action at law, whether by way of complaint, defense, or otherwise. Any provision rendered null and void by the operation of this provision shall not invalidate the remainder of this Contract, to the extent capable of execution.

**THE PARTIES HERETO HAVE EXECUTED THIS AGREEMENT**

**Each person signing this Agreement represents and warrants that he or she is duly authorized to execute this Agreement and to bind the Party authorizing his or her signature.**

Swire Pacific Holdings Inc. d/b/a Swire Coca-Cola, USA  <hr style="border: 0; border-top: 1px solid black; margin: 10px 0;"/> By: John E. Pelo Title: President   <div style="text-align: center;">*Signature</div> <div style="text-align: center;">Date: _____</div>	Idaho State University   By: Glen R. Nelson Title: Vice President for Finance and Business Affairs   <div style="text-align: center;">*Signature</div> <div style="text-align: center;">Date: _____</div>
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**ATTACHMENT "A"**

**List of Initial Fountain and Cooler Equipment**

Glass Front Vendor	Stack Vendor
	
Ice Combo Fountain	Drop In Fountain
	
Ice Machine	
	

**ATTACHMENT "B"****2020 Pricing**

<b>Package</b>	<b>Case Cost</b>	<b>Case Quantity</b>
12z Cans Singles	\$ 15.60	24
7.5z 8pk Cans	\$ 12.24	24
355ml Mexican Coke	\$ 27.36	24
20oz Sparkling	\$ 27.84	24
Dasani/20z	\$ 24.96	24
Dasani/.5L - 24pk	\$ 18.48	1
Smartwater 700ml	\$ 30.48	24
Smartwater 1L	\$ 19.56	12
Glacéau Vit/20z Bot	\$ 16.32	24
Energy/16z Monster	\$ 39.12	24
Energy/24z Monster	\$ 27.84	12
ISO/20z	\$ 26.88	24
Juice/.12z/MM	\$ 31.44	24
Dunkin Coffee 13.7z	\$ 22.68	12
Aha Sparkling Water	\$ 19.10	24
Topo Chico Sparkling Water	\$ 24.72	24
Peace Tea 23z	\$ 13.20	12
YUP 14z	\$ 16.08	12
Core Power 11.5/14z	\$ 28.80	12
HubertsLemondade 16z	\$ 17.40	12
BODYARMOR 16z	\$ 17.50	12
5 gallon BIB	\$ 84.30	1
2.5 gallon BIB	\$ 43.95	1
12 oz cups	\$ 90.93	2,000
16 oz cups	\$ 74.46	1,000
24 oz cups	\$ 99.20	1,000
32 oz cups	\$ 68.49	480
12/16/24 oz lids	\$ 59.06	2,000
32oz lids	\$ 43.71	960
7 3/4" Straw	\$ 79.15	6000
10" Straw	\$ 99.20	6000
<b>CLUB PRICING (NOT FOR RESALE)</b>		
12z Cans Singles	\$ 7.50	24
Dasani/.5L - 24pk	\$ 6.00	1

Price will increase annually on anniversary date for bottle/can products and will be based on a maximum contract amount of 4%. Price will increase annually on anniversary date for all fountain products and will be based on Coca-Cola North America maximum contract amount of 4%.



**IDAHO STATE UNIVERSITY**

**SUBJECT**

Approval of five-year contract with Chartwells

**APPLICABLE STATUTE, RULE, OR POLICY**

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

Idaho Administrative Code, Section 38.05.01.032

Idaho State University – Purchasing Policy

**BACKGROUND/DISCUSSION**

The Idaho State University (ISU) foodservice operation has been outsourced to Chartwells since 2001. The current contract issued in 2011, with amendments added in 2013, 2016, and 2017, expires on June 30, 2021. The current foodservice contract provides dining options in on-campus housing as well as concessionaires on campus in Pocatello and Idaho Falls. Outsourcing the foodservice operation provides access to capital for facilities improvements while still participating in net earnings of the operations.

ISU would like to upgrade and expand the foodservice offerings for our students, faculty, staff and community. Based on a longstanding successful relationship with Chartwells, ISU has negotiated a new contract, which will replace the current contract. The proposed contract begins September 1, 2020 and continues through June 30, 2025 with an option for an additional five (5) year extension.

Campus dining options, catering to student tastes and expectations, play an important role in the recruitment and retention of students. Extending and enhancing the food program is one lever ISU is pursuing to aid its recruitment and retention efforts and maintain the momentum of the new branding campaign. The new agreement will allow ISU to immediately make major improvements to the dining program. The new program will also allow ISU to add two national brands. Waiting until the current agreement expires for a new agreement or RFP process would put program enhancements and additions behind by a minimum of one year and possibly even two years.

The State Board of Education approved Idaho State University's Purchasing Policies and Procedures, ISUPP 2560, in October of 2016 which exempts concession services where there is no expenditure of University funds, from bidding.

In early 2020, ISU reviewed its food services contract. In that review, ISU discussed a new contract with Chartwell, whose proposed contract results in a potential increased value of over \$4,000,000 to the institution and provides an immediate impact on recruitment and retention. Further, ISU indicates that if it had gone to bid at that time and the contract been awarded to a different vendor, the

**CONSENT**  
**AUGUST 26, 2020**

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current contract would have required a \$134,000 early payout. ISU believes this methodology maximizes the return to the institution and that the Board's October 2016 approval of the Idaho State University purchasing policy allowed it to negotiate with the current vendor since that negotiation was deemed in the best interests of the institution and consistent with its policy.

**IMPACT**

Approval of the contract generates approximately \$2,700,000 over a five (5) year period and continues to provide food services to ISU. The annual payment to ISU is calculated as a percentage of net sales. The existing contract terms would generate approximately \$2,000,000 over the same five-year period.

In addition, Chartwells will invest \$2,130,000 in capital to upgrade retail areas including the addition of two (2) national food brands and new point of sale system. The addition of the national brands will update ISU's offerings and bring exciting desired brands to the university community.

**ATTACHMENTS**

Attachment 1 – Proposed Contract  
Attachment 2 – Idaho State University Purchasing Policy  
Attachment 3 – IDAPA Section 38.05.01.032

**STAFF COMMENTS**

The Board approved ISU's purchasing policy in October of 2016 which is located in Attachment 2. The policy does not require concession service to be conducted via an open bidding process. This is consistent with state law as noted in Attachment 3. Idaho State University has a long-standing relationship with Chartwells, and this contract does anticipate an increase in revenue for ISU over five years of \$700,000, as well as another \$2.130M in capital investment over a five-year period.

ISU has stated that there is a robust relationship between Chartwells and Idaho State University and that there is benefit to the institution in extending that relationship both operationally and financially. The University requests Board approval to award this contract to Chartwells. Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Idaho State University to enter into a five-year food concession contract with Chartwells to provide foodservice to the Pocatello and Idaho Falls campuses.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**FOOD SERVICES AGREEMENT**

THIS AGREEMENT is made as of July 1, 2020 by and between Idaho State University, with principal offices located at 638 E. Dunn Street, Pocatello, ID 83209 (“University”), and Compass Group USA, Inc., a Delaware corporation, with principal offices at 2400 Yorkmont Road, Charlotte, North Carolina 28217, by and through its Chartwells Division (“Chartwells”) (individually, the “Party” and collectively, the “Parties”).

WHEREAS, University and Chartwells are parties to a Dining Services Agreement dated July 1, 2011), as amended by Amendment One dated May 1, 2013 Amendment Two effective June 28, 2016, and Amendment No. 3 dated November 1, 2017 (collectively the “2011 Agreement”);

WHEREAS, the 2011 Agreement is scheduled to expire on June 30, 2021;

WHEREAS, University desires to replace the 2011 Agreement with a new agreement and extend its dining relationship with Chartwells; and

WHEREAS, Chartwells desires to perform such services for University;

NOW, THEREFORE, in consideration of the mutual covenants and agreements set forth herein, the Parties hereto, intending to be legally bound hereby, agree as follows.

**1. CLIENT'S GRANT TO CHARTWELLS**

University grants to Chartwells, as an independent contractor, the exclusive right to provide and manage the University’s food service program except for campus vending, concessions, Games Center, and the College of Technology (COT) program (located in the RFC building), but to include, residential dining, retail and catering services (collectively, the “Services,” “Food Service” or “Food Service Program”) on the Pocatello and Idaho Falls campuses of Idaho State University (the “Premises”) and the exclusive right to sell to students, employees, guests and other persons at such Premises food products, non-alcoholic beverages and other such articles (“Products”) as shall be approved by the University. Chartwells shall render the Food Services within the facilities of the Premises, including but not limited to, the food preparation, serving, dining and storage areas (“Facilities”) designated for the Food Service Program.

**2. COMMENCEMENT AND TERMINATION**

A. Subject to approval by the University’s Board of Directors on or about August 24, 2020, this Agreement shall become effective as of July 1, 2020 and shall remain in force until June 30, 2026, unless sooner terminated as herein provided (“Term”). It shall thereafter automatically renew for an additional five-year period, unless sooner terminated as herein provided. For the avoidance of doubt, this Agreement supersedes and replaces the 2011 Agreement as of July 1, 2020.

B. Notwithstanding the above, either Party may terminate this Agreement by providing notice of termination in writing sixty (60) days prior to the proposed termination date.

C. If either Party shall refuse, fail or be unable to perform or observe any of the terms or conditions of this Agreement for any reason other than Excused Performance reasons stated herein, the Party claiming such failure shall give the other Party a written notice of such breach. If the failure has not been corrected within thirty (30) days from such notice (or, with respect to default in payment, within ten (10) days from such notice), the non-breaching Party may terminate this Agreement effective ten (10) days after the end of said period.

D. In the event of a termination for any reason, all amounts outstanding shall become due and payable to Chartwells immediately upon termination.

E. Upon the termination or expiration of this Agreement, Chartwells shall, as soon thereafter as is feasible, but in no event later than thirty (30) days after the effective date of termination or expiration of this Agreement, vacate all parts of the Premises occupied by Chartwells, remove its equipment (if applicable) and return the Facilities to University, together with all the equipment furnished by the University pursuant to this Agreement, in the same condition as when originally made available to Chartwells, excepting reasonable wear and tear.

F. The termination or expiration of this Agreement shall not affect the rights, privileges, liabilities and/or responsibilities of the Parties as they exist as of the effective date of termination. The Parties shall cooperate fully with each other during the Term of the Agreement and subsequent thereto in order to ascertain and satisfy the liabilities of either Party to the other.

G. At the termination of this Agreement, if requested by Chartwells and agreed to by the University, University may either purchase directly or cause Chartwells' successor to purchase Chartwells' usable inventory of food and supplies, it being further agreed that if Chartwells maintains an inventory of supplies bearing the logo of the University or a sponsor (as described in Section 11 below), University shall either purchase directly or cause Chartwells' successor to purchase Chartwells' usable inventory of such logoed supplies. The purchase price for such food and/or supplies shall be at Chartwells' cost.

### 3. CHARTWELLS' RESPONSIBILITIES

A. Pursuant to the provisions of this Agreement, Chartwells shall operate and manage its Services hereunder at such locations as agreed upon and maintain its Services with appropriate merchandise of good quality at reasonable prices.

B. Chartwells shall comply with all federal, state and local laws and regulations governing the preparation, handling and serving of foods. Chartwells shall procure and keep in effect all licenses and permits required by law and shall post such permits as required by law. Chartwells shall comply with applicable federal, state and local laws and regulations pertaining to wages and hours of employment. **The parties shall abide by the requirements of 41 CFR §§ 60-1.4(a), 60-300.5(a) and 60-741.5(a). These regulations prohibit discrimination against qualified individuals based on their status as protected veterans or individuals with disabilities, and prohibit discrimination against all individuals based on their race, color, religion, sex, sexual orientation, gender identity or national origin. Moreover, these regulations require that the parties take affirmative action to employ and advance in employment individuals without**

**regard to race, color, religion, sex, sexual orientation, gender identity, national origin, protected veteran status or disability. Further, the parties agree to comply with 29 CFR Part 471, Appendix A to Subpart A and Idaho Code §67-5909A.**

C. Chartwells shall hire all employees necessary for the performance of this Agreement. Upon being hired, such employees shall be subject to such health examination as proper federal, state and local authority may require in connection with their employment. All persons employed by Chartwells will be the employees of Chartwells and will be covered by employee dishonesty insurance. In performing work required by this Agreement, Chartwells shall not discriminate against any employee or applicant for employment because of race, religion, sex, color, national origin, sexual orientation or age, in violation of federal, state or local law. The University reserves the right to: (1) review the credentials and qualifications of all personnel recommended by Contractor for key managerial positions; (2) participate in the final interview for the preferred candidate; and (3) based upon mutual agreement between the University and Contractor to either accept or reject any candidate for a management position.

D. Chartwells shall perform all necessary mopping of the floors in the storage and food service preparation areas. Chartwells shall maintain conditions of sanitation and cleanliness. The Facilities, Services and food prepared by Chartwells will at all times be subject to inspection by an authorized, capable person or persons designated by the University. Chartwells housekeeping, janitorial and maintenance responsibilities shall consist of:

- a. Bussing of all areas (Rendezvous, GT, Pond, Bennion). Chartwells will bus tables at all locations from 8:00 a.m.-2:00p.m. Monday through Friday.
- b. Daily mopping/sweeping of all retail areas both front and back of house.
- c. Daily mopping/sweeping/vacuuming in GT.
- d. Cleaning of all counters and equipment in the dining areas below 6 ft. in height.
- e. Take trash to on-site dumpsters in all areas in GT and front and back of house in retail areas.
- f. Clean cook tops (regularly) in all areas.

Chartwells shall follow all OSHA standards and requirements for such housekeeping and janitorial services. Chartwells shall keep the display and serving areas clean, sanitary, orderly and attractive at all times. Any spillage or soiled spots shall be removed promptly from counters, steam table pans, general serving and dining areas and floors.

E. All records pertaining to work performed in accordance with this Agreement shall be kept on file by Chartwells for a period of three (3) years from the date the record is made. Chartwells shall, upon reasonable notice, give the University or its authorized representative the opportunity at a reasonable time during normal business hours to inspect, examine, audit and copy such of Chartwells' business records (with the exception of records containing proprietary information) which are directly relevant to the financial arrangements set forth in Exhibit A, which is attached hereto and incorporated herein by this reference. The cost of such inspection, examination and audit will be at the sole expense of the University and such inspection, examination and audit shall be conducted at the Chartwells locations where said records are normally maintained.

F. Chartwells agrees that its employees and agents shall comply with and observe all applicable rules and regulations concerning conduct on the Premises that University imposes upon University's employees and agents. Chartwells will follow the principles of the Hazard Analysis Critical Control Point (HACCP) system in all food handling activities.

G. University's authorized representatives shall have access to all food services premises at all times.

H. All menu items will be available for the duration of the operating hours. Market basket survey, for both retail and catering, will be conducted by July 1 of each year. Retail price adjustments, if any, will take effect August 1 of each year, provided that Chartwells will be entitled to adjust pricing for national brands periodically in accordance with the terms of its national brand agreements and shall be entitled to equitable adjustments due to changes in conditions as set forth in Section 5 below.

#### **4. CLIENT'S RESPONSIBILITIES**

A. University shall, without cost to Chartwells, provide Chartwells with the necessary space for the operation of the Services and shall furnish, without cost to Chartwells, all utilities and Facilities reasonable and necessary for the efficient performance of this Agreement by Chartwells including, but not limited to, heat, hot and cold water, steam, gas, lights and electric current, garbage removal services, exterminator services, sewage disposal services, duct and vent cleaning, office space and telephone service (not to include long distance charges).

B. University shall, at its cost and expense, provide the Facilities, equipment and floor space necessary for the efficient provision of Chartwells' Services hereunder. The University shall maintain, repair and replace said equipment and Facilities at its own expense. The University shall keep such equipment and Facilities maintained in a safe operating condition such that no Chartwells employee is exposed to or subjected to any unsafe situation which would violate the Occupational Safety and Health Act including, but not limited to, the general duty and the specific duty clauses thereof or any other similar federal, state or local law or regulation. However, if equipment provided by University becomes inoperative, hazardous or inefficient to operate, Chartwells shall have the right to undertake repairs or replacements at the expense of the University if the University fails to do so after having been given a reasonable amount of time to correct the equipment deficiency. University shall permit Chartwells to have the use of all such equipment and Facilities in the performance of its obligations hereunder, subject to the duty to exercise reasonable care in the use thereof. Chartwells agrees that all equipment and items of equipment now or hereafter furnished by the University to Chartwells are the sole property of the University and Chartwells agrees not to change, deface, or remove any symbol or mark of identity upon said equipment or items of equipment furnished by the University.

C. The University shall be responsible for all necessary cleaning of walls, windows and electric light fixtures and all necessary scrubbing, mopping and polishing of floors in the dining room

areas, as well as any areas adjacent to stands or carts used for Chartwells' Services, at no cost to Chartwells.

D. University shall provide Chartwells with access to its board plan tracking systems to enable Chartwells to track and reconcile student meal plan participation in the meal plans, as well as actual meal plan and declining balance usage, and to enable Chartwells to generate reports to assess metrics of the Dining Service Program. University shall notify Chartwells in writing of changes to meal plans.

E. A detailed responsibility summary of the Parties' responsibilities is set forth in Exhibit B, which is attached hereto and incorporated herein by this reference.

## **5. FINANCIAL ARRANGEMENTS**

The financial arrangements of this Agreement are set forth in Exhibit A. The financial terms have been negotiated between the Parties upon the condition that University will require all students residing on the Premises to participate in a meal plan and that Chartwells will operate its Services at the same points of Service and remain in operation only during the hours agreed to when Chartwells begins operations hereunder, and upon the assumptions set forth in Exhibit C. If University changes the meal plan participation requirement or desires Chartwells to operate its Services for additional points of Service and/or additional hours, or if any of the assumptions set forth in Exhibit C are not met, University and Chartwells shall mutually agree on the appropriate financial arrangements for the new level of meal plan participation and additional points of Service and/or additional hours.

The financial and operational terms of this Agreement are also based on conditions in existence on the date Chartwells commences service, including without limitation University's student population; on-campus enrollment (including preservation of current enrollment in classes on campus without reduction associated with migration of attendance to online/distance learning) labor costs (including but not limited to benefits and insurance costs and impact of increases in the minimum wage upon union labor rates); food and supply costs; federal, state and local sales, use and excise tax. In addition, Chartwells has relied on representations regarding existing and future conditions made by University in connection with the negotiation and execution of this Agreement. Upon request from Chartwells, University shall provide Chartwells with reports and information detailing student, faculty and staff population, including enrollment in academic programs and on-campus and distance learning programs. In the event of a change in the conditions or the inaccuracy or breach of, or failure to fulfill, any representation of University, the Parties shall negotiate in good faith to adjust the financial and operational terms on a mutually agreeable basis to reflect the impact of such change, inaccuracy or breach.

In the event University requests that Chartwells install a branded concept and subsequently requests that Chartwells remove or replace such concept, University shall be responsible for the costs and expenses of such removal and/or replacement.

## **6. INDEMNIFICATION AND INSURANCE**

A. To the fullest extent permitted by law, each Party shall indemnify, defend and hold the other harmless from any and all losses, damages or expenses, including reasonable attorneys' fees, arising out of or resulting from claims or actions for bodily injury, death, sickness, property damage or other injury or damage caused by any negligent act or omission of such Party, any willful misconduct of such Party, or any breach by such Party of its obligations under this Agreement.

B. The right of a Party (the "Indemnified Party") to indemnification under this Agreement shall be conditioned upon the following: prompt written notice to the Party obligated to provide indemnification (the "Indemnifying Party") of any claim, action or demand for which indemnity is claimed; control of the investigation, preparation, defense and settlement thereof by the Indemnifying Party; and such reasonable cooperation by the Indemnified Party, at the Indemnifying Party's request and expense, in the defense of the claim. The Indemnified Party shall have the right to participate in the defense of a claim with counsel of Indemnifying Party's choice and at its expense. The Indemnifying Party shall not, without the prior written consent of the Indemnified Party (which shall not be unreasonably withheld), settle, compromise or consent to the entry of any judgment that imposes any liability upon the Indemnified Party.

C. Chartwells shall obtain and maintain insurance for the following risks in such amounts under such policies as follows, it being understood that minimum required policy limits may be provided through a combination of primary and excess insurance: commercial general liability (including contractual and products-completed operations liability) in the amount of One Million Dollars (\$1,000,000) each occurrence and Two Million Dollars (\$2,000,000) general aggregate; business automobile coverage in the amount of One Million Dollars (\$1,000,000) each accident; and workers' compensation [including employers' liability coverage in the amount of One Million Dollars (\$1,000,000) each accident/each employee/policy limit] in an amount not less than that required by applicable statute).

D. Certificates of insurance for such coverage and naming the University and the State of Idaho as an additional insured will be furnished upon thirty (30) days prior notice.

E. The State of Idaho and its departments and agencies are commercially insured for property insurance by Travelers Indemnity Company policy KTK-CMB-122D810-3-19. There is a \$350,000 self-funded retention. The retention is funded through the "Retained Risk Fund" in the Department of Administration, Risk Management Program. Coverage is on replacement cost basis. The State of Idaho's general and automobile liability coverage is provided through a self-funded liability plan administered by the State of Idaho Risk Management Program and is subject to the Idaho Tort Claims Act, Idaho Code sections 6-901 through 6-929. The combined aggregate limit of liability for any one occurrence or accident is \$500,000.

F. Each Party has the obligation and responsibility to adequately insure its real and/or personal property against loss or damage caused by fire and extended coverage perils. The Parties waive all rights of recovery against each other and their subsidiaries, officers, directors, trustees, volunteers and employees, including subrogation rights, for such loss or damage to the waiving Party.



G. IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER FOR SPECIAL, INDIRECT, PUNITIVE, OR CONSEQUENTIAL DAMAGES, OR ANY DAMAGES CONSTITUTING LOST PROFITS, SUFFERED BY EITHER PARTY UNDER THIS AGREEMENT.

## **7. TAXES AND ASSESSMENTS**

A. Chartwells shall pay when due all federal, state, local and other governmental taxes or assessments in connection with the operation and performance of the Services, with the exception of sales, gross receipts or similar taxes. The Parties acknowledge that even if the University is tax exempt, University may be liable for the remittance of state sales tax for the sale of food, beverages, meals and/or Services.

B. Based on relevant statutes, the Parties will determine whether the sales of food and beverages ("Service Transactions") are subject to sales, gross receipts or similar tax. The Parties will then determine whether the sales, gross receipts or similar tax will be collected by University or Chartwells for remittance to the appropriate state department of revenue. If University is liable for such sales, gross receipts or similar tax, University's tax liability will not be waived by Chartwells either collecting the tax or accounting for the tax in its operations. If the Parties are unable to resolve any dispute or controversy regarding the taxability of Service Transactions, such dispute or controversy shall be resolved by a ruling of the applicable state department of revenue.

C. The University shall pay when due all federal, state, local and other governmental use and property taxes or assessments arising in connection with the Premises, Facilities, equipment, offices and utilities. Chartwells shall pay when due all license and permit fees in connection with Services. The University shall reimburse Chartwells for all license and permit fees paid in connection with Services.

## **8. CONFIDENTIALITY**

In the course of providing Services hereunder, the Parties may be exposed to trade secrets or other confidential or proprietary information and materials of the other Party which includes, but is not limited to, menus, recipes, signage, food service surveys and studies, management guidelines, procedures, operating manuals and software, all of which shall be identified as confidential ("Confidential Information"). The Parties agree to hold in confidence and not to disclose any Confidential Information during the Term of this Agreement and for two (2) years afterward, except that the Parties may use or disclose Confidential Information: (a) to its employees and affiliates or others to the extent necessary to render any service hereunder, provided that the other Party is first notified of the information that will be provided to any party outside of this Agreement and provided further that such information is disclosed only after such party is required to maintain it in confidence as required hereunder; (b) to the extent expressly authorized by either Party; (c) to the extent that at the time of disclosure, such Confidential Information is in the public domain, or after disclosure, enters the public domain other than by breach of the terms of this Agreement; (d) that is in the possession of either Party at the time of disclosure and is not acquired directly or indirectly from the other Party; (e) that is subsequently received on a non-confidential basis from a third party having a right to provide such information; or (f) as required by order during the

course of a judicial or regulatory proceeding or as required by a government authority. The Parties agree not to photocopy or otherwise duplicate any Confidential Information without the express written consent of the other Party. Each Party's Confidential Information shall remain the exclusive property of the Party and shall be returned to the other Party upon termination or expiration of this Agreement. In the event of any breach of this provision, the Parties shall be entitled to equitable relief, in addition to all other remedies otherwise available to it at law. This provision shall survive the termination or expiration of this Agreement.

In the event University receives a request or notice to produce information provided by Chartwells and marked as confidential, proprietary, or trade secret, University shall (i) assert the confidential nature of the information to be disclosed, (ii) use reasonable efforts to obtain confidential treatment for any information so disclosed, including without limitation cooperating with Chartwells in asserting grounds to seek such confidential treatment, (iii) immediately notify Chartwells in writing of the requirement, order, or request to disclose in advance of such disclosure in order to afford Chartwells the opportunity to determine whether the requested information is protected from disclosure and to assist in the University's efforts to obtain confidential treatment of such Confidential Information and to enable Chartwells to contest disclosure if allowable, (iv) absent a non-appealable final order, decree or judgment of any court or governmental body having competent jurisdiction to the contrary, refrain from releasing Chartwells' information until at least seven (7) business days after the University shall have provided Chartwells with advance written notice of such requirement, order, or request to disclose, so that Chartwells may take reasonable steps to preclude such disclosure, it being specifically understood that such notice must be provided not only upon the University's receipt of a requirement, order, or request to disclose, but also upon the receipt of any appealable order, decree or judgment of any court or governmental body having competent jurisdiction directing the release of such information.

## **9. INDEPENDENT CONTRACTOR RELATIONSHIP**

It is mutually understood and agreed that an independent contractor relationship is hereby established under the terms and conditions of this Agreement.

## **10. EMPLOYEES**

It is mutually understood and agreed that employees of Chartwells are not nor shall they be deemed to be employees of University and that employees of University are not nor shall they be deemed to be employees of Chartwells. Chartwells' employees performing any work on the Premises shall be subject to the rules and regulations established by the University as reasonable and necessary for its Premises, the Food Service Facilities, equipment, offices and utilities. Neither Party shall during the Term of this Agreement or for one (1) year thereafter solicit to hire either Party's employees who manage any Services or who manage any employee or any other highly compensated employees, or any persons who were so employed by the other Party ("One-year Non-solicitation"). The foregoing shall not be violated by general advertising for career opportunities nor by service as a reference for the employee. For the avoidance of doubt, if an employee on his or her own initiative, contacts a Party for the primary purpose of securing alternative employment, any action taken by the employee shall not be deemed a breach of this Section 10. In the event of any breach of such One-year Non-solicitation, the breaching Party shall

pay and the injured Party shall accept an amount equal to twice the annual salary of the relevant employee as liquidated damages.

## **11. SPONSORSHIP**

Chartwells and University recognize the value of securing sponsorship relationships for the University. Notwithstanding the foregoing, University will ensure that such sponsorship agreements do not impair the quality of the food and beverage Items served by Chartwells (as compared to comparable items served at other similar venues in which Chartwells or its affiliates provides food and beverage service) or increase the costs for such items (as compared to the Chartwells' pricing for comparable items of similar size and quality). University and Chartwells agree that they will not compromise the quality of the food and beverage Items served in the dining facilities in order to secure a sponsorship. In the event University decides to enter into a sponsorship agreement (or enters into any other relationship) that increases the costs that Chartwells incurs, then University shall fully reimburse Chartwells for such cost increases.

## **12. STUDENT WAGES**

If the University has a student work program, the University may assign such number of student workers as waiters, dishwashers, cleaning personnel and other kitchen help as the University and Chartwells shall agree, subject to the following terms and conditions.

A. Chartwells shall have full supervision of all such student help in connection with their employment hereunder.

B. Chartwells shall be responsible for the complete training of student employees as it relates to their specific job duties, in particular student waiter/waitress staff.

C. Student employees shall be compensated at the minimum wage as is in effect from time to time, unless otherwise agreed by the University and Chartwells. In the event the compensation payable to student employees is greater than the minimum wage in effect on the date hereof, the University and Chartwells agree to renegotiate the charges for Services set forth herein.

## **13. CHARTWELLS' TITLE TO EQUIPMENT**

All equipment, including automatic vending machines and related equipment, installed and purchased directly by Chartwells, and not with R&A, G&A, Innovation, or Investment funds, pursuant to the provisions of this Agreement is and shall at all times remain the property of Chartwells, with title vested in Chartwells. University shall have no property interest in said equipment. University agrees to permit only employees and agents of Chartwells to move, remove, open or tamper with the equipment of Chartwells.

## **14. PROPRIETARY MARKS**

The University acknowledges that the names, logos, service marks, trademarks, trade dress, trade names and patents, whether or not registered, now or hereafter owned by or licensed to Chartwells

or its affiliated and parent companies (collectively “Marks”) are proprietary Marks of Chartwells. The University will not use the Marks for any purpose except as expressly permitted in writing by Chartwells. Upon termination of this Agreement, the University shall discontinue the use and display of any Marks and shall allow Chartwells to remove all goods bearing any Marks.

## **15. INFORMATION TECHNOLOGY SYSTEMS**

In connection with the services being provided hereunder, Chartwells may need to operate certain information technology systems not owned by University (“Chartwells Systems”), which may need to connect to or interface with University’s internet access, networks, software, or information technology systems (“University Systems”). Chartwells will be solely responsible for all Chartwells Systems, and University will be solely responsible for all University Systems, including taking the necessary security and privacy protections that are reasonable under the circumstances. If Chartwells serves as the merchant-of-record for credit or debit card transactions in connection with the Services provided hereunder, then Chartwells will be responsible for complying with applicable laws, regulations and payment card industry data security standards related to the protection of cardholder data (“Data Protection Rules”). If Chartwells Systems connect to or interface with University Systems, then University agrees, at its expense, to implement any changes to University Systems as reasonably requested and deemed necessary and prudent by Chartwells, to ensure Chartwells' compliance with Data Protection Rules. University shall make such changes as soon as reasonably possible based on other University priorities and needs." To the extent allowed by law, each party will indemnify, defend, and hold the other party harmless from all claims, liabilities, damages, and costs (including reasonable legal fees) arising from the indemnifying party’s failure to comply with its obligations in this Section.

## **16. LOSS PREVENTION AND CAMERA TECHNOLOGY**

A. Chartwells will have the right at Chartwells’ expense to implement security measures and security systems as it deems necessary, including, but not limited to, employing a loss prevention manager on-site at the Premises. University agrees to cooperate with Chartwells in connection with Chartwells’ implementation of such systems, including, but not limited to, providing permission for Chartwells to install equipment related to such systems at the University’s Premises.

B. Chartwells may in its reasonable discretion install camera technology to enhance security. Cameras will be purchased and installed by Chartwells at its sole cost and expense unless otherwise provided herein, and will be removed from the Premises by Chartwells upon termination or expiration of this Agreement. In the event of such installation, Chartwells will advise University and University will reasonably cooperate with Chartwells by allowing Chartwells reasonable access to the Premises to install and remove the cameras.

## **17. EXCUSED PERFORMANCE**

In the event that performance of any terms or provisions hereof (other than obligations to make payments that have become due and payable pursuant to this Agreement) shall be delayed or prevented because of compliance with any law, decree, or order of any governmental agency or authority, either local, state, or federal, or because of riots, war, public disturbances, strikes,

lockouts, differences with workmen, fires, floods, Acts of God, pandemic, epidemic, or any other reason whatsoever which is not within the control of the Party whose performance is interfered with and which, by the exercise of reasonable diligence said Party is unable to prevent, the Party so suffering may at its option suspend, without liability, the performance of its obligations hereunder during the period such cause continues.

**18. ASSIGNMENT**

Neither Chartwells nor University may assign or transfer this Agreement, or any part thereof, without the written consent of the other Party, except the Parties may assign this Agreement to an affiliated company or wholly owned subsidiary without prior approval and without being released from any of their responsibilities hereunder.

**19. ENTIRE AGREEMENT AND WAIVER**

This Agreement constitutes the entire Agreement between the Parties with respect to the provision of Chartwells' Services and supersedes all other written or oral understandings or agreements between the Parties with respect to the provision of Chartwells' Services on the Premises. No variation or modification of this Agreement or attached Exhibits and no waiver of their provisions shall be valid unless in writing and signed by the duly authorized officers of Chartwells and University.

**20. SEVERABILITY**

Each term and condition, article, paragraph and subparagraph of this Agreement and any portion thereof, will be considered severable. If, for any reason, any portion of this Agreement is determined to be invalid, contrary to or in conflict with any applicable present or future law, rule or regulation in a final ruling issued by any court, agency or tribunal with valid jurisdiction, that ruling will not impair the operation of or have any other effect upon, any other portions of this Agreement; all of which will remain binding on the Parties and continue to be given full force and effect.

**21. NOTICES**

Any notice or communication required or permitted to be given hereunder shall be in writing and delivered personally, by overnight courier, by facsimile or by United States certified mail, postage prepaid with return receipt requested, addressed to the Parties as follows or to such other persons or places as either of the Parties may hereafter designate in writing. Such notice shall be effective when received or on the date of personal or courier delivery or on the day of deposit in the United States mail as provided above, whichever is earlier. Rejection or other refusal to accept such notice shall not affect the validity or effectiveness of the notice given.

To University:        Idaho State University  
                             Attention:    Office of General Counsel  
                             921 So. 8<sup>th</sup> Ave., Stop 8410  
                             Pocatello, ID 83209  
                             Facsimile No.    208-282-4821

To Chartwells:           Compass Group USA, Inc. d/b/a Chartwells  
                                  Attention: CEO  
                                  2 International Drive  
                                  Rye Brook, New York 10573  
                                  Facsimile No. (914) 935-5553

with a copy to:           Compass Group USA, Inc.  
                                  Attention: General Counsel  
                                  2400 Yorkmont Road  
                                  Charlotte, North Carolina 28217  
                                  Facsimile No. (704) 329-4010

## 22. SIGNATURES

Agreement to, and acceptance of, this Agreement may be made and evidenced by facsimile signature or in an electronic form evidencing signatures of both parties hereto. This Agreement may be executed in any number of counterparts, each of which shall constitute an original and all of which together shall constitute but one and the same original document.

## 23. GOVERNING LAW

This Agreement shall be governed by the laws of the State of Idaho, without giving effect to its choice of law principles.

IN WITNESS WHEREOF, the Parties enter into this Agreement as of the day and year first above written.

Idaho State University

Compass Group USA, Inc. by and  
through its Chartwells Division

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**EXHIBIT A**  
**FINANCIAL ARRANGEMENTS**

**Idaho State University**

**A. Profit and Loss Basis**

Chartwells will operate its Services for its own account on a profit and loss basis. Profits shall be the excess, if any, of Net Sales during any fiscal year over the sum of (a) all direct and indirect costs of performing the Services, (b) the amortization expense described below, and (c) the cumulative operating deficit, if any, from prior operating periods during the term of this Agreement. "Net Sales" shall mean all moneys received for sales or Services rendered at or from the University premises, excluding: (1) receipts from sales of meals to employees of Chartwells; (2) any service charge made, collected and turned over to employees; (3) the proceeds of the sale of any fixtures or equipment; (4) proceeds from the sale or liquidation of any inventory which is not sold at retail; (5) any commission or processing fee paid in connection with sales by credit or bank cards; and (6) sales, gross receipts and other taxes collected by Chartwells or any other vendor as required by governmental authorities. With respect to Net Sales made by subcontractors, Net Sales shall include only the portion of subcontracted Net Sales retained by Chartwells, and shall not include the portion of subcontracted Net Sales paid to or retained by the subcontractor. Further, Sales at Eames Advanced Technical Education and Innovations Complex ("EAMES") shall not be included in the calculation of Net Sales.

Prices shall be determined by mutual consent between Chartwells and University; provided, however, that in the event of material cost changes, whether taxes, labor, merchandise, equipment, or otherwise, including but not limited to any change in any federal, state or local law including regulatory or legislative mandates, it is agreed that Chartwells shall have the right to adjust said prices to reflect said increases.

**B. Meal Plans Rates**

Prior to the beginning of each academic year, the Parties shall coordinate and mutually agree upon the calendar start and end dates for Board Days for the upcoming academic year. If there is a reduction in the number of Board Days below the number of Board Days that forms the basis of Chartwells' financial offer, Chartwells and University will mutually agree upon an increase to daily rates to cover its fixed operating costs. University shall be allowed to sell Meal Plans on behalf of the Chartwells. For FY 2020-2021, the following mandatory Meal Plan Rates shall be in effect for on-campus students:

Residential Meal Plans	Semester Price (w/o tax & OR)	Plan Details
Bengal Block 220	\$1,895	<ul style="list-style-type: none"> <li>• 220 meal swipes to the Turner Commons</li> <li>• 60 meal equivalency swipes per semester</li> <li>• \$500 Dining Dollars</li> </ul>

<b>Bengal Block 110</b>	<b>\$1,585</b>	<ul style="list-style-type: none"> <li>• 110 meal swipes to the Turner Commons</li> <li>• 30 meal equivalency swipes per semester</li> <li>• \$650 Dining Dollars</li> </ul>
<b>Weekly Black 14</b>	<b>\$1,849</b>	<ul style="list-style-type: none"> <li>• 14 meals per week to the Turner Commons (Monday-Sunday)</li> <li>• 5 meal equivalency swipes per week</li> <li>• \$350 Dining Dollars</li> </ul>
<b>Weekly Orange 10</b>	<b>\$1,750</b>	<ul style="list-style-type: none"> <li>• 10 meals per week to the Turner Commons (Monday-Sunday)</li> <li>• 5 meal equivalency swipes per week</li> <li>• \$500 Dining Dollars</li> </ul>
<b>Weekly Orange 19</b>	<b>\$1,964</b>	<ul style="list-style-type: none"> <li>• 19 meals per week to the Turner Commons (Monday-Sunday)</li> <li>• 60 meal equivalency swipes per semester</li> <li>• \$300 Dining Dollars</li> </ul>

For FY 2020-2021, the following voluntary Meal Plan Rates shall be in effect for commuter, faculty and staff:

<b>Meal Plans</b>	<b>Semester Price (w/o tax &amp; OR)</b>	<b>Plan Details</b>
<b>Roaring 75</b>	<b>\$1,500</b>	<ul style="list-style-type: none"> <li>• 75 Meal Swipes to Turner Commons</li> <li>• \$1,000 Dining Dollars</li> </ul>
<b>Roaring 50</b>	<b>\$1,500</b>	<ul style="list-style-type: none"> <li>• 50 Meal Swipes to Turner Commons</li> <li>• \$1,200 Dining Dollars</li> </ul>
<b>Roaring 35</b>	<b>\$625</b>	<ul style="list-style-type: none"> <li>• 35 Meal Swipes to Turner Commons</li> <li>• \$325 Dining Dollars</li> </ul>
<b>Roaring 25</b>	<b>\$625</b>	<ul style="list-style-type: none"> <li>• 25 Meal Swipes to Turner Commons</li> <li>• \$425 Dining Dollars</li> </ul>
<b>Roaring 15</b>	<b>\$500</b>	<ul style="list-style-type: none"> <li>• 15 Meal Swipes to Turner Commons</li> <li>• \$350 Dining Dollars</li> </ul>
<b>\$500 Dining Dollars</b>	<b>\$500</b>	<ul style="list-style-type: none"> <li>• 500 Dining Dollars to use across all dining venues</li> </ul>



Meal Equivalency swipes may be used at Burger 208, Bengal Street and Student Choice only.

Dining Dollars may be used at Einstein Bagels, Mandalay Express, Burger 208, Bengal Street, Student Choice, Chick-Fil-a, Starbucks and all C-store locations.

### C. Casual Meal Rates

University shall pay Chartwells the following reimbursements for casual meal sales (which are subject to commissions as provided herein).

Academic year: 2020 - 2021 Casual Meal Rates

Breakfast	\$7.00	Lunch	\$8.50
		Dinner	\$10.50
		Brunch (Sat/Sun only)	\$8.50

University shall pay Chartwells the following reimbursements for summer conference meal sales (which are subject to commissions as provided herein).

Academic year: 2020 – 2021:

Summer Conference Rate-Dining Hall Only		
Internal Rate	External Rate	
Daily \$22.00	Daily \$24.00	
Breakfast \$6.00	Breakfast \$7.00	
Lunch \$8.00	Lunch \$9.00	
Dinner \$9.50	Dinner \$10.00	

Hours of Operation for Summer Conferences for the FY2020-21 academic year shall be as follows:

Hours of Operation Summer Conference	
<b>Monday to Thursday</b>	
Breakfast	7 am to 8:30 am
Lunch	11 am to 1 pm
Dinner	5 pm to 6:30 pm
<b>Friday</b>	
Breakfast	7 am to 8:30 am
Lunch	11 am to 1 pm
Dinner	No dinner unless guarantee 50 guest
<b>Saturday/Sunday</b>	
Guarantee 50 guest for weekend service	

Brunch	10:30 am to 1 pm
Dinner	5 pm to 6:30 pm

Meal Plan rates and prices for other Products and Services will increase in each subsequent year by an amount to be negotiated, taking into account population, hours of operation, other conditions, labor costs (including but not limited to benefits and insurance costs), product costs, fuel costs, federal, state and local tax structure, any change in federal, state or local law including regulatory or legislative mandates, any other levy or tax that impacts Chartwells' services, and variances between operating conditions as described by University prior to execution of this Agreement and actual operating conditions during the Term, including without limitation student population, maintenance expenses and utility costs. Changes in board rates and prices shall be not less than the greater of the increase in the Employment Cost Index, Private Industry, Compensation, Not Seasonally Adjusted – CIU2010000000000A ("ECI") or the Consumer Price Index – Food Away From Home over the prior year. It is further agreed that with respect to national brands, pricing will be competitive with prices available in the community outside University's campus, and price adjustments to such items will be permitted during the academic year.

Chartwells shall bill University on a weekly basis for all reimbursable meals. University shall remit to Chartwells the aggregate reimbursement within ten (10) days of receipt of the billing. University shall remit the total amount of debit card sales to Chartwells on a monthly basis. A complete reconciliation of sales shall be provided by the University with each remittance.

#### **D. Unused Meal Plan Dollars**

Each year, any meal plan dollars left over at the end of the Fall semester shall roll over to the Spring semester. Any meal plan dollars not used by the end of the academic year will not be credited to the student, but will be credited to Chartwells.

#### **E. Investment and Pre-Opening/Transition Expenses**

(1) The 2016 Agreement Investment. Chartwells has previously funded an investment in the University's dining service program to fund capital improvements to the University's premises to facilitate the dining service program in a total sum of Six Hundred Sixty Seven Thousand Four Hundred Seventeen Dollars (\$667,417.00) (collectively, the "2016 Agreement Investment"). Chartwells has been amortizing the 2016 Agreement Investment on a straight line basis. As of June 30, 2020, the remaining balance of the 2016 Agreement Investment is One Hundred Thirty Four Thousand Three Hundred Twelve Dollars and twenty one cents (\$134,312.21). Chartwells will amortize the remaining balance of the Original Investment from July 1, 2020 until June 30, 2031 on a straight line basis. University shall hold title to items funded by the 2011 Agreement Investment. If this Agreement expires or is terminated for any reason prior to the full amortization of the 2016 Agreement Investment, University is liable for and promises to pay to Chartwells the unamortized portion of the 2016 Agreement Investment immediately upon expiration or termination.

(2) The 2020 Agreement Investment. Chartwells will fund an investment in the University's dining service program to fund capital improvements to the University's premises to facilitate the

dining service program, and to fund Pre-Opening expenses in a total sum not to exceed Two Million Four Hundred and Five Thousand Dollars (\$2,405,000) (collectively, the “2020 Agreement Investment”). The portion of the 2020 Agreement Investment attributed to capital improvements will not exceed Two Million One Hundred and Thirty Thousand Dollars (\$2,130,000) Dollars, and the portion of the 2020 Agreement Investment attributed to Pre-Opening Expenses shall not exceed Two Hundred Seventy Five Thousand (\$275,000) Dollars. The Pre-Opening portion of the 2020 Agreement Investment will include, but is not limited to, travel, meals, lodging, opening promotions and advertising, accounting and operating manuals and systems, interviewing and relocation, salaries and fringe benefits, crew training, and other expenses related to preparing for, and commencing performance of services noted in the chart below. The 2020 Agreement Investment will be amortized on a straight line basis from the dates set forth in the chart below through the Amortization Completion Date set forth in the chart below. The University shall hold title to items funded by the 2020 Agreement Investment. If the Agreement expires or is terminated for any reason prior to the full amortization of the 2020 Agreement Investment, the University is liable for and promises to pay to Chartwells the unamortized portion of the 2020 Agreement Investment immediately upon expiration or termination. Any Investment amounts which are unspent and in excess of the amounts needed to complete the projects below may be allocated and utilized by University upon other mutually agreed projects in support of the dining services program. Any amounts necessary to complete projects below which are in excess of the 2020 Agreement Investment by Chartwells shall be funded by the University.

It is agreed by and between the parties that, with regard to the allocation and utilization of the 2020 Agreement Investment, Chartwells in coordination with the University facilities department and with the approvals of the necessary state agencies, shall manage the design and build process of the facility improvements.

<b>Proposed Item</b>	<b>Amount</b>	<b>Amortization Begins</b>	<b>Amortization Completion Date</b>	<b>Allocation Year</b>
Point of Sale Equipment	\$130,000	July 1, 2020	June 30, 2031	Year 1 (2020)
Chick-fil-a Build-Out	\$1,000,000	July 1, 2021	June 30, 2031	Year 2 (2021)
Pre-Opening Funds	\$75,000 COVID	July 1, 2020	June 30, 2031	Year 1 (2020)
Pre-Opening Funds	\$100,000 Chick-fil-a	July 1, 2021	June 30, 2031	Year 2 (2021)
Catering Smallwares	\$75,000	July 1, 2020	June 30, 2031	Year 1 (2020)
Self-Order Kiosks	\$75,000	July 1, 2020	June 30, 2031	Year 1 (2020)
Starbucks Build-Out	\$500,000	July 1, 2022	June 30, 2031	Year 3 (2022)

Starbucks Pre-Opening	\$100,000	July 1, 2022	June 30, 2031	Year 3 (2022)
Campus Smallwares	\$50,000	July 1, 2022	June 30, 2031	Year 3 (2022)
Rendezvous Refresh	\$300,000	July 1, 2023	June 30, 2031	Year 4 (2023)

In the event University requests that Chartwells utilize 2020 Agreement Investment funds for purposes other than those described in Chartwells' proposal, or chooses to implement improvements on a schedule that differs from the schedule described in the proposal (collectively, "University Elections"), it is acknowledged that adherence to such University Elections may impact revenues, expenses, and/or operating efficiencies, and thus may impact the pro forma. In such event, Chartwells and University shall mutually agree upon the potential effect of such University Elections on Chartwells' ability to achieve its pro forma and the Parties will mutually agree to modify the financial arrangements between them in consideration thereof.

#### **F. Innovation Fund**

Each year the Agreement remains in effect, and provided that notice of termination of this Agreement has not been provided by either Party during the applicable contract year, Chartwells shall provide a monthly Innovation Fund in the amount of 0.75% of Net Sales in Years 6-11, such funds to be used to provide ongoing innovation within the food service operations on campus. All expenditures from the Innovation Fund shall be mutually agreed upon by the Parties. The Innovation Fund shall accrue evenly each month throughout the year as a monthly contribution. Monthly contributions not used by the end of each month will roll over to the next month. An annual reconciliation of the Innovation Fund will be performed no later than the 15<sup>th</sup> of August in each contract year. In the event the Innovation Fund is exhausted during any month of each applicable year, the University shall fund the cost of upgrades in excess of the Innovation Fund. In the event that there are surplus funds at the end of an applicable year, these funds will roll over to the next year. The parties agree that there will be three check points throughout the Term (Years 8 and 10) to ensure the funds are being utilized and spent on the food service program. At the time of these check points, the parties intend for there to be no outstanding balance on the Innovation Fund. To the extent there is an outstanding balance at the time of the check point, the excess Innovation Fund may be reallocated to other food service program needs by mutual consent to avoid a material surplus being accrued every year from which neither party benefits. In the event of expiration or termination of this Agreement, Chartwells shall have no further obligation with respect to the Innovation Fund as of the expiration or termination date. The obligation to provide the above Innovation Fund is contingent upon Chartwells meeting or exceeding the applicable sales thresholds set forth in this Agreement.

#### **G. G&A Fund**

Each year the Agreement remains in effect, and provided that notice of termination of this Agreement has not been provided by either Party during the applicable contract year, Contractor shall provide a monthly G&A Fund in the amount of 1.25% of Net Sales, such funds to be used for the general and administrative expenses of the University, including Bengal Card, rent, utilities,

and other agreed expenses associated with operating foodservices at ISU. All expenditures from the G&A Fund shall be mutually agreed upon by the Parties. The G&A Fund shall accrue evenly each month throughout the year as a monthly contribution. Monthly contributions not used by the end of each month will roll over to the next month. An annual reconciliation of the G&A Fund will be performed no later than the 15<sup>th</sup> of August in each contract year. In the event the G&A Fund is exhausted during any month of each applicable year, University shall fund the cost in excess of the G&A Fund. In the event that there are surplus funds at the end of an applicable year, these funds will roll over to the next year. The parties agree that there will be three check points throughout the Term (Years 3, 6 and 9) to ensure the funds are being utilized and spent on the food service program. At the time of these check points, the parties intend for there to be no outstanding balance on the G&A Fund. To the extent there is an outstanding balance at the time of the check point, the excess G&A Fund may be reallocated to other food service program needs by mutual consent to avoid a material surplus being accrued every year from which neither party benefits. In the event of expiration or termination of this Agreement, Chartwells shall have no further obligation with respect to the G&A Fund as of the expiration or termination date. The obligation to provide the above G&A Fund is contingent upon Chartwells meeting or exceeding the applicable sales thresholds set forth in this Agreement. Should there be any reserve left at the end of the Agreement, Chartwells will write a check to the University for the Balance of the G&A Dollars.

#### **H. Repair and Maintenance (R&M) Fund**

Each year the Agreement remains in effect, including any renewals and/or extensions, and provided that notice of termination of this Agreement has not been provided by either Party during the applicable Agreement year, Chartwells shall provide a monthly R&M Fund in the amount of 2.00% of Net Sales. The R&M Fund shall accrue in 12 equal monthly installments each. Chartwells shall pay such monthly amounts to University from the Maintenance and Repair fund to support routine maintenance and day-to-day repairs of all equipment used in the provision of food services as mutually agreed by the parties. At the beginning of each academic year, Chartwells shall provide a budget forecast of its anticipated Net Sales in support of this Fund. Thereafter, Chartwells and University shall conduct quarterly partnership reviews of the budget forecast to assess the balance of the Fund and to assist University in its planning for upcoming maintenance and repair activities. In the event that there are surplus funds at the end of an applicable year, these funds will roll over to the next year. The parties agree that there will be three check points throughout the Term (Years 3, 6 and 9) to ensure the funds are being utilized and spent on the food service program. At the time of these check points, the parties intend for there to be no outstanding balance in the R&M Fund. To the extent there is an outstanding balance at the time of a check point, the excess R&M Fund may be reallocated to other food service program needs by mutual consent to avoid a material surplus being accrued every year from which neither party benefits. Any costs for maintenance and repair in excess of amounts allocated by Chartwells to the R&M Fund shall be paid by University with the parties conducting a reconciliation on quarterly basis. In the event of expiration or termination of this Agreement prior to the accrual of any R&M Funds set forth above, Chartwells shall have no further obligation with respect to such R&M Funds. Any accrued but unused repair and maintenance funds upon the expiration or termination of the Agreement shall be paid by Chartwells to the University.

Utilizing the Maintenance and Repair Funds, Chartwells shall be responsible for operating maintenance and repairs of all spaces occupied by Chartwells to include but not limited to: clogged sinks & toilets, light bulbs, refuse removal, deep cleaning carpets, painting walls, signage, smallwares, tools, and equipment with values <\$5,000 per item. All maintenance and repairs shall be at least equal in quality to the original improvements installed from time to time, shall be made only by a licensed professional. Any repairs and maintenance in excess of the R&M fund shall be responsibility of the University.

#### **I. Scholarship Fund**

Each year the Agreement remains in effect, including any renewals and/or extensions, and provided that notice of termination of this Agreement has not been provided by either Party during the applicable contract year, Provider shall fund and make available a scholarship fund to be disbursed by Chartwells at any time during the fiscal year as ISU wishes. The Scholarship fund amount for FY2020-21 is \$14,006 and shall increase each year of the Agreement by an amount equal to 3.0%.

#### **J. Hours of Operation**

Hours of service during the academic year and all breaks, including summer, will be mutually agreed upon 60 days in advance of each semester.

#### **K. Future Investments**

Future funding by Chartwells for enhancements to the Premises, construction, etc. may be generated by incorporating the amounts necessary to complete such projects into the primary daily rates. These additional special project amounts may be added to Chartwells' annual board rate increases for that year resulting in new primary board rates, due to inflation or other operational factors.

#### **L. Commissions**

Chartwells shall pay commissions to the University on a monthly basis in the following amounts:

<u>Service</u>	<u>Commissions</u> (based on Net Sales)
Residential Meal Plans	10.0%
Catering	10.0%
Cash	10.0%
Conference	10.0%
National brands*	3.0%
Chartwells brands	10.0%
Food trucks and carts	10.0%
Commuter meal plan	10.0%

\*Includes Chick-Fil-a, Einstein Bros. Bagels, and Starbucks.

With respect to Net Sales made by subcontractors, Net Sales shall include only the portion of subcontracted Net Sales retained by Chartwells, and shall not include the portion of subcontracted Net Sales paid to or retained by the subcontractor.

Commissions shall be due monthly approximately three weeks after the closing of the calendar month.

**M. Credit Terms**

All amounts due to Chartwells shall be paid within thirty (30) days of the date of receipt of invoice or will be considered past-due. With the exception of invoices for catering, which may be paid by credit card, all payments to Chartwells will be made by check or electronic funds transfer. Past-due amounts due to Chartwells will be subject, at Chartwells' option, to a service charge of up to 1.0% per month of the unpaid balance. All costs of collection of past-due amounts including, but not limited to, reasonable attorneys' fees and costs, shall be chargeable to and paid by the University.

**N. Advance Payment**

University shall provide to Chartwells an advance payment ("Advance Payment") equal to three month's board amount. Chartwells shall bill the University for the Advance Payment at the beginning of each semester. The Advance Payment shall be paid to Chartwells within ten (10) days of receipt of the invoice. Chartwells shall deduct the Advance Payment from the final invoice at the end of the Term and provide the University with a statement of reconciliation.

**O. Catering**

Chartwells shall have the exclusive rights to provide catering services to University on Premises, including Holt Arena. Financial arrangements shall be negotiated by the Parties on an event-by-event basis. Chartwells shall invoice University for the catering services and University shall pay said invoice within thirty (30) days of receipt.

If Chartwells authorizes a third party caterer of University to provide catering on campus, University will, to the extent allowed by law, indemnify Chartwells for any loss or damages arising out of a third party caterer's use of Food Service equipment or Facilities. All Facilities and equipment used by a third party caterer shall be returned to Chartwells in the original condition in which it was found so as not to unreasonably interfere with Chartwells' performance under this Agreement.

Catering performed for a third party by Chartwells shall require a fifty percent (50%) deposit upon booking with the remaining fifty percent (50%) due the day of the event.

**P. Payroll - T & B Rates**

A flat charge of 38.3 percent of gross payroll will be reflected on the profit and loss statement to cover payroll taxes and employee benefit costs. Such costs include medical plans, life insurance, FICA, FUI, SUI, Workers' Compensation insurance, state disability insurance, 401(k) and payroll and benefit plan preparation and processing, and costs imposed due changes in any federal, state

or local law including regulatory or legislative mandates, and legal costs. This rate may change as benefit, tax and other associated costs change.

**Q. Volume Allowances/Discounts**

University accepts that Chartwells or its parent company, Compass Group USA, Inc. ("Compass") may receive volume, trade or cash discounts for items purchased as part of doing business at University/College and that those discounts will accrue to Chartwells and/or Compass and will not be credited back to University. University understands that certain charges reflected on the Profit and Loss statement are based on a portion of overall company expenses.

**R. Mobile Application Services**

Chartwells is the owner of certain proprietary technology enabling consumers (the "Consumers") to order and pay for food, drink and other goods and services sold by Chartwells and by its various vendors (the "Chartwells Vendors") through the use of a mobile application and dedicated websites (the "Mobile Platform"), all as further described in this Section (the "Mobile Services").

University wishes to provide its faculty, staff, students and other Consumers with access to the Chartwells Mobile Services through use of the Chartwells Mobile Platform, allowing the University's faculty, staff, students and other Consumers to place orders on the Chartwells Mobile Platform with Chartwells and Chartwells Vendors and pay for these orders by using their campus card or other means of payment (such as credit card and PayPal). Compatibility with the University's campus card system shall be at no cost to the University.

University and Chartwells agree that Chartwells shall have the exclusive right to provide the Mobile Services in support of the Chartwells food service operations and the operations of the Chartwells Vendor operations at the designated University Locations. Chartwells and University hereby agree that Chartwells may utilize its mobile ordering technology on the University campus, and that Chartwells' employees and contractors may deliver any item from any Chartwells operation or Chartwells Vendor locations to any Consumer on campus or off-campus pursuant to this Agreement. University agrees that during the term of this Agreement, it shall not allow a competitor to market and utilize a mobile application or device that offers to sell food, drink or goods and services on the Premises, with the exceptions in paragraph 1 of this Agreement. Chartwells agrees to accept and process mobile orders in accordance with the provisions set forth below. Chartwells is responsible for ensuring that each Chartwells Vendor at designated University location complies with the merchant procedures set forth in this Section.

Subject to the terms and conditions herein, University hereby grants Chartwells a revocable, non-exclusive and royalty-free license to use University's name, trade name, trademark and brand (the "University Marks") and the designated University locations' names, trade names, trademarks, and brands ("Location Marks") for the purpose of providing the Mobile Services to University and Consumers and marketing the Chartwells Mobile Services to potential Consumers and Chartwells Vendors. Chartwells shall not use the University Marks or Location Marks in any other manner without the prior written consent of University; provided that the parties may mutually agree from time to time to cooperate in marketing activities for the Mobile Services with respect to Chartwells



Vendors. The right and license for Chartwells in the University Marks and Location Marks shall terminate upon expiration or termination of this Agreement.

Chartwells will accept mobile and online orders and payments for purchases of goods and services from Consumers who order and pay by means of the Mobile Platform and shall be solely responsible for providing and delivering the goods and/or services as ordered by the Consumers. Chartwells will verify by visual inspection that the Consumer receiving the order is the person pictured in the photo of their student card (or valid identification card) and that the student card matches the name on the mobile receipt. Payment for ordered goods and services shall be charged to the Consumer's credit card account, PayPal account and/or student dining card issued by the University ("Payment" or "Payment Method"). Unless otherwise agreed upon with Chartwells in writing, University may not impose any additional surcharge, levy or fee of any kind for any transaction for a purchase of goods or services by means of the Mobile Service. Chartwells may establish its own policies concerning refunds on purchases.

Chartwells solely shall be responsible, for obtaining and maintaining suitable transaction processing equipment (such as but not limited to PC, active cashier, printer, facsimile machine, phone etc.) which shall enable its Vendors to receive and process orders sent by means of the Mobile Service.

Chartwells agrees to provide the Mobile Ordering Service at no charge to the University during the term of this Agreement.

#### **N. Delays in Fall 2020 Start-Up**

Notwithstanding the above, the Parties acknowledge that this Agreement will be executed during the worldwide viral outbreak known as the Coronavirus pandemic. The Parties acknowledge that it is possible that the commencement of food service operations under this Agreement could be delayed as a result of the ongoing pandemic. The Parties agree that any delay in operations, or future shutdown of operations, as a result of the Coronavirus pandemic will be subject to the provisions below.

If the Coronavirus pandemic causes the delay in the start-up or a later shutdown of the food service program operations, University agrees that the payment of any Capital Investment shall be suspended and that the financial terms above shall be suspended. In lieu of the payment terms above, University agrees to pay Chartwells during the length of the pandemic on a cost recovery basis. Under this temporary cost recovery arrangement, Chartwells will suspend the financial terms under the agreement and instead provide food services on a cost reimbursable basis to the University. In the event that any revenue is collected by Chartwells, this revenue will offset any costs incurred to provide its services. If there is a revenue surplus, Chartwells will pay that surplus to the University. To confirm, Chartwells will not charge any management fees or make any profits during this time. The operating costs to be billed will include such items as food, salaries, T&B, amortization of investments and other operating and admin expenses. During this time period, contractual payments from Chartwells to the University will not be accrued or paid.

**EXHIBIT B****RESPONSIBILITY SUMMARY**

	<b><u>CHARTWELLS</u></b>	<b><u>CLIENT</u></b>
<b>SECTION 1. FOOD</b>		
Food Purchasing	X	
Processing of Invoices	X	
Payment of Invoices	X	
<b>SECTION 2. NON-MANAGEMENT LABOR</b>		
Payment of regular full-time salaries	X	
Payment of student (part-time) salaries	X	
(if through University Work Study Program)		X
Payment of sick leave pay earned after Chartwells starts services	X	
Payment of holiday pay	X	
Payroll taxes	X	
Fringe benefits and insurance	X	
Preparation of payroll	X	
Processing of payroll	X	
Training and development cost	X	
<b>SECTION 3. MANAGEMENT</b>		
Salaries	X	
Taxes, fringe benefits and insurance	X	
District and regional management costs	X	
Management relocation	X	
<b>SECTION 4. ADDITIONAL ITEMS</b>		
Telephone local		X
Telephone long distance	X	
Removal of trash and garbage from kitchen	X	
Payment for the removal of trash and garbage from Premises		X
Depreciation of equipment and investment		X
Replacement of china, glass, flatware		X
Initial inventory of dishes, silverware, and other foodservice equipment		X
Replacements of expendable equipment (pots, pans, etc.)		X
Repair to infrastructure (vents to outside, gas line)		X
Cost of repairing equipment	X	X
Fire insurance		X
Products and public liability insurance	X	
Gas and electric utilities metered to foodservice		X

**EXHIBIT B****RESPONSIBILITY SUMMARY**

	<b><u>CHARTWELLS</u></b>	<b><u>CLIENT</u></b>
<b>SECTION 5. SUPPLIES</b>		
Detergent	X	
Paper supplies	X	
Postage	X	
Taxes/licenses	X	
Pest control		X
Laundry	X	
Uniforms	X	
Menu paper	X	
<b>SECTION 6. SALES AND USE TAX</b>		
Sales & Use Tax on cash sales and purchases from Service vendor	X	
Sales & Use Tax on Board Plan and declining balance		X
<b>SECTION 7. CLEANING</b>		
Equipment and hoods within arms reach	X	
Vent from hoods to outside		X
Floors in food storage and food preparation areas	X	
Floors in dining areas*Excluding the Commons		X
Walls up to 6 feet	X	
Walls above 6 feet		X
Ceilings and fans		X
Light Fixtures		X
Tables and Chairs	X	
Locker Rooms (foodservice associates)	X	
Public Restrooms		X
<b>SECTION 8. SERVICES</b>		
Bussing of dishes from tables in cafeteria, i.e., Self-bussing	X	
Banking receipts	X	

**EXHIBIT C****ASSUMPTIONS**

The financial and operational terms of this Agreement are based on conditions in existence on the date Chartwells commences service, including without limitation the following assumptions and conditions at the time of Agreement

- Chartwells assumes retail sales to be \$893,528 for 2020/21 including sales through subcontractors
- Mandatory meal plan enrollment, 529 in the fall 2020 was projected based on fall 2019 residents. No changes were assumed through life of contract. Spring enrollment assumes 75 fewer residents than in the fall each year.
- Voluntary meal plan enrollment (including non-freshmen residents, commuters, and faculty/staff), 20 in the fall Year 1, was based on fall 2019 voluntary meal plans sold. Two percent increases were assumed per year.
- Chartwells proposes new residential and commuter meal plans in Year 1. Adoption of Chartwells vision will drive financial position.
- Year 1 Daily Rate is based off 115 fall board operating days and 115 spring board operating days.
- Chartwells assumes all unused flex dollars will be retained by Chartwells. Our proposal assumes 2% of flex dollars sold will be unused.
- Financial model assumes meal plan price increase of 3% annually.
- Cost per meal for all plans in year 1 is \$2.85. Chartwells will assume a yearly cost increase of 3% thereafter.
- Chartwells assumed an average meal exchange retail value of \$8.25.
- Financial model assumes an annual retail pricing increase of 3% but will utilize CPI to determine actual increases.
- All subcontractor splits assumed 80/20, except for Sushi split 75/25. Chartwells sharing with University 10% commission on the split.
- Chick-Fil-A will be opened in summer 2021.
- Starbucks will be opened in summer 2022.
- For each year of operation for these national brands, Chartwells will assume the following percentage of sales as a royalty cost:
  - Chick-Fil-A – 10%
  - Einstein Bros. Bagels – 7.5%
  - Starbucks – 8%
- Tax and benefit rate is estimated at 38.3%.
- Proposed mandatory/residential meal plans are exempt from sales tax.
- Proposed commuter and faculty/staff meal plan prices are taxable upon plan purchase. Financial model has been built net of tax.
- Chartwells has established an annual budget of 2% of sales for Repairs & Maintenance accrual, 1.25% of sales for General & Administrative funds, and \$14,006 for Scholarship funds. The Scholarship fund grows at a rate of 3% per year.

**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.

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.

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/>

**Section 38.05.01.032 - ACQUISITION OF CONCESSION SERVICES**

If there is no expenditure of state funds, the acquisition of concession services, including but not limited to, exclusive-rights contracts, franchises, vending services, options, pouring contracts, service contracts, advertising contracts, broadcast rights to sporting events or other similar types of property, may be conducted by each purchasing authority as it determines to be in its best interest; provided, however, concessions within the definition of a food service facility set forth in Section 67-6902, Idaho Code, shall comply with the provisions of Title 67, Chapter 69, Idaho Code. The purchasing authority is encouraged to utilize a competitive process if determined to be in its best interest. (3-29-17)

Idaho Admin. Code r. 38.05.01.032

**CONSENT**  
**AUGUST 26, 2020**

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**SUBJECT**

Biannual Report of Programs and Changes Approved by Executive Director

**REFERENCE**

February 2019	Board received quarterly report
June 2019	Board received quarterly report
August 2019	Board received quarterly report

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

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

In August 2019, the Board approved amendments to Board Policy III.G that changed the reporting cycle from quarterly to biannually. Consistent with Board Policy III.G.8.a., the Board office is providing a biannual report of academic and career technical program changes from Idaho's public postsecondary institutions that were approved between September 2019 and August 2020 by the Executive Director.

**ATTACHMENTS**

Attachment 1 – Biannual Report of Programs and Changes

**STAFF COMMENTS**

Staff developed a new timeline, which will provide the Board with a report of new academic or career technical programs, certificates, and other instructional activity in August and February of each year.

**BOARD ACTION**

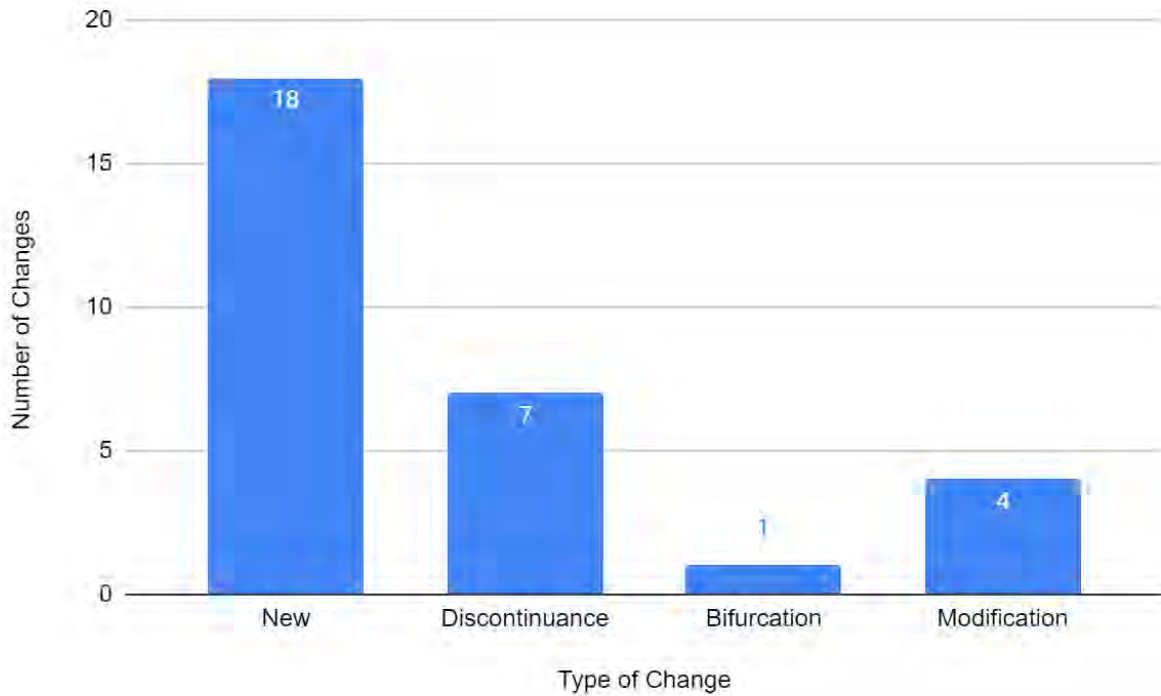
I move to accept the biannual report on programs and changes approved by the Executive Director.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

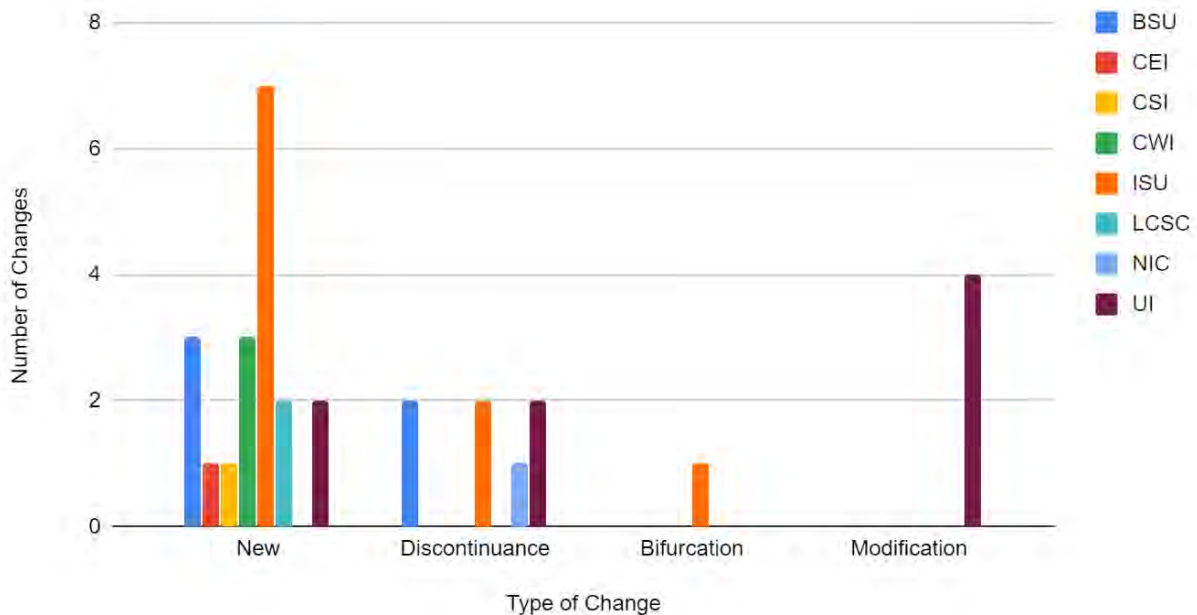
## Biannual Report of Programs and Changes Academic Programs

Approved by Executive Director  
September 2019 through August 2020

### Total Academic Program Changes Approved by Executive Director

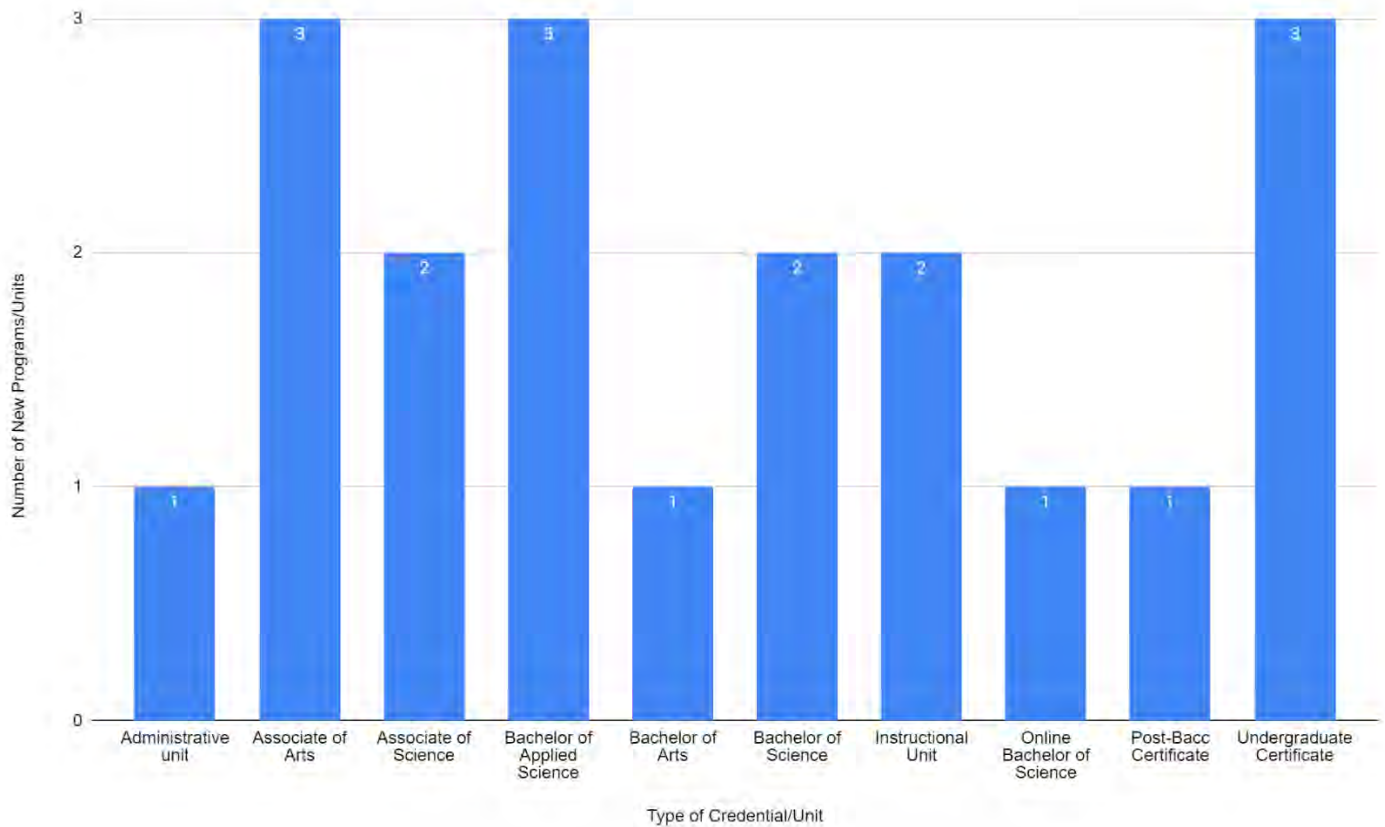


### Academic Program Changes Approved by Executive Director (by Institution)



**CONSENT**  
**AUGUST 26, 2020**

**New Academic Programs and Units Approved by Executive Director (by Type)**



**List of Academic Program/Unit Changes Approved by Executive Director**

Institution	Request Type	Degree/Certificate/Other	Program Title
BSU	New	Bachelor of Arts	Inclusive Early Childhood Education
BSU	New	Undergraduate Certificate	Community and Career Readiness Studies
BSU	New	New Administrative Unit	Hazard and Climate Resiliency Institute
BSU	Discontinue	Graduate Certificate	Teaching
BSU	Discontinue	Administrative Unit	Edwin T. Jaynes International Center for Bayesian Methods and Maximum Entropy Foundation
CEI	New	Undergraduate Certificate	General Education
CSI	New	Associate of Science	Engineering
CWI	New	Associate of Arts	Social Work
CWI	New	Associate of Arts	Fire Service Management
CWI	New	Associate of Arts	Fire Service Technology
ISU	New	Bachelor of Science	Applied Mathematics
ISU	New	Undergraduate Certificate	Land Surveying
ISU	New	Bachelor of Applied Science	Cyber-Physical Systems Engineering Technology
ISU	New	Associate of Science	Health Science

**CONSENT**  
**AUGUST 26, 2020**

ISU	New	Online Bachelor of Science Degree Completion	General Business
ISU	New	Post-Baccalaureate Certificate	Teacher Education
ISU	New	Instructional Unit	Department of Nutrition and Dietetics
ISU	Discontinue	Bachelor of Business Administration	Health Informatics
ISU	Discontinue	Bachelor of Arts	Dance: Choreography and Performance
ISU	Bifurcate	Existing Instructional Units	Department of Informatics and Computer Science: <ul style="list-style-type: none"> <li>• Department of Computer Science within the College of Science and Engineering</li> <li>• Department of Informatics within the College of Business</li> </ul>
LCSC	New	Bachelor of Applied Science	Bachelor of Applied Science (Interdisciplinary)
LCSC	New	Bachelor of Applied Science	Business
NIC	Discontinue	Basic Technical Certificate	Aerospace Technology Nondestructive Testing and Inspection
UI	New	Bachelor of Science	Cybersecurity
UI	Discontinue	Graduate Certificate	Rehabilitation Counseling Category R
UI	Discontinue	Bachelor of Arts	Organizational Sciences
UI	Modification	Existing Instructional Unit	Merge the Department of Geology and the Department of Geography to become the Department of Geology and Geography
UI	Modification	Existing Instructional Unit	Merge the Department of Mathematics and the Department of Statistics to become the Department of Mathematics and Statistics.
UI	Modification	Existing Instructional Unit	Merge the School of Food Science and the Department of Animal and Veterinary Sciences to become the Department of Animal and Food Sciences.
UI	Modification	Existing Instructional Unit	Merge the Department of Biological Engineering and the Department of Chemical Engineering to become the Department of Chemical and Biological Engineering. Materials Science programs that are currently in the Department of Chemical and Materials Engineering will be discontinued.
UI	New	Instructional Unit	Establish a new department to be called Nuclear Engineering and Industrial Management under the College of Engineering. The engineering programs in Idaho Falls will be reorganized.



**CONSENT**  
**AUGUST 26, 2020**

**List of Other Academic Program/Unit Changes Notified to Executive Director**

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

<b>Institution</b>	<b>Request Type</b>	<b>Certificate/Other Academic Program Component</b>	<b>Program Title</b>
BSU	New	Undergraduate Certificate	Basque Cultural Studies
BSU	New	Undergraduate Certificate	Biomedical Engineering
BSU	New	Undergraduate Certificate	Biomedical Instrumentation
BSU	New	Undergraduate Certificate	Computational
BSU	New	Undergraduate Certificate	Cyber-Physical Systems Security for All
BSU	New	Undergraduate Certificate	Cyber Operations
BSU	New	Undergraduate Certificate	Data Science
BSU	New	Undergraduate Certificate	Energy/Environment
BSU	New	Undergraduate Certificate and Minor	Health Data Management
BSU	New	Undergraduate Certificate	HVAC/Building Systems
BSU	New	Undergraduate Certificate	Industrial Processes
BSU	New	Undergraduate Certificate	Latinx Community Engagement
BSU	New	Undergraduate Certificate	Materials
BSU	New	Undergraduate Certificate	Mechanical Design
BSU	New	Undergraduate Certificate	Mechatronics
BSU	New	Undergraduate Certificate	Solid Mechanics
BSU	New	Undergraduate Certificate	Thermal Fluids
BSU	New	Undergraduate Certificate	UX Design
BSU	New	Graduate Certificate	Cybersecurity
BSU	New	Graduate Certificate	Data Science
BSU	New	Graduate Certificate	Environmental Governance
BSU	New	Graduate Certificate	Health Services Leadership, Data-Driven Decision Making
BSU	New	Graduate Certificate	Health Services Leadership, Health Promotion Through the Life Course
BSU	New	Graduate Certificate	Health Services Leadership, Environmental Health and Social Justice
BSU	New	Graduate Certificate	Health Services Leadership, Health Management and Leadership
BSU	New	Graduate Certificate	Instructional Technology Coaching
BSU	New	Graduate Certificate	Machine Learning
BSU	New	Graduate Certificate	Policy Research
BSU	New	Graduate Certificate	State, Local and Regional Governance
BSU	New	Minor	Rhetoric and Advocacy
BSU	New	Minor	Spanish Interpretation
BSU	New	Minor	Writing for Change
BSU	New	Endorsement	Middle Level (5-9) Science Teaching
BSU	New	Emphasis	Brand and Product Marketing

**CONSENT**  
**AUGUST 26, 2020**

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

<b>Institution</b>	<b>Request Type</b>	<b>Certificate/Other Academic Program Component</b>	<b>Program Title</b>
BSU	New	Emphasis and Minor	Ethics and Argument
BSU	New	Emphasis	Marketing Communications
BSU	New	Emphasis	Machine Learning under the existing B.S. in Computer Science
BSU	Discontinue	Emphases	Environmental, Natural Resource, and Energy Policy emphasis and State and Local emphasis
BSU	Discontinue	Graduate Certificate	Habilitative Services and Supports
BSU	Discontinue	Graduate Certificate	Health Services Leadership
BSU	Discontinue	Graduate Certificate	Special Education Services and Supports
BSU	Discontinue	Cognate Area	Counselor Education and Supervision
BSU	Relocate	Existing Instructional Unit	Department of Community and Environmental Health from the School of Allied Health to the College of Health Sciences
BSU	Name Change	Existing Program	Bachelor of Arts in History Secondary Education to Bachelor of Arts in History, Multidisciplinary, Secondary Education
BSU	Name Change	Existing Program	Bachelor of Arts in History, Social Science, Secondary Education to Bachelor of Arts in History, Social Studies, Secondary Education
BSU	Name Change	Existing Program	Bachelor of Arts in Elementary Education TESOL/ENL to Bachelor of Arts in Elementary Education TESOL
BSU	Name Change	Existing Emphasis	Bachelor of Fine Arts in Visual Art—Art Metals emphasis to Visual Art—Art Jewelry and Metalsmithing emphasis
BSU	Name Change	Existing Program	Dispute Resolution Certificate to Conflict Management Certificate
BSU	Name Change	Existing Program	English as a New Language (K-12)/TESOL Teaching Endorsement” to English as a Second Language (K-12) Teaching Endorsement
BSU	Name Change	Existing Program	Master of Teaching in Early Childhood Intervention to Master of Teaching in P-8 Special Education
BSU	Name Change	Graduate Certificate	Workplace E-Learning and Performance Support to Workplace E-Learning Design and Development
BSU	Name Change	Existing Administrative Unit	Center for Idaho History and Politics to Working History Center
BSU	Name Change	Existing Administrative Unit	Institute for STEM and Diversity Initiatives to the Institute for Inclusive and Transformative Scholarship
BSU	CIP Code Change	Existing Program	Cyber Operations from 14.1001 to 14.0901
BSU	CIP Code Change	Existing Program	Cyber-Physical Systems Security from 14.1001 to 14.0901

**CONSENT**  
**AUGUST 26, 2020**

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

<b>Institution</b>	<b>Request Type</b>	<b>Certificate/Other Academic Program Component</b>	<b>Program Title</b>
BSU	CIP Code Change	Existing Program	Program Evaluation, Measurement, and Statistics from 16.0601 to 13.0601
BSU	CIP Code Change	Existing Program	Undergraduate certificate in Sport, Information, and Culture from 36.0108 to 31.9999
BSU	CIP Code Change	Existing Program	Undergraduate certificate in Sport Coaching from 36.0108 to 31.0501
CSI	Name Change	Existing Instructional Units	<ul style="list-style-type: none"> <li>From Business, Economics and Information Technology to Business and Information Systems</li> <li>From Social Science to Social Science and Communication</li> </ul>
CSI	Name Changes	Existing Instructional Units	<ul style="list-style-type: none"> <li>Mathematics and Engineering Department to Mathematics Department</li> <li>Biology and Computer Science Department to Biology Department</li> <li>Physical Science Department to Engineering, Physical, and Computer Sciences</li> </ul>
CWI	New	Undergraduate Certificate	Fermentation Science
CWI	New	Undergraduate Certificate	Accounting and Tax
CWI	New	Undergraduate Certificate	Swift Programming
CWI	New	Undergraduate Certificate	Business Analytics
ISU	New	Undergraduate Certificate	Community Health Worker
ISU	New	Graduate Certificate	Psychiatric Mental Health Nurse Practitioner from FNP
ISU	New	Emphasis	Data Analytics Emphasis under the Bachelor of Business Administration program
ISU	New	Emphasis	Taxation under the Master of Accountancy
ISU	New	Emphasis	Marketing and Management emphases under the Master of Science in Nutrition
ISU	New	Option	Music, Performance (BM): Commercial Music option
ISU	New	Minor	Applied Behavior Analysis
ISU	New	Minor	Advocacy
ISU	Discontinue	Minor	Business Administration for Non-Business Majors
ISU	Discontinue	Post-Baccalaureate Certificate	Informatics = CERT / Business Informatics = BBA
ISU	Name change	Instructional Unit	Department of Sport Science and Physical Education to Department of Human Performance and Sport Studies
ISU	Name Change	Emphasis	Rhetoric and Media Affairs emphasis to Rhetoric, Media, and Social Change emphasis
ISU	Name change	Existing program	<ul style="list-style-type: none"> <li>Change name of the Associate of Arts in General Studies to the Associate of Arts in University Studies</li> </ul>

**CONSENT**  
**AUGUST 26, 2020**

The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

<b>Institution</b>	<b>Request Type</b>	<b>Certificate/Other Academic Program Component</b>	<b>Program Title</b>
			<ul style="list-style-type: none"> <li>Change name of the Bachelor of Arts in General Studies and the Bachelor of Arts in University Studies</li> </ul>
ISU	Name and CIP Code Change	Existing Program	<ul style="list-style-type: none"> <li>B.S. in Emergency Management to B.S. in Homeland Security and Emergency Management</li> <li>A.S. in Emergency Management to A.S. in Homeland Security and Emergency Management</li> <li>Minor in Emergency Management to Minor in Homeland Security and Emergency Management.</li> <li>Change CIP code 43.0202 to 43.0302</li> </ul>
LCSC	New	Undergraduate Certificate	Cybersecurity
LCSC	New	Undergraduate Certificate	Entrepreneurship
LCSC	New	Undergraduate Certificate	Writing for the Web & Social Media
LCSC	Name Change	Existing Program	Bachelor of Science in General Business to Bachelor in Business Management
LCSC	Relocate	Existing Programs	Career technical programs: Applied Accounting and Business Management and Marketing, from the Business Technology and Service to the Business Division
NIC	New	Undergraduate Certificate	Diversity Certificate
UI	New	Graduate Certificate	Remote Sensing of the Environment
UI	New	Graduate Certificate	Nuclear Decommissioning and Used Fuel Management
UI	New	Option	Restoration Ecology and Habitat Management
UI	New	Minor	International Agriculture
UI	New	Minor	Geography
UI	Discontinue	Minor	Parks, Protected Areas and Wilderness Conservation
UI	Discontinue	Graduate Certificate	Advanced Materials Technology
UI	Discontinue	Graduate Certificate	Analog Integrated Circuit Design
UI	Discontinue	Graduate Certificate	Organizational Dynamics
UI	Discontinue	Emphasis	Criminology emphasis under the Sociology program
UI	Discontinue	Emphasis	J.D. Law – Litigation & Alternative Dispute Resolution emphasis
UI	Discontinue	Emphasis	History and Literature in the Bachelor of Science in Music
UI	Name and CIP Code Changes	Existing Minor	Minor in Interior Design to Interior Architecture and CIP Code from 50.0408 to 04.0501
UI	Name Change	Existing Program	Master of Arts Teaching English as a Second Language to Master of Arts Teaching English to Speakers of Other Languages – Moved program

**CONSENT**  
**AUGUST 26, 2020**

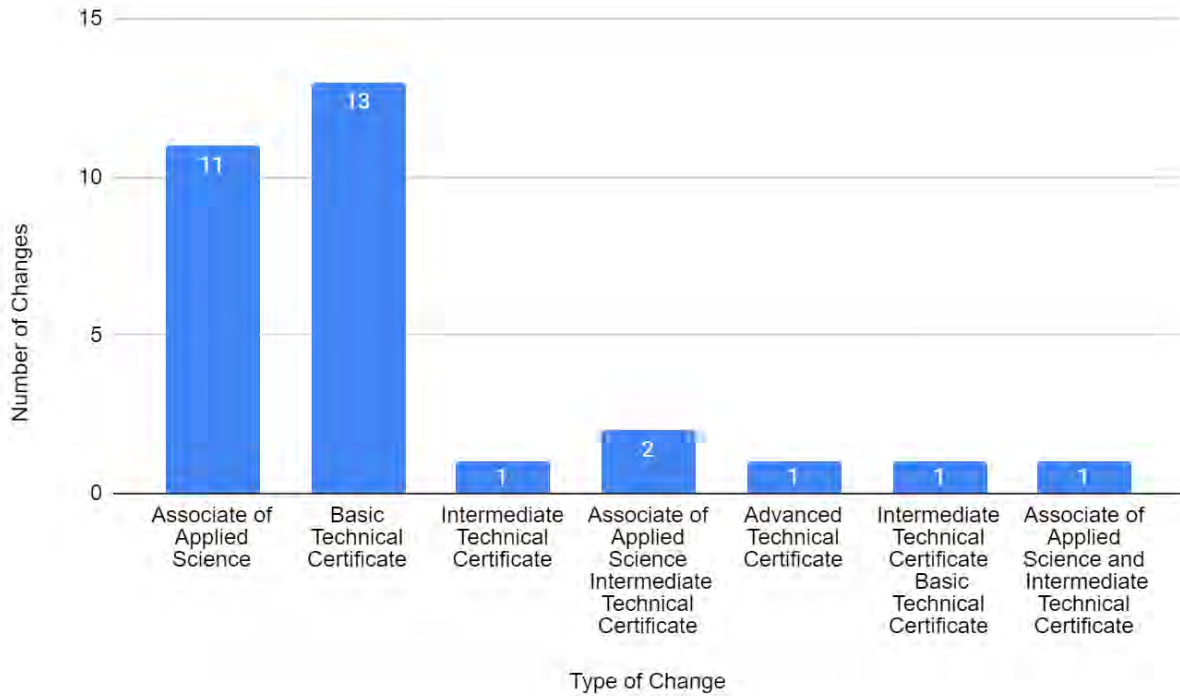
The following program changes or additions do not require approval; however, they require notification to OSBE per policy III.G. prior to implementation.

<b>Institution</b>	<b>Request Type</b>	<b>Certificate/Other Academic Program Component</b>	<b>Program Title</b>
			from Department of English to Department of Curriculum and Instruction
UI	Change CIP Code	Existing Program	Undergraduate Certificate, Human Safety Performance – change CIP code from 15.0703 (Industrial Safety Technology) to 15.0705 (Process Safety Technology)
UI	Change CIP Code	Existing Program	Bachelor of Science in Operations Management – change CIP code from 52.0201 (Business Administration and Management) to 52.0205 (Operations Management and Supervision)
UI	Change CIP Code	Existing Program	Undergraduate Certificate, Trading and Capital Management – change CIP code from 52.0801 (Finance, General) to 52.0810 (Financial Risk Management)
UI	Relocate	Existing Program	Move Management Systems to the Department of Accounting
UI	Relocate	Existing Program	American Language and Culture Program, an intensive English preparation program, from Strategic Enrollment Management to the Department of Modern Languages and Cultures in the College of Letters, Arts and Social Sciences

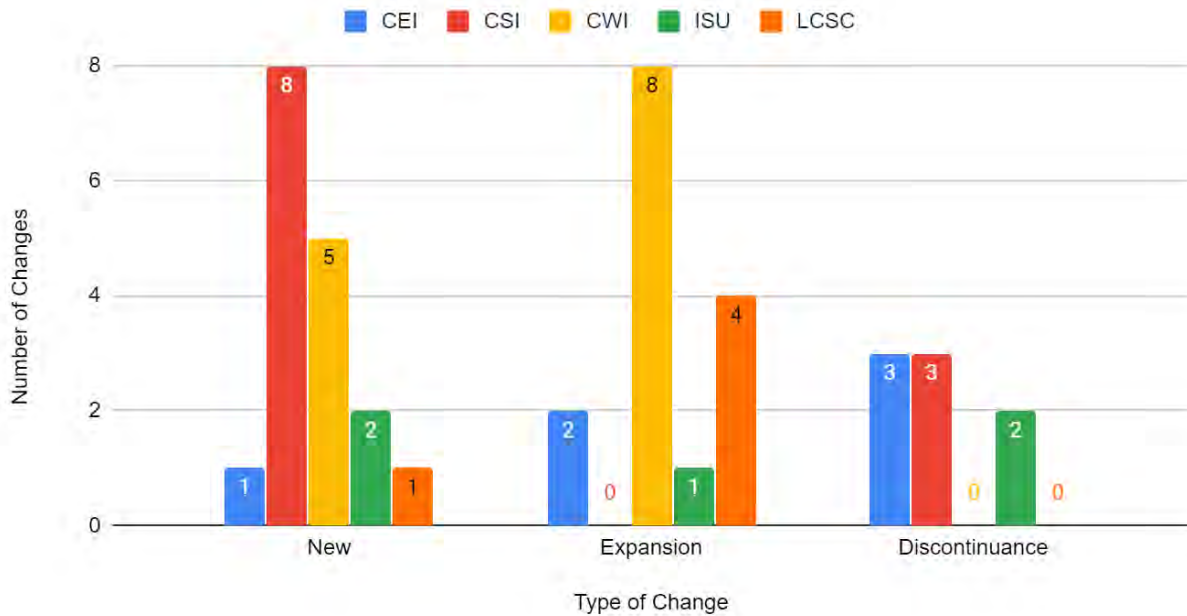
## Career Technical Education Programs

Approved by Executive Director  
September 2019 through August 2020

### Total CTE Program Changes Approved by Executive Director



### CTE Program Changes Approved by Executive Director (by Institution)



**CONSENT**  
**AUGUST 26, 2020**

**List of CTE Program Changes Approved by Executive Director**

<b>Institution</b>	<b>Request Type</b>	<b>Degree/Certificate/Other</b>	<b>Program Title</b>
CEI	New	Basic Technical Certificate	Central Processing Technology
CEI	Expansion	Associate of Applied Science	Practical Nurse to Registered Nurse Bridge
CEI	Expansion	Basic Technical Certificate	Legal Studies and Paralegal Training
CEI	Discontinue	Associate of Applied Science	Marketing and Management
CEI	Discontinue	Intermediate Technical Certificate	Business Technology
CSI	Expansion	Associate of Applied Science	Applied Technology and Apprenticeship - Electric Lineworker
CSI	New	Associate of Applied Science	Agriculture
CSI	New	Associate of Applied Science	Applied Technology and Apprenticeship
CSI	New	Associate of Applied Science Intermediate Technical Certificate	Fire Science
CSI	New	Basic Technical Certificate	Retail Management
CSI	New	Basic Technical Certificate	Residential Construction
CSI	New	Basic Technical Certificate	Woodworking Technology
CSI	New	Basic Technical Certificate	Introduction to Cybersecurity
CSI	Discontinue	Associate of Applied Science	Agribusiness
CSI	Discontinue	Associate of Applied Science	Surgical Services - Surgical First Assisting
CSI	Discontinue	Associate of Applied Science Intermediate Technical Certificate	Addiction Studies
CWI	Expansion	Associate of Applied Science	Powersports and Small Engine Repair Technology
CWI	Expansion	Advanced Technical Certificate	Powersports and Small Engine Repair Technology
CWI	New	Associate of Applied Science	Applied Technology and Apprenticeship - Electrical Emphasis
CWI	New	Associate of Applied Science	Applied Technology and Apprenticeship - HVAC Emphasis
CWI	New	Associate of Applied Science	Applied Technology and Apprenticeship - Plumbing Emphasis
CWI	New	Basic Technical Certificate	Professional Bookkeeping
CWI	New	Intermediate Technical Certificate Basic Technical Certificate	Fire Service Technology
CWI	Expansion	Basic Technical Certificate	Fire Service Management
CWI	Expansion	Basic Technical Certificate	Business Technology
CWI	Expansion	Basic Technical Certificate	Business Writing
CWI	Expansion	Basic Technical Certificate	Office Management
CWI	Expansion	Basic Technical Certificate	Medical Administrative Support
CWI	Expansion	Basic Technical Certificate	Digital Marketing
ISU	New	Basic Technical Certificate	Surveying Technician
ISU	New	Associate of Applied Science and Intermediate Technical Certificate	Hospitality Management
ISU	Expansion	Intermediate Technical Certificate	Basic Electronics (RCET Robotics)
ISU	Discontinue	Associate of Applied Science	Energy Systems Wind Engineering Technology



**CONSENT**  
**AUGUST 26, 2020**

<b>Institution</b>	<b>Request Type</b>	<b>Degree/Certificate/Other</b>	<b>Program Title</b>
ISU	Discontinue	Intermediate Technical Certificate	Energy Systems Renewable Energy Technology
LCSC	New	Associate of Applied Science	Game Development
LCSC	Expansion	Basic Technical Certificate	Early Childhood Development
LCSC	Expansion	Intermediate Technical Certificate	Information Technology
LCSC	Expansion	Associate of Applied Science	Fire Service Technology
LCSC	Expansion	Associate of Applied Science	Packaging Design

**List of Other CTE Program Changes Notified to Executive Director**

The following program changes or additions do not require approval; however, requires notification to OSBE per policy III.G. prior to implementation.			
<b>Institution</b>	<b>Request Type</b>	<b>Certificate/Other Academic Program Component</b>	<b>Program Title</b>
CEI	Change Name	Associate of Applied Science and Intermediate Technical Certificate	Computer Networking Technologies to Information Technology Services
CEI	Change Name	Existing Program	Legal Technology to Legal Studies and Paralegal Training, ITC AAS
CWI	Change certificate title	Existing Program	Fire Service Technology BTC to BTC 1
CWI	Inactivate	Basic Technical Certificate Intermediate Technical Certificate Advanced Technical Certificate	Administrative Specialist program
CWI	Inactivate	Basic Technical Certificate 1 Basic Technical Certificate 2	Automotive Technology program
CWI	Inactivate	Associate of Applied Science and Intermediate Technical Certificate	Medial Administrative Support program



**CONSENT**  
**AUGUST 26, 2020**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Discontinue the Master of Arts in Philosophy

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

University of Idaho completed a streamlined program prioritization process that the Idaho State Board of Education approved at its meeting on February 13, 2020. During this process, the university's Program Prioritization Task Force conducted a detailed analysis of fifth quintile academic programs. As a result, University of Idaho proposes the discontinuation of the Master of Arts in Philosophy.

The program ceased admitting students to the program over eight years ago, when the Philosophy faculty were folded into the Department of Political Science. The program was originally administered jointly by both the University of Idaho and Washington State University. However, the program generated low enrollments and was not fiscally sustainable. The request to discontinue the program only formalizes the defunct status of this program and will clear it off the catalogue.

**IMPACT**

There will be no impact to students, and there is no fiscal impact or savings as a result of the discontinuation.

**ATTACHMENTS**

Attachment 1 – M.A. in Philosophy Proposal for Discontinuation

**STAFF COMMENTS AND RECOMMENDATIONS**

University of Idaho provides that there is low market demand for graduate degrees in Philosophy as demonstrated by low enrollment numbers. There are no students currently enrolled in the Master's program; therefore, a teach-out plan is not necessary. The university will continue to offer the Bachelor of Arts and Bachelor of Science in Philosophy, which continues to serve an important function in the university's general education curriculum for all undergraduate students.

Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on June 25, 2020, and to the Committee on Instruction, Research, and Student Affairs on August 13, 2020.

Board staff recommends approval.

**CONSENT**  
**AUGUST 26, 2020**

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**BOARD ACTION**

I move to approve the request by University of Idaho to discontinue the Master of Arts in Philosophy as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Institutional Tracking No.

**Idaho State Board of Education**

Proposal for Discontinuation

*(Fill out if discontinuing an academic program or certificate.)*

Date of Proposal Submission:	April 30, 2020
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Letters, Arts, and Social Sciences
Name of Department(s) or Area(s):	Politics and Philosophy

**Program Identification for Proposed Discontinued Program:**

Title:	Philosophy
Degree/Certificate:	MA
Method of Delivery:	face-to-face
CIP code:	38.0101
Proposed Discontinuation Date:	effective immediately

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

☐

Undergraduate Program

☒

Graduate Program

☐

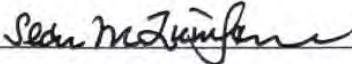
Undergraduate Certificate

☐

Graduate Certificate

☐

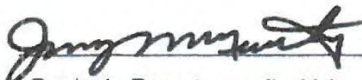

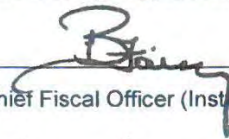


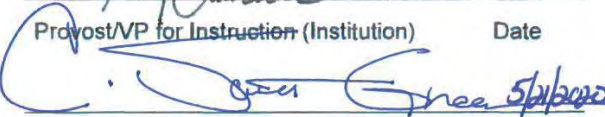
Other

 5/13/2020  
College Dean (Institution) Date

State Administrator, IDCTE Date

Revised 3/28/16

Page 1

 Graduate Dean (as applicable)	5/13/2020 Date	 Academic Affairs Program Manager	6/8/20 Date
 FVP/Chief Fiscal Officer (Institution)	5/14/2020 Date	<b>Todd J. Kilburn</b> Digitally signed by Todd J. Kilburn Date: 2020.06.09 08:14:53 -06'00'	
 Provost/VP for Instruction (Institution)	5/13/2020 Date	 Chief Financial Officer	6-19-20 Date
 President	5/13/2020 Date	Chief Academic Officer, OSBE	Date
		SBOE/Executive Director Approval	Date

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

The program ceased admitting students to the program over eight years ago, when the philosophy faculty were folded into the department of political science. The program was originally administered jointly by both the University of Idaho and Washington State University. However, the program generated low enrollments and was not fiscally sustainable. The request to discontinue the program only formalizes the defunct status of this program and will clear it off the catalogue.

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

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

No plan is needed. The program has no students enrolled in it.

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

Students interested in MA programs that deal with philosophical and intellectual concerns can readily enrollment in other graduate programs offered by the University of Idaho, notably the MA in English and the MA in History.

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

Again, as there are no students enrolled in the program, no discontinuation notification will be required.

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

There are no other programs in Idaho.

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted

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

Page 3

Revised 3/28/16



<b>Existing Similar Programs: Historical enrollments and graduate numbers</b>								
<b>Institution and Program Name</b>	<b>Headcount Enrollment in Program</b>				<b>Number of Graduates From Program</b>			
	FY17	FY18	FY19	FY20 (most recent)	FY_17	FY18	FY19	FY20 (most recent)
<b>BSU</b>								
<b>ISU</b>								
<b>UI</b>	0	0	0	0	0	0	0	0
<b>LCSC</b>								

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

In our estimation, there will be no impact upon other programs and/or the mission of the institution. There is little market demand for graduate degrees in philosophy, and the field is a historically low-enrolling program in most institutions of higher education. We will continue to offer philosophy as an undergraduate degree program as it serves an important function in the university's general education curriculum or all our undergraduate students.

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

At this time, no faculty and staff reductions/reassignments are needed. The program ceased admitting students about the time that the departments of philosophy and political science were merged, resulting in a reduction of administrative support staff and department chair stipend. This formal discontinuation only finalizes decisions made almost a decade ago.

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

N/a. Please see justification directly above (n. 6).

## Program Resource Requirements.

[illegible]



[illegible]

[illegible]

**CONSENT**  
**AUGUST 26, 2020**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Discontinue the Master of Education and Master of Science in Rehabilitation Counseling and Human Services Degree Programs

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

University of Idaho completed a streamlined program prioritization process that the Idaho State Board of Education approved at its meeting on February 13, 2020. During this process, the university's Program Prioritization Task Force conducted a detailed analysis of fifth quintile academic programs. As a result, University of Idaho proposes the discontinuation of the Master of Education and Master of Science in Rehabilitation Counseling and Human Services degree programs.

**IMPACT**

No more students are being admitted. The last cohort started in Fall 2018 and the last student completed in Spring 2020. There are no faculty in the program. The discontinuation will result in a savings of \$76,487, which will be directed toward the FY21 permanent holdback.

**ATTACHMENTS**

Attachment 1 – Master of Education and Master of Science in Rehabilitation Counseling and Human Services Proposal

**STAFF COMMENTS AND RECOMMENDATIONS**

University of Idaho has determined it is appropriate to discontinue the master degrees in Rehabilitation Counseling and Human Services due, in part, to challenges in meeting re-accreditation requirements from the Council for Accreditation of Counseling and Related Educational Programs. This is primarily because of the faculty-student ratios required for re-accreditation. To meet this requirement, the college would need additional faculty, which the university could not fund due to low enrollment and the current budget climate.

The university provides there will be no impacts to other programs. Additionally, the College of Education, Health and Human Sciences consulted with Jane Donnellan from the Idaho Division of Vocational Rehabilitation. While the program has a 95% job placement rate, no concerns were raised regarding the closure. Staff notes that in October 2019, the Board approved a Master of Counseling in Clinical Rehabilitation Counseling to be offered by Idaho State University in Meridian and to Pocatello students via distance learning.

**CONSENT**  
**AUGUST 26, 2020**

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Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on June 25, 2020, and to the Committee on Instruction, Research, and Student Affairs on August 13, 2020.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by University of Idaho to discontinue the Master of Education and Master of Science in Rehabilitation Counseling and Human Services degree programs as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Institutional Tracking No. \_\_\_\_\_

## Idaho State Board of Education

### Proposal for Discontinuation

*(Fill out if discontinuing an academic program or certificate.)*

Date of Proposal Submission:	August 2, 2019 REVISED March 4, 2020
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Education, Health and Human Sciences
Name of Department(s) or Area(s):	Leadership & Counseling

**Program Identification for Proposed Discontinued Program:**

Title:	Rehabilitation Counseling and Human Services
Degree/Certificate:	M.Ed. or M.S.
Method of Delivery:	In person, online, and hybrid
CIP code:	51.2310
Proposed Discontinuation Date:	Spring 2020

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

- |  |  |
|--|--|
| <input type="checkbox"/> Undergraduate Program     | <input checked="" type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate        |
| <input type="checkbox"/> Other                     |  |

*Ali A. Cui-Chellum* 4/28/2020

College Dean (Institution) \_\_\_\_\_ Date \_\_\_\_\_

*[Signature]* 4/28/2020  
Graduate Dean (as applicable) \_\_\_\_\_ Date \_\_\_\_\_

State Administrator, IDCTE \_\_\_\_\_ Date \_\_\_\_\_

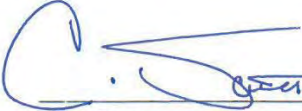
*[Signature]* 6/8/20  
Academic Affairs Program Manager \_\_\_\_\_ Date \_\_\_\_\_


*[Signature]* 5/13/2020  
FVP/Chief Fiscal Officer (Institution) \_\_\_\_\_ Date \_\_\_\_\_


*[Signature]* 5/14/2020  
Provost/VP for Instruction (Institution) \_\_\_\_\_ Date \_\_\_\_\_


**Todd J. Kilburn** Digitally signed by Todd J. Kilburn  
Date: 2020.06.09 08:10:52 -06'00'

Chief Financial Officer \_\_\_\_\_ Date \_\_\_\_\_  
*[Signature]* 6-19-20  
Chief Academic Officer, OSBE \_\_\_\_\_ Date \_\_\_\_\_

  
\_\_\_\_\_  
President

  
\_\_\_\_\_  
Date

  
\_\_\_\_\_  
SBOE/Executive Director Approval

  
\_\_\_\_\_  
Date



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

The anticipated difficulties with national accreditation for Rehabilitation Counseling – CACREP (Council for Accreditation of Counseling and Related Educational Programs) – mainly due to the higher faculty-student ratios and difficulties with resourcing additional faculty lines in the current budget climate.

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

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

Program is not taking new students. The program's last cohort started Fall of 2018 and will complete Spring 2020. The college will offer the Rehabilitation Counseling program for the last time in the Spring of 2020 unless there are additional students who need to complete. Because this is a cohort program it is unlikely that there will be a need beyond 2020.

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

No.

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

Students will be contacted personally by Dr. Bryan Austin in courses to let them know of the change. They will not need options or alternatives as the teach out plan involves carrying the entire cohort through to completion in 2020.

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

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted

Revised 3/28/16

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Page 4



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

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

Our understanding is that ISU is considering a program in Rehabilitation Counseling, but does not yet have that approved. As far as we are aware there are no active Rehabilitation Counseling programs in the state with this closure. ISU currently offers Physical Therapy and Occupational Therapy. These are related, but different from the UI program that offers certified rehabilitation counselors (CRC) and licensed professional counselor (LPC) training.

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

As the College recognized the realities of the accreditation requirements and the low teacher-student ratios required for re-accreditation, the program appealed to UBFC for support, but unfortunately funds were not available to support an additional faculty member necessary for accreditation. There will be no impacts on other programs. While the program has a 95% job placement rate, our consultation with Jane Donnellan from the Idaho Division of Vocational Rehabilitation did not raise concerns or issues with the program closure.

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

One tenured faculty member will be dismissed.

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

There are no available funds as a result of this change. There was one open faculty line which was used for FY20 permanent budget reductions. The current faculty member will be dismissed and the position will be used in the FY21 permanent hold back.

Please note that the faculty resigned after this was submitted so there are no longer any personnel actions required.

**Program Resource Requirements.**

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

**I. PLANNED STUDENT ENROLLMENT**

	FY 21		FY		FY	
	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	0	0				
B. Shifting enrollments	0					
<b>Total Enrollment</b>	0	0	0	0	0	0

**II. REVENUE**

	FY 21		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request	\$0.00	\$0.00				
2. Institution Funds	\$0.00	\$0.00				
3. Federal	\$0.00	\$0.00				
4. New Tuition Revenues from Increased Enrollments	\$0.00	\$0.00				
5. Student Fees	\$0.00	\$0.00				
6. Other (i.e., Gifts)						
<b>Total Revenue</b>	\$0	\$0	\$0	\$0	\$0	\$0

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.*

*One-time is defined as one-time funding in a fiscal year and not part of the base.*

**III. EXPENDITURES**

	FY 21		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time

**A. Personnel Costs**

	FY 21		FY		FY		FY
	On-going	One-time	On-going	One-time	On-going	One-time	
<b>B. Operating Expenditures</b>							
1. Travel	\$0.00	\$0.00					
2. Professional Services	\$0.00	\$0.00					
3. Other Services	\$0.00	\$0.00					
4. Communications	\$0.00	\$0.00					
5. Materials and Supplies	\$0.00	\$0.00					
6. Rentals	\$0.00	\$0.00					
7. Materials & Goods for Manufacture & Resale	\$0.00	\$0.00					

[illegible]

Budget Notes (specify row and add explanation where needed; e.g., "I.A., B. FTE is calculated using..."):

I.A.B.


**CONSENT**  
**AUGUST 26, 2020**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Discontinue Bioregional Planning and Community Design Programs

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

As a result of its recent program prioritization process, University of Idaho proposes the discontinuation of four programs in Bioregional Planning and Community Design: Master of Science in Bioregional Planning and Community Design, joint Master of Science and Juris Doctorate in Bioregional Planning and Community Design, Graduate Certificate in Bioregional Planning and Design, and Graduate Certificate in Urban Design. These programs have been offered at the University of Idaho since 2013, but student demand has not been high and current enrollment across the three programs is six students. The university's program prioritization processes identified these programs to be in the fifth quintile, and after a period of review at the department, college, and university levels, the university has determined these programs are no longer financially viable and should be discontinued.

**IMPACT**

All students currently enrolled in these programs will have until December 31, 2022, to complete their programs. Students have been contacted and faculty have finalized completion plans for all students. One tenured faculty member was reassigned to the College of Natural Resources, and one-third of a part-time staff member's time was reassigned to the Integrated Design Lab. The College of Art & Architecture continues to support the program with resources beyond what is generated through revenue but once students have completed the program, the college will recoup approximately \$11,656 annually.

**ATTACHMENTS**

Attachment 1 – Bioregional Planning and Community Design Proposal

**STAFF COMMENTS AND RECOMMENDATIONS**

The Bioregional Planning and Community Design program and its corresponding program offerings will be discontinued due to consistently low enrollment numbers. There are currently six students in the Master of Science program and no enrollments in the other programs. A teach-out plan is in place. Students will be afforded opportunities to complete their Master's program in accordance with individual plans and timeline developed by faculty or assistance will be provided to students to find alternative options.

**CONSENT**  
**AUGUST 26, 2020**

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Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on June 25, 2020 and to the Committee on Instruction, Research, and Student Affairs on August 13, 2020.

Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by University of Idaho to discontinue the Master of Science in Bioregional Planning and Community Design, joint Master of Science and Juris Doctorate in Bioregional Planning and Community Design, Graduate Certificate in Bioregional Planning and Design, and Graduate Certificate in Urban Design as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_



Institutional Tracking No. \_\_\_\_\_

## Idaho State Board of Education

### Proposal for Discontinuation

*(Fill out if discontinuing an academic program or certificate.)*

Date of Proposal Submission:	December 9, 2019
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	Art and Architecture
Name of Department(s) or Area(s):	Bioregional Planning and Community Design

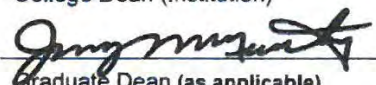
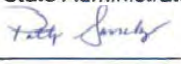
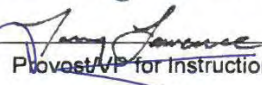
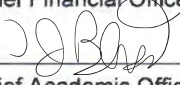
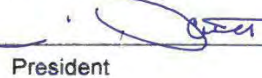
**Program Identification for Proposed Discontinued Program:**

Title:	Bioregional Planning and Community Design
Degree/Certificate:	M.S. Bioregional Planning and Community Design M.S.J.D Bioregional Planning and Community Design Graduate Certificate in Bioregional Planning and Design Graduate Certificate in Urban Design
Method of Delivery:	Hybrid
CIP code:	04.0301
Proposed Discontinuation Date:	Summer 2021

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

- |  |  |
|--|--|
| <input type="checkbox"/> Undergraduate Program     | <input checked="" type="checkbox"/> Graduate Program     |
| <input type="checkbox"/> Undergraduate Certificate | <input checked="" type="checkbox"/> Graduate Certificate |
| <input type="checkbox"/> Other Unit                |  |

**Shauna Corry      May 1, 2020**

College Dean (Institution)	Date	State Administrator, IDCTE	Date
	5/13/2020		6/8/20
Graduate Dean (as applicable)	Date	Academic Affairs Program Manager	Date
	5/14/2020	Todd J. Kilburn	Digitally signed by Todd J. Kilburn Date: 2020.06.08 15:55:53 -06'00'
FVP/Chief Fiscal Officer (Institution)	Date	Chief Financial Officer	Date
	5/13/2020		6-19-20
Provost/VP for Instruction (Institution)	Date	Chief Academic Officer, OSBE	Date
	5/13/2020		
President	Date	SBOE/Executive Director Approval	Date

Revised 3/28/16

Page 1



1. Provide rationale for the discontinuance.

*Since 2013, the College of Art and Architecture has been proud to offer our excellent Bioregional Planning and Community Design (BIOP) Program to students interested in the planning needs of communities throughout the Intermountain West and the nation. Regrettably, we are requesting to close the program due to consistently low enrollments. Since 2013, enrollment in the program has decreased by 45%, and the current enrollment of 6 students is insufficient to warrant the program's cost. As part of our 2020 Program Prioritization, this quintile 5 program was recommended for closure.*

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

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

*All students currently in the program will have two years, until the end of **Spring 2021, to complete their BIOP core coursework** under the direction of Dr. Jaap Vos, BIOP program head. Additionally, students will have until **December 31, 2022 to finish all elective coursework needed to complete their degree.** Professor Vos has worked with all interested students to create a viable study plan that aligns with this timeline.*

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

*Some students may be interested in Natural Resources and Society or Landscape Architecture.*

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

*Active students were notified by personal phone call from the Program Head and/or by letter from the College Dean. Students met with the Program Head to determine an individual plan for completing their degree, to discontinue, or find an alternative. The college dean also met with students as needed.*

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

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted
Utah State University	Bioregional Planning MS	<i>Interdisciplinary bioregional planning degree prepares graduates to assist communities with growth and development. Program is unique in that it focuses on large-scale planning; bioregional planners deal with entire geographic regions, yet they are also qualified for smaller city planning as well. The program has an interdisciplinary core of courses that provides the</i>

Revised 3/28/16

Page 2

		<i>background for addressing complex issues in the areas of environmental analysis, planning, and policy. An important aspect of the program is learning to use spatial visualization techniques to help multiple audiences understand alternative future development and conservation scenarios.</i>  From USU Website <a href="https://catalog.usu.edu/preview_program.php?catoid=12&amp;poiid=9329&amp;returnto=3800">https://catalog.usu.edu/preview_program.php?catoid=12&amp;poiid=9329&amp;returnto=3800</a>

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

Existing Similar Programs: Historical enrollments and graduate numbers									
Institution and Program Name	Headcount Enrollment in Program					Number of Graduates From Program			
	FY_16_	FY_17_	FY_18_	FY_19_	FY_20_ (most recent)	FY_17_	FY_18_	FY_19_	FY_20_ (most recent)
<b>BSU</b>	15	3	Not offered	Not offered	Not offered	Not offered	7	4	Not offered
<b>ISU – Master of Public Administration (MPA)</b>		21	25	32	28	3	4	10	11
<b>University of Idaho M.S.</b>	4	3	3	6	4	2	4	2	
<b>University of Idaho J.D./M.S.</b>	0	0	0	0	0	0	0	0	0
<b>University of Idaho Graduate Cert. BIOP</b>	0	2	1	0	0	0	2	0	0
<b>University of Idaho Graduate Cert. Urban Design</b>	0	1	1	0	0	0	0	1	0

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

*The program content focusing on planning in the built environment impacts Landscape Architecture and some programs in the College of Natural Resources. In the past the program was interdisciplinary, and students in both Landscape Architecture and the College of Natural Resources were able to double major or took supporting course work. Additionally, College of Law students were able to receive an M.S.J.D Bioregional Planning and Community Design and a Graduate Certificate and Extension Certificate were offered.*

*While these options were available to students, very few took advantage of them.  
Discontinuing will have little impact on other programs or our institutional mission.*

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

*One tenured faculty member was reassigned to the College of Natural Resources. A 1/3 time of a part time staff member was reassigned to the Integrated Design Lab.*

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

**Program Resource Requirements.**

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

**I. PLANNED STUDENT ENROLLMENT**

	FY 21			FY			FY		
	FTE	Headcount		FTE	Headcount		FTE	Headcount	
A. New enrollments		3							
B. Shifting enrollments									
<b>Total Enrollment</b>	0	3	0	0	0	0	0	0	0

**II. REVENUE**

	FY 21			FY			FY		
	On-going	One-time		On-going	One-time		On-going	One-time	
1. New Appropriated Funding Request									
2. Institution Funds									
3. Federal									
4. New Tuition Revenues from Increased Enrollments									
5. Student Fees		\$4,050.00							
6. Other (i.e., Gifts)									
<b>Total Revenue</b>	\$0	\$4,050	\$0	\$0	\$0	\$0	\$0	\$0	\$0

*Ongoing is defined as ongoing operating budget for the program which will become part of the base.*

*One-time is defined as one-time funding in a fiscal year and not part of the base.*

**III. EXPENDITURES**

	FY 21			FY			FY		
	On-going	One-time		On-going	One-time		On-going	One-time	

**A. Personnel Costs**

	FY 21		FY		FY	
	On-going	One-time	On-going	One-time	On-going	One-time
<b>B. Operating Expenditures</b>						
1. Travel		\$4,500.00				
2. Professional Services		\$500.00				
3. Other Services						
4. Communications						
5. Materials and Supplies		\$500.00				
6. Rentals						

**TAB 6 Page 8**

Budget Notes (specify row and add explanation where needed; e.g., "I.A.B. FTE is calculated using..."):	
I.A.B.	Fulltime Faculty member was reassigned to another college (College of Natural Resources) effective 8/18/19 so salary was not included for FY21.
	Program Head Stipend will not be paid in FY21, however temporary faculty costs along with travel and operating will be covered to assist
	students/faculty with delivering program until final discontinuance date. Currently the College of Art and Architecture is supporting the program
	with resources beyond the revenue generated.



**CONSENT**  
**AUGUST 26, 2020**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Discontinue Master of Laws Degree Program

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

University of Idaho completed a streamlined program prioritization process that the Idaho State Board of Education approved at its meeting on February 13, 2020. During this process, the university's Program Prioritization Task Force conducted a detailed analysis of fifth quintile academic programs. As a result, University of Idaho proposes the discontinuation of Master of Laws degree program. The program was unsuccessful at recruiting students and there are no students currently enrolled. The College of Law does not have the resources to continue to offer the program. There has been one graduate in this program.

**IMPACT**

There are no students currently enrolled in the program and thus no need to teach out the program. Discontinuance will have limited fiscal impact. The program had some start-up costs associated with marketing and recruiting, but the only ongoing costs were the opportunity costs associated with the overload required of faculty to teach and advise the one student who participated. Given that the College has endured a self-imposed soft hiring freeze over the past two years, discontinuing this program is necessary to allow the College to focus on core needs.

**ATTACHMENTS**

Attachment 1 – Law LL.M. Proposal for Discontinuation

**STAFF COMMENTS AND RECOMMENDATIONS**

University of Idaho provides that enrollment goals for the Master of Laws were not realized and to date, one student has graduated from the program. Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on June 25, 2020, and to the Committee on Instruction, Research, and Student Affairs on August 13, 2020. Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by University of Idaho to discontinue the Master of Laws degree program as presented in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

Institutional Tracking No. \_\_\_\_\_

## Idaho State Board of Education

### Proposal for Discontinuation

*(Fill out if discontinuing an academic program or certificate.)*


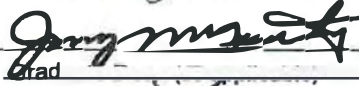
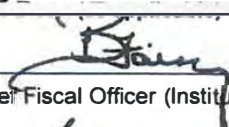
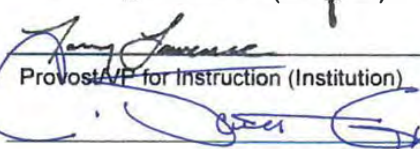



Date of Proposal Submission:	April 30, 2020
Institution Submitting Proposal:	University of Idaho
Name of College, School, or Division:	College of Law
Name of Department(s) or Area(s):	N/A

**Program Identification for Proposed Discontinued Program:**

Title:	Law (LL.M.)
Degree/Certificate:	LL.M.
Method of Delivery:	In person
CIP code:	22.0202
Proposed Discontinuation Date:	Fall 2020

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

- |  |  |
|--|--|
| <input type="checkbox"/> Undergraduate Program     | <input checked="" type="checkbox"/> Graduate Program |
| <input type="checkbox"/> Undergraduate Certificate | <input type="checkbox"/> Graduate Certificate        |
| <input type="checkbox"/> Other                     |  |

 College Dean (Institution) _____ Date <u>April 30, 2020</u>  Provost _____ Date <u>5/13/2020</u>  FVP/Chief Fiscal Officer (Institution) _____ Date <u>5/14/2020</u>  President _____ Date <u>5/13/2020</u>  SBOE/Executive Director Approval _____ Date _____	State Administrator, IDCTE _____ Date <u>6/8/20</u>  Academic Affairs Program Manager _____ Date _____ Todd J. Kilburn <small>Digitally signed by Todd J. Kilburn Date: 2020.06.09 08:13:03 -06'00'</small> Chief Financial Officer _____ Date <u>6-19-20</u>  Chief Academic Officer, OSBE _____ Date _____
---	--

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

Program was unsuccessful in recruiting students. There are currently no students enrolled, and only one student has successfully completed the program. The College does not have the resources to continue offering the program.

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

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

No students are currently enrolled in the program.

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

No.

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

N/A

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

N/A

Similar Programs offered by other Idaho institutions and by institutions in nearby states		
Institution Name	Degree name and Level	Program Name and brief description if warranted

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

N/A

<b>Existing Similar Programs: Historical enrollments and graduate numbers</b>								
<b>Institution and Program Name</b>	<b>Headcount Enrollment in Program</b>				<b>Number of Graduates From Program</b>			
	FY17	FY18	FY19	FY20 (most recent)	FY16	FY17	FY18	FY19 (most recent)
<b>BSU</b>								
<b>ISU</b>								
<b>UI</b>	0	1	1	0	0	0	0	1
<b>LCSC</b>								

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

There should be limited to no impact. Program was an effort by the former dean and associate dean to attract foreign students. Those potential students would not participate in any other programs on campus.

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

The one additional class required for this program was taught as an overload by a former associate dean. There are no resources to redirect.

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

Discontinuance will have limited fiscal impact. The program had some start up costs associated with marketing and recruiting, but the only ongoing costs were the opportunity costs associated with the overload required of faculty to teach and advise the one student who participated. Given that the College has endured a self-imposed soft hiring freeze over the past two years (i.e., we have substantially delayed filling many positions), discontinuing this program is necessary to allow us to focus on our core needs.



**CONSENT**  
**AUGUST 26, 2020**

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**SUBJECT**

Graduate Medical Education – Committee Appointments

**REFERENCE**

December 5, 2017	Board approved a Graduate Medical Education 10-Year Strategic Plan.
June 2018	Board approved first reading of Board Policy III.C. Graduate Medical Education Committee.
August 2018	Board approved second reading of Board Policy III.C. Graduate Medical Education Committee.
October 2018	Board approved initial appointments to the newly established Graduate Medical Education Committee.
April 2019	Board approved the appointment of Dr. Clay Price to the Graduate Medical Education Committee.
February 12, 2020	Board approved the appointment of Dr. Barton Hill as a representative of Family Medicine Residency.
June 10, 2020	Board approved reappointments to the Graduate Medical Education Committee.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Consistent with Board Policy III.C, the purpose of the Graduate Medical Education (GME) Committee is to provide recommendations to the Board on ways to enhance graduate medical education in the state of Idaho and on the development, implementation, and monitoring of the Board's short and long-term plans for graduate medical education. The committee reports to the Board through the Instruction, Research, and Student Affairs Committee.

Pursuant to Board policy III.C., the Graduate Medical Education Committee is made up of no more than 30 members and at a minimum shall consist of:

- The program director (or designee) from each of the residency training programs in Idaho which receive state funding;
- One representative from each of the three primary medical schools which collaborate with the state in providing undergraduate medical training;
- One or more representatives from the Idaho Medical Association;
- One or more representatives from the Idaho Hospital Association;
- One representatives from each of the Idaho graduate medical education teaching hospitals; and
- One representative from the Office of the State Board of Education.

Appointments are made for five-year terms, commencing on July 1st. Appointments to vacant positions during the previous incumbent's term are made for the remainder of the open term.

**CONSENT**  
**AUGUST 26, 2020**

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Dr. A.J. Weinhold serves as the Program Director for the Idaho State University Family Medicine Residency Rural Training Track, and Dr. Jaren Blake serves as the Program Director for the Eastern Idaho Regional Medical Center; both have expressed interest in serving on the Committee. Their letters of interest and curricula vitae are included in Attachments 2 and 3.

**IMPACT**

Drs. Weinhold and Blake offered letters of interest to join the GME Committee. If appointed, their terms would expire on June 30, 2025. Because of timing issues, they were not able to be vetted and considered by the Board at the June 2020 Regular Board meeting along with the other committee appointments. Appointment of these two members will bring the total committee membership to 26.

**ATTACHMENTS**

Attachment 1 – Current Graduate Medical Education Committee Membership  
Attachment 2 – Dr. Blake Letter of Interest and Curriculum Vitae  
Attachment 3 – Dr. Weinhold Letter of Interest and Curriculum Vitae

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff have reviewed the two nominations and finds them in compliance with Board policy. Staff recommends approval.

**BOARD ACTION**

I move to appoint Dr. A.J. Weinhold and Dr. Jaren Blake to serve on the Graduate Medical Education, each for a five (5) year term, effective immediately and expiring on June 30, 2025.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**INSTRUCTION, RESEARCH, AND STUDENT AFFAIRS  
AUGUST 26, 2020**

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**ATTACHMENT 1**

**GRADUATE MEDICAL EDUCATION COMMITTEE MEMBERS**

Institution	Representative	Term Expiration June 30 of
Office of State Board of Education	Todd Kilburn	Ex Officio
GME Coordinator	Ted Epperly, MD	
Idaho Medical Association	Susie Pouliot, CEO	2022
Idaho Hospital Association	Brian Whitlock	2025
University of Washington School of Medicine	Mary Barinaga, MD – Vice Chair	2022
University of Utah	Ben Chan, MD	2025
Idaho College of Osteopathic Medicine	Kevin Wilson, DO	2022
FMRI Boise	Justin Glass, MD	2022
FMRI Twin Falls	Joshua Kern, MD	2025
FMRI Nampa	Kim Stutzman, MD	2022
FMRI Caldwell	Samantha Portenier, MD	2022
Idaho State University Family Medicine Residency	Bill Woodhouse, MD	2022
ISU Family Medicine Rexburg	A.J. Weinhold, M.D	2025
Coeur d' Alene Family Medicine Residency	Dick McLandress, MD	2025
EIRMC Internal Medicine	Doug Whatmore, MD	2022
UW Boise Internal Medicine	Moe Hagman, MD - Chair	2022
UW Boise Psychiatry	Kirsten Aaland, MD	2025
University of Utah/Idaho Psychiatry Residency	Beth Botts, MD	2025
Saint Alphonsus Healthcare	Lisa Nelson, MD	2025
St. Luke's Healthcare	Bart Hill, MD	2025
Portneuf Medical Center	Dan Snell, MD	2022
Madison Memorial Hospital	Clay Prince, MD	2022
Kootenai Health	Jon Ness	2025
Boise VAMC	Andy Wilper, MD	2025
Eastern Idaho Regional Medical Center	Jaren Blake, MD	2025
West Valley Medical Center	Betsy Young Hunsicker	2025

**From:** [Blake Jaren - Cottonwood Heig](#)  
**To:** [Todd Kilburn](#)  
**Subject:** CV and letter  
**Date:** Thursday, June 25, 2020 5:33:42 PM  
**Attachments:** [Vita 2020 April.pdf](#)

---

I request membership on the Graduate Medical Education Committee. Please see my attached CV for my qualifications to participate on the Committee.

Thank you.

Jaren Blake, MD  
DIO  
Program Director, Family Medicine  
Eastern Idaho Regional Medical Center

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## Jaren H. Blake, M.D.

3100 Channing Way  
MOB Suite 214  
Idaho Falls, ID 83404  
(208) 227-2856 Office  
(208) 206-1843 Mobile  
jaren.blake@hcahealthcare.com

### EDUCATION

UNIVERSITY OF NEVADA SCHOOL OF MEDICINE  
Reno, NV — Internship/Residency, 2003-2006  
Family Medicine

TULANE UNIVERSITY  
New Orleans, LA — M.D., 1999-2003

BRIGHAM YOUNG UNIVERSITY  
Provo, UT — B.A., 1993-1999  
American Studies

### CURRENT ROLES

#### DESIGNATED INSTITUTIONAL OFFICIAL

Eastern Idaho Regional Medical Center; Idaho Falls, Idaho July 2019-Present  
My duties include direction of the graduate medical education programs and the medical student rotations at EIRMC.

#### PROGRAM DIRECTOR, FAMILY MEDICINE RESIDENCY

Eastern Idaho Regional Medical Center; Idaho Falls, Idaho Jan 2019-Present  
In this role, I am starting up a new Family Medicine residency with an initial class of July 2020. Accreditation achieved in February 2020.

#### FACULTY MEMBER, INTERNAL MEDICINE RESIDENCY

Eastern Idaho Regional Medical Center; Idaho Falls, Idaho Jan 2019-Present  
Primary duties include precepting Internal Medicine residents, giving lectures, and providing resident advisement.

#### MENTOR, FML EMERGING LEADER INSTITUTE

American Academy of Family Physicians Foundation Jun 2019-Present  
This national program identifies and develops leaders in family medicine through scholarly projects and career advisement.

#### MEMBER HISTORY SYMPOSIUM EVALUATION COMMITTEE

National Automobile Museum, Reno, NV Dec 2016-Present  
This multi-disciplinary committee reviews the previous conference and gives input toward improving the next year's annual conference.

## JAREN H. BLAKE, M.D.

## PREVIOUS ROLES

## VICE CHAIRMAN

Department of Family and Community Medicine, University of Nevada, Reno  
School of Medicine Oct 2013-Dec 2018  
Assisting the Chairman in the management of the department. Specific duties include business management and planning for the department and academic initiatives.

## PROGRAM DIRECTOR, FAMILY MEDICINE RESIDENCY

Department of Family and Community Medicine, University of Nevada, Reno  
School of Medicine July 2014-Apr 2017  
As PD, the residency expanded by 2 slots into a rural site (Elko, NV), a 4-year Length of Training pilot site was established, and the residency expanded by 1 slot in Reno.

## CHAIRMAN COMPLIANCE AND QUALITY COMMITTEE

University of Nevada, Reno School of Medicine Oct 2015-Dec 2018  
This committee covers regulatory compliance and quality initiatives of the faculty practice plan for all of Nevada at the University of Nevada, Reno School of Medicine.

## CHAIR, GME CERTIFICATION COMMITTEE

Wilderness Medical Society Sep 2018-Feb 2020  
This multi-specialty committee is tasked with developing a framework for certification of graduate medical education programs in Wilderness Medicine.

## MEMBER STUDENT PROMOTION AND CONDUCT COMMITTEE

University of Nevada, Reno School of Medicine Sep 2017-Dec 2018  
SPCC is charged with overseeing the personal and professional development of medical students at UNR Med. The SPCC is also the medical school's disciplinary committee.

## RESIDENCY PRACTICE MANAGEMENT CURRICULUM DIRECTOR

University of Nevada, Reno Mar 2012-Dec 2018  
Oversee and teach the Practice Management curriculum for the residency training program.

## CHAIRMAN COMMUNITY FACULTY RESOURCE COMMITTEE

University of Nevada, Reno School of Medicine Oct 2016-Nov 2017  
This committee develops policies and procedures for the credentialing and use community faculty for the University of Nevada, Reno School of Medicine.

## JAREN H. BLAKE, M.D.

## AT-LARGE MEMBER NORTHERN REGIONAL EXECUTIVE COMMITTEE

University of Nevada School of Medicine

Aug 2012-Aug 2016

Twice elected to represent the membership at-large of the faculty practice plan in Northern Nevada for the University of Nevada School of Medicine.

## BLOCK DIRECTOR

University of Nevada School of Medicine

Apr 2013-June 2015

Served as a co-block director in the new integrated curriculum at the SOM.

Duties include coordination of the various subjects and lectures for a 7 week portion of the Second Year medical student curriculum.

## ASSOCIATE PROFESSOR

University of Nevada, Reno School of Medicine

Mar 2012-Dec 2018

Responsibilities include supervision of LTC, Practice Management Curriculum, and the 4 year Length of Training Curriculum. Served as residency program director for ~3 years.

## REGIONAL DEAN

Pacific Northwest University of Health Sciences; Yakima, WA

Nov 2009-Jan 2012

Duties included the founding and continued development of the 3rd and 4th year clinical curriculum in Blackfoot as a regional site for the medical school.

Also served on various ad-hoc committees including the subcommittee on the 3rd and 4th year didactic series. Was active in precepting students.

## FAMILY PHYSICIAN

Bingham Memorial Hospital; Blackfoot, Idaho

July 2006-Jan 2012

Working full spectrum Family Medicine without OB. This includes newborn, pediatrics, adults, as well as an active nursing home practice. Interests in migraines, Wilderness Medicine and nursing home care.

## MEDICAL DIRECTOR

Bingham Memorial Skilled Nursing

and Rehabilitation; Blackfoot, Idaho

July 2009-Jan 2012

Oversaw the medical staff and assist the Administrator and Director of Nursing in the care of the patients and development of policies. Review of pharmacy utilization.

## CHIEF OF MEDICINE

Bingham Memorial Hospital; Blackfoot, Idaho

Aug 2007- 2009, 2010

Oversight of the Department. Attendance at MEC. Credentialing. Peer Review. Served as Interim in 2010 for 2 months

## JAREN H. BLAKE, M.D.

## MEDICAL DIRECTOR

State Hospital South; Blackfoot, Idaho

Jan 2008-Sep 2009

Primary responsibilities included the Syringa Nursing Facility and the on-site medical clinic. Some employee health oversight. Attendance at weekly medical staff meetings. Coordination of medical staff with psychiatric services.

## MEDICAL DIRECTOR

Bingham County Jail; Blackfoot, Idaho

2007-2009

Primary responsibilities included oversight of the mid-level provider, and call coverage for the staff. Site visits, chart reviews, and some limited direct patient care. I volunteered in this position until the county outsourced the medical care.

## CHIEF RESIDENT

Family Medicine Residency; Reno, Nevada

July 2005-June 2006

Primary responsibilities included organization of call and lecture schedules. Attendance at faculty meetings. Assist in the communication between the various programs in Reno and Las Vegas as well as our own community sites.

## APPOINTMENTS

## IDAHO STATE UNIVERSITY

Community Faculty, Physician Assistant Studies

Jan 2012-Present

## UNIVERSITY OF NEVADA, RENO SCHOOL OF MEDICINE

Community Faculty, Department of Family and Community Medicine

Mar 2019-Present

## IDAHO COLLEGE OF OSTEOPATHIC MEDICINE

Associate Professor

Apr 2019-Present

## PACIFIC NORTHWEST UNIVERSITY OF HEALTH SCIENCES

Community Faculty

Jul 2019-Present

## UNIVERSITY OF NEVADA, RENO SCHOOL OF MEDICINE

Associate Professor, Department of Family and Community Medicine

Mar 2012-Dec 2018

## UNIVERSITY OF UTAH SCHOOL OF MEDICINE

Adjunct Instructor, Department of Family and Preventative Medicine

Mar 2011-June 2016

## PACIFIC NORTHWEST UNIVERSITY OF HEALTH SCIENCES

Regional Dean

Nov 2009-Jan 2012

## JAREN H. BLAKE, M.D.

BOARDS/LICENSES	AMERICAN BOARD OF FAMILY MEDICINE, 2006, Re-certified 2016.	
	IDAHO MEDICAL LICENSE, Active, 2006.	
POST GRADUATE	FELLOW, AMERICAN ACADEMY OF FAMILY PHYSICIANS	Sep 2011
	NATIONAL INSTITUTE FOR PROGRAM DIRECTOR DEVELOPMENT (NIPDD) FELLOW	Apr 2014
	Sponsored by AFMRD, the fellowship develops advanced skills for a Program Director. The training included financial, curricular, and scholarship projects. It also offered advanced training in the ins and outs of being a Program Director.	
	CERTIFIED MEDICAL DIRECTOR, AMDA	Dec 2011
	This is a 3+ year endeavor geared toward nursing home management as a medical director. 120 hours of CME required including a specialized management course. Emphasis on regulation compliance and staff management.	
RESEARCH	IN PROGRESS: FELLOW OF THE ACADEMY OF WILDERNESS MEDICINE	2016-Present
	I have completed ~90% of the requirements of this Fellowship. Anticipate completion in 2020.	
	<i>Our 3 (4) year Journey; Jaren H. <b>Blake</b>, M.D., Stephanie Wright, M.D.; Oral Presentation, PDW/LoT Collaborative, AAFP/ABFM; 23 March 2017</i>	
	<i>Our Four Year Journey; Jaren H. <b>Blake</b>, M.D., Stephanie Wright, M.D.; Poster Presentation, PDW/LoT Collaborative, AAFP/ABFM; 23 March 2017</i>	
	<i>4 Year Innovations; Jaren H. <b>Blake</b>, M.D., Stephanie Wright, M.D., Daniel Spogen, M.D.; Poster Presentation, PDW/LoT Collaborative, AAFP/ABFM; 31 March 2016</i>	
	<i>Patients' Opinions on the Proper Reimbursement for Services Offered by their Primary Care Physician; Travis Moulton, OMS-3 and Jaren H. <b>Blake</b>, M.D.; Oral Presentation, Utah Academy of Sciences, Arts and Letters; April 2011</i>	
	<i>Accessibility of Outpatient Services as Viewed by those Being Discharged from State Hospital South; Nicholas Baldwin, OMS-3 and Jaren H. <b>Blake</b>, M.D.; Oral Presentation, Utah Academy of Sciences, Arts and Letters; April 2011</i>	

## JAREN H. BLAKE, M.D.

*Reforming the Hungarian Medical Delivery System--Movements from Socialized to Privatized Health Care Delivery*; Jaren H. Blake; Oral Presentation, Utah Academy of Sciences, Arts and Letters; April 1999

*Collegiate Emotional Contagions*; Jaren H. Blake; Oral Presentation, Utah Academy of Sciences, Arts and Letters; April 1998

- INVITED LECTURES    *Healthcare Influences from WWI*; Jaren H. Blake, M.D.; 2020 History Symposium at the National Automobile Museum, Postponed due to Covid-19
- Communication in the Backcountry*; Jaren H. Blake, M.D.; Wilderness Medical Society 2019 Park City Conference, 25 February 2019
- Communications Workshop*; Jaren H. Blake, M.D., Paul Queior, P.A.; Wilderness Medical Society 2019 Park City Conference, 24 February 2019
- X-Rays: From Bench to Bedside*; Jaren H. Blake, M.D.; 2018 History Symposium at the National Automobile Museum, 26 April 2018
- Coding and Documentation: Streamlining the Office Visit*; Jaren H. Blake, M.D.; Nevada Academy of Family Physicians Winter CME Conference, 29 January 2018
- Wilderness Communications*; Jaren H. Blake, M.D.; University of Nevada, Reno Winter Wilderness CME Conference, 2018
- Wilderness Communications*; Jaren H. Blake, M.D.; University of Nevada, Reno Winter Wilderness CME Conference, 2017
- Inpatient Coding Pearls*; Jaren H. Blake, M.D.; Presentation, AAPC-Reno Fall Meeting; 02 October 2015
- Biopsy Principles*; Jaren H. Blake, M.D.; Lecture to 2nd year medical class at the University of Nevada School of Medicine, October 2015
- External Ear Infections*; Jaren H. Blake, M.D.; Lecture to 2nd year medical class at the University of Nevada School of Medicine, October 2015, 2016
- The Hungarian Revolution of 1956*; Jaren H. Blake, M.D.; 2015 History Symposium at the National Automobile Museum, May 2015
- Coding Pearls*; Jaren H. Blake, M.D.; Presentation, AAPC-Reno Fall Meeting; 04 October 2014
- Doctors Teaching Doctors Coding*; Jaren H. Blake, M.D.; Presentation, AAPC-Reno Fall Meeting; 05 October 2013

## JAREN H. BLAKE, M.D.

*Low Back Pain*; Jaren H. Blake, M.D.; Lecture to 3rd year medical class at Pacific Northwest University, September 2011

*First Aid Kits*; Jaren H. Blake, M.D.; Lecture to 3rd year medical class at Pacific Northwest University, October 2010

*Wilderness Communications*; Jaren H. Blake, M.D.; University of Nevada, Reno Winter Wilderness CME Conference, 2009

## ACTIVITIES

*Trek Physician, LDS Church*; Sep 2017 to June 2018

*Litigation Consultant, AMFS, Emeryville, CA, United States*. May 2016 to Jan 2019

*Compliance Committee, University of Nevada SOM*; June 2012 to Dec 2018

*Community Faculty Resource Committee, University of Nevada SOM*; Oct 2016 to Nov 2017

*Financial Operations Strategic Planning Committee, University of Nevada SOM*; Nov 2015 to July 2016

*NREC Committee, University of Nevada SOM*; July 2012 to June 2015

*CME Committee, Bingham Memorial Hospital*; 2007 to Jan 2012

*Utilization Review Committee, Bingham Memorial Hospital*; 2009 to Jan 2012

*Volunteer Faculty, Idaho State University Physician Assistant Program*; Various times 2008 to present

*MiCare Clinic, Basic American Foods, Blackfoot, Idaho*; October 2010 to Jan 2012

*Coumadin Clinic Director, Bingham Memorial Hospital, Blackfoot, Idaho*; 2008 to Jan 2012; Clinic received a HRSA grant in 2009

*EMR Champion, Bingham Memorial Hospital*;

CURRENT PROJECTS Development of a new Family Medicine residency program

Development of a certification program for GME in the Wilderness Medical Society.

Effectiveness of Rescue Whistles in the Wilderness.

Evaluation of medical incidents and injuries on an LDS Trek reenactment.

**JAREN H. BLAKE, M.D.**

**MEMBERSHIP**

AAFP 2003-present; Wilderness Medical Society 2016-present

**EXPERIENCES**

Ham Radio (K7JHB); Traveling; Served LDS mission to Budapest, Hungary, 1994-1996; National Weather Service Weather Spotter; Apple Campus Rep, 2001-2003; Exchange student, University of Pécs (Hungary) Department of Family Medicine, Jan 2003;



# Idaho State UNIVERSITY

**Family Medicine Residency**  
465 Memorial Drive • Pocatello, Idaho 83201

May 28, 2020

To whom it may concern,

I am writing this letter to express my interest in a position on the Idaho State Board of Education Graduate Medical Education Committee.

I have recently begun as the Program Director for the Idaho State University Family Medicine Residency Rural Training Track. It is due to my position as a program director of a residency training program that receives state funding that I now put myself forward as a member of the Graduate Medical Education Committee.

Sincerely,



A.J. Weinhold MD

Program Director, ISU FMR RTT

## Curriculum Vitae

### Ana Joy Weinhold, MD

Office: ISU Family Medicine Residency  
465 Memorial Drive  
Pocatello, ID 83201  
Phone: (208) 282-4421  
[weinana@isu.edu](mailto:weinana@isu.edu)

### Education

2018- Fellowship in the Academy of Wilderness Medicine  
2017-2018 University of Washington Faculty Development Fellowship  
  
2008-2011 Idaho State University Family Medicine Residency  
  
2004-2008 University of Wisconsin School of Medicine and Public Health (Madison, WI)  
2008 *Doctor of Medicine*  
  
2000-2004 University of Wisconsin (Madison, WI)  
2004 *Bachelor of Science, Biology and History of Science*  
2005 *Certificate, Medieval Studies*

### Honors and Awards

2019 Maternal/Child Care Teaching Award  
  
2010-2011 Chief Resident  
2010, 2011 Pawel Abraszewski Quality Award  
2008 Radiology Annual Eagle Eye Award  
2004 Phi Beta Kappa Society  
2000 National Merit Scholar

### Curriculum Development

Point of Care Ultrasound Curriculum - Initially a fellowship project to develop ultrasound training for obstetrics in 2017, leading a 1<sup>st</sup> trimester ultrasound clinic for residents beginning in 2018 and exploring simulation modalities for ultrasound teaching. This expanded into attaining additional POCUS training, developing relationships with the ISU Radiographic Sciences Dept. to hire a shared sonography faculty member to teach an expanded POCUS clinic with the residents beginning in 2019, as well as navigating clinical policy, procedures, and billing to establish the clinic as a POCUS referral center within the clinic system. Then purchasing simulation equipment for the residents, structuring, and implementing a POCUS simulation longitudinal curriculum.

Wilderness Medicine Area of Concentration – Creating a longitudinal WMAOC for the residency, in partnership with the Wilderness Medical Society so that resident are also concurrently fellow candidates. This is longitudinal integrated curriculum including didactics taught within the residency, didactics presented at regional conferences, didactics at residency retreats, regional courses, attendance at WMS national conferences, partnership with the local alpine ski patrol, and local volunteerism.

**Presentations**

Feb. 8, 2020	“Clothing & Nutrition for Cold Weather Activity” Regional Presentation to the WMAOC and Harriman Nordic Ski Patrol
Feb. 4, 2020	“Immunizations for Travel”
June 21, 2019	“Wilderness Medical Kit”, “Field Water Disinfection”
Nov. 9, 2018	“Parkinsons and other Tremors”
Sept., 2018	“Vasectomy” (with simulation)
Aug 24-25, 2018	Advanced Life Support in Obstetrics, co-director; teaching “Safety in Maternity Care”, “Assisted Vaginal Delivery”, “Shoulder Dystocia/OP Management”, and “Ultrasound” sessions.
Mar. 12, 2018	“Pediatric Ear, Nose, & Throat Infections”
Feb. 9, 2018	“M&M”
Jan 11, 2018	“Does Clomiphene Use Increase Risk of Endometrial Cancer?” WWAMI Family Medicine Residency Network regional presentation with Maribeth Duffy
Jan. 3, 2018	“Program Support for In-Training Exams: Individual Education Plans and OSCEs” WWAMI Family Medicine Residency Network regional webinar presentation with Kelli Christensen, Laila Siddiqui, and Shannon Waterman.
Oct. 12, 2017	“Writing for the Public”
Sept. 25, 2017	“Chronic Fatigue, Fibromyalgia, and Neuropathy”
Aug. 26, 2017	Advanced Life Support in Obstetrics, instructor; “Ultrasound.”
Aug. 23, 2017	“Well Woman Exam”
July 7 & Aug. 1, 2017	“Anxiety & Depression”
July 2017-	Recurring OB topics: Intro to Fetal Monitoring, Chronic Diabetes in Pregnancy, Gestational Diabetes, Hypertensive Disorders of Pregnancy, Labor Dystocia,
June 30, 2017	“Microscopy 101” “ALS”
Aug. 18, 2016	“Realities of Rural Practice”
June 9, 2011	“Strep Pharyngitis Update.” Quality Project
June 8, 2011	“And All That Yaz.” Grand Rounds
June 6, 2011	“Immunizations.” Peer Presentation
May 17, 2011	“Breast Cancer.” Tumor Board
March 28, 2011	“Chorioamnionitis.” OB/Peds Rounds
August 11, 2010	“Anemias in Pregnancy.” Grand Rounds
June 10, 2010	“Strep Pharyngitis.” Quality Project
April 20, 2010	“Mantle Cell Lymphoma.” Tumor Board
April 21, 2010	“Drunk & Jaundiced.” M&M
April 6, 2010	“Continuing aspirin in GI bleed.” Journal Club
March 25, 2010	“Congenital Hip Dysplasia.” Peer Presentation
March 24, 2010	“Head and Face Trauma.” Paramedic Training Course
January 25, 2010	“Teen Pregnancy.” OB/Peds Rounds
September 9, 2009	“A Flash in the Night.” Grand Rounds
August 12, 2008	“Minocycline treatment in acute stroke.” Journal Club
July 28, 2008	“Preterm Premature Rupture of Membranes.” OB/Peds Rounds

Apr. 22, 2005 Weinhold, A.J.. "More than Illustrations: the Long Term Effects of the *Vita Radegundis* Illuminations (Poitiers, Bibl. Mun., MS 250)." Madit Graduate Conference in Language and Literature

### **Publications**

"Does Clomiphene Use in Infertility Increase the Risk of Endometrial Cancer?" with Maribeth Duffy, *Evidence Based Practice*, 2019 Winter; 22(1): 16

"Can I Save Money by Skipping Annual Appointments?" *Idaho State Journal*, 2018 Jan 16.

### **Certifications and Licenses**

July 28, 2011- Medical Board of California

License A 117747

Dec. 27, 2016-Idaho Board of Medicine

License M-13571

July 10, 2011 American Board of Family Medicine

Certificate Number 1025431598

Aug. 2018 Advanced Life Support in Obstetrics Certified Instructor

Aug. 2018 Advanced Wilderness Life Support

Dec. 12, 2017 Basic Life Support

Mar. 9, 2017 Neonatal Resuscitation Program

Mar. 29, 2019 Advanced Cardiac Life Support

Aug. 20, 2016 Advanced Life Support in Obstetrics

Sept. 29, 2017 Pediatric Advanced Life Support

Nov. 15, 2009 Advanced Trauma Life Support

### **Professional Organizations**

2018- Wilderness Medical Society

2017- Idaho Medical Association

2007- American Academy of Family Physicians

2004- American Medical Association

### **Employment**

2018- Clinical Instructor, University of Washington

2017- Privileged, Portneuf Medical Center. CEO

2017- Portneuf Medical Center Medical Staff Quality Committee

Feb. 2017- Clinical Associate Professor, Idaho State University Family Medicine Residency. Teaching in inpatient medicine, outpatient medicine, obstetrical care, home visits, and transition of care. Program Director Brandon Mickelson.

2018- Advanced Surgical Obstetrics Training Track Director – organizing quarterly didactic and practical instruction evenings, and tracking resident progress.

2019- Clinical Competency Committee Chair – revising the residency evaluation process, recently completed complete rewrite for Milestones 2.0

2019- Wilderness Medicine Area of Concentration Developer and Director

2019-2020 Associate Program Director

May 21, 2020-Rural Training Track Program Director

- 2011-2016 Privileged, Mayers Memorial Hospital. CEO Louis Ward  
2015-2016 Chief of Staff  
2015-2016 Chair of the Physician Wellbeing Committee  
2015-2016 Medical Director of the Antimicrobial Stewardship Program  
2015-2016 Chair of the Infection Control Committee  
2013-2014 Vice Chief of Staff  
2013-2016 Medical Director of the Obstetrics Department  
2013-2016 Chair of the Obstetrics Committee  
2012 Secretary/Treasurer of Medical Staff
- 2011-2017 Family Practice Physician, Mountain Valley Health Centers, Burney, California. Inpatient, outpatient, nursing home, hospice, home visits, and surgical obstetrical care. CEO Dave Jones.
- 2005-2006 Research Assistant, Ebling Library Historical Services, University of Wisconsin School of Medicine and Public Health, Madison, Wisconsin. Projects included determining the provenance of a document signed by Benjamin Rush, cataloging 17<sup>th</sup> century theses, researching the provenance of a Confederate Guide to Surgery and writing the copy for inclusion in the "Science Made Clear: The Art of Illustration at the Ebling Library" exhibition. Supervisor: Micaela Sullivan-Fowler.
- 2003 Undergraduate teaching assistant for Biology Core Curriculum 324 lab, University of Wisconsin Madison. Supervisor: Michelle Harris.

**Other Volunteer Activities**

Aug 6-11, 2017; July 15-20, 2018; July 14-19, 2019

Volunteer Medical Director, Lutherhaven Ministries, Couer d'Alene, ID

Mar. 13, 2018 Career Night Presentation, Young Women's Group, LDS church

- 2017- National Ski Patrol, Volunteer Ski Patrol, Pebble Creek Ski Area  
2018-2019 Medical Advisor  
2019- Medical Director

2016-2017 National Ski Patrol, Volunteer Ski Patrol, Mount Shasta Ski Park

2004-2007 Downhill ski instructor (4 hours per week December through February), Blackhawk Ski Club, Middleton, Wisconsin

1996-2000 Classroom aide and tutor in Special Education (5 hours per week), Plymouth Comprehensive High School, Plymouth, Wisconsin

**CONSENT  
AUGUST 26, 2020**

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**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.
February 13, 2020	The Board approved the appointment of Jesse LaSarte.
April 16, 2020	The Board approved the appointment of Dr. Rex Force.

**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 Nez Perce Tribal Executive Committee has forwarded Dr. Mary Jane Miles' name for appointment as the tribal chair designee on the Indian Education Committee. A letter from the Nez Perce Tribal Executive Committee providing their support for the nomination is included.

**CONSENT**  
**AUGUST 26, 2020**

---

**IMPACT**

The proposed appointment replaces the Nez Perce Tribe's representative on the committee.

**ATTACHMENTS**

Attachment 1 – Current Committee Membership  
Attachment 2 – Nez Perce Tribe Nomination letter

**STAFF COMMENTS AND RECOMMENDATIONS**

Mr. Bill Picard is no longer serving on the Nez Perce Tribal Executive Committee. The Tribal Executive Committee has identified Dr. Mary Jane Miles to replace Mr. Picard and serve as the tribe's representative on the Indian Education Committee. If approved, Dr. Miles would complete Mr. Picard's term, which runs through June 30, 2023.

Board staff recommends approval.

**BOARD ACTION**

I move to appoint Dr. Mary Jane Miles, representing the Nez Perce Tribe to the Indian Education Committee effective immediately and expiring June 30, 2023.

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.

**Jesse LaSarte** is the Tribal Education Department representative for the Coeur d'Alene Tribe. Term: July 1, 2016 – June 30, 2021.

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

**To be determined** – Tribal Education Department representative for the Kootenai Tribe.

**Mary Jane Miles** 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 and representative 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.

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

**To be determined** – 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** is the Vice President for Student Affairs and Enrollment Management at Boise State University. Term: immediately – June 30, 2023.

**Dr. Rex Force** is the Senior Vice Provost and Vice President for Health Sciences 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.



Nez Perce

TRIBAL EXECUTIVE COMMITTEE

P.O. BOX 305 • LAPWAI, IDAHO 83540 • (208) 843-2253

June 10, 2020

Dr. Yolanda Bisbee, Chair  
Idaho Indian Education Committee  
Idaho State Board of Education  
650 West State Street, 3rd Floor  
Boise, ID 83702

***Re: Nez Perce Tribe Designated Representative for the Idaho Indian Education Committee***

Dear Dr. Bisbee:

On June 9, 2020, the Nez Perce Tribal Executive Committee appointed Vice-Chair Mary Jane Miles as the Nez Perce Tribe's designated representative on the Idaho Indian Education Committee. The Nez Perce Tribe has appreciated Mr. Bill Picard's representation on the Idaho Indian Education Committee over the last several years and believes Vice-Chair Miles is the best person to continue this important work as Mr. Picard steps down from his role on the Nez Perce Tribal Executive Committee.

Vice-Chair Miles can be reached by phone at 208-843-7342 or by email at [maryjanem@nezperce.org](mailto:maryjanem@nezperce.org). Thank you.

Sincerely,

A handwritten signature in blue ink, appearing to read "Shannon F. Wheeler".

Shannon F. Wheeler  
Chairman

**CONSENT**  
**AUGUST 26, 2020**

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**SUBJECT**

Accountability Oversight Committee Appointments

**REFERENCE**

May 2016	Board approved the appointment of Roger Stewart and Julian Duffey.
June 2016	Board approved the appointment of Rob Sauer.
June 2017	Board approved reappointment of John Goedde and Jackie Thomason.
June 2018	Board approved the reappointment of Julian Duffey, Rob Sauer, and Roger Stewart.
October 2018	Board approved second reading of proposed amendments to Board Policy I.Q. adding two (2) members to the committee and designating representation.
October 2018	Board approved the appointment of Anne Ritter as an at-large member of the committee.
June 2019	Board approved appointment of Laurie Copmann and reappointment of John Goedde and Jodie Mills.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section I.Q.  
Accountability Oversight Committee

**BACKGROUND/DISCUSSION**

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

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

**CONSENT**  
**AUGUST 26, 2020**

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Julian Duffey and Roger Stewart were initially appointed in May 2016 and Rob Sauer was appointed in June 2016. All three were reappointed in June 2018. In October 2018, Anne Ritter was appointed as a member at-large. The current terms for these members ended on June 30, 2020. The Accountability Oversight Committee has recommended them for reappointment.

Julian Duffey is the Special Education Director for Bonneville Joint School District, and is designated as the member with special education experience. Julian has a Master of Education in Educational Administration and is an adjunct professor at Idaho State University, having taught courses in the Department of Special Education and Department of Educational Leadership and Instructional Design. Julian is Past President of the Idaho Council for Exceptional Children. He previously spent four years as a Vice Principal and three years as a special education teacher in Eastern Idaho school districts. Julian was a member of the United States Navy for seven years.

Anne Ritter is designated as an at-large member of the committee. Anne brings law, juvenile justice, counseling, and school board experience to the committee. She is a graduate of the University of Redlands (1973 BA in History), the University of Southern California (1974 MEd in counseling) and Western State University College of Law (1982 JD). She has worked as a juvenile diversion counselor for the LA County Superintendent of Schools, a teacher at Tracy Education Center for the ABC Unified School District, a teacher for second-time drunk drivers in a court diversion program, a private attorney, numerous Bar review courses, and as an adjunct professor of law for both Ventura and Santa Barbara Colleges of Law. Anne was a member of the West Ada School Board of Trustees for 13 years, the president of the Idaho Schools Board Association in 2013, and a member of the National School Boards Board of Directors from 2013-2015. She currently serves on the Meridian Medical Arts Charter High School Board of Directors.

Rob Sauer is designated as the member with experience as a district superintendent. He has been Superintendent of Homedale School District for eight years. Rob was previously the Deputy Superintendent for the Idaho State Department of Education. In the past, Rob served as a member of the Professional Standards Commission and was on the boards of Idaho Digital Learning Academy and the Idaho High School Activities Association. Before moving into district administration, Rob spent 13 years as a teacher and principal in two rural Idaho school districts. Rob has a Master of Education Leadership from the University of Idaho. In 2005, he was the first Idaho administrator to receive the Milken Family Foundation National Educator Award.

Roger Stewart has a Ph.D. in Curriculum and Instruction and is professor in the Literacy, Language, and Culture Department at Boise State University. Roger is designated as the member with experience working with student achievement assessments and data. His research interests include large-scale assessments and their influence on instruction and school change. Roger has been a faculty

**CONSENT**  
**AUGUST 26, 2020**

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member at Boise State since 1995, and previously taught at University of Wyoming and Purdue University. Roger was a classroom teacher in Indiana for six years.

**IMPACT**

Approval of reappointment of Julian Duffey, Anne Ritter, Rob Sauer, and Roger Stewart will maintain a full committee through June 30, 2021.

**ATTACHMENTS**

Attachment 1 – Current Membership List

Attachment 2 – Reappointment Notices of Interest

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. Appointments are two year appointments. The Council is required to forward nominations for appointment 60 days prior to expiration of the term of the committee member, or within 30 days after any vacancy. Incumbent reappointments must include in writing his or her interest in reappointment.

Staff recommends approval of the reappointment of Julian Duffey, Anne Ritter, Rob Sauer, and Roger Stewart.

**BOARD ACTION**

I move to approve the reappointment of Julian Duffey to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2020 and ending on June 30, 2022.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve the reappointment of Anne Ritter to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2020 and ending on June 30, 2022.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve the reappointment of Rob Sauer to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2020 and ending on June 30, 2022.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve the reappointment of Roger Stewart to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2020 and ending on June 30, 2022.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

ACCOUNTABILITY OVERSIGHT COMMITTEE  
JUNE 2020

State Board of Education Member Ex-Officio	State Board of Education Member Ex-Officio
Debbie Critchfield President State Board of Education	Kurt Liebich Member State Board of Education
Superintendent of Public Instruction or Designee Ex-Officio	Committee Chair, Student Achievement Assessment and Data Representative Term: July 1, 2018 - June 30, 2020
Peter McPherson Deputy Superintendent State Department of Education	Roger Stewart Professor, College of Education Boise State University
School District Assessment and Accountability Representative Term: July 1, 2019 - June 30, 2021	School District Superintendent Representative Term: July 1, 2018 - June 30, 2020
Jodie Mills Chief Academic Officer Caldwell School District #132	Rob Sauer Superintendent Homedale School District #370
School Level Administrator Representative Term: July 1, 2019 - June 30, 2021	Special Education Representative Term: July 1, 2018 - June 30, 2020
Laurie Copmann Assistant Principal Minico High School	Julian Duffey Special Education Director Bonneville Joint School District #93
Member At Large Term: July 1, 2019 - June 30, 2021	Member At Large Term: October 18, 2018 - June 30, 2020
John Goedde Former Idaho State Senator Former School Board Trustee, Coeur d'Alene District #271	Anne Ritter Board Member Meridian Medical Arts Charter School
Board Staff Support	
Alison Henken K-12 Accountability and Projects Program Manager Office of the State Board of Education <a href="mailto:alison.henken@osbe.idaho.gov">alison.henken@osbe.idaho.gov</a> 208-332-1579	



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3497 North Ammon Road, Idaho Falls, Idaho, 83401 ♦ (208) 525-4400 ♦ Fax (208) 557-6800 ♦ [www.d93schools.org](http://www.d93schools.org)

Dr. Scott Woolstenhulme, Superintendent

8/12/2020

Attn. Idaho State School Board

Hello,

my name is Julian Duffey. I have served on the Accountability and Oversight Committee for four years. I would like the board to consider my re-appointment so I can continue to serve in this capacity representing the interests of our students with disabilities.

Thank you for your consideration,

Julian B. Duffey M.S., M. Ed.  
Director of Special Education  
Bonneville Joint School District 93.

August 11, 2020

Dear President Critchfield and fellow members of the State Board of Education,

I am writing to confirm my interest in being reappointed to the Accountability Oversight Committee. I have very much enjoyed the work and would like to continue offering my perspective.

Thank you.

Anne Ritter





**CONSENT**  
**AUGUST 26, 2020**  
**Homedale Jt. School District #170**  
*Owyhee and Canyon Counties*  
116 East Owyhee Ave. • Homedale, ID 83628-3227  
Telephone: 208.337.4611 Fax: 208.337.4911  
[www.homedaleschools.org](http://www.homedaleschools.org)

Rob Sauer, Superintendent  
Faith Olsen, Financial Specialist/Board Clerk  
Kurt Shanley, Chairman, Board of Trustees  
Debbie Denney, Business Manager

August 12, 2020

Idaho State Board of Education  
650 W. State St. #307  
Boise, ID 83720-0037

Dear Members of the Board:

I have recently completed my term as a member of the Accountability Oversight Committee. I've served as a representative of the school district superintendents in Idaho. If it is the pleasure of the Board, I would like to be considered for re-appointment.

Thank you for the consideration.

Respectfully,

Rob Sauer  
Superintendent  
Homedale School District

August 13, 2020

Dear Members of the Idaho State Board of Education:

I would like to continue to work on the Accountability Oversight Committee and thus would like the Board to consider my re-appointment for another term. I have enjoyed my work on the committee and look forward to remaining involved.

Respectfully,

A handwritten signature in black ink, appearing to read "Roger Stewart", written in a cursive style.

Roger Stewart

**CONSENT**  
**AUGUST 26, 2020**

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**SUBJECT**

Data Management Council Appointments

**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 Scott Thomson and Grace L. Anderson to the Data Management Council.
February 2020	The Board appointed Marcia Grabow to the Data Management Council.
April 2020	The Board reappointed Matthew Rauch, Georgia Smith, and Dianna Renz to the Data Management Council. The Board appointed Chris Bragg 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) was established by the Board pursuant to Board policy I.O. to make recommendations to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and to oversee the creation, maintenance and usage of said system. Section 33-133, Idaho Code, defines the state "data system" to include the state's elementary, secondary and postsecondary longitudinal data. The SLDS consists of three areas of data and is referred to as EASI (the Education Analytics System of Idaho). EASI is a P-20W system consisting of P-12 + postsecondary + workforce data. The P-12 data is commonly referred to as the Idaho System for Educational Excellence (ISEE), the postsecondary data is referred to as the Postsecondary Measures of Academic Progress (PMAP), and the labor data managed by the Department of Labor is referred to as the Idaho Labor Market Information (ILMI).

There are 12 seats on the Council representing the following contingencies:

- a. One representative from the Office of the State Board of Education;
- b. 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;
- c. One representative who serves as the registrar at an Idaho public postsecondary institution, which may be from the same institution represented above;
- d. Two representatives from the State Department of Education;

**CONSENT**  
**AUGUST 26, 2020**

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- e. 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;
- f. One representative from the Division of Career Technical Education; and
- g. One representative from the Department of Labor.

Appointments are made for two year terms, commencing on July 1<sup>st</sup>.

A seat representing public postsecondary institutions became vacant due to the resignation of Dianna Renz. The seats representing the Department of Education became vacant due to the Legislature's transfer of the K-12 data management staff from the Department of Education to the Office of the State Board of Education. The Council sought nominations of individuals who would be willing to fill these roles and considered those nominations during a meeting in July.

**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 Dr. Leslie Odom
- Attachment 3 – Letter of Interest from Kevin Whitman

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Board Policy I.O. the Council must nominate candidates for Board consideration not less than 60 days prior to the expiration of the term or within 30 day after a vacancy. Recommendations are required to include letters of interest and biographical information of the candidates. Nominations for open appointments require the Council to solicit nominations from all constituency groups.

For the vacant seats, Board staff reached out to the postsecondary institutions to solicit applicants. Board staff emailed the Institutional Research Offices of the postsecondary institutions to notify them of the opening and to ask interested parties to apply. There was one application received for the postsecondary institution representative. Board staff also contacted the Department of Education to request new representatives for the Department of Education.

The Data Management Council met and voted to recommend Dr. Leslie Odom as the representative of a postsecondary institution and Mr. Kevin Whitman as the representative for the Department of Education to the Board for appointment on the Data Management Council. Dr. Odom is currently the Associate Director for Reporting and Data Quality at Boise State University. Mr. Whitman is currently the Director for Assessment and Accountability at the State Department of Education.

Staff recommends approval.

**CONSENT**  
**AUGUST 26, 2020**

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**BOARD ACTION**

I move to approve the appointment of Dr. Leslie Odom as a public postsecondary institution representative for a term commencing immediately and ending June 30, 2022.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

I move to approve the appointment of Mr. Kevin Whitman to the Data Management Council as the State Department of Education representative for a term commencing immediately and ending June 30, 2022.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT  
AUGUST 26, 2020**

**ATTACHMENT 1**

**DATA MANAGEMENT COUNCIL MEMBERSHIP  
August 2020**

Office of the State Board of Education Representative	Public Postsecondary Institution Representative – Community College
Dr. Cathleen McHugh Chief Research Officer Idaho State Board of Education Member since 2018 Term: July 1, 2019 – June 30, 2021	Chris Bragg Associate Dean of Institutional Effectiveness College of Southern Idaho Member since 2020 Term: July 1, 2020 – June 30, 2022
Public Postsecondary Institution Representative – Four-year Institution	Public Postsecondary Institution Representative – Four-year Institution or Community College
Dr. Grace Anderson Director of Institutional Research, Lewis-Clark State College Member since 2019 Term: July 1, 2019 – June 30, 2021	Vacant
Public Postsecondary Institution Registrar Representative	State Department of Education Representative
Tami Haft Registrar/Director of Admissions – Enrollment Services North Idaho College Member since 2011 Term: July 1, 2019 - June 30, 2021.	Vacant
State Department of Education Representative	K-12 School District Representative - Urban
Vacant	Matthew Rauch Database Manager Kuna School District Member since 2015 Term: July 1, 2020 - June 30, 2022
K-12 School District Representative - Rural	K-12 School District Representative - Rural
Scott Thomson Executive Director North Idaho STEM Charter Academy Member since 2019. Term: July 1, 2019 - June 30, 2021	Dr. Marcia Grabow Data and Assessment Coordinator Blaine County School District Member since 2020 Term: July 1, 2019 - June 30, 2021
Division of Career Technical Education Representative	Department of Labor Representative
Heather Luchte Director, Performance Management Division of Career Technical Education Member since 2014 Term: July 1, 2019 - June 30, 2021	Georgia Smith Deputy Director of Communications, Research and Determination Services Idaho Department of Labor Member since 2014. Term: July 1, 2020 - June 30, 2022

**From:** [Kevin Whitman](#)  
**To:** [Cathleen McHugh](#)  
**Subject:** RE: congratulations and Data Management Council  
**Date:** Monday, July 20, 2020 9:30:51 AM  
**Attachments:** [image001.png](#)

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Thank you, Cathleen! I look forward to getting to work with you more.

I have a paragraph below with my interest and qualifications. If you need any additional information, please just let me know!

**Interest and Qualifications for Nomination**

I have recently been named the new Director for Assessment & Accountability at the State Department of Education. I would like to become a member of the Data Management Council to maintain a full understanding of existing data standards, security practices, and EASI priorities, while offering input from my position to help inform those components. Previously, I served as an Accountability Coordinator for the SDE. In that capacity, I analyzed data from statewide assessments and the Idaho System for Educational Excellence to fulfill various data analysis requests from internal and external stakeholders. This work required me to know about the available data, analysis strategies, disclosure rules, and data sharing protocols.

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March 8, 2020

Dr. Cathleen McHugh  
Chief Research Officer  
Idaho State Board of Education  
650 W. State St. #307  
Boise, ID 83720-0037

Dear Dr. McHugh:

I'm writing to relay my interest in the current opening on the Data Management Council. I work at Boise State University in the Office of Institutional Research, and I serve as the Associate Director for Reporting and Data Quality. I have been at Boise State for over six years but have over 15 years of experience with data analysis and report writing for higher education via both public and private four-year institutions while in Texas.

Much of my professional data work has been in support of a wide range of institutional needs, such as survey design, data analysis/reporting, and program accreditation data collection. I have also completed various external data requests related to federal, state, and private reporting agencies. In my current role, I work closely with our Director on a variety of State data and reporting requests. I use SAS software to code our term and annual PSR reports, and I also serve as the primary SLDS contact for our office and work to ensure our data loads meet the necessary specifications. Throughout my professional career I have provided data support services for a variety of internal and external university constituents, and I've worked closely with individuals who are responsible for making policy decisions.

My educational background is a Ph.D. in Educational Research with a minor in Higher Education Administration. My major area of study is an applied statistics curriculum designed to provide competencies in research design, statistical methodology (both univariate and multivariate procedures), and measurement/assessment. This degree in combination with my professional experiences has served me well to help meet the data needs of a variety of constituents.

Thank you for considering my materials to participate in the work of the Data Management Council. Please let me know if you have any questions as the review process moves forward. I can be reached either by phone (426-1519) or email (leslieodom@boisestate.edu).

Sincerely,



Leslie R. Odom, Ph.D.



**CONSENT**  
**AUGUST 26, 2020**

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**SUBJECT**

Education Opportunity Resource Committee Appointment

**REFERENCE**

August 2016                      The Board appointed Andy Mehl to the Education Opportunity Resource Committee as the Board's representative

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-5603, Idaho Code – Education Opportunity Resource Committee

**BACKGROUND/DISCUSSION**

During the 2016 Legislature, SB 1334 created a new chapter of Idaho Code, titled the Education Opportunity Resource Act. The purpose of this act is to establish a resource for Idaho's education library system in providing broadband and related services to students, and to support Idaho's E-rate eligible entities with technical, contracting and procurement guidance. To this end the Education Opportunity Resource Committee (EORC) was established. The members of the committee are to include:

- The State Superintendent (or designee),
- One (1) member appointed by the State Board of Education,
- Three (3) members appointed by the Idaho association of school administrators (based on school district student enrollment),
- The State Librarian (or designee), and
- Two (2) school technology personnel appointed by the Idaho Education Technology Association.

Pursuant to Section 33-5604, Idaho Code, the Committee is charged with focusing on the broadband and related service needs of all E-rate eligible entities, and at a minimum:

- (1) Make budget and policy recommendations to the state department of education regarding:
  - (a) Broadband parameters;
  - (b) Incentives for E-rate eligible entities to obtain the most appropriate service that best fits such entities' broadband needs and that is fiscally responsible; and
  - (c) The minimum and maximum service levels, the quality of services and the minimum per student or person internet level that contracts must adhere to for E-rate eligible entities to be eligible for state reimbursement;
- (2) Establish reimbursement methodology that includes, but is not necessarily limited to, the following components:
  - (a) Distribution of appropriated moneys to E-rate eligible entities that have received E-rate funding. Distribution of such moneys must be in an amount equal to the non-E-rate reimbursed cost of internet services; and
  - (b) If E-rate funding is not available to an E-rate eligible entity, reimburse the entity for its internet service costs;

**CONSENT**  
**AUGUST 26, 2020**

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- (3) Compile and analyze broadband utilization statistics from E-rate eligible entities to determine the levels of internet services necessary for such entities and report the statistics to the state department of education, and E-rate eligible entities shall cooperate with the committee in carrying out its duty to compile and analyze such information;
- (4) Advise and recommend resources to assist the state department of education in carrying out its responsibility to provide E-rate application assistance and support to E-rate eligible entities;
- (5) Not provide legal advice;
- (6) Collaborate with other relevant governmental and nongovernmental entities to ensure best practices in broadband are used and to recommend the terms of contracts for broadband and related services; and
- (7) Ensure compliance with appropriate purchasing laws.

At this time Chris Campbell is being nominated for consideration as the Board of Education appointed member of the committee.

Chris Campbell is currently the Chief Technology Officer (CTO) for the Office of the State Board of Education. Prior to that, he was the CTO for the Idaho State Department of Education. In that role, Mr. Campbell managed the statewide broadband program and its transition into a service entity providing broadband resources and funding to Idaho's public schools. In this capacity, he oversaw efforts to provision and fund connectivity across the state of Idaho, increasing broadband available to Idaho's schools by approximately 2500%. Mr. Campbell was the Superintendent's delegate to EORC and has been the Chairman of EORC since its inception. Mr. Campbell spent seven years as the Technology Director for the Genesee School District after spending eight years providing enterprise technology services in a university environment. He has been an active leader of the Idaho Educational Technology Association including as a member of their board for the last ten years. Chris has a desire and passion to see equitable, quality broadband services available to all Idaho students.

**IMPACT**

This appointment will fill the Board appointed seat on the committee.

**STAFF COMMENTS AND RECOMMENDATIONS**

Staff recommends approval.

**BOARD ACTION**

I move to appoint Chris Campbell to the Idaho Education Opportunity Resource Committee for a four (4) year term effective immediately and expiring on June 30, 2024.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**CONSENT  
AUGUST 26, 2020**

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**STATE DEPARTMENT OF EDUCATION**

**SUBJECT**

2020 Curricular Materials Adoption

**REFERENCE**

June 2016	Board approved the adoption of the Mathematics curricular materials and related instructional materials as recommended by the Curricular Materials Selection Committee.
August 2017	Board approved the adoption of curricular materials and related instructional materials for K-12 Arts and Humanities, 9-12 Computer Applications, K-12 Health and Wellness, K-12 Physical Education, K-12 Social Studies, and 6-12 Mathematics Open Educational Resources as recommended by the Curricular Materials Selection Committee.
October 2018	Board approved the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 English Language Arts & Literacy, K-6 Handwriting, K-12 English Learner, K-12 Computer Applications, K-12 Computer Science, and 9-12 Mathematics Open Educational Resource.
August 2019	Board approved the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 Science, K-12 Computer Applications, and K-12 Computer Science.

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-118, Idaho Code – Courses of study – Curricular materials  
Section 33-118A, Idaho Code – Curricular materials – Adoption procedures  
IDAPA 08.02.03.128 – Rules Governing Thoroughness, Curricular Materials Selection and Online Course Approval

**BACKGROUND/DISCUSSION**

The curricular materials review and adoption process is established in Sections 33-118 and 33-118A, Idaho Code, and is further defined in IDAPA 08.02.03.128, Rules Governing Thoroughness. Curricular materials are defined as textbooks and instructional media including software, audio/visual material, and internet based instructional material (Section 33-118A, Idaho Code). Idaho is a multiple adoption state and adopts a number of materials in a designated subject area from a variety of publishing companies.

**CONSENT**  
**AUGUST 26, 2020**

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The adoption process provides for the continuous review and evaluation of new curricular materials. This process ensures that all Idaho school districts and charter schools have quality products available to purchase at a guaranteed low contract price. This process maintains local control in the choice of instruction materials by providing multiple lists of approved materials. While school districts and charter schools can choose materials from the list of vetted and approved materials, this is not a requirement.

In accordance with IDAPA 08.02.03.128, Idaho adopts materials in the areas of reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career technical education, counseling, science, health, physical education, handwriting, literature, driver education, and limited English proficiency. Curricular materials for computer science and computer applications are adopted annually.

The Curricular Materials Selection Committee (Committee), the members of which are appointed by the State Board of Education (Board) for a five (5)-year term, has the responsibility of overseeing the adoption process for the state. The Executive Secretary of this Committee is an employee of the State Department of Education (Department) and a voting member of the committee.

The Committee consists of not less than ten (10) total members from the following stakeholder groups:

- certified Idaho classroom teachers
- Idaho public school administrators
- Idaho higher education officials
- parents
- trustees
- local board of education members
- members of the Division of Career Technical Education
- State Department of Education personnel

The Committee, assisted by content specialists from throughout the state, meets for approximately one week in June to review and evaluate all materials against Idaho Content Standards and specific course requirements. The Committee votes to recommend materials to the Board, and these recommendations are forwarded to the Board for adoption. All meetings of the Committee are open to the public.

If the Board accepts the recommendation of the Committee and adopts the materials, the Department executes contracts with the publishing companies, and the listing of newly adopted materials is published in the Department's Curricular Materials Adoption Guide. In accordance with IDAPA 08.02.03.128, a state curriculum depository is maintained at Caxton Printers, Ltd., in Caldwell, Idaho. Curriculum libraries are also maintained at seven (7) regional centers.

**CONSENT**  
**AUGUST 26, 2020**

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The 2020 curricular materials review included K-12 science, computer science, computer applications, and career technical education. The review was held June 8-10, 2020, digitally via Zoom. Fifty-six (56) content area specialists assisted the nine (9) Committee members in the evaluation of curricular materials and related instructional materials. Recommended curricular materials and related instructional materials are catalogued in Attachment 1.

**IMPACT**

The curricular review and adoption process helps to ensure that all Idaho school districts and charter schools, regardless of size, can purchase quality materials at a guaranteed low price for the length of the adoption cycle while maintaining local control in the choice of instruction materials.

**ATTACHMENTS**

Attachment 1 – Recommended curricular materials and related instructional materials

Attachment 2 – Curricular Materials Selection Committee roster

Attachment 3 – Regional Center locations

**STAFF COMMENTS AND RECOMMENDATIONS**

The definition of the classifications for the recommendations may be found on page 9 of Attachment 1.

Staff recommends approval.

**BOARD ACTION**

I move to approve the recommendation of the Curricular Materials Selection Committee to adopt curricular materials and related instructional materials for K-12 science, computer science, computer applications, and career technical education, as submitted in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

**2020 CURRICULAR MATERIALS REVIEW**

<b>Content Area</b>	<b>Publisher</b>	<b>Title</b>	<b>Grade Level</b>	<b>Recommendation*</b>
CTE - Business & Marketing	BE Publishing	Principles of Marketing	9-12	Component
CTE - Business & Marketing	BE Publishing	Foundations of Business	9-12	Component
CTE - Agriculture, Food, & Natural Resources	Cengage	Introductory Horticulture	9-12	Basic
CTE - Agriculture, Food, & Natural Resources	Cengage	Landscaping: Principles & Practices	9-12	Component
CTE - Agriculture, Food, & Natural Resources	Cengage	Managing Our Natural Resources	9-12	Basic
CTE - Agriculture, Food, & Natural Resources	Cengage	The Science of Animal Agriculture	9-12	Basic
CTE - Agriculture, Food, & Natural Resources	Cengage	Agricultural Mechanics: Fundamentals and Applications	9-12	Comprehensive
CTE - Agriculture, Food, & Natural Resources	Cengage	Welding: Principles and Applications	9-12	Comprehensive
CTE - Agriculture, Food, & Natural Resources	Cengage	Agriscience Fundamentals and Applications	9-12	Component
CTE - Agriculture, Food, & Natural Resources	Cengage	Introduction to Food Science And Food Systems	9-12	Component
CTE - Agriculture, Food, & Natural Resources	Cengage	Leadership: Personal Development and Career Success	9-12	Comprehensive
CTE - Business & Marketing	Cengage	Century 21 Accounting: General Journal	9-12	Comprehensive
CTE - Business & Marketing	Cengage	Century 21 Accounting: Multicolumn Journal	9-12	Comprehensive
CTE - Business & Marketing	Cengage	Century 21 Accounting: Advanced	9-12	Comprehensive
CTE - Business & Marketing	Cengage	Law for Business and Personal Use	9-12	Basic

<b>Content Area</b>	<b>Publisher</b>	<b>Title</b>	<b>Grade Level</b>	<b>Recommendation*</b>
CTE - Business & Marketing	Cengage	Business Communication	9-12	Component
CTE - Business & Marketing	Cengage	Principles of Business	9-12	Component
CTE - Business & Marketing	Cengage	Business Management	9-12	Basic
CTE - Business & Marketing	Cengage	The Office: Procedures and Technology	9-12	Basic
CTE - Trades & Industry	Cengage	Automotive Maintenance & Light Repair	9-12	Comprehensive
CTE - Trades & Industry	Cengage	Residential Construction Academy: House Wiring	9-12	Basic
CTE - Family & Consumer Science	Cengage	Milady, Standard Cosmetology	9-12	Comprehensive
CTE - Engineering & Technology Education	Cengage	CompTIA A+ Guide to IT Technical Support	9-12	Basic
CTE - Engineering & Technology Education	Cengage	Network+ Guide to Networks	9-12	Comprehensive
CTE - Trades & Industry	Cengage	Automotive Service: Inspection, Maintenance, Repair	9-12	Comprehensive
CTE - Health Professions & Public Safety	Cengage	Body Structures and Functions	9-12	Component
CTE - Health Professions & Public Safety	Cengage	Medical Terminology for Health Professions	9-12	Component
CTE - Health Professions & Public Safety	Cengage	Dental Assisting: A Comprehensive Approach	9-12	Comprehensive
CTE - Health Professions & Public Safety	Cengage	Medical Assisting: Administrative & Clinical Competencies	9-12	Comprehensive

<b>Content Area</b>	<b>Publisher</b>	<b>Title</b>	<b>Grade Level</b>	<b>Recommendation*</b>
CTE - Health Professions & Public Safety	Cengage	DHO Health Science	9-12	Comprehensive
CTE - Health Professions & Public Safety	Cengage	Introduction to Sports Medicine and Athletic Training	9-12	Basic
CTE - Trades & Industry	Cengage	Precision Machining Technology	9-12	Comprehensive
CTE - Trades & Industry	Cengage	Residential Construction Academy: Basic Principles for Construction	9-12	Component
CTE - Business & Marketing	Cengage	Marketing	9-12	Basic
CTE - Business & Marketing	Cengage	Sports and Entertainment Marketing Updated, Precision Exams Edition	9-12	Component
CTE - Business & Marketing	Cengage	Personal Financial Literacy Updated, Precision Exams Edition	9-12	Component
CTE - Business & Marketing	Cengage	Entrepreneurship: Ideas in Action Updated, Precision Exams Edition	9-12	Component
CTE - Business & Marketing	Cengage	Television Production Handbook	9-12	Do Not Recommend
CTE - Engineering & Technology Education	Cengage	Fundamentals of Python: First Programs	9-12	Component
CTE - Engineering & Technology Education	Cengage	Responsive Web Design with HTML 5 & CSS	9-12	Comprehensive
CTE - Engineering & Technology Education	Cengage	Web Design: Introductory	9-12	Basic
CTE - Agriculture, Food, & Natural Resources	CEV	iCEV Agricultural Science	9-12	Comprehensive
CTE - Trades & Industry	CEV	iCEV Architecture, Construction, Transportation & Manufacturing	9-12	Basic
CTE - Family & Consumer Science	CEV	iCEV Family & Consumer Sciences Site - Culinary Arts (Teacher License)	9-12	Comprehensive



<b>Content Area</b>	<b>Publisher</b>	<b>Title</b>	<b>Grade Level</b>	<b>Recommendation*</b>
CTE - Business & Marketing	CEV	iCEV Business, Marketing, Finance, IT & Media Site	9-12	Comprehensive
CTE - Health Professions & Public Safety	CEV	iCEV Law, Public Safety, Corrections & Security Site - Law Enforcement	9-12	Comprehensive
CTE - Engineering & Technology Education	Compu-scholar	Java Programming (Abridged)	9-12	Basic
CTE - Engineering & Technology Education	Compu-scholar	Windows Programming with C#	9-12	Basic
CTE - Engineering & Technology Education	Compu-scholar	Web Design	9-12	Basic
CTE - Family & Consumer Science	Dibble	Mind Matters: Overcoming Adversity and Building Resilience	6-12	Intervention
CTE - Family & Consumer Science	Dibble	Relationship Smarts PLUS 4.0: 13 Lessons for teens about love and romance Sexual Risk Avoidance Adaptation	6-12	Component
CTE - Family & Consumer Science	Dibble	Love Notes 3.0 SRA: Relationship Skills for Love, Life, and Work Sexual Risk Avoidance Adaptation	9-12	Component
CTE - Business & Marketing	eDynamic	Business Information Management 1a: Introduction and Business Information Management 1b: Data Essentials	9-12	Comprehensive
CTE - Family & Consumer Science	eDynamic	Culinary Arts 1a: Introduction and Culinary Arts 1b: Finding Your Palate	9-12	Do Not Recommend
CTE - Family & Consumer Science	eDynamic	Early Childhood Education 1a: Introduction and Early Childhood Education 1b: Developing Early Learners	9-12	Component
CTE - Business & Marketing	eDynamic	Marketing 2a: Global Business & Trade and Marketing 2b: (Subtitle TBD)	9-12	Comprehensive
CTE - Business & Marketing	eDynamic	Digital Media Fundamentals 1a: Introduction and Digital Media Fundamentals 1b: Producing for the Web	9-12	Comprehensive

<b>Content Area</b>	<b>Publisher</b>	<b>Title</b>	<b>Grade Level</b>	<b>Recommendation*</b>
CTE - Engineering & Technology Education	eDynamic	Introduction to Programming 1a: Introduction and Introduction to Programming 1b: Problem Solving through Programming	9-12	Do not Recommend
CTE - Business & Marketing	eDynamic	Marketing 1a: Introduction and Marketing 1b: Building Your Base	9-12	Comprehensive
CTE - Family & Consumer Science	FCCLA	Career Connection	6-12	Component
CTE - Family & Consumer Science	FCCLA	Financial Fitness	6-12	Component
CTE - Family & Consumer Science	FCCLA	Student Body	6-12	Component
CTE - Business & Marketing	Houghton, Mifflin, Harcourt	College Accounting, First Edition	9-12	Comprehensive
CTE - Family & Consumer Science	Houghton, Mifflin, Harcourt	Professional Cooking	9-12	Component
CTE - Trades & Industry	Savvas	Automotive Technology: Principles, Diagnosis, and Service	9-12	Comprehensive
CTE - Health Professions & Public Safety	Savvas	The Nursing Assistant, High School Edition	9-12	Comprehensive
CTE - Engineering & Technology Education	Savvas	Learning Graphic Design & Illustration	9-12	Comprehensive
CTE - Business & Marketing	Stukent	Mimic Personal Finance	9-12	Do Not Recommend
CTE - Business & Marketing	Stukent	Marketing Strategies and Mimic Social Bundle	9-12	Do Not Recommend
CTE - Business & Marketing	Stukent	Mod Marketing and Mimic Social Bundle	9-12	Do Not Recommend

Content Area	Publisher	Title	Grade Level	Recommendation*
Science	Carolina Biological	Smithsonian's STCMS 6-8 1-Class Bundle (6-8 Bundle includes Ecosystems and Their Interactions, Weather and Climate Systems, Energy, Forces, and Motion, Structure and Function, Earth's Dynamic Systems, Matter and Its Interactions, Genes and Molecular Machines, Space Systems Exploration, and Electricity, Waves, and Information Transfer.)	6-8	Comprehensive
Science	Amplify	Amplify Science Grade K Classroom Bundle	K	Basic
Science	Amplify	Amplify Science Grade 1 Classroom Bundle	1	Basic
Science	Amplify	Amplify Science Grade 2 Classroom Bundle	2	Basic
Science	Amplify	Amplify Science Grade 4 Classroom Bundle	4	Comprehensive
Science	Amplify	Amplify Science Grade 5 Classroom Bundle	5	Comprehensive
Science	BioZone	Biology for NGSS	9-12	Comprehensive
Science	BioZone	The Living Earth - (1st Ed Print)	9-12	Comprehensive
Science	BioZone	The Living Earth - (2nd Ed E-book)	9-12	Comprehensive
Science	BioZone	Earth & Space Science	10-12	Basic
Science	BioZone	Chemistry in the Earth System	9-12	Comprehensive
Science	BioZone	Physical Sciences for NGSS	9-12	Basic
Science	BioZone	Physics of the Universe	9-12	Comprehensive
Science	Discovery	Discovery Education Science Experience - Grade K	K	Basic
Science	Discovery	Discovery Education Science Experience - Grade 1	1	Comprehensive
Science	Discovery	Discovery Education Science Experience - Grade 2	2	Comprehensive
Science	Discovery	Discovery Education Science Experience - Grade 3	3	Comprehensive
Science	Discovery	Discovery Education Science Experience - Grade 4	4	Comprehensive

Content Area	Publisher	Title	Grade Level	Recommendation*
Science	Discovery	Discovery Education Science Experience - Grade 5	5	Comprehensive
Science	Educurious	<u>Physical Science</u> Unit 1: Airdrop Unit 2: Chemistry Superpowers Unit 3: Magnet Mission Unit 4: Innovative Waves	6-8	Basic
Science	Educurious	<u>Earth Science</u> Unit 1: Everlasting Summer Unit 2: Storm Solvers Unit 3: Climate Engineers Unit 4: Sinkholes Unit 5: Ring of Fire – Outer Space	6-8	Comprehensive
Science	Educurious	<u>Life Science</u> Unit 1: Habitat Wanted Unit 2: Slime Invasion Unit 3: Fossil Detectives Unit 4: Risky Rays Unit 5: Pesky Pests	6-8	Comprehensive
Science	Great Minds	<i>PhD Science</i> Level 3	3	Comprehensive
Science	Great Minds	<i>PhD Science</i> Level 4	4	Comprehensive
Science	Great Minds	<i>PhD Science</i> Level 5	5	Comprehensive
Science	Houghton, Mifflin, Harcourt	Science Dimensions Physics Hybrid Classroom Package	9-12	Comprehensive
Science	Newsela	Newsela Science	3	Component
Science	Newsela	Newsela Science	4	Component
Science	Newsela	Newsela Science	5	Component
Science	Newsela	Newsela Science - Physical Science	6-8	Component
Science	Newsela	Newsela Science - Life Science	6-8	Component
Science	Newsela	Newsela Science - Earth and Space	6-8	Component
Science	Newsela	Newsela Science - Earth and Space	9-12	Component

<b>Content Area</b>	<b>Publisher</b>	<b>Title</b>	<b>Grade Level</b>	<b>Recommendation*</b>
Science	Newsela	Newsela Science - Physics	9-12	Component
Science	Newsela	Newsela Science - Life	9-12	Component
Science	Newsela	Newsela Science- Chemistry	9-12	Not Recommended
Computer Applications	Cengage	K12 Illustrated Microsoft Office 365 & Office 2019 Intermediate	9-12	Comprehensive
Computer Applications	Cengage	K12 Technology for Success & Shelly Cashman Microsoft Office 365 & Office 2019	9-12	Comprehensive
Computer Applications	Cengage	K12 Technology for Success & Illustrated Microsoft Office 365 & Office 2019	9-12	Comprehensive
Computer Applications	Cengage	K12 Shelly Cashman Microsoft Office 365 & Office 2019 Intermediate	9-12	Component
Computer Applications	Cengage	K12 Illustrated Microsoft Office 365 & Office 2019 Introductory	9-12	Do Not Recommend
Computer Applications	Cengage	Century 21 Computer Skills and Applications Lessons 1-88	6-8	Comprehensive
Computer Applications	Cengage	K12 Shelly Cashman Microsoft Office 365 & Office 2019 Introductory	9-12	Comprehensive
Computer Science	Cengage	New Perspectives on Computer Concepts 2018: Comprehensive	9-12	Comprehensive
Computer Science	eDynamic	Principles of Information Technology 1a: Introduction and Principles of Information Technology 1b: Working with Computers	9-12	Basic
Computer Science	eDynamic	Middle School Coding 1a: Introduction and Middle School Coding 1b: Learning Python and Javascript	6-8	Do Not Recommend
Computer Science	eDynamic	Introduction to Programming 1a: Introduction and Introduction to Programming 1b: Problem Solving through Programming	9-12	Basic

**\*LEGEND**

RECOMMENDED: A comprehensive or basic program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or some need for supplemental material.

RECOMMENDED COMPONENT: A program designed and intended to be used to supplement a comprehensive or basic program.

NOT RECOMMENDED: A comprehensive, basic, or component program that does not meet the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or some need for supplemental material.

# Selection Committee

## Curricular Materials



### COMMITTEE LISTING

Committee Member	Stakeholder Group
Chrystal Allen	Executive Secretary, Idaho State Department of Education
Kristi Enger Term Expires: April 30, 2024	Idaho Career Technical Education
Dana Johnson Term Expires: April 30, 2024	Idaho Higher Education Official
Julie Magelky Term Expires: April 30, 2024	Idaho Higher Education Official
Taylor Raney Term Expires: April 30, 2024	Idaho Higher Education Official
Vacant	Idaho Public School Administrators
Laree Jansen Term Expires: June 30, 2021	Parent
Vacant	Parent
Bonnie Farmin Term Expires: April 30, 2024	Trustee/Local Board of Education Member
Stacey Jensen Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Pocatello/Chubbuck School District #25
Zoe Jorgensen Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Idaho Falls School District #91

<b>Committee Member</b>	<b>Stakeholder Group</b>
Sharon Tennent Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Boise Independent School District #1
Lisa Olsen Term Expires: April 30, 2024	Certified Idaho Classroom Teacher Bonneville Joint School District #93
Melyssa Ferro Term Expires: October 31, 2020	Certified Idaho Classroom Teacher Caldwell School District #132
Darlene Dyer Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Blaine County School District #61
Aaron McKinnon Term Expires: April 30, 2024	State Department of Education Personnel

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**For Questions Contact**

Content & Curriculum – Curricular Materials  
Idaho State Department of Education  
650 W State Street, Boise, ID 83702  
208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov)



# Regional Centers

## Curricular Materials



The Regional Centers serve as public depositories for curricular materials currently under adoption in the state of Idaho. Publishing companies are required to provide samples of approved materials for public viewing.

### REGIONAL CENTER LISTING

Location	Contact
Boise State University Albertson Library 1910 University Blvd Boise, ID 83725-1430	Kelsey Keyes Reference Librarian, Liaison to College of Ed 208-426-1139 <a href="mailto:kelseykeyes@boisestate.edu">kelseykeyes@boisestate.edu</a> Deliveries Contact: Marlena Hooyboer <a href="mailto:marlenahooyboer@boisestate.edu">marlenahooyboer@boisestate.edu</a>
Brigham Young University–Idaho David O McKay Library, MCK 306 525 South Center Street (0405) Rexburg, ID 83460-0405	Holly Green 208-496-9539 <a href="mailto:greenh@byui.edu">greenh@byui.edu</a>
College of Idaho Cruzen-Murray Library 2112 Cleveland Blvd Caldwell, ID 83605	Lance McGrath 208-459-5003 <a href="mailto:lmcgrath@collegeofidaho.edu">lmcgrath@collegeofidaho.edu</a>

Location	Contact
Idaho State University Instructional Materials Center College of Education 638 E. Dunn Street Pocatello, ID 83209-8059	Dr. Shu-Yuan Lin, Ed.D. 208-282-3185 <a href="mailto:linshu@isu.edu">linshu@isu.edu</a>
Lewis Clark State College Curriculum Library 500 8th Avenue Lewiston, ID 83501	Shannon Casteel 208-792-2229 <a href="mailto:scasteel@lcsc.edu">scasteel@lcsc.edu</a>
Northwest Nazarene University John Riley Library 623 S. University Boulevard Nampa, ID 83686-5897	Carol Poe 208-467-8616 <a href="mailto:cipoe@nnu.edu">cipoe@nnu.edu</a>
University of Idaho Gary Strong Curriculum Center College of Education, Health, and Human Sciences University of Idaho 875 Perimeter Dr. Moscow, ID 83844-3089	Marco Seiferle-Valencia 208-885-2504 <a href="mailto:marcosv@uidaho.edu">marcosv@uidaho.edu</a> <a href="mailto:curriculumcenter@uidaho.edu">curriculumcenter@uidaho.edu</a>  **Request shipment boxes to be less than 50 lbs each

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**For Questions Contact**

Content & Curriculum – Curricular Materials  
Idaho State Department of Education  
650 W State Street, Boise, ID 83702  
208 332 6800 | [www.sde.idaho.gov](http://www.sde.idaho.gov)

**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Idaho State University Proposed Degree Based Career Technical Program:  
Marketing Technology Education (6-12)

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section 33-114,  
33-1254, and 33-1258, Idaho Code

Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the  
Approval of Teacher Preparation Programs

**BACKGROUND/DISCUSSION**

During the June 2020 meeting of the Professional Standards Commission (Commission), the Standards Committee of the Commission conducted a new program desk review of the Marketing Technology Education (6-12) degree based career technical education program proposed by Idaho State University (ISU). Through review of the proposal, the Standards Committee gained a clear understanding that all of the state standards would be met through the proposed program.

On June 12, 2020, the full Commission voted to recommend the proposed Marketing Technology Education (6-12) degree based career technical program be conditionally approved. With this conditionally approved status, ISU may admit candidates to the Marketing Technology Education (6-12) degree based career technical program. This new program will be revisited during the next regularly scheduled educator preparation program review.

**IMPACT**

This new program will enable ISU to prepare educators who seek an endorsement to teach Marketing Technology Education (6-12) in Idaho schools.

**ATTACHMENTS**

Attachment 1 – Marketing Technology Education (6-12) Proposal

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-114, Idaho Code, the review and approval of all teacher preparation programs in the state is vested in the State Board of Education. The program reviews are conducted for the Board through the Commission. Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to meet the Idaho core teaching standards, to teach the state content standards for their applicable

**CONSENT**  
**AUGUST 26, 2020**

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subject areas, and are up-to-date on best practices in various teaching methodologies. The state standards include standards for technology and reading/literacy instruction for all teachers, K-12.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a "Desk Review" and do not include an on-site review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is currently scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing these programs will be able to apply for a Standard Instructional Certificate with an endorsement in the area of study completed.

Staff recommends adoption of the Professional Standards Commission recommendation.

**BOARD ACTION**

I move to accept the Professional Standards Commission recommendation and to conditionally approve Idaho State University's Marketing Technology Education (6-12) degree based career technical education program as provided in Attachment 1.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

## NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	Idaho State University	Date of Submission	May 1, 2020
New Program Name	Degree Based Career Technical	Certification/Endorsement	Marketing Technology (6-12)

<b>All new educator preparation programs from public institutions require <a href="#">Program Review and Approval by the State Board of Education</a>.</b>	Is this a request from an Idaho <b>public</b> institution? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> If yes, on what date was the Proposal Form submitted to the State Board of Education? <b>NA</b>
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**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
<b>Standard 1 Learner Development</b>	No enhancement standards	
<b>Standard 2 Learning Difference</b>	No enhancement standards	
<b>Standard 3 Learning Environments</b>	<b>CTE Knowledge</b> 3(a) The teacher is able to apply concepts of classroom motivation and management to laboratory and field settings.	CTE 4403 or BED 3332 Lesson Plan EDUC 3308 Lesson Plan EDUC 4408 Lesson Plan EDUC Student Teaching
	<b>MKT Knowledge</b> 3(a) The teacher understands how classroom environment ties to industry to create a real-world working environment in the classroom/laboratory setting.	CTE 4403 or BED 3332 Lesson Plan EDUC 3308 Lesson Plan EDUC 4408 Lesson Plan EDUC Student Teaching

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
<p style="text-align: center;"><b>Standard 4</b> <b>Content Knowledge</b></p>	<p><b>CTE Knowledge</b></p> <p>4(a) The teacher understands basic technological principles, processes, terminology, skills, and safety practices of the occupational area.</p> <p>4(b) The teacher understands industry trends and labor market needs.</p> <p>4(c) The teacher understands organizational and leadership structures in the workplace.</p> <p>4(d) The teacher understands the philosophical principles and the practices of career-technical education.</p> <p>4(e) The teacher understands the importance of intra-curricular student leadership development in career-technical program areas.</p> <p><b>MKT Knowledge</b></p> <p>4(a) The teacher possesses a foundational level of knowledge about a broad range of marketing and marketing technology subjects, which support current state-approved teacher endorsement standards.</p> <p>4(b) The teacher understands how to advise, oversee, and facilitate a DECA chapter and how it relates to the Idaho and National DECA organizations.</p>	<p>BED 3341 Service-Learning Project I</p> <p>BED 3342 Service-Learning Project II</p> <p>BED 3343 Service-Learning Project III</p> <p>CTE 4401 Philosophy Paper</p> <p>CTE 4403 or BED 3332 Lesson Plan</p> <p>EDUC 3308 Lesson Plan</p> <p>EDUC 4408 Lesson Plan</p>
	<p><b>CTE Performance</b></p> <p>4(f) The teacher demonstrates specific occupational skills necessary for employment.</p> <p>4(g) The teacher uses current terminology, industry logistics, and procedures for the occupational area.</p> <p>4(h) The teacher incorporates and promotes leadership skills in state-approved Career- Technical Student Organizations (CTSO).</p> <p>4(i) The teacher assesses the occupational needs of the community.</p> <p>4(j) The teacher facilitates experiences designed to develop skills for successful employment.</p>	<p>BED 3341 Service-Learning Project I</p> <p>BED 3342 Service-Learning Project II</p> <p>BED 3343 Service-Learning Project III</p> <p>CTE 4403 or BED 3332 Lesson Plan</p> <p>EDUC 3308 Lesson Plan</p> <p>EDUC 4408 Lesson Plan</p> <p>EDUC 4497 Student Teaching</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>4(k) The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, employment opportunities).</p> <p><b>MKT Performance</b></p> <p>4(c) The teacher embeds DECA activities and curriculum through an intra-curricular approach within the marketing program of study.</p> <p>4(d) The teacher integrates academic concepts into marketing and marketing technology content areas.</p>	
<p><b>Standard 5</b> <b>Application of Content</b></p>	<p>No enhancement standards</p>	
<p><b>Standard 6</b> <b>Assessment</b></p>	<p><b>CTE Knowledge</b></p> <p>6(a) The teacher knows how to analyze data about a student's progress, including assessments, to evaluate workplace readiness.</p> <p>6(b) The teacher understands the importance of conducting a follow-up survey of graduates.</p> <p>6(c) The teacher understands how to modify the instruction based on student progress, changing industry standards, state-approved program assessments, and/or other relevant assessment data.</p> <p>6(d) The teacher understands how to assess student learning in applicable laboratory settings.</p>	<p>CTE 4403 or BED 3332 Lesson Plan EDUC 3308 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching</p>
<p><b>Standard 7</b> <b>Planning for Instruction</b></p>	<p><b>CTE Knowledge</b></p> <p>7(a) The teacher understands state-approved career-technical secondary-to- postsecondary standards and competencies, and how these are organized in the curriculum.</p> <p>7(b) The teacher understands how to embed state-approved career-technical student organization (CTSO) activities in the curriculum.</p> <p>7(c) The teacher knows how to identify community and industry expectations and access resources.</p>	<p>BED 3341 Service-Learning Project I BED 3342 Service-Learning Project II BED 3343 Service-Learning Project III CTE 4403 or BED 3332 Lesson Plan EDUC 4408 Lesson Plans EDUC 4497 Student Teaching</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<b>CTE Performance</b> 7(d) The teacher designs instruction to meet state-approved career-technical secondary- to-postsecondary curricula and industry standards.	CTE 4403 or BED 3332 Lesson Plan
<b>Standard 8 Instructional Strategies</b>	<b>CTE Knowledge</b> 8(a) The teacher understands how to provide students with realistic occupational and/or work experiences. 8(b) The teacher knows how to utilize education and industry professionals, and research to enhance student understanding of processes, knowledge, and safety. 8(c) The teacher understands integration of student leadership development, community involvement, and personal growth into instructional strategies. 8(d) The teacher understands how academic skills and advanced technology can be integrated into an occupational learning environment.	BED 3341 Service-Learning Project I BED 3342 Service-Learning Project II BED 3343 Service-Learning Project III CTE 4403 or BED 3332 Lesson Plan
	<b>CTE Performance</b> 8(e) The teacher models ethical workplace practices. 8(f) The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation. 8(g) The teacher integrates academic skills into each occupational area. 8(h) The teacher uses simulated and/or authentic occupational applications of course content. 8(i) The teacher uses experts from business, industry, and government as appropriate for the content area. 8(j) The teacher discusses innovation and entrepreneurship in the workforce and incorporates them where possible.	BED 3341 Service-Learning Project I BED 3342 Service-Learning Project II BED 3343 Service-Learning Project III CTE 4403 or BED 3332 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching
<b>Standard 9 Professional Learning and Ethical Practice</b>	<b>CTE Knowledge</b> 9(a) The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.	CTE 4403 or BED 3332 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching



STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	<p>9(b) The teacher understands the importance of maintaining current technical skills and seeking continual improvement.</p> <p>9(c) The teacher understands current state and federal guidelines and regulations related to career-technical education requirements.</p>	
	<p><b>CTE Performance</b></p> <p>9(d) The teacher evaluates and reflects on his or her own level of professionalism as an educator and as a representative of his or her industry.</p> <p>9(e) The teacher participates in continual relevant professional development activities through involvement with local, state, and national career and technical organizations.</p>	<p>CTE 4403 or BED 3332 Reflection</p> <p>EDUC 4408 Lesson Plan</p> <p>EDUC 4497 Student Teaching</p>
<b>Standard 10 Leadership and Collaboration</b>	<p><b>CTE Knowledge</b></p> <p>10(a) The teacher understands the role technical advisory committees play in continuous program improvement.</p> <p>10(b) The teacher understands the importance of using industry experts to develop and validate occupational skills.</p> <p>10(c) The teacher understands the importance of professional organizations within the content and occupational areas.</p> <p>10(d) The teacher understands career-technical education advanced opportunities.</p> <p>10(e) The teacher understands the local, state, and national opportunities of state- approved career-technical student organizations (CTSO).</p>	<p>BED 3341 Service-Learning Project I</p> <p>BED 3342 Service-Learning Project II</p> <p>BED 3343 Service-Learning Project III</p> <p>CTE 4403 or BED 3332 Lesson Plan</p>
	<p><b>CTE Performance</b></p> <p>10(f) The teacher participates with technical advisory committees for program development and improvement.</p> <p>10(g) The teacher cooperates with educators in other content areas to develop instructional strategies and to integrate learning.</p>	<p>BED 3341 Service-Learning Project I</p> <p>BED 3342 Service-Learning Project II</p> <p>BED 3343 Service-Learning Project III</p> <p>CTE 4403 or BED 3332 Lesson Plan</p>

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	10(h) The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.	
<b>Standard 11 Safety</b>	<b>CTE Knowledge</b> 11(a) The teacher understands how to safely handle and dispose of waste materials. 11(b) The teacher understands how to care for, inventory, and maintain materials and equipment. 11(c) The teacher understands safety contracts and operation procedures. 11(d) The teacher understands legal safety issues related to the program area. 11(e) The teacher understands safety requirements necessary to conduct laboratory and field activities. 11(f) The teacher understands time and organizational skills in laboratory management. 11(g) The teacher is aware of safety regulations at school and work sites.	CTE 4403 or BED 3332 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching
	<b>CTE Performance</b> 11(h) The teacher ensures that facilities, materials, and equipment are safe to use. 11(i) The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards. 11(j) The teacher demonstrates effective management skills in the classroom and laboratory environments. 11(k) The teacher models and reinforces effective work and safety habits.	EDUC 4408 Lesson Plans EDUC 4497 Student Teaching
<b>Standard 12 Career Readiness</b>	<b>CTE Knowledge</b> 12(a) The teacher understands workplace employability skills and related issues. 12(b) The teacher understands the issues of balancing work and personal responsibilities.	CTE 4403 or BED 3332 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	12(c) The teacher understands how to promote career awareness.	
	<b>CTE Performance</b> 12(d) The teacher designs instruction that addresses employability skills and related workplace issues. 12(e) The teacher discusses how to balance demands between work and personal responsibilities. 12(f) The teacher provides opportunities for career awareness and exploration.	CTE 4403 or BED 3332 Lesson Plan EDUC 4408 Lesson Plan EDUC 4497 Student Teaching

**Section II: New Program Course Requirements**

**Directions:** Copy the endorsement language from [IDAPA 08.02.02 - Rules Governing Uniformity](#), into the space below, and list the specific course requirements for the new program, including course numbers, titles, and course descriptions. Explain how the program will meet the requirements listed in the IDAPA endorsement language.

Supporting documents may be considered if they clearly explain how the documents support the request. Ensure each supporting document is clearly titled, and combine all supporting documents into one file. Links to outside documents or websites will not be considered.

01. Marketing Technology Education (6-12). (3-16-04) a. Twenty (20) semester credit hours to include course work in each of the following areas: marketing; management; economics; coordination of cooperative programs; merchandising/retailing; methods of teaching marketing education; and career technical student organization leadership, with remaining credit hours in entrepreneurship; hospitality and tourism; finance; career guidance; or accounting and occupational teacher preparation as provided in Section 015.05.a; or b. Occupational teacher preparation pursuant to Subsections 015.04 through 015.01. (3-28-18)

**Rationale:** This program will meet the requirements for Marketing Technology first through the requirements of the Career Technical Education coursework in methods and addressing career technical student organizations, and understanding the foundations of CTE. CTE courses offered include threaded curriculum throughout in the coordination of cooperative programs. Courses are included in marketing, management, economics with concepts including merchandising/retailing through consumer behavior and advertising.

**21 Credit Endorsement (Minor)**

**CONSENT- SDE**

**TAB 14 Page 7**

CTE 4401 Foundations in Career Technical Education	3cr	
CTE 3341 Leadership in CTSO's	1cr	
CTE 3342 Leadership in CTSO's II	1cr	
CTE 3343 Leadership in CTSO's III	1cr	
CMP 2261 Introduction to Advertising	3cr	
OR		
CMP 3310 Multiplatform Storytelling		
ECON 2201 Principles of Macroeconomics	3cr	
OR		
ECON 2202 Principles of Microeconomics		
CTE 4403 Methods of Teaching CTE		3cr
OR		
BED 3332 Methods of Teaching		
MKTG 4427 Consumer Behavior	3cr	
MGT 4441 Leading in Organizations	3cr	
OR		
MGT 4482 Project Management		

**30 Credit Endorsement (Major)**

CTE 4401 Foundations in Career Technical Education	3cr	
CTE 3341 Leadership in CTSO's	1cr	
CTE 3342 Leadership in CTSO's II	1cr	
CTE 3343 Leadership in CTSO's III	1cr	
CMP 2261 Introduction to Advertising	3cr	
OR		
CMP 3310 Multiplatform Storytelling		
OR		
CTE 4499 Adobe in Education		
OR		
CTE 4499 Adobe in Education Advanced		
ECON 2201 Principles of Macroeconomics	3cr	
OR		
ECON 2202 Principles of Microeconomics		
OR		
FCS 4470 Consumer Economics		
CTE 4403 Methods of Teaching CTE	3cr	
OR		
BED 3332 Methods of Teaching		
MKTG 2225 Basic Marketing Management	3cr	

MKTG 4405 Personal Selling and Sales Force Management	3cr
MKTG 4421 Services Marketing	3cr
MKTG 4427 Consumer Behavior	3cr
MGT 4441 Leading in Organizations	3cr
OR	
MGT 4482 Project Management	
OR	
MKTG 4410 Entrepreneurship Opportunity Feasibility and Planning	

### **Course Descriptions**

**CTE 4401 Foundations in Career Technical Education:** Acquaints the student with the various aspects of career and technical education: history, legislation, philosophy, and organization of career and technical education.

**CTE 4403 Methods of Teaching CTE:** Teaching methods and techniques applicable to teaching in career and technical education.

**CTE 3341 Leadership in CTSO's:** This course emphasizes the development, operation, and evaluation of career and technical student organizations. Students participate as a collegiate member and involve themselves with content area post-secondary and secondary competitive events program. Leadership skills are developed through instruction in planning, implementation and supervision of career and technical student organizations. Students will actively assist, up to 6 hours in the CTSO secondary program. Students are responsible for arranging and financing travel to appropriate CTSO events.

**CTE 3342 Leadership in CTSO's II: This** course emphasizes the development, operation, and evaluation of career and technical student organizations through active involvement at the secondary and post-secondary level. Students participate as a collegiate member and involve themselves with content area post-secondary CTSO competitive events program. Students will actively assist, up to 8 hours, in supervising a regional CTSO. Students are responsible for arranging and financing travel to appropriate CTSO events.

**CTE 3343 Leadership in CTSO's III:** This course emphasizes the development, operation, and evaluation of career and technical student organizations. Students participate as a collegiate member and involve themselves with content area post-secondary CTSO competitive events program, and are actively involved in the supervision of a secondary regional chapter and/or a state secondary CTSO conference. Students will actively assist, up to 8 hours, in supervising a regional CTSO.

**CMP 2261 Introduction to Advertising:** In-depth study of the various aspects of advertising including agencies, media, clients, suppliers, creativity in advertising, consumers, ethics and law, strategy, and culture.

**CMP 3310 Multiplatform Storytelling:** This course provides hands-on experience in blogging, podcasting, and screenwriting. Students will learn how to target market demographics, develop content, and pitch ideas to online, television, film, and video game industries.

**CTE 4499 Adobe in Education:** Introduction in the use of the tools to solve problems that these tools can solve in education. Using these tools through the lens of content specialization, educators will gain skills and insight to the solutions these tools provide. This course to provide an entry level understanding of what each tool does and how it works so the educator can be more effective in their role.

**CTE 4499 Adobe in Education Advanced:** Advanced use of the tools to solve problems that can be used in education. Using these tools through the lens of content specialization, educators will further develop skills and insight to the solutions these tools provide. This course to provide an advanced level understanding of what each tool does and how it works so the educator can be more effective in their role.

**ECON 2201 Principles of Macroeconomics:** Introduction to the U.S. economy. Includes analysis of demand and supply as well as the topics of natural output, unemployment and inflation. Examines the roles of governmental spending and taxation and monetary policy conducted by the Federal Reserve.

**ECON 2202 Principles of Microeconomics:** Introduction to demand and supply with applications to elasticity, consumer behavior, the cost structure of firms, the behavior of firms in industries that range from having monopoly power to being competitive, and the role of government in a market economy.

**FCS 4470 Consumer Economics:** Financial management content with a focus on developing effective decision-making processes for managing resources. Topics: The changing American family; consumer protection and recourse; purchasing decisions; consumer credit; fundamentals of savings/investment; and insurance.

**BED 3332 Methods of Teaching:** Designed to prepare the potential business education teacher with the necessary methodology to successfully teach business education courses at the secondary level.

**MKTG 2225 Basic Marketing Management:** Introduction to the marketing function in business and other organizations. Environmental aspects of market selection and strategy. Analysis of product, pricing, promotion, and distribution.

**MKTG 4405 Personal Selling and Sales Force Management:** Attention given to product features, buying motives, selling points, principles and practices of selling, psychology of salesmanship, sales problems, personal requirements, opportunities. Determination of the amount and allocation of personal sales effort to be applied to the market and methods of organizing, evaluating, and controlling this effort.


**MKTG 4421 Services Marketing:** Examines the development, promotion, and management of services. Topics covered include strategic planning, delivery channels and promotional challenges inherent to services.

**MKTG 4427 Consumer Behavior:** In-depth analysis of the internal and external influences of consumer behavior and decision-making, including learning, perception, cultural values, group influences, and a range of psychological and sociological concepts. This advanced study of consumer behavior will include analysis of a consumer dataset, as well as case studies highlighting concepts under investigation.

**MGT 4441 Leading in Organizations:** Skills-oriented approach to the understanding and application of behavioral theories and concepts to organizational problems. Emphasis on leadership skill awareness and development through applying conceptual knowledge to case studies and skill practice scenarios.

**MGT 4482 Project Management:** Philosophy and tools of Traditional and Agile Project Management utilizing applied methodologies. Addresses the independent, interdependent and opportunity for co-existence of both forms of project management.

**MKTG 4410 Entrepreneurship Opportunity Feasibility and Planning:** Conduct a detailed feasibility analysis of a business idea and complete a business plan using sound business principles.

Signature of College Chair/Director/Dean			Date	5/1/2020
Signature of Graduate Chair/Director/Dean, or other official (if applicable)			Date	

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

**CONSENT**  
**AUGUST 26, 2020**

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**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Teach For America Educator Preparation Program Review – Full Unit Review

**REFERENCE**

June 20, 2013

Board conditionally approved Teach for American program as a state approved vehicle for the preparation of teachers in Idaho.

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-114, 33-1254, 33-1258, Idaho Code  
Idaho Administrative Code, IDAPA 08.02.02, Section 100 - Official Vehicle for the Approval of Teacher Preparation Programs

**BACKGROUND/DISCUSSION**

The Professional Standards Commission (Commission) is tasked with reviewing all State Board-approved teacher preparation programs, including non-traditional routes. From December 8-10, 2019, the Commission convened a State Review Team composed of 11 content experts and two (2) state facilitators to conduct a full unit review of Teach for America's (TFA) educator preparation program.

The purpose of the on-site review was to determine if sufficient evidence was presented by TFA indicating that TFA candidates meet state standards for initial certification. The standards used to validate the State Report were the State Board of Education-approved *Idaho Standards for the Initial Certification of Professional School Personnel*. Pursuant to IDAPA 08.02.02.100.02.d, the TFA program, being a non-traditional educator preparation program, must be aligned to these standards. State Board-approved knowledge, performance, and disposition indicators were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards, State Specific Standards for Preservice Technology and Model Preservice Student Teaching Experience, and individual program foundation and enhancement standards were reviewed.

Team members looked for a minimum of three (3) applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to course syllabi and other course materials (e.g. lessons/assignments, readings, exams); examples of lesson plans and unit plans created by candidates; evaluations from candidate student teaching placements; and interviews with current candidates, recent program completers, principals, and TFA faculty.

The State Team Report (Attachment 1) details the findings of the full unit review. The following standards and programs are recommended Approved: Idaho Core Teaching Standards, Model Preservice Student Teaching Experience, Elementary



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**AUGUST 26, 2020**

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Education, English Language Arts, Exceptional Child Generalist, Mathematics, Foundation Standards for Science, Biology, and Physics.

The following standards and programs are recommended Conditionally Approved: Computer Science, Chemistry, Earth and Space Science, Foundation Standards for Social Studies, Economics, Geography, American Government/Political Science, and History.

Preservice Technology Standards are recommended Not Approved.

After the site visit and review of the State Team Report, TFA submitted a response to the State Team Report (Attachment 2). The Standards Committee of the Commission reviewed the State Team Report and response on June 11, 2020. On June 12, 2020, the full Commission voted to recommend acceptance of the Teach for America State Team Report and response as presented.

**IMPACT**

Acceptance of the recommendations in this report will enable TFA to continue to prepare teachers in a manner that ensures all state teacher preparation standards are being effectively embedded in their non-traditional route teacher preparation programs.

A focused review of state-specific requirements and all Conditionally Approved programs is scheduled for Fall 2022.

**ATTACHMENTS**

Attachment 1 – Teach for America Full Unit Review State Team Report  
Attachment 2 – Teach for America response

**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 Commission. Recommendations are then brought forward to the Board for consideration. The review process is designed to ensure the programs are meeting the Board-approved standards for Initial Certification of Professional School Personnel (Certification Standards) for the applicable program areas. Certification Standards are designed to ensure that educators are prepared to meet the Idaho core teaching standards, to teach the state content standards for their applicable subject areas, and are up-to-date on best practices in various teaching methodologies. The state standards include standards for technology and reading/literacy instruction for all teachers, K-12.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a “Desk Review” and do not include an on-site

**CONSENT**  
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review. The Commission review process evaluates whether or not the programs meet or will meet the approved Certification Standards for the applicable certificate and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the 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 recommendation of the Professional Standards Commission to accept the 2019 Teach for America State Team Report in Attachments 1 and 2 and extend approval of Teach for America as a non-traditional educator preparation program.

Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_ Carried Yes \_\_\_\_\_ No \_\_\_\_\_

# IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT  
TEACH FOR AMERICA  
DECEMBER 8-10, 2019

Dr. Dana Johnson, Team Chair

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Mark Gorton

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Stacey Jensen

Dr. Jonathan Lord

Dr. Tracey Meyerhoeffer

Megan Murdock

Dr. Taylor Raney

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Holly Ripley

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Helen Henderson, State Facilitator

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**Professional Standards Commission  
Idaho State Board of Education  
Idaho State Department of Education**



Teach For America

December 8 – 10, 2019

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## INTRODUCTION

Teach For America (TFA) was founded in 1990 on the belief in the potential of all children and their right to an excellent education. The non-profit organization aims to accomplish this by recruiting and selecting college graduates from around the United States to serve as teachers. Through a rigorous recruiting and selection process, selected candidates commit to teach for two years in a low-income community. Teach For America-Idaho (TFA-Idaho) is one of 52 regions across the country and has been operating since the 2015-2016 school year.

Once candidates have been accepted to TFA, they are required to apply and interview for specific teaching positions in partnership schools and/or districts. TFA-Idaho has partnered with 11 districts or charter schools in the Treasure Valley.

Prior to their first day teaching, candidates receive over three months of preparation, training, and support including passing the content area Praxis exam and completing background checks. During this time, candidates learn the fundamentals of rigorous, culturally responsive pedagogy and classroom management in their content area. Candidates begin to lead their own classrooms during this summer training in place of student teaching. In addition, candidates focus on the uniqueness of their students by spending time with parents and local leaders in the communities in which they will teach.

During their two years in the classroom, candidates receive leadership development coaching from TFA-Idaho regional staff and ongoing professional development opportunities. They also have support from their schools and district, and take classes through Boise State University, a university partner.

In Idaho, TFA candidates have a prescribed path to completion, which requires several distinct parts that build on a route to certification. Once candidates obtain employment with a district, they begin to complete the State of Idaho Interim Certificate requirements which may include completion of the following: two-year Idaho State Board Mentor Program, one year of clinical experience with TFA (implemented 2017), Mathematical Thinking for Instruction (MTI) and Idaho Comprehensive Literacy Course (ICLC), mentor/evaluator checklist, Impact on Student Learning project, review of literature, and portfolio. Once the candidate has completed all requirements, the Idaho Interim Certificate converts into a five-year renewable certificate. At this point, the candidate is then considered a completer.

The purpose of the review was to determine if sufficient evidence was presented indicating that candidates enrolled in the TFA-Idaho educator preparation program (EPP) meet state standards for initial certification. A ten-member state program approval team, accompanied by two (2) state facilitators, conducted the review. The standards used to validate the Institutional Report were the State Board of Education-approved *Idaho Standards for the Initial Certification of Professional School Personnel*. State Board-approved knowledge and performance indicators, as well as rubrics, were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards and individual program foundation and enhancement standards were reviewed.

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Team members looked for a minimum of three applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: candidate lesson plans, observation/evaluation forms, course syllabi from Summer Institute and New Teacher Network classes. Observations of candidates teaching through an elementary and middle school site visits were also included. In addition to this documentation, team members conducted interviews with candidates, TFA-Idaho supervisors, building administrators, and TFA representatives.

The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report.

- **Candidate.** An individual engaged in the preparation process for professional education licensure/certification with an educator preparation provider (EPP).
- **Completer.** Any candidate who exited a preparation program by successfully satisfying the requirements of the EPP.
- **Student.** A learner in a P-12 school setting or other structured learning environment but not a learner in an EPP.
- **Educator Preparation Provider (EPP).** The entity responsible for the preparation of educators including a nonprofit or for profit institution of higher education, a school district, an organization, a corporation, or a governmental agency.
- **Program.** A planned sequence of academic courses and experiences leading to a degree, a recommendation for a state license, or some other credential that entitles the holder to perform professional education services in schools. EPPs may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.).
- **Dispositions.** The habits of professional action and moral commitments that underlie an educator's performance (InTASC Model Core Teaching Standards, p. 6.)

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**PROGRAM APPROVAL RECOMMENDATIONS**

Standards/Program	Recommendation	Notes
<b>Idaho Core Teaching Standards</b>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>State Specific Requirements – Pre-Service Technology Standards</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input checked="" type="checkbox"/> Not Approved	
<b>State Specific Requirements – Idaho Standards for Model Preservice Student Teaching Experience</b>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for Computer Science Teachers</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for Elementary Education Teachers</b>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for English Language Arts Teachers</b>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for Exceptional Child Generalists</b>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for Mathematics Teachers</b>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Foundation Standards for Science Teachers</b>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for Biology Teachers</b>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for Chemistry Teachers</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for Earth and Space Science Teachers</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	

**CONSENT  
AUGUST 26, 2020**

**ATTACHMENT 1**

Teach For America

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Standards/Program	Recommendation	Notes
<b>Idaho Standards for Physics Teachers</b>	<input checked="" type="checkbox"/> Approved <input type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Foundation Standards for Social Studies Teachers</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for Economics Teachers</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for Geography Teachers</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for American Government/Political Science Teachers</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	
<b>Idaho Standards for History Teachers</b>	<input type="checkbox"/> Approved <input checked="" type="checkbox"/> Conditionally Approved <input type="checkbox"/> Not Approved	



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## STATE PROGRAM APPROVAL RUBRICS

The *Idaho Standards for Initial Certification of Professional School Personnel* provide the framework for the approval of educator preparation programs. As such, the standards set the criteria by which teacher preparation programs are reviewed for state program approval.

The following rubrics are used to evaluate the extent to which educator preparation programs prepare educators who meet the standards. The rubrics are designed to be used with each individual preparation program (e.g., Elementary, Special Education, Secondary English, Secondary Science–Biology).

The rubrics describe three levels of performance, unacceptable, acceptable, and exemplary for each of the Idaho Standards for Initial Certification. The rubrics shall be used to make holistic judgments. Elements identified in the rubrics provide the basis upon which the State Program Approval Team evaluates the institution's evidence that candidates meet the Idaho standards.

Unacceptable	Acceptable	Exemplary
<ul style="list-style-type: none"><li>The program provides evidence that candidates meet fewer than 75% of the indicators.</li></ul>	<ul style="list-style-type: none"><li>The program provides evidence that candidates meet 75%-100% of the indicators</li><li>The program provides evidence candidates use assessment results in guiding student instruction.</li></ul>	<ul style="list-style-type: none"><li>The program provides evidence that candidates meet 100% of the indicators.</li><li>The program provides evidence of the use of data in program improvement decisions.</li><li>The program provides evidence of at least three (3) cycles of data of which must be sequential.</li></ul>

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## IDAHO CORE TEACHING STANDARDS

**Standard 1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

### Knowledge

- 1(a) 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.
- 1(b) 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.
- 1(c) The teacher identifies readiness for learning, and understands how development in any one area may affect performance in others.
- 1(d) The teacher understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

<i>Standard 1 Learner Development</i>	<i>Unacceptable</i>	<i>Acceptable</i>	<i>Exemplary</i>
<i>1.1 Knowledge</i>		X	

**1.1 Analysis** – Evidence includes student work and student data analysis protocols which affirm candidates' knowledge of determining readiness for learning and making instructional decisions (1a, 1b, 1c). Additionally, all candidates are trained using "Culturally Relevant Pedagogy" providing evidence of a basis for understanding the role of language and culture in learning (1d). The training received on Universal Design for Learning is a solid foundation to understand how to choose instructional strategies that promote student learning for all types of learners (1b).

### Sources of Evidence

- Student work analysis and student data protocols
- Culturally Relevant Pedagogy
- Universal Design for Learning

### Performance

- 1(e) The teacher regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

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- 1(f) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, and needs and that enables each learner to advance and accelerate his/her learning.
- 1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

<b><i>Standard 1 Learner Development</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>1.2 Performance</i></b>		<b>X</b>	

**1.2 Analysis** – Candidate interviews, artifacts and records of learning indicate a culture of assessment. This includes the use of varied assessments and designing instruction based on assessment data to best meet learner needs (1e, 1f). Principals indicated strong community and parental involvement by their candidates (1g).

**Sources of Evidence**

- Candidate interviews
- Principal interviews
- Math. Domain 2d artifact demonstrates the creation of developmentally appropriate learning activities
- Records of Learning from multiple candidates address student achievement data and efforts to meet learners' needs

**Disposition**

- 1(h) The teacher respects learners' differing strengths and needs and is committed to using this information to further each learner's development.
- 1(i) The teacher is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j) The teacher takes responsibility for promoting learners' growth and development.
- 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner's development.

<b><i>Standard 1 Learner Development</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>1.3 Disposition</i></b>		<b>X</b>	

**1.3 Analysis** – Evidence was found through module frameworks and lesson plans that candidates are groomed with a mindset to respect learner differences and design instruction to meet

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learner's growth and development (1h, 1i, 1j). Candidates are expected to engage with families and colleagues evidenced through the "Learning Cycle" (1k).

**Sources of Evidence**

- Module frameworks and candidate interviews suggest candidates are directed toward tendencies to respect for learners' differences
- "Learning Cycle," candidate and principal interviews indicate commitment of candidates to engage with families and colleagues
- Lesson plan examples address learner variability

**Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Knowledge**

- 2(a) The teacher understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learner's strengths to promote growth.
- 2(b) 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.
- 2(c) The teacher knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.
- 2(d) The teacher understands that learners bring assets for learning based on their individual experiences, abilities, talents, prior learning, and peer and social group interactions, as well as language, culture, family, and community values.
- 2(e) The teacher knows how to access information about the values of diverse cultures and communities and how to incorporate learners' experiences, cultures, and community resources into instruction.

<b><i>Standard 2 Learning Differences</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>2.1 Knowledge</i></b>		X	

**2.1 Analysis** – Required modules and sessions provide examples of relevant content through which candidates gain an understanding of learner differences, exceptional needs, and second language acquisition (2a, 2b, 2c, 2d, 2e). Candidate interviews reinforced evidence of this understanding is reinforced through coaching.

**Sources of Evidence**

- UDL framework

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- Intro to Special Education – 90-minute session but a light overview
- ELL – not seeing SIOP in lesson plan as noted
- Culturally Relevant Pedagogy Overview

**Performance**

- 2(f) The teacher designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.
- 2(g) The teacher makes appropriate and timely provisions (e.g., pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.
- 2(h) The teacher designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.
- 2(i) The teacher brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.
- 2(j) 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.
- 2(k) The teacher accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

<i><b>Standard 2 Learning Differences</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>2.2 Performance</b></i>		<b>X</b>	

**2.2 Analysis** – Lesson plan examples and various training documents from Institute include the designing of instruction to build on learners' prior knowledge and adapt for learner differences (2f, 2g, 2h). American Dream assignment presented by candidate is representative of bringing in student perspectives which are culturally relevant (2i). Candidate interviewees referenced TFA's propensity to provide access to resources, supports, and specialized assistance, particularly through the coaching process (2k). Evidence for 2j was less apparent.

**Sources of Evidence**

- Lesson plans
- American Dream assignment artifact
- Candidate interviews

**Disposition**

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

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- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

<i><b>Standard 2 Learning Differences</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>2.3 Disposition</b></i>		<b>X</b>	

**2.3 Analysis** – Evidence of high standards for all students (2l) was obtained largely through candidate interviews. Documentation of content at institute indicates a systematic baseline of content offered to all candidates related to learners as individuals, diversity, and high standards for all (2l, 2m, 2o). Relevant documents include “Student Indicators and Broader Outcomes” and “Culturally Relevant Pedagogy and Vision for Content” (2n). “Linguistically Responsive Teaching” demonstrates program efforts to help candidates integrate diverse languages and dialects as an asset rather than a burden (2o).

**Sources of Evidence**

- “Student Indicators and Broader Outcomes” document
- “Culturally Relevant Pedagogy & Vision for Content” and “Linguistically Responsive Teaching” documents
- “Linguistically Responsive Teaching”
- Candidate interviews

**Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Knowledge**

- 3(a) 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.
- 3(b) The teacher knows how to help learners work productively and cooperatively with each other to achieve learning goals.
- 3(c) The teacher knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.
- 3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

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- 3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

<b><i>Standard 3 Learning Environments</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>3.1 Knowledge</i></b>		<b>X</b>	

**3.1 Analysis** – Candidate artifact of tracking student progress, Instructional activities document, and candidate interviews all provide evidence that candidates know how to design learning experiences using strategies (with technology as appropriate) that promote ownership of learning, collaboration, and the impact of learner diversity (3a, 3b, 3d, 3e). The Learning environment class plan establishes how candidates establish a productive learning environment (3c).

**Sources of Evidence**

- Candidate artifact of tracking student progress (special education)
- Instructional Activities
- Learning Environment Class Plan Guidance
- Candidate interviews

**Performance**

- 3(f) The teacher collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.
- 3(g) The teacher develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.
- 3(h) 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.
- 3(i) 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.
- 3(j) The teacher uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.
- 3(k) 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.
- 3(l) The teacher promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.
- 3(m) The teacher intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

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<b><i>Standard 3 Learning Environments</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>3.2 Performance</i></b>		<b>X</b>	

**3.2 Analysis** – Danielson evaluation data indicates effective or higher ratings on all components of domains 2 and 3 (3g, 3i, 3j, 3k). Additionally, the Learning Environment Practice reveals systematic effort to address management of classroom procedures (3i). Interviewees referenced the culture of technology use and integration into practices. This is further demonstrated in the districts in which candidates are placed, as TFA endeavors to partner with those inclined toward technology integration (3l). Parent input forms, behavior intervention plans, student interest surveys demonstrated propensities toward collaboration and use of technology (3f, 3h, 3m).

**Sources of Evidence**

- Learning environment practice
- Candidate interviews
- Danielson evaluation data

**Disposition**

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) 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.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

<b><i>Standard 3 Learning Environments</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>3.3 Disposition</i></b>		<b>X</b>	

**3.3 Analysis** – Candidate and principal interviews indicated the strong relationship between candidates and coaches. Through TFA protocols, candidates are expected to articulate how they will manipulate the learning environment such that learning is positively affected, considering factors such as teacher actions and mindsets, environmental changes, and actions being taken already that will impact learning (3n). Coaches also focus on the development of relationships between candidate and student and support candidates in the development of a plan to that end



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(3o). “Learning Environment Core Practice Primer” addresses supporting learners through the development of a strong learning environment (3p, 3q). Teacher observations demonstrated pervasive tendencies toward thoughtful and responsive listening and observing (3r).

**Sources of Evidence**

- Candidate interviews
- Principal interviews
- “Learning Environment Core Practice Primer”
- Candidate observation

**Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Knowledge**

- 4(a) The teacher understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.
- 4(b) The teacher understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.
- 4(c) The teacher knows and uses the academic language of the discipline and knows how to make it accessible to learners.
- 4(d) The teacher knows how to integrate culturally relevant content to build on learners’ background knowledge.
- 4(e) The teacher has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

<i><b>Standard 4 Content Knowledge</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>4.1 Knowledge</b></i>		<b>X</b>	

**4.1 Analysis** – Content knowledge is evidenced through passing the specific content Praxis exam (4a). Candidates have all taken a BSU course in pedagogy and lesson development. The syllabus includes content standards and learning progressions, using the K-12 standards specific to the discipline of each candidate (4e). Multiple candidate artifacts (context statements, lesson plans, Danielson goals) include accurate use of academic language in the discipline and reference to student misconceptions being addressed in planning (4b, 4c). The candidates have been trained through DEI to prepare lessons through a lens of diversity (4d).

**Sources of Evidence**

- Praxis exam – all candidates have passed
- BSU course syllabus includes content standards and learning progressions

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- Diversity, Equity, and Inclusion (DEI)
- Candidate artifacts including lesson plans and Danielson goals

**Performance**

- 4(f) 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.
- 4(g) 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.
- 4(h) The teacher engages learners in applying methods of inquiry and standards of evidence used in the discipline.
- 4(i) The teacher stimulates learner reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.
- 4(j) The teacher recognizes learner misconceptions in a discipline that interfere with learning, and creates experiences to build accurate conceptual understanding.
- 4(k) 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.
- 4(l) The teacher uses supplementary resources and technologies effectively to ensure accessibility and relevance for all learners.
- 4(m) The teacher creates opportunities for students to learn, practice, and master academic language in their content.
- 4(n) The teacher accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

<i><b>Standard 4 Content Knowledge</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>4.2 Performance</b></i>		<b>X</b>	

**4.2 Analysis** – Candidate interviews indicate previous content knowledge experience was sufficient for their current role, conferences attended enhance knowledge, and TFA supports Praxis preparation allowing them to effectively communicate the key ideas of their content to students (4f, 4g, 4h, 4i). Institute addresses potential student misconceptions. “My Favorite No” video - specific to recognizing potential misconceptions (4j, 4k). Candidate interviews and lesson plans included academic-language-rich activities (4m), providing multiple opportunities for students to interact with the language in their content. Evidence for 4l and 4n was less apparent.

**Sources of Evidence**

- Candidate interviews indicated Institute addresses potential student misconceptions
- Candidate interviews indicated confidence in content knowledge

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- Candidate lesson plans included academic-language-rich activities

**Disposition**

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

<b><i>Standard 4 Content Knowledge</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>4.3 Disposition</i></b>		X	

**4.3 Analysis –** Candidate interviews provided clear evidence of cultural considerations relative to instruction and a strong commitment to individual learning in their discipline (4p, q, r). Institute focuses on innate bias supports and develops candidates' understanding of potential for allowing said bias to affect instruction. Institute activity requires candidates to look at the demographics of the specific school in which they're placed (4o). Also, there's an orientation in the region, where candidates are provided insight into the local context.

**Sources of Evidence**

- Interviews provided clear evidence of cultural considerations relative to instruction
- Institute focus on innate bias
- Institute activity to look at the demographics of the specific school in which they're placed

**Standard 5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Knowledge**

- 5(a) The teacher understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues, and concerns.
- 5(b) The teacher understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

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- 5(c) 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.
- 5(d) The teacher understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.
- 5(e) The teacher understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.
- 5(f) The teacher understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.
- 5(g) The teacher understands creative thinking processes and how to engage learners in producing original work.
- 5(h) The teacher knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

<i><b>Standard 5 Application of Content</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>5.1 Knowledge</b></i>		<b>X</b>	

**5.1 Analysis** – Evidence includes the syllabus from the BSU course all candidates take. It addresses ways of knowing a discipline and the strengths and limitations of models (5a). The Understanding My Curriculum document addresses engagement and communication modes and the Instructional Activities document is used as a tool in writing lessons and contains multiple strategies which require students to engage in original work (5e, 5f, 5g). Candidate interviewees indicated they felt equipped to access and use digital and interactive technologies to achieve learning goals (5c, 5d, 5h). The connection of themes across content areas (interdisciplinary) is a potential opportunity for further development of candidates (5b).

**Sources of Evidence**

- BSU course syllabus
- Understanding My Curriculum document
- Instructional Activities document
- Candidate interviews

**Performance**

- 5(i) 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).
- 5(j) The teacher engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

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- 5(k) The teacher facilitates learners' use of current tools and resources to maximize content learning in varied contexts.
- 5(l) The teacher engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.
- 5(m) The teacher develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.
- 5(n) The teacher engages learners in generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(o) 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.
- 5(p) The teacher develops and implements supports for learner literacy development across content areas.

<i><b>Standard 5 Application of Content</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>5.2 Performance</b></i>		<b>X</b>	

**5.2 Analysis** – Candidate interviews demonstrated the value of the mentor teacher (MTLD) in the development of capacities to deliver instruction specific to the content (5i, 5o). Idaho MTI and ICLC requirements encourage interdisciplinary instruction, which is further supported in subsequent efforts with TFA-Idaho (5m, 5p). Relationships with other teachers are encouraged by TFA-Idaho to catalyze potential interdisciplinary instruction (5p). Candidates were observed engaging learners in real-world application of concepts covered (5j, 5k, 5l), and generating/evaluating new ideas (5n).

**Sources of Evidence**

- Candidate interview
- Completer interview
- Principal interview
- Classroom observation

**Disposition**

- 5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.
- 5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

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<i><b>Standard 5 Application of Content</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>5.3 Disposition</b></i>		X	

**5.3 Analysis** – Interviews with principals underscore the value TFA candidates and alumni place on the use of flexible learning environments (5s). Candidate and principal interviews demonstrated tendencies toward collaboration with teachers outside of candidates' own content areas (5r). The use of content knowledge as a lens to local and global issues is an opportunity for growth for TFA-Idaho. Evidence relative to candidates' and completers' use of disciplinary knowledge as a lens to address local and global issues was not found (5q).

**Sources of Evidence**

- Candidate Interview
- Institute and ongoing TFA expectations for developing literacy capacity in the content area
- Principal interviews

**Standard 6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Knowledge**

- 6(a) The teacher understands the differences between formative and summative applications of assessment and knows how and when to use each.
- 6(b) 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.
- 6(c) The teacher knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.
- 6(d) 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.
- 6(e) The teacher understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.
- 6(f) The teacher knows when and how to evaluate and report learner progress against standards.
- 6(g) 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.

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<i><b>Standard 6 Assessment</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>6.1 Knowledge</b></i>		<b>X</b>	

**6.1 Analysis** – TFA-Idaho training, following Institute, provides development specific to the formative and summative assessment of content (6a, 6b, 6g). The program’s focus on formative assessment as the primary vehicle to provide feedback to learners (rather than summative) is regularly addressed during Leadership Advance opportunities (6e, 6g). Evidence provided relative to tracking student assessments demonstrates continuous monitoring of student learning and adjustment of instruction as a result (6c, 6d, 6f).

**Sources of Evidence**

- Candidate interview
- Completer interview
- Principal interview
- Student assessment analysis

**Performance**

- 6(h) The teacher balances the use of formative and summative assessment as appropriate to support, verify, and document learning.
- 6(i) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(j) The teacher works independently and collaboratively to examine test and other performance data to understand each learner’s progress and to guide planning.
- 6(k) The teacher engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.
- 6(l) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(m) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(n) The teacher effectively uses multiple and appropriate types of assessment data to identify each student’s learning needs and to develop differentiated learning experiences.
- 6(o) 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.
- 6(p) 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.

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<i><b>Standard 6 Assessment</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>6.2 Performance</b></i>		<b>X</b>	

**6.2 Analysis** – Candidate interviews demonstrated the program’s tendency toward helping candidates understand and employ high quality feedback (6h, 6k, 6l, 6m). Candidate context statements include rubrics developed with alignment to standards (6i, 6n). Assessment criteria incorporated multiple representation options including through the use of technology (6j, 6n, 6o, 6p). A candidate sample of modified assessment demonstrated how candidates are coached regarding appropriate accommodations especially for students with disabilities (6o).

**Sources of Evidence**

- Candidate interviews
- Candidate context statement
- Candidate sample of modified assessment

**Disposition**

- 6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.
- 6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

<i><b>Standard 6 Assessment</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>6.3 Disposition</b></i>		<b>X</b>	

**6.3 Analysis** – Candidates expressed during their interview a commitment to alignment of assessment to objectives and instruction (6q, 6r). An example of data analysis from an English teacher provided clarity on candidates’ expectations for employment of assessment results in a commitment to engage learners in that process (6q, 6r, 6s, 6t, 6u). Candidates and completers



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also expressed tendencies toward regular patterns of providing timely feedback to students and use of various assessments to identify strengths and growth opportunities (6v).

**Sources of Evidence**

- English teacher example of system to analyze assessment results
- Candidates interview
- Completer interview

**Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Knowledge**

- 7(a) The teacher understands content and content standards and how these are organized in the curriculum.
- 7(b) The teacher understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge.
- 7(c) The teacher understands learning theory, human development, cultural diversity, and individual differences and how these impact ongoing planning.
- 7(d) The teacher understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.
- 7(e) 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.
- 7(f) The teacher knows when and how to adjust plans based on assessment information and learner responses.
- 7(g) The teacher knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations, community members).

<i><b>Standard 7 Planning for Instruction</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>7.1 Knowledge</b></i>		X	

**7.1 Analysis** – The “Understanding your Curriculum” document demonstrates development of understanding relative to the organization of learning experiences around content standards (7a, 7e). Modules related to learner variability address individual learners’ strengths and needs. (7d, 7e, 7f). Support of linguistically diverse students is addressed in a module, the impacts of which were confirmed during interviews with candidates (7e, 7f). Lesson adjustment based on

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assessment information (7f) and discovery of resources (7g) is addressed in the overview of lesson planning at Institute. Systematic revisiting of this concept is not evident, however, beyond the Institute. Cross-curricular instruction (7b) and learning/developmental theory (7c) do not appear to be a focus of candidates' preparation and could be a valuable next step in the evolution of the TFA-Idaho program.

**Sources of Evidence**

- "Understanding your Curriculum" document
- Candidate interview
- Mentor interview

**Performance**

- 7(h) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(i) 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.
- 7(j) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(k) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(l) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7(m) 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.

<b><i>Standard 7 Planning for Instruction</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>7.2 Performance</i></b>		<b>X</b>	

**7.2 Analysis** – Institute activities include expectations to plan student learning goals, including formative and summative assessment strategies for measurement of progress toward those goals (7i, 7k, 7m). "Culture of Achievement Plan" evidence demonstrates TFA-Idaho's actions taken toward supporting candidates in creating a classroom with efficient procedures designed to foster student learning (7j). Candidate interviewees were able to clearly articulate their planning process which was student centered, standards driven, and collaborative (7h, 7j, 7l).

**Sources of Evidence**

- Completer interview

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- “Culture of Achievement Plan”
- Candidate interviews

**Disposition**

- 7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.
- 7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.
- 7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.
- 7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

<b><i>Standard 7 Planning for Instruction</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>7.3 Disposition</i></b>		X	

**7.3 Analysis** – Candidate interviews revealed a commitment to teaching with culturally relevant pedagogy and indicated TFA supports development to that end in their two years with the interim certificate (7n). An example of a 6th grade math teacher adjusting plans is described in the documentation, demonstrating candidates’ tendencies toward adjustment and revision based on learner needs in the short and long term (7p, 7q). Some candidates and completers interviewed have regular collaborative planning sessions with colleagues in their school. They also reflected the ability to connect with other Corps members (7o).

**Sources of Evidence**

- An example of a 6th grade math candidate adjusting plans is described in the documentation
- Candidate interviews
- Completer interviews

**Standard 8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Knowledge**

- 8(a) The teacher understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(b) The teacher knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies to achieve learning goals.
- 8(c) The teacher knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

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- 8(d) The teacher understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self-expression, and build relationships.
- 8(e) The teacher knows how to use a wide variety of resources, including human and technological, to engage students in learning.
- 8(f) 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.

<i><b>Standard 8 Instructional Strategies</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>8.1 Knowledge</b></i>		<b>X</b>	

**8.1 Analysis** – Various instructional activities are addressed in the “Instructional Activities and Methods” document, including think-pair-share, 3-act task lessons, guided inquiry, etc. (8b, c, d). Modules related to learner variability address differentiation and engagement of all learners (8c). Coaches are provided supplementary resources in support of candidates’ understanding of resources available, as demonstrated in the “Cohort Tool Kit.” (8e, f). It is not immediately clear how candidates apply learning theory to their practice (8a). They are clearly led to implement valuable strategies born of those theories, but the ability to apply them to other contexts within their current classroom may be an opportunity for growth.

**Sources of Evidence**

- “Instructional Activities and Methods” document
- Modules related to learner variability
- “Cohort Tool Kit”

**Performance**

- 8(a) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.
- 8(b) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.
- 8(c) The teacher collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.
- 8(d) The teacher varies his/her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.
- 8(e) 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.

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- 8(f) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.
- 8(g) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.
- 8(h) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.
- 8(i) The teacher asks questions to stimulate discussion that serves different purposes (e.g., probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question).

<b><i>Standard 8 Instructional Strategies</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>8.2 Performance</i></b>		<b>X</b>	

**8.2 Analysis** – The candidate context statement demonstrates multiple instructional and student engagement strategies to support students' communication and stimulate discussion (8g, 8j, 8k, 8n, 8o). The Culture of Achievement Plan demonstrates collaboration with learners to develop classroom procedures likely to result in sound instruction, student ownership of learning, and a varied role of the teacher in the learning process (8i, 8l, 8m). Evidence provided relative to tracking student assessment outcomes demonstrates continuous monitoring of student learning and adjustment of instruction as a result (8h).

**Sources of Evidence**

- Candidate context statement
- Culture of Achievement Plan
- Documents provided relative to candidates' tracking of student assessment outcomes

**Disposition**

- 8(j) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.
- 8(k) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.
- 8(l) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.
- 8(m) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

<b><i>Standard 8 Instructional Strategies</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>8.3 Disposition</i></b>		<b>X</b>	

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**8.3 Analysis** – Candidates’ use of student survey data demonstrates flexibility and reciprocity in the teaching process (8s). Interviews of candidates yielded demonstration of responsiveness to formative assessment data and how they provide feedback to students (8p). One assignment is offered from an English teacher that indicates multiple options for assignment, however the systemic nature of that assignment (or such like it) is not confirmed (8q). Candidate interviewees indicated an ease of implementing new technologies and expressed that are pushed by TFA to consider alternate types of assessments (8r).

**Sources of Evidence**

- Use of student survey data indicates flexibility and reciprocity in the teaching process
- Candidate interviews
- English teacher assignment
- Candidate observation

**Standard 9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Knowledge**

- 9(a) 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.
- 9(b) The teacher knows how to use learner data to analyze practice and differentiate instruction accordingly.
- 9(c) The teacher understands how personal identity, worldview, and prior experience affect perceptions and expectations, and recognizes how they may bias behaviors and interactions with others.
- 9(d) The teacher understands laws related to learners’ rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).
- 9(e) The teacher knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

<i><b>Standard 9 Professional Learning and Ethical Practices</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>9.1 Knowledge</b></i>		X	

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**9.1 Analysis** – Self-assessment occurs in the observation/debrief cycle, video reflections, and mid- and end-of-year reflections. This capacity is developed in partnership with the mentor during the two-year teaching experience (9a). Protocols for support of candidates in the analysis of student data are also included as evidence. Candidates work through activities designed to identify patterns in students’ learning, analyze against normed outcomes, and reflect on opportunities for students to strengthen understanding (9b). The “Culturally Relevant Pedagogy” document demonstrates the development of candidates’ capacities to help students identify the value of their own life experiences as assets to their learning (9c). Principal interviews supported the notion that candidates have adequate understanding of learners’ rights and teachers’ responsibilities (9d). Expectations for furtherance of candidate learning are evident through the development of goals on which they will work with their mentors (9e).

**Sources of Evidence**

- Observation/debrief cycle documents
- Video reflections, mid- and end-of-year reflections
- Protocols for support of candidates re: student data analysis
- “Culturally Relevant Pedagogy” document
- Professional goals, on which candidates collaborate with mentors
- Principal interviews

**Performance**

- 9(f) 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.
- 9(g) The teacher engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.
- 9(h) 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.
- 9(i) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(j) The teacher reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.
- 9(k) 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.

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<b><i>Standard 9 Professional Learning and Ethical Practice</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>9.2 Performance</i></b>		<b>X</b>	

**9.2 Analysis** – Candidate Interviews indicated significant technology integration, capacities for which are initially developed during Institute (9i, 9k). Candidates and completers both referenced integration of the tenets of Universal Design for Learning as a hallmark of preparation at “Institute” (9f, 9g). During Leadership Advance weekend-long retreats (two-three times per year), candidates during their two-year commitment engage in ongoing learning opportunities toward the development of engaging learning experiences, including examination of potential personal biases. Program alumni, current candidates, and employers all cited these experiences as particularly impactful in candidates’ development as professional educators (9g, 9h, 9j).

**Sources of Evidence**

- Candidate Interviews
- Completer interviews
- Principal interviews

**Disposition**

- 9(a) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(b) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.
- 9(c) 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.
- 9(d) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

<b><i>Standard 9 Professional Learning and Ethical Practices</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>9.3 Disposition</i></b>		<b>X</b>	

**9.3 Analysis** – The Record of Learning documents a candidate’s improvement cycle and ongoing use of analysis and reflection to improve planning and practice (9n, 9m). Candidates indicated



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through interviews their strong commitment to regular reflection and improvement of practice. (9l, 9m, 9n). Candidates also indicated through interviews, corroborated by principal interviews, a sincere desire to learn and grow “at every turn” (9l, 9m). Evidence of the program addressing professional standards and ethics was not discovered (9o).

**Sources of Evidence**

- Record of Learning documents
- Candidates indicated through interview their strong commitment to reflect and improve practice regularly
- Candidates interviews
- Principal interviews

**Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Knowledge**

- 10(a) 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.
- 10(b) 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.
- 10(c) 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.
- 10(d) The teacher knows how to contribute to a common culture that supports high expectations for student learning.

<b><i>Standard 10 Leadership and Collaboration</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>10.1 Knowledge</i></b>		<b>X</b>	

**10.1 Analysis** – Evidence for the knowledge portion of Standard 10 is adequate to support the “acceptable” rating. The “Systems Change Leadership” component of the TFA-Idaho program supports candidates in understanding how they can effect change at the classroom level but also through analysis of systemic issues of educational inequity across multiple contexts (10a, 10b). Evidence is lacking in candidates demonstrating understanding of alignment of spheres of influence (10b), however evidence exists to demonstrate that candidates should be in communication with families, the implementation of which is corroborated through principal interviews. The cross-cutting leadership component addresses the teacher contributing to a

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common culture in support of high expectations for student learning. This is evident in program aims, in references to disruption of individual in favor of collaborative leadership, and in “The Learning Cycle” document (10 c, 10d). Leadership tendencies became evident upon interaction with candidates, completers, employers, and coaches. This includes the leading of committees as second-year educators and strong and positive voices toward systems improvement in pursuit of student learning (10d). An opportunity to strengthen evidence is in “historically marginalized and disenfranchised communities.” The evidence doesn’t demonstrate support for candidates in understanding why those communities are marginalized and/or disenfranchised. It could be worthwhile to have candidates explore their local contexts in greater depth.

**Sources of Evidence**

- Systems Change Leadership document
- Principal Interview
- Program Aims
- “The Learning Cycle” document

**Performance**

- 10(e) 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.
- 10(f) The teacher works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.
- 10(g) The teacher engages collaboratively in the school wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.
- 10(h) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(i) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.
- 10(j) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(k) The teacher uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.
- 10(l) The teacher uses and generates meaningful research on education issues and policies.
- 10(m) The teacher seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.
- 10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact system change.
- 10(o) The teacher takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

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<b><i>Standard 10 Leadership and Collaboration</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>10.2 Performance</i></b>		<b>X</b>	

**10.2 Analysis** – TFA-Idaho provides evidence supporting an “acceptable” rating relative to performance of professional responsibilities. This evidence includes professional development designed and implemented by candidates for colleagues in and out of special education, as discovered during a candidate interview (10e, 10f, 10g, 10h, 10n, 10o). Also pertinent to 10.2 were interviewees references to a culture of collaboration with other school professionals to support student learning and the meeting of diverse needs (10f, 10j). Finally, candidates, completers, and principals all articulated the value they find in the Leadership Advance retreat activities systemic in TFA-Idaho’s efforts to develop professional educators’ capacities and tendencies toward collaboration (10l, 10m). Evidence for 10i was not as apparent, though this is likely to be met through extensive efforts to engage families.

**Sources of Evidence**

- Candidate interview
- Principal interview
- Completer/candidate/principal interviews

**Disposition**

- 10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.
- 10(q) The teacher respects families’ beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.
- 10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(s) The teacher takes responsibility for contributing to and advancing the profession.
- 10(t) The teacher embraces the challenge of continuous improvement and change.

<b><i>Standard 10 Leadership and Collaboration</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>10.3 Disposition</i></b>		<b>X</b>	

**10.3 Analysis** – Evidence suggests TFA-Idaho candidates are meeting dispositional expectations for Standard 10. Candidates create a plan for how they will build key relationships with students and families (10q). Though no actual plan is found as evidence, this is substantiated through

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interviews with current candidates, completers, and one employer. Additionally, candidates recently worked with district personnel to offer a special education training, thus advancing the profession (10r, 10m ). Finally, a record of learning is found to support TFA-Idaho's assertion that candidates embrace the challenges of continuous improvement (10t). Demonstration for 10p was not as evident as the above.

**Sources of Evidence**

- Plan for building relationships
- Special education training
- Record of Learning

**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10		10	
Performance	10		10	
Disposition	10		10	

**Areas for Improvement**

**Opportunities for Enhancement**

Capacity for support for ELLs - Candidates and completers indicated the bulk and most valuable element in their preparation and ongoing development toward supporting English language learners came from the schools in which they are placed. As TFA-Idaho has identified strong partnerships in the Treasure Valley with economies of scale to provide high-quality ELL support, opportunities are not as prevalent in the smaller, more rural schools in which future candidates are likely to be placed.

English language development for all learners - It would be worthwhile for TFA-Idaho staff to recognize that all students are English language learners, regardless of mono- or multi-lingual status (particularly for impoverished monolingual families) and provide preparation relative to helping all learners develop language capacities through development of sheltered instructional strategies.

Resource identification - Evidence demonstrated that coaches are instrumental in helping candidates identify and make use of resources in and beyond the school community. It was not apparent that this is a systemic expectation but rather a fortunate outcome from high-quality coaching.

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***Recommended Action on Idaho Core Teaching Standards***

- ☒ Approved
- ☐ Conditionally Approved
  - ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## STATE SPECIFIC REQUIREMENTS

### PRE-SERVICE TECHNOLOGY STANDARDS

#### ISTE STANDARDS FOR TEACHERS

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

ISTE Standards • Teachers

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1. ***Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.***
  - a. Promote, support, and model creative and innovative thinking and inventiveness
  - b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
  - c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
  - d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

<b><i>Standard 1</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>Facilitate and Inspire Student Learning and Creativity</i></b>	<b>X</b>		

**Standard 1 Analysis** –EPP did not provide evidence to support assessment of the ISTE Standards throughout the TFA program. There was a lack of evidence on how the Candidates learn, understand and implement the ISTE standards throughout their teaching. Conversation with the building principals confirmed that the technology components are not a “must have” prior to working at the school. The principals indicated that Candidates are “tech savvy” and know how to use devices (i.e. iPads and Chromebooks). During classroom observations devices were seen in classrooms; one grade level had a few students typing a story on a Chromebook. Additionally, our interview with a program completer and TFA Coach, there was additional confirmation that technology is innate and only discussed as needed. Throughout the review there was evidence of technology tools that were collected and shared amongst the Candidates; however, there is lack of sufficient evidence to support any of the indicators. In the evidence portal for pre-service technology there was no evidence listed, only links to technology resources. Additionally, the evidence portal indicated that Candidates had the option, not mandatory, to attend an EdTech Session to learn more about the proper implementation of technology in the classroom. There is

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no evidence provided regarding the use of knowledge of subject matter, teaching and learning, and technology to facilitate experiences for Standards 1a through 1d.

**Sources of Evidence**

- TFA Evidence Portal for Pre-Service Technology
- Interview with Building Principals
- Interview with Candidate Completer / Coach
- Classroom Observations

**2. *Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.***

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

<b><i>Standard 2</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>Design and develop digital age learning experiences and assessments</i></b>	<b>X</b>		

**Standard 2 Analysis** – Candidates, principal, and TFA Coach interviews during the review process revealed that technology is an area of weakness in preparation. Through reviews of the evidence portal in the different content areas there was technology items imbedded in different areas of evidence. For example, it was noted that Candidates utilize the Google Suite of tools, as well as other technology tools such as PowerPoint. The different evidence portals share a smattering of technology woven into lessons; but there is no evidence as to how the Candidates are taught or learn the process of technology as a tool and how to properly implement throughout their teaching. The interview with a Program Completer/TFA Coach explained further that technology is viewed as being innate, there is no explicit approach to pedagogy for, and of, technology. The interviewee mentioned that if technology is utilized in a lesson, during Institute, there may be discussion; but there is no intentional learning in this pre-service requirement area. While talking with the principals, it was noted that the school utilizes data to ensure active data monitoring of students in order to provide the individualized instruction each student needs. The Candidates do obtain data driven instruction through the Institute as well as Leadership Trainings. This is a

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positive as it translates well to classroom practices. There is a lack of evidence provided regarding the development of digital learning experiences for Standards 2a through 2c. There was sufficient evidence for 2d in which Candidates are provided with data driven decision-making skills throughout their Institute and subsequent Leadership trainings.

**Sources of Evidence**

- Interview with Candidate Completer / Coach
- Interview with Building Principals
- TFA Evidence Portal for Pre-Service Technology
- Classroom Observations

**3. Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.**

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

<i><b>Standard 3</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>Model digital age work and learning</b></i>	<b>X</b>		

**Standard 3 Analysis** – The EPP is a program that fully engages the Candidates in a cohort setting from the time they are chosen for TFA. Much of the program work is done face-to-face in the cohort setting through Institute and regional training. Candidates are learning with and alongside each other. In reviewing the evidence and documentation provided there was reference to technology, but there was no alignment found between the required course work and the Pre-Service Technology Standards as required by Idaho. The interviews indicated that technology is not a priority throughout the program. The comment was made that the Candidates use their innate ability for the technology tools they have either seen or know to imbed and integrate in their teaching, as many are considered “Digital Natives”. These innate abilities need to be the bridge that helps transfer the knowledge between the known and the unknown; creating innovative lessons for their students through the use of technology as a tool. The programs mentioned and /or seen in the evidence are not all 21<sup>st</sup> Century learning tools. There were many suggestions on the documents, “Sophie’s Cohort Tool Kit” and “Tech Tools for Engagement”, of which have great viability if the Candidates were shown and provided examples of how to use effectively. In reviewing lesson plans there was also a lack of technology built purposely into their planning. When interviewing the building principals, they also had a belief that technology was “innate” and teachers would come prepared. When directly asked about professional development it was stated at least twice that the principal is unable to speak to the professional



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development provided by either TFA or the school that directly relates to technology. However, the principals knew that technology was utilized throughout the building. Regardless that technology was seen in use throughout the building observations and discussed in interviews, where was a lack of data for this Standard to demonstrate fluency in any of the listed learning targets. There was insufficient evidence for the Pre-Service technology standards provided regarding the modeling of digital age work and learning for Standards 3a through 3d.

**Sources of Evidence**

- Interview with Candidate Completer / Coach
- Evidence Portal
- Lesson Plans
- Interview with Building Principals

**4. *Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.***

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools.

<b>Standard 4</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b><i>Promote and model digital citizenship and responsibility</i></b>	<b>X</b>		

**Standard 4 Analysis** – Two different documents, “Sophie’s Cohort Tool Kit” and “Tech Tools for Engagement” were in the evidence portal for Pre-Service Technology. These documents were a compilation of different technology resources that have been collected by either students or shared as a resource that was assembled from a technology book source. The resources shared were valuable, but there was no alignment for the Candidates to know when and how to utilize the resources. The standards articulate that the Pre-Service Teacher, a.k.a. Candidates, need to be able to promote and model digital citizenship responsibly. There was one artifact in the evidence portal that showed a Candidate utilizing Class Dojo; as well as Class Dojo was seen during classroom observations; this meets the promotion and modeling of digital etiquette and responsible social interactions; but there was no evidence of how this type of information is shared among the Candidates throughout their learning, as defined in the Pre-Service Technology standards. During the interview with a program completer it was indicated that there was no intentional or explicit learning that is associated with technology or ISTE Standards. There was

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evidence, in the form of worksheets shared, that Candidates are teaching digital citizenship; but there was no evidence aligned to how they were taught to implement digital citizenship. There was insufficient evidence provided for the promotion and modeling of digital citizenship and responsibility for Standards 4a through 4d as defined by the Pre-Service Technology Standards for Idaho.

**Sources of Evidence**

- Pre-Service Technology Evidence Portal
- Sophie's Cohort Tool Kit
- Tech Tools for Engagement
- Interview Candidate Completer/ Coach
- Observations
- Lesson Plans

**5. Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.**

- Participate in local and global learning communities to explore creative applications of technology to improve student learning
- Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

<b>Standard 5</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Engage in professional growth and leadership</b>	<b>X</b>		

**Standard 5 Analysis** – There was lack of sufficient evidence to demonstrate the candidate's ability to engage with the Pre-Service Technology Standard. Throughout the review it was apparent that technology isn't standalone with regards to the TFA program but woven throughout different components. In the opening from TFA Representatives, it was noted that the Candidates are provided Leadership Development through different mechanisms throughout their tenure as a Candidate; but nothing that is directly related to technology and how these tools would provide an impact on leadership abilities. However, information is provided through informal means for the Candidates to digest; but the real technology learning may be learned during their first year in the classroom. During the interview with a program completer, he indicated that there is not any intentional technology learning, conversations or curriculum. He indicated that informally

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there may be mentions of technology tools; but nothing purposeful. The concerning information learned was that he felt technology was innate; however, the tools mentioned were not necessarily innovative or tied to student learning and growth. This sentiment was reiterated with the principal interviews; there is a feeling that the newer teachers joining education come prepared with technology as “an innate ability.” Finally, our interview with the Managing Director on Teacher Prep also confirmed that technology standards are not intentionally taught. There was insufficient evidence provided to show how Candidates engage in professional growth and leadership to demonstrate the effective use of digital tools and resources for Standards 5(a) through 5(d).

**Sources of Evidence**

- Evidence Portal
- Interview with Program Completer
- Interview with Summer Institute Manager
- Interview with Principals
- Observations

**Summary**

EPP provided minimal evidence in support of the Pre-Service Technology Standards; however, there was insufficient evidence to indicate an acceptable rating. It is important to remember that the review was looking at the Pre-Service Technology standards and how the Candidates are prepared against the standards. The EPP relies on innate abilities of the Candidates and the local school districts / partnerships to learn technology applications. The current program has multiple components: Institute, Regional Trainings and Leadership Trainings; however, for the purposes of evaluating this program as an alternative authorization pathway, the data from the Candidates is greatly lacking, which does not allow us to provide sufficient review of performance for any given Candidate. In order to review and understand the TFA program fully with the artifacts the following items would need to be provided:

- Provide an alignment to the ISTE Technology Standards and the TFA Program
- Interviews from additional Candidates
- Alignment for technology standards and how / when Candidates gain the knowledge to design, implement and assess learning through technology tools
- Technology performance indicators
- Authentic performance artifacts aligned to technology standards (ISTE)
- Observations and lesson plans specific to technology utilization
- Lesson Plans that indicate the implementation and use of technology for 21<sup>st</sup> Century Learning skills
- Integration of ISTE Standards woven throughout the TFA pedagogy courses, not only for the candidate but how to also integrate with their students

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Standard	5	5		

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**Areas for Improvement**

- Candidates in the EPP program would benefit from authentic performance practice of technology integration and utilization throughout their coursework.
- The EPP would benefit from the development of an alignment for the Pre-Service Technology Standards to indicators for the standards, including the ISTE Standards.
- Shared lesson plans that specifically highlight the use of technology for student learning and connecting with parents and stakeholders.
- Discussion and reflection during cohort meetings throughout Institute and Leadership in which Candidates work together to understand the necessity and power of utilizing the Pre-Service Technology Standards throughout the TFA experience.
- Pre-Service Technology Standards woven and aligned throughout all course work.
- A technology portfolio compiled throughout the Candidate's tenure may assist the learner, mentor program, employing district and certification programs in validating evidence of knowledge and performance.

***Recommended Action on Pre-Service Technology Standards***

- ☐ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☒ Not Approved

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## IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the “acceptable” level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

***Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.***

- 1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.
- 1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.
- 1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.
- 1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.
- 1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.
- 1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

<b><i>Standard 1</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>Mentor Teacher</i></b>	<b>X</b>		

**Standard 1 Analysis** – Based on interviews, it was reported the mentor teacher is decided by the building principal/administrator with no collaboration from TFA in the selection process. Building administrators interviewed stated that thoughtful consideration went into the selection of a mentor teacher for their candidate(s). Interviews with candidates and completers shared positive anecdotes regarding work with their mentors along with attributing some of their success in the classroom to their mentors. However, the mentor teacher quality and selection is not systemic within TFA. Evidence was not provided by TFA in meeting Standards 1a through 1f.

### **Sources of Evidence**

- Interviews: TFA staff
- Interviews: District administrators
- Interviews: TFA candidates
- Homedale School District document

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**Standard 2: Educator Preparation Program (EPP) Supervisor.** *The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.*

- 2(a) The EPP supervisor has P-12 education certified field experience.
- 2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.
- 2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.
- 2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

<b>Standard 2</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Educator Preparation Program (EPP) Supervisor</b>		X	

**Standard 2 Analysis** – Interviews with district administrators, TFA candidates and completers confirm strong TFA support for two years while candidates work in the classroom. Informal, anecdotal notes indicate positive reviews of supervisors' abilities and knowledge as professional educators. Supervisors appear to be specifically chosen based on their ability to coach, mentor and lead. Evidence is lacking in supervisor rater reliability although their training and continuous communication would support the potential for consistency in their evaluations of candidate.

**Sources of Evidence**

- Interviews: TFA staff
- Interviews: District administrators
- Interviews: TFA candidates
- MTLD (supervisor) memo & PowerPoint
- District letters of support

**Standard 3: Partnership.**

- 3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.
- 3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

<b>Standard 3</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Partnership</b>		X	

**Standard 3 Analysis** – Partnership is restricted to 9 districts and/or charter schools in the Treasure Valley. Evidence confirms a strong partnership between schools and TFA staff in supporting all involved in the experience. Interviews with TFA staff and district administrators along with additional evidence confirm a partnership in providing a quality teacher in the

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classroom along with supporting the conceptual framework of TFA. Evidence was weak in demonstrating TFA's support to the cooperating (mentor) teacher.

**Sources of Evidence**

- Interviews: TFA staff
- Interviews: District administrators
- Interviews: TFA candidates
- National principal survey & regional survey
- MTLD (supervisor) memo
- District letters of support
- District Educational Professional Services Agreement
- Document-Working together as Professionals

***Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.***

- 4(a) Passed background check
- 4(b) Competency in prior field experience
- 4(c) Passed all required Praxis tests
- 4(d) Completion of all relevant coursework
- 4(e) Possesses dispositions of a professional educator

<b><i>Standard 4</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>Student Teacher</i></b>		X	

**Standard 4 Analysis** – Candidates are required to pass a background check in order to receive an Interim Certificate. As part of the TFA summer institute, prior to placement with an Idaho school, candidates teach in a summer school setting where they are observed and evaluated. Candidates are required to pass all required Praxis exams and institute coursework prior to placement in an Idaho school. TFA's rigorous selection process prior to placement seeks to ensure all candidates possess the dispositions of a professional educator.

**Sources of Evidence**

- TFA presentation
- Praxis scores
- Observation template from summer institute
- Selection process
- Interview with TFA staff

***Standard 5: Student Teaching Experience***

- 5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework

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- 5(b) At least three formative assessments by the mentor teacher
- 5(c) One common summative assessment based on state teacher evaluation framework
- 5(d) Performance assessment including influence on P-12 student growth
- 5(e) Recommended minimum 14 weeks student teaching
- 5(f) Development of an Individualized Professional Learning Plan (IPLP)
- 5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*
- 5(h) Relevant preparatory experience for an Idaho teacher's certificate

<b>Standard 5</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b><i>Student Teaching Experience</i></b>		<b>X</b>	

**Standard 5 Analysis** – The observation reporting document used by TFA supervisors indicates it is based on Danielson Framework for Teaching. The tool allows TFA supervisors to work closely with the school administrator to work with the candidate through a common language and outcomes. The mentor checklist indicates mentors are completing required assessments of candidates along with administrators completing the required state teacher evaluation. National and regional principal surveys indicate TFA candidates' positive influence on P-12 student growth, however stronger evidence could be provided on individual candidate influence. Clinical experience is a two-year long experience, well exceeding the minimum of 14 weeks in a student teaching experience. Clinical experience requires development of Individualized Professional Learning Plan (IPLP) and evidence includes completed IPLPs, along with a candidate Record of Learning provided to TFA. A comprehensive review of the TFA-Idaho program confirms that candidates from this program demonstrate competence in meeting the Idaho Standards for Initial Certification of Professional School Personnel. The structured on the job training provided through TFA provides a strong, relevant preparatory experience for an Idaho teacher's certificate.

**Sources of Evidence**

- Interviews: TFA staff
- Interviews: supervisors (MTLDs)
- Interviews: District administrators
- Interviews: TFA candidates
- National principal survey & regional survey
- Candidate Record of Learning including observation notes, debriefing, reflection and goals
- Plan for Improvement
- Mentor Checklist



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**Summary**

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice Student Teaching Experience Standards	5	1	4	

**Areas for Improvement**

- Avenues for formal feedback from candidates on mentor teacher and supervisor performance
- Development of documented expectations of schools regarding mentor teachers and candidate experience
- Collection and analysis of supervisor background, training, and performance including rater reliability
- Collection and analysis of administrator and/or mentor teacher evaluations of candidates

**Recommended Action on Model Preservice Student Teaching Experience Standards**

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## IDAHO STANDARDS FOR COMPUTER SCIENCE TEACHERS

**Standard 1: Learner Development.** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

### Knowledge

1(a) The teacher understands digital citizenship.

<b>Standard 1 Learner Development</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		<b>X</b>	

**1.1 Analysis** – TFA provided evidence portal contained no evidence of Candidate understanding of digital citizenship (indicator 1a). However, additional evidence including Institute, Orientation and Leadership Academy course topics, New Teacher Leadership course syllabi and interviews indicate that computer science (CS) Candidates would understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive and linguistic areas, and would know how to design and implement developmentally appropriate and challenging learning experiences. However, minimal evidence was found for understanding how learners grow and develop across the social, emotional, and physical area of Standard 1. TFA staff interviews indicate that CS teachers would come to them with a strong background in CS and therefore would most likely be aware of the needs for digital citizenship. However, additional minimal evidence was provided which could be utilized if a candidate came to TFA searching for a CS certification and needed addition instruction on digital citizenship. Additional evidence included a lesson from Code.org on digital citizenship.

### Sources of Evidence

- Code.org digital citizenship lesson
- New Teacher Network course instructor interview
- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added; but reviewer reviewed entire portal for applicable evidence)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson

### Performance

1(b) The teacher promotes and models digital citizenship.

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- 1(c) The teacher demonstrates the ability to design and implement developmentally appropriate learning opportunities supporting the diverse needs of all learners

<b><i>Standard 1 Learner Development</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>1.2 Performance</i></b>	<b>X</b>		

**1.2 Analysis** – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

**Sources of Evidence**

***Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.***

**Knowledge**

- 2(a) The teacher understands the role of language and culture in learning computer science and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

<b><i>Standard 2 Learning Differences</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>2.1 Knowledge</i></b>	<b>X</b>		

**2.1 Analysis** – The Computer Science evidence folder was empty as TFA-Idaho has not had a CS candidate enrolled in their program at this time. However, additional evidence was provided including the Vision for Learning-Computer Science document, CS Standards and Assessment Guidance document, an online module designed for CS Candidates titled; Introduction to Computational Thinking, a PowerPoint titled; CS Education What it is & What we can do, and finally a Code.org website titled CS Principles Curriculum Guide. A thorough review of these evidences did not indicate that TFA candidate understand the role of language and culture in learning computer science. It should be noted however that CS candidates would attend Institute, Orientation, and Leadership Academy, all of which have lessons in the role of language and culture. However, the reviewer was unable to determine if these lessons would be transferrable to learning computer science.

**Sources of Evidence**

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document

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- CS Standards and Assessment Guidance document
- CS PowerPoint lesson

**Performance**

- 2(b) The teacher demonstrates the ability to plan for equitable and accessible classroom, lab, and online environments that support effective and engaging learning.
- 2(c) The teacher demonstrates the ability to develop lessons and methods that engage and empower learners from diverse cultural and linguistic backgrounds.

<b><i>Standard 2 Learning Differences</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>2.2 Performance</i></b>	<b>X</b>		

**2.2 Analysis** – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

**Sources of Evidence**

***Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

**Knowledge**

- 3(a) The teacher understands how to design environments that promote effective teaching and learning in computer science classrooms and online learning environments and promote digital citizenship.

<b><i>Standard 3 Learning Environments</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>3.1 Knowledge</i></b>	<b>X</b>		

**3.1 Analysis** – TFA staff interview, New Teacher Network course instructor interview, Institute calendar of topics, Orientation schedule topics, Leadership Academy topics and handouts, as well as the CS Standards and Assessment Guidance document and the Vision for Learning-Computer Science documents, indicate that a TFA candidate would understand how to design environments that promote effective teaching and learning in computer science classrooms. No evidence was provided that the TFA candidate would understand how to design online learning environments or promote digital citizenship.

**Sources of Evidence**

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)

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- Code.org training curriculum guides
- CS Candidate module
- Vision for learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute Calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher network interview

#### Performance

- 3(b) The teacher promotes and models the safe and effective use of computer hardware, software, peripherals, and networks.
- 3(c) The teacher develops student understanding of privacy, security, safety, and effective communication in digital environments.

<b><i>Standard 3 Learning Environments</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>3.2 Performance</i></b>	<b>X</b>		

**3.2 Analysis** – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

#### Sources of Evidence

***Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

#### Knowledge

- 4(a) The teacher understands data representation and abstraction.
- 4(b) The teacher understands how to effectively design, develop, and test algorithms.
- 4(c) The teacher understands the software development process.
- 4(d) The teacher understands digital devices, systems, and networks.
- 4(e) The teacher understands the basic mathematical principles that are the basis of computer science, including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.
- 4(f) The teacher understands the role computer science plays and its impact in the modern world.
- 4(g) The teacher understands the broad array of opportunities computer science knowledge can provide across every field and discipline.
- 4(h) The teacher understands the many and varied career and education paths that exist in Computer Science.

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<b><i>Standard 4 Content Knowledge</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>4.1 Knowledge</i></b>		<b>X</b>	

**4.1 Analysis** – Praxis test guidelines, CS Standards and Assessment Guidance document, Vision for Learning-Computer Science document, and CS module all provide evidence that TFA candidates understand the central concepts, tools of inquiry and structures of the discipline he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Sources of Evidence**

- Computer Science Praxis test guidelines
- CS Standards and Assessment Guidance document
- Vision for Learning-Computer Science document
- CS module
- TFA staff interview

**Performance**

- 4(i) The teacher demonstrates knowledge of and proficiency in data representation and abstraction. The teacher:
- Effectively uses primitive data types.
  - Demonstrates an understanding of static and dynamic data structures.
  - Effectively uses, manipulates, and explains various external data stores: various types (text, images, sound, etc.), various locations (local, server, cloud), etc.
  - Effectively uses modeling and simulation to solve real-world problems
- 4(j) The teacher effectively designs, develops, and tests algorithms. The teacher:
- Uses a modern, high-level programming language, constructs correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures.
  - Designs and tests algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures.
  - Analyzes algorithms by considering complexity, efficiency, aesthetics, and correctness.
  - Effectively uses two or more development environments.
  - Demonstrates knowledge of varied software development models and project management strategies.
  - Demonstrates application of phases of the software development process on a project of moderate complexity from inception to implementation.
- 4(k) The teacher demonstrates knowledge of digital devices, systems, and networks. The teacher:
- Demonstrates an understanding of data representation at the machine level.

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- Demonstrates an understanding of machine level components and related issues of complexity.
  - Demonstrates an understanding of operating systems and networking in a structured computing system.
  - Demonstrates an understanding of the operation of computer networks and mobile computing devices.
- 4(l) The teacher demonstrates an understanding of the role computer science plays and its impact in the modern world. The teacher:
- Demonstrates an understanding of the social, ethical, and legal issues and impacts of computing, and the attendant responsibilities of computer scientists and users.
  - Analyzes the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce.
- 4(m) The teacher demonstrates an understanding of the basic mathematical principles that are the basis of computer science including algebra, set theory, Boolean logic, coordinating systems, graph theory, matrices, probability, and statistics.

<b><i>Standard 4 Content Knowledge</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>4.2 Performance</i></b>	<b>X</b>		

**4.2 Analysis** – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

#### **Sources of Evidence**

***Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***

#### **Knowledge**

- 5(a) The teacher understands the academic language and conventions of computer science and how to make them accessible to students.

<b><i>Standard 5 Application of Content</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>5.1 Knowledge</i></b>		<b>X</b>	

**5.1 Analysis** – The Computer Science evidence folder was empty, as TFA-Idaho has not had a CS candidate enrolled in their program at this time. However, additional evidence was provided including the Vision for Learning-Computer Science document, CS Standards and Assessment Guidance document, an online module designed for CS Candidates titled “Introduction to Computational Thinking,” a PowerPoint titled “CS Education: What it is & What we can do,” and

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finally a Code.org website titled “CS Principles Curriculum Guide.” A thorough review of these evidences along with evidences from Institute calendar topics, Orientation calendar topics, and Leadership Academy topics did indicate that TFA candidates would understand how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem-solving related to authentic local and global issues. The CS Candidate would also gain this understanding in the required New Teacher Network course.

**Sources of Evidence**

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute Calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network interview

**Performance**

- 5(b) The teacher designs activities that require students to effectively describe computing artifacts and communicate results using multiple forms of media.
- 5(c) The teacher develops student understanding of online safety and effectively communicating in online environments.

<b><i>Standard 5 Application of Content</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>5.2 Performance</i></b>	<b>X</b>		

**5.2 Analysis** – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

**Sources of Evidence**

***Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

**Knowledge**

- 6(a) The teacher understands the creation and implementation of multiple forms of assessment using data.



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<b><i>Standard 6 Assessment</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>6.1 Knowledge</i></b>		<b>X</b>	

**6.1 Analysis** – The Computer Science evidence folder was empty as TFA-Idaho has not had a CS candidate enrolled in their program at this time. However, additional evidence was provided including the Vision for Learning-Computer Science document, CS Standards and Assessment Guidance document, an online module designed for CS Candidates titled “Introduction to Computational Thinking,” a PowerPoint titled “CS Education: What it is & What we can do,” and finally a Code.org website titled “CS Principles Curriculum Guide.” A thorough review of these evidences along with evidences from Institute calendar topics, Orientation calendar topics, and Leadership Academy topics did indicate that TFA candidates understand multiple methods of assessments to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making. In addition, the CS Candidate and their MTLD would most likely work together to individualize this standard and indicator to the CS Candidate’s classroom and learners.

**Sources of Evidence**

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute Calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets

**Performance**

- 6(b) The teacher creates and implements multiple forms of assessment and uses resulting data to capture student learning, provide remediation, and shape classroom instruction.

<b><i>Standard 6 Assessment</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>6.2 Performance</i></b>	<b>X</b>		

**6.2 Analysis** – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

**Sources of Evidence**

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**Standard 7: Planning for Instruction.** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

**Knowledge**

- 7(a) The teacher understands the planning and teaching of computer science lessons/units using effective and engaging practices and methodologies.

<b>Standard 7 Planning for Instruction</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.1 Knowledge</b>		X	

**7.1 Analysis** – Institute Calendar of topics, Orientation calendar of topics, Leadership Academy calendar of topics, provided PowerPoint lessons from these sessions, New Teacher Network course syllabi and course requirements all provide evidence that the CS candidate understands how to plan instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context. In addition, the week-long orientation in the community within which the candidate will be teaching deeply solidifies the candidate's knowledge of their community.

**Sources of Evidence**

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute Calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network course syllabi and instructor interview

**Performance**

- 7(b) The teacher selects a variety of real-world computing problems and project-based methodologies that support active learning.
- 7(c) The teacher provides opportunities for creative and innovative thinking and problem-solving in computer science.
- 7(d) The teacher develops student understanding of the use of computer science to solve interdisciplinary problems.

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<b><i>Standard 7 Planning for Instruction</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>7.2 Performance</i></b>	<b>X</b>		

**7.2 Analysis** – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

**Sources of Evidence**

***Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

**Knowledge**

8(a) The teacher understands the value of designing and implementing multiple instructional strategies in the teaching of computer science.

<b><i>Standard 8 Instructional Strategies</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>8.1 Knowledge</i></b>		<b>X</b>	

**8.1 Analysis** – Institute calendar of topics, Orientation calendar of topics, Leadership Academy calendar of topics, provided PowerPoint lessons from these sessions, New Teacher Network course syllabi, and course requirements all provide evidence that the CS candidate understands a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways. Additional modules or learning may be needed on how to apply these instructional strategies for on-line teaching and teaching in computer science.

**Sources of Evidence**

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network course syllabi and instructor interview

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**Performance**

- 8(b) The teacher demonstrates the use of a variety of collaborative groupings in lesson plans/units, software projects, and assessments.
- 8(c) The teacher identifies problematic concepts in computer science and constructs appropriate strategies to address them.

<b>Standard 8 Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.2 Performance</b>	<b>X</b>		

**8.2 Analysis** – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

**Sources of Evidence**

*Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

**Knowledge**

- 9(a) The teacher has and maintains professional knowledge and skills in the field of computer science and readiness to apply it.

<b>Standard 9 Professional Learning and Ethical Practice</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.1 Knowledge</b>		<b>X</b>	

**9.1 Analysis** – Institute calendar of topics, Orientation calendar of topics, Leadership Academy calendar of topics, provided PowerPoint lessons from these sessions, New Teacher Network course syllabi, and course requirements all provide evidence that the CS candidate will understand the need to engage in ongoing professional learning and use evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and to adapt practice to meet the needs of each learner. In addition, the CS candidate may find the need to extend their learning in the field of computer science once in the framework of the classroom. The candidate should not find this to be too difficult, as there is a strong emphasis on personal and professional growth and development in the TFA program.

**Sources of Evidence**

- TFA staff interview

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- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network course syllabi and instructor interview

**Performance**

- 9(b) The teacher participates in, promotes, and models ongoing professional development and life-long learning relating to computer science and computer science education.
- 9(c) The teacher identifies and participates in professional computer science education societies, organizations, and groups that provide professional growth opportunities and resources.
- 9(d) The teacher demonstrates knowledge of evolving social and research issues relating to computer science and computer science education.

<b><i>Standard 9 Professional Learning and Ethical Practice</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>9.2 Performance</i></b>	<b>X</b>		

**9.2 Analysis** – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

**Sources of Evidence**

***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***

**Knowledge**

- 10(a) The teacher understands the process and value of partnerships with industry and other organizations.

<b><i>Standard 10 Leadership and Collaboration</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>10.1 Knowledge</i></b>		<b>X</b>	

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**10.1 Analysis** – Institute Calendar of topics, Orientation calendar of topics, Leadership Academy calendar of topics, provided PowerPoint lessons from these sessions, New Teacher Network course syllabi, and course requirements all provide evidence that the CS candidate seek appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other professionals, and community members to ensure learner growth and to advance the profession.

**Sources of Evidence**

- TFA staff interview
- TFA Evidence Portal (no evidence for Computer Science added)
- Code.org training curriculum guides
- CS Candidate module
- Vision for Learning-Computer Science document
- CS Standards and Assessment Guidance document
- CS PowerPoint lesson
- Institute calendar of topics
- Orientation calendar of topics
- Leadership Academy topics/worksheets
- New Teacher Network course syllabi and instructor interview

**Performance**

10(b) The teacher is active in the professional computer science and industrial community.

<i><b>Standard 10 Leadership and Collaboration</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>10.2 Performance</b></i>	<b>X</b>		

**10.2 Analysis** – Due to the fact that TFA has had no Idaho candidates in the area of Computer Science, no performance evidence was available.

**Sources of Evidence**

**Summary**

<b>Type of Standard</b>	<b>Total Number of Standards</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Target</b>
<b>Knowledge</b>	10	2	8	
<b>Performance</b>	10	10	0	

**Areas for Improvement**

- When a CS candidate enters the Idaho system, TFA will need to make sure that Idaho specific indicators are addressed for that candidate. Some items such as digital citizenship, on-line teaching, and addressing language learners within the CS realm.

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- TFA may decide to start adding input evidence in the CS evidence folder and specializing it to Idaho standards so that once a CS candidate arrives, that information is ready.

***Recommended Action on Idaho Standards for Computer Science Teachers***

- ☐ Approved
- ☒ Conditionally Approved
- ☒ Insufficient Evidence
  - ☒ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## IDAHO STANDARDS FOR ELEMENTARY EDUCATION TEACHERS

**Standard 1: Learner Development.** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

### Knowledge

- 1(a) The teacher understands how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas.
- 1(b) The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.
- 1(c) The teacher recognizes the role of inquiry and exploration in learning and development.

<b>Standard 1 Learner Development</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		X	

**1.1 Analysis** - Candidate, principal, and TFA faculty interviews, provided PowerPoint utilized during institute, optional learning modules, and required ICLC and New Teacher Network course syllabi and requirements all provide ample evidence that that TFA candidates understand how learners grow and develop, recognize that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences. It could be noted that the candidates' knowledge of social, emotional, and physical areas of growth and development. TFA staff interviews indicate that these areas are covered by MTLDS as necessary on an individual basis.

### Sources of Evidence

- Interviews
- Institute and Orientation PowerPoint presentations
- Optional Online Learning Modules
- Syllabi from required ICLC and New Teacher Network courses

**Standard 2: Learning Differences.** *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

### Knowledge

- 2(a) The teacher understands that there are multiple levels of intervention and recognizes the advantages of beginning with the least intrusive for the student.



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- 2(b) The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

<b><i>Standard 2 Learning Differences</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>2.1 Knowledge</i></b>		<b>X</b>	

**2.1 Analysis** – Interviews, required course syllabi, optional modules, and Institute PowerPoint lessons all provide evidence that TFA candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Each candidate spends a week of Orientation within the community they have been hired to teach. This week provides them the opportunity to truly immerse themselves within the culture and community of their future students.

**Sources of Evidence**

- Candidate and principal interviews
- Course syllabi from ICLC and New Teacher Network classes
- Provided PowerPoint lessons and topic outline calendars from Institute
- Optional modules provided in early childhood and upper elementary topics
- Orientation planning guidelines/topic lists

**Performance**

- 2(c) The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
- 2(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.
- 2(e) The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

<b><i>Standard 2 Learning Differences</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>2.2 Performance</i></b>		<b>X</b>	

**2.2 Analysis** – Principal and candidate interviews, PowerPoint classroom presentation, completed Culture of Achievement plans, as well as lesson plans and UbD unit plans, indicate that TFA candidates *use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable learners to meet high standards.*

**Sources of Evidence**

- Principal and candidate interviews

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- Candidate created classroom expectation PowerPoint
- Elementary Education candidate lesson plans and UbD unit plans
- Elementary Education completed Culture of Achievement plans

***Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

**Knowledge**

- 3(a) The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

<b><i>Standard 3 Learning Environments</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>3.1 Knowledge</i></b>		X	

**3.1 Analysis** – Interviews, optional elementary modules, required Institute, Orientation, and Leadership Academy topics, required CT3 behavior management course, guidelines for Culture of Achievement Plan and Elementary Education Vision Statement all indicate that TFA candidates know how to work with others to create environments that support individual and collaborative learning and encourage positive social interaction, active engagement in learning, and self-motivation.

**Sources of Evidence**

- Candidate, principal and TFA staff interviews
- Elementary modules
- CT3 course overview and objectives
- Culture of Achievement Plan guidelines
- Elementary Education Vision statements

**Performance**

- 3(b) The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.
- 3(c) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.
- 3(d) The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

<b><i>Standard 3 Learning Environments</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>3.2 Performance</i></b>		X	

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**3.2 Analysis** – Candidate interview, completed Culture of Vision Plan, and a PowerPoint of classroom expectations all provide adequate evidence that the TFA candidates work with others to create environments that support individual and collaborative learning, and encourage positive social interaction, active engagement in learning, and self-motivation. Minimal evidence was found for indicator 3(d)-the candidate demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility. A candidate interviewed stated that the computer specialist at her school handled these types of lessons, but no evidence was found in TFA's evidence portal regarding how candidates were to learn about this indicator. Evidence was much stronger for indicators 3(b) and 3(c). Interviews with TFA staff indicate that they are aware of this and would be responsive if a candidate was placed in a situation where additional instruction was needed in the area.

**Sources of Evidence**

- Elementary candidate interview
- Culture of Vision Plan
- PowerPoint of classroom expectations
- Candidate lesson plans and UbD unit plans
- New Teacher Network course assignments

***Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

**Knowledge**

- 4(a) 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.
- 4(b) 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.
- 4(c) The teacher understands the fundamental concepts and the need to integrate STEM (Sciences, Technology, Engineering, and Mathematics).
- 4(d) The teacher understands and articulates the knowledge and practices of contemporary science and interrelates and interprets important concepts, ideas, and applications.
- 4(e) The teacher understands concepts of mathematics and child development in order to teach number 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.
- 4(f) The teacher understands the structure of mathematics and the connections and relationships within learning progressions.
- 4(g) 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

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other related areas to develop students' abilities to make informed decisions as global citizens of a culturally diverse, democratic society and interdependent world.

- 4(h) 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.
- 4(i) 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.
- 4(j) The teacher understands human movement and physical activity as central elements in learning and cognitive development.

<i><b>Standard 4 Content Knowledge</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>4.1 Knowledge</b></i>		<b>X</b>	

**4.1 Analysis** – Praxis scores, required course work including ICLC, MTI, and New Teacher Network classes, online optional modules, Institute PowerPoint and handout samples, candidate Danielson reviews, and principal survey results all indicate that TFA candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches. It should be noted that TFA candidates work closely with a MTLD hired by TFA during their first and second years of teaching. Together the MTLD and teacher make plans, set goals, and work on professional development as needed.

**Sources of Evidence**

- Praxis scores
- ICLC, MTI & New Teacher Network syllabi
- TFA online learning modules
- TFA provided Danielson evaluation of a candidate
- TFA provided principal survey

**Performance**

- 4(k) The teacher models appropriate and accurate use of written and spoken language.
- 4(l) 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.
- 4(m) 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.

<i><b>Standard 4 Content Knowledge</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>4.2 Performance</b></i>		<b>X</b>	

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**4.2 Analysis** – Candidate and BSU adjunct faculty interviews, completed lesson plans, UbD unit plans, additional required course work samples, as well as the required ICLA and MTI courses all indicate that TFA candidates teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Sources of Evidence**

- Candidate Interviews
- BSU instructor for required New Teacher Network Course Interview, syllabi, and assignment samples
- Provided lesson plans and UbD unit plans
- Completed Danielson Framework Evaluation for Elementary Candidate

**Standard 5: Application of Content.** *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

**Knowledge**

- 5(a) The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

<b>Standard 5 Application of Content</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.1 Knowledge</b>		<b>X</b>	

**5.1 Analysis** – Lesson plan guidelines, New Teacher Network course instructor interview, optional modules, Institute assignment guidelines, Core Practice and Learning Cycle schedule as well as the Vision for Content and Assessment Elementary Literacy and Elementary Math handouts all provide evidence that The TFA candidates understand the importance of providing a purpose and context to use the communication skills

**Sources of Evidence**

- TFA Lesson Plan Guidelines
- New Teacher Network instructor interview
- TFA provided optional online modules
- Institute assignment guidelines
- Core Practice and Learning Cycle schedule
- Vision for Content and Assessment Elementary Literacy & Elementary Math handouts

**Standard 6: Assessment.** *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Standard 7: Planning for Instruction.** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,*

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*cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

**Performance**

- 7(a) The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.

<b><i>Standard 7 Planning for Instruction</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>7.2 Performance</i></b>		X	

**7.2 Analysis** – Completed lesson plans, UbD unit plans, New Teacher Network course assignments and instructor interview, as well as candidate interviews and observations all provide evidence that TFA candidates design instruction that provides opportunities for students to learn through inquiry and exploration.

**Sources of Evidence**

- Candidate lesson plans
- Candidate UbD unit plan
- New Teacher Network course assignments
- New Teacher Network instructor interview
- Candidate observations
- Candidate interviews

***Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

**Performance**

- 8(a) The teacher engages all learners in developing higher order thinking skills.

<b><i>Standard 8 Instructional Strategies</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>8.2 Performance</i></b>		X	

**8.2 Analysis** – Candidate observations and interviews, principal interviews, completed lesson and unit plans, PowerPoint presentations, and completed learning maps all indicate that TFA candidates are able to engage all learners in developing high order thinking skills. It should be noted that critical thinking and problem solving skills are highly emphasized in TFA guidelines, presentations, and throughout assignment guidelines.

**Sources of Evidence**

- Candidate observations

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- Candidate interviews
- Principal interviews
- Candidate lesson plans
- Candidate UbD unit plans,
- Candidate PowerPoint presentations
- Candidate learning maps
- MTLD interview (informal)

**Standard 9: Professional Learning and Ethical Practice.** *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

**Standard 10: Leadership and Collaboration.** *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Knowledge**

- 10(a) The teacher understands the significance of engaging in collaborative data-driven decision making.

<b>Standard 10 Leadership and Collaboration</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.1 Knowledge</b>		X	

**10.1 Analysis** – Candidate and BSU adjunct instructor interviews, completed record of learning forms, PLC log samples, as well as handouts and presentations from leadership academies, UbD unit plans, and resources in candidate tool boxes provide evidence that TFA candidates seek appropriate leadership roles and opportunities to take responsibility for students learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth and to advance the profession.

**Sources of Evidence**

- Candidate Interview
- New Teacher Network class instructor interview
- Record of Learning forms
- Leadership Academy handouts and presentations
- Completed UbD unit plans
- Candidate technology tool box

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**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6		6	
Performance	5		5	

**Areas for Improvement**

- N/A

**Opportunities for Enhancement**

TFA could work to be more deliberate in their instruction regarding indicators:

- 1b The teacher understands the cognitive processes of attention, memory, sensory processing, and reasoning and their role in learning.
- 3d The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

TFA could work to be more deliberate in their instruction regarding the integration of cross-curricular subjects throughout the elementary curriculum.

**Recommended Action on Idaho Standards for Elementary Education Teachers**

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☐ Not Approved



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## IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

**Standard 1: Learner Development** - *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

### Performance

- 1(a) Candidates demonstrate knowledge of developmental levels in reading, writing, listening, viewing, and speaking and plan for developmental stages and diverse ways of learning.
- 1(b) Candidates demonstrate knowledge about how adolescents read and make meaning of a wide range of texts (e.g. literature, poetry, informational text, and digital media).
- 1(c) Candidates demonstrate knowledge about how adolescents compose texts in a wide range of genres and formats including digital media.

<b>Standard 1 Learner Development</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** - Based on a series of lesson plans, a student profile, and a reflection, candidates are meeting the performance objectives for standard one. Specifically, candidates are able to demonstrate an understanding of all indicators and recognize the development of individuals across cognitive, social, linguistic, and emotional areas. While there is strong evidence for indicators 1a and 1b, evidence supporting composition is limited to argumentative essays poetry analysis in reference to 1c.

### Sources of Evidence

- Lesson Plans
- Student Profile
- Candidate Reflection

**Standard 2: Learning Difference** - *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

### Performance

- 2(a) Candidates demonstrate knowledge of theories and research needed to plan and implement instruction responsive to students' local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students' opportunities to learn in ELA.

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- 2(b) Candidates design and/or implement instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

<b><i>Standard 2 Learning Differences</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>2.2 Performance</i></b>		<b>X</b>	

**2.2 Analysis** - A secondary course reflection, student profile, and lesson plans provide sufficient evidence that candidates are demonstrating performance of indicators 2a and 2b. Based on the evidence provided, candidates both understand and design curriculum for students based on ethnicity, social status, learning ability, and grounded in theory. Evidence shows candidates have researched their community, geographical area, and other informative data to found their curriculum that is specifically adapted to student needs,

**Sources of Evidence**

- Candidate Graduate Course Reflection/Essay
- Student Profile
- Lesson Plans

***Standard 3: Learning Environments - The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

**Performance**

- 3(a) Candidates use various types of data about their students' individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA (e.g., workshops, project-based learning, guided writing, Socratic seminars, literature circles etc.).

<b><i>Standard 3 Learning Environments</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>3.2 Performance</i></b>		<b>X</b>	

**3.2 Analysis** - Based on the evidence provided in lesson plans, reflection, and a detailed student profile, candidates demonstrate an awareness of learning environments which are based on student identities and knowledge of literacy. Candidates create student centered environments and lessons based on the data collected and individual need, allowing students to contextualize curriculum and become invested in their learning. Evidence shows candidates creating Socratic seminars and collaborative learning groups which are based on students interests and level of understanding.

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**Sources of Evidence**

- Lesson Plans
- Student Profile
- Candidate Reflection

**Standard 4: Content Knowledge** - *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

**Performance**

- 4(a) Candidates demonstrate knowledge and use print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.
- 4(b) Candidates demonstrate knowledge and use the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they apply the concept of dialect and relevant grammar systems (e.g., descriptive and prescriptive); they facilitate principles of language acquisition; they connect the influence of English language history on ELA content and its impact of language on society.
- 4(c) Candidates demonstrate knowledge and compose a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing involves strategic and recursive processes across multiple stages (e.g., planning, drafting, revising, editing, and publishing); candidates use contemporary technologies and/or digital media to compose multimodal discourse.
- 4(d) Candidates demonstrate knowledge and use strategies for acquiring and applying vocabulary knowledge to general academic and domain specific words as well as unknown terms important to comprehension (reading and listening) or expression (speaking and writing).

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Performance</b>		<b>X</b>	

**4.2 Analysis** - Based on lesson plans, reflection, and observation, candidates show sufficient evidence for indicators 4a, 4b, and 4c; however, there is insufficient evidence of candidates demonstrating knowledge of or strategies for applying and acquiring domain specific vocabulary for 4d. However, evidence shows candidates incorporating a range and variety of texts in addition to the evolution of language and syntax. Candidates also demonstrate a knowledge of composing texts and the processes which is seen through feedback throughout the planning, drafting, and

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revising stages. In this feedback, candidates are also engaging in multimodal discourse to clearly communicate with their students.

**Sources of Evidence**

- Lesson Plans
- Observation
- Candidate Reflection

***Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***

**Performance**

- 5(a) Candidates design and/or implement instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students' writing for different audiences, purposes, and modalities.
- 5(b) Candidates design and/or implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.
- 5(c) Candidates design and/or implement instruction related to a breadth and depth of texts, purposes, and complexities (e.g., literature, digital, visual, informative, argument, narrative, poetic) that lead to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.
- 5(d) Candidates design and/or implement instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

<b><i>Standard 5 Application of Content</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>5.2 Performance</i></b>		<b>X</b>	

**5.2 Analysis** - Based on observations, lesson plans, rubrics with individualized feedback, and student writing samples, candidates demonstrate sufficient evidence for indicators 5b, 5c, 5d; however, there is little evidence to support indicator 5a. The EPP provided daily grammar exercises designed for middle school students that focuses on usage and mechanics but fails to show the candidate's implementation of this instruction. However, evidence shows candidates using and designing curriculum that addresses complex topics which involves students who are actively participating and developing critical thinking skills.

**Sources of Evidence**

- Lesson Plans
- Observation

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- Candidate Created Rubric & Feedback
- Student Writing Samples

***Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

**Performance**

- 6(a) Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.
- 6(b) Candidates design or knowledgeably select appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
- 6(c) Candidates design or knowledgeably select a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates respond to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.
- 6(d) Candidates differentiate instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments); candidates communicate with students about their performance in ways that actively involve students in their own learning.

<b><i>Standard 6 Assessment</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>6.2 Performance</i></b>		<b>X</b>	

**6.2 Analysis** - Based on candidate created assessments, lesson plans, rubric feedback, and reflections, candidates are able to design and interpret meaningful formative and summative assessments. Evidence shows candidates evaluating data to guide future learning and curriculum. Candidates understand how to develop effective assessments, particularly rubrics and reading quizzes. Evidence also demonstrates candidates using feedback to create collaborative groups based on student interests which not only engages and promotes development as readers and writers. Candidates also respond to student writing, providing specific and clear feedback, ultimately encouraging growth.

**Sources of Evidence**

- Assessments
- Lesson Plans
- Candidate Reflection
- Candidate Rubric Feedback

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**Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.**

**Performance**

- 7(a) Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
- 7(b) Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.
- 7(c) Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.
- 7(d) Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

<b>Standard 7 Planning for Instruction</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.2 Performance</b>		<b>X</b>	

**7.2 Analysis** - Based on lesson plans, a reflection, a student profile, and a student writing sample, candidates plan instruction that meets the need of learners. Evidence shows that candidates integrate cross-disciplinary skills and collaborative approaches founded in contemporary theories. Candidates also show evidence of differentiating instructional strategies based on student needs. From the evidence provided by the EPP, candidates demonstrate a standards-based curriculum that utilizes a range of texts and instructional strategies.

**Sources of Evidence**

- Lesson Plans
- Student Profile
- Candidate Reflection

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**Standard 8: Instructional Strategies** - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Performance**

- 8(a) Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies and digital media, and knowledge about students' linguistic and cultural backgrounds.

<b>Standard 8 Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.2 Performance</b>		X	

**8.2 Analysis** - Based on lesson plans, reflection, and assessments, candidates demonstrate knowledge and use of contemporary technologies in conjunction with literacy instruction. The evidence shows candidates not only utilizing a variety of instructional strategies but also a wide range of technology such as Google Forms, Turnitin, and PowerPoint to engage learners and establish connections between content areas.

**Sources of Evidence**

- Lesson Plans
- Assessments
- Candidate Reflection

**Standard 9: Professional Learning and Ethical Practice** - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Performance**

- 9(a) Candidates model literate and ethical practices in ELA teaching, and engage in a variety of experiences related to ELA and reflect on their own professional practices.

<b>Standard 9 Professional Learning and Ethical Practice</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>9.2 Performance</b>		X	

**9.2 Analysis** - Based on candidate observations, Individualized Learning Plans, and reflections, teachers are both engaging with and reflecting on their practice throughout the school year. Candidates specifically evaluate lesson plans, yearly growth, and specific interactions with

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students. The evidence provided shows candidates not only continually evaluating but also adapting their practices for individuals and specific classes.

**Sources of Evidence**

- Observations
- Individualized Learning Plan
- Candidate Reflection

**Standard 10: Leadership and Collaboration** - *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Performance**

10(a) Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

<b>Standard 10 Leadership and Collaboration</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>10.2 Performance</b>		X	

**10.2 Analysis** - Based on observations, reflections, and surveys, candidates demonstrate a strong understanding of this standard. The evidence provided shows candidates taking initiative in classrooms, schools, and their communities, assuming leadership roles and responsibility. Candidates use these opportunities to both foster relationships with students and community members in addition to strengthening their collaboration with teachers in their individual schools and across districts.

**Sources of Evidence**

- Observations
- Candidate Created Survey
- Candidate Reflection

**Summary**

<b>Type of Standard</b>	<b>Total Number of Standards</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Knowledge</b>	0			
<b>Performance</b>	10	0	10	0



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***Areas for Improvement***

- Although evidence and artifacts indicate candidates demonstrate an acceptable level of knowledge and skill, in order to move into exemplary, the EPP would need to provide at least three cycles of data and demonstrate use of data in guiding improvement decisions.

***Recommended Action on Idaho Standards for English Language Arts Teachers***

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## IDAHO STANDARDS FOR SPECIAL EDUCATION TEACHERS

### IDAHO STANDARDS FOR EXCEPTIONAL CHILD GENERALISTS

*Standard 1: Learner Development and Individual Learning Differences - The teacher understands how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.*

#### Knowledge

- 1(a) The teacher understands how language, culture, and family background influence the learning of individuals with exceptionalities.
- 1(b) The teacher has an understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- 1(c) The teacher understands how exceptionalities can interact with development and learning.

<b>Standard 1 Learner Development</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		<b>X</b>	

**1.1 Analysis** –EPP provides sufficient evidence for knowledge indicators 1a, 1b, and 1c to demonstrate the program is designed to meet the standard. Evidence includes assignment instructions, a teacher reflections/justification of an assignment, a student transition plan, a student survey, an individual education plan (IEP), an accommodation justification, and an evaluation report.

#### Sources of Evidence

- Assignment instructions, reflections on assignment
- Transition plan, student survey, IEP
- Accommodations justification, evaluation report

#### Performance

- 1(d) The teacher modifies developmentally appropriate learning environments to provide relevant, meaningful, and challenging learning experiences for individuals with exceptionalities.
- 1(e) The teacher is active and resourceful in seeking to understand how primary language, culture, and family interact with the exceptionality to influence the individual's academic and social abilities, attitudes, values, interests, and career and post-secondary options.

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<b><i>Standard 1 Learner Development</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>1.2 Performance</i></b>		<b>X</b>	

**1.2 Analysis** – EPP provides considerable evidence for performance indicators 1d and 1e to demonstrate the program is designed to meet the standard. Evidence includes student snapshots (including data and how that data informs the student’s instruction and program), teacher reflection data, a literacy student profile (including data that informs individual student accommodations), the successful completion of the Idaho Comprehensive Literacy Assessment (ICLA), an instructional pacing map, and a teacher developed parental input form used to intentionally meet 1e.

**Sources of Evidence**

- Student Snapshot, Accommodation Plan, Teacher Reflection on Assessment Data and Informal Observation
- Literacy Student Profile (assessment and how it informs instruction and accommodations)
- Visual Student Schedules, Successful Completion of Idaho Comprehensive Literacy Assessment (ICLA), Pacing Maps
- Parental Input Form

***Standard 2: Learning Environments - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.***

**Knowledge**

- 2(a) The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
- 2(b) The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2(c) The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2(d) The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g., positive behavioral supports, functional behavioral assessment and behavior plans).

<b><i>Standard 2 Learning Environments</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>2.1 Knowledge</i></b>		<b>X</b>	

**2.1 Analysis** – EPP provides sufficient evidence for knowledge indicators 2a, 2b, 2c, and 2d to demonstrate the program is designed to meet the standard. Evidence includes a behavior

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intervention plan, a redirection/restorative policy, classroom management plan, and a student directed learning collaboration request.

**Sources of Evidence**

- Behavior Intervention Plan, Student Snapshot, Literacy Student Profile
- Redirection/Restorative Policy, Student Directed Learning Collaboration Request
- Literacy Student Profile, Classroom Motivation Chart (Explanation and Artifact)
- Classroom Management Plan (including artifacts)

**Performance**

- 2(e) The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.
- 2(f) The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment and provides for the maintenance and generalization of acquired skills across environments and subjects.
- 2(g) The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.
- 2(h) The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

<b><i>Standard 2 Learning Environments</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>2.2 Performance</i></b>		<b>X</b>	

**2.2 Analysis** – EPP provides sufficient evidence for performance indicators 2e, 2f, 2g, and 2h to demonstrate the program is designed to meet the standard. Evidence includes an observation of the classroom, a classroom management plan, a physical environment flexibility and a responsiveness reflection, an explanation and artifact of the Student Voices project, and a behavior intervention plan.

**Sources of Evidence**

- Classroom management plan (with artifact)
- Physical Environment Flexibility and Responsiveness Reflection (with artifact)
- Student Voices Project

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- Behavior Intervention Plan
- Classroom Observation

***Standard 3: Curricular Content Knowledge - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.***

**Knowledge**

- 3(a) The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
- 3(b) The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- 3(c) The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

<b><i>Standard 3 Curricular Content Knowledge</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>3.1 Knowledge</i></b>		<b>X</b>	

**3.1 Analysis** – EPP provides sufficient evidence for knowledge indicators 3a, 3b, and 3c to demonstrate the program is designed to meet the standard. Evidence includes lesson plans, an IEP amendment, individual goal sheets for various content areas, book report project instructions and rubrics, grouping justification with artifacts, and a Socratic seminar lesson plan (with modifications for individuals with exceptionalities).

**Sources of Evidence**

- Lesson plans, pacing maps, completion of Idaho Comprehensive Literacy Assessment (ICLA)
- IEP Amendment, Individual Learning Goals for various content areas
- Book Report Project instructions and rubric, Grouping justification and artifact
- Socratic Seminar lesson plan

**Performance**

- 3(d) The teacher demonstrates in their planning and teaching, a solid base of understanding of the central concepts in the content areas they teach.
- 3(e) The teacher collaborates with general educators in teaching or co-teaching the content of the general curriculum to individuals with exceptionalities and designs appropriate learning, accommodations, and/or modifications.
- 3(f) The teacher uses a variety of specialized curricula (e.g., academic, strategic, social, emotional, and independence curricula) to individualize meaningful and challenging learning for individuals with exceptionalities.

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<b><i>Standard 3 Curricular Content Knowledge</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>3.2 Performance</i></b>		<b>X</b>	

**3.2 Analysis** – EPP provides sufficient evidence for performance indicators 3d, 3e, and 3f to demonstrate the program is designed to meet the standard. Evidence includes lesson plans, FLEX Literacy Digital Experience program, pacing guides, adapted quizzes, student snapshot, a Literacy Student Profile, an emotional intelligence chart (with artifact), a classroom observation, teacher candidate interviews, and SenseMakers instruction for student transition from the K-12 system.

**Sources of Evidence**

- Lesson plans and adapted quizzes for differentiation of instruction
- FLEX Literacy Digital Experience
- Pacing Guides
- Literacy Student Profile and Student Snapshot
- Emotional Intelligence Chart (with artifact), SenseMakers instruction for student transition from K-12 system
- Teacher Candidate Interviews
- Classroom Observation

***Standard 4: Assessment - The teacher uses multiple methods of assessment and data-sources in making educational decisions***

**Knowledge**

- 4(a) The teacher knows how to select and use technically sound formal and informal assessments that minimize bias.
- 4(b) The teacher has knowledge of measurement principles and practices, and understands how to interpret assessment results and guide educational decisions for individuals with exceptionalities.
- 4(c) In collaboration with colleagues and families, the teacher knows how to use multiple types of assessment information in making decisions about individuals with exceptionalities.
- 4(d) The teacher understands how to engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.
- 4(e) The teacher understands assessment information to identify supports, adaptations, and modifications required for individuals with exceptionalities to access the general curriculum and to participate in school, system, and statewide assessment programs.
- 4(f) The teacher is aware of available technologies routinely used to support assessments (e.g., progress monitoring, curriculum-based assessments, etc.).
- 4(g) The teacher understands the legal policies of assessment related to special education referral, eligibility, individualized instruction, and placement for individuals with exceptionalities, including individuals from culturally and linguistically diverse backgrounds.

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<b><i>Standard 4 Assessment</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>4.1 Knowledge</i></b>		<b>X</b>	

**4.1 Analysis** – EPP provides sufficient evidence for knowledge indicators 4a-4g to demonstrate the program is designed to meet the standard. Evidence includes a running records and student comprehension check, exit tickets, a teacher developed assessment, a curriculum assessment, an evaluation report, a parent input form, feedback to students, Moby Max Dashboard, and a backwards planning Special Education timeline document.

**Sources of Evidence**

- Running records and student comprehension check, Exit tickets, Teacher developed assessment, Curriculum assessment, Running records and comprehension check, Book report project
- Parent Input Form, Feedback to students (Gradebook and Microsoft Teams), Moby Max Dashboard (online instructional tool for remediation)
- Evaluation Report, Backwards Planning for Special Education Timeline Document

**Performance**

- 4(h) The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.
- 4(i) The teacher gathers background information regarding academic, medical, and social history.
- 4(j) The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.
- 4(k) The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.
- 4(l) The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

<b><i>Standard 4 Assessment</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>4.2 Performance</i></b>		<b>X</b>	

**4.2 Analysis** – EPP provides sufficient evidence for performance indicators 4h-4l to demonstrate the program is designed to meet the standard. Evidence includes the Power School progress monitoring system, a detailed teacher monitoring artifact, a caregiver survey, communication with parents using Google Voice App, an Individual Education Plan (IEP) with a transition plan, and a completed Student behavior self-assessment artifact.

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**Sources of Evidence**

- Moby Max Dashboard (online instructional tool for remediation), PowerSchool Monitoring Program, Detailed Teaching Monitoring Artifact
- Parent Input Form, Beginning of the Year Letter, Caregiver Survey, Communication with Parents and Caregivers through Google Voice App, Schedule of Parent Meetings, Caregiver Survey
- Individual education plan (IEP), Transition Plan, Student Behavior Self-Assessment, Accommodations Form

***Standard 5: Instructional Planning and Strategies – The teacher selects, adapts, and uses a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities.***

**Knowledge**

- 5(a) The teacher knows how to consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.
- 5(b) The teacher understands technologies used to support instructional assessment, planning, and delivery for individuals with exceptionalities.
- 5(c) The teacher is familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.
- 5(d) The teacher understands strategies to enhance language development, communication skills, and social skills of individuals with exceptionalities.
- 5(e) The teacher knows how to develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.
- 5(f) The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.
- 5(g) The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.
- 5(h) The teacher knows how to enhance 21st Century student outcomes such as critical thinking, creative problem solving, and collaboration skills for individuals with exceptionalities, and increases their self-determination.
- 5(i) The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

<b><i>Standard 5 Instructional Planning and Strategies</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>5.1 Knowledge</i></b>		<b>X</b>	



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**5.1 Analysis** – EPP provides sufficient evidence for knowledge indicators 5a-5i to demonstrate the program is designed to meet the standard. Evidence includes American Dream essay instructions, progress tracking reports, Greeting Others instructional materials, Individual Education Plans (IEPs), a transition plan, colleague conversation artifact, lesson plans, decision making map, problem solving practice, competent Sensemakers and the Student Voices project. 5c evidence was lacking a bit but still passed.

**Sources of Evidence**

- American Dream essay instructions, progress tracking reports
- Feedback to students (including Microsoft Teams), Moby Max Dashboard (online instructional tool for remediation)
- Greeting Others Instructional Items, Student Participation Instructional Items, Emotional Instruction Lesson Materials, Individual Education Plans (IEPs), Transition Plan, Colleague Conversation Artifact, Lesson Plans
- Decision Making Map and Problem Solving Practice, Competent Sensemakers Instruction, and Student Voices Project

**Performance**

- 5(j) The teacher plans and uses a repertoire of evidence-based instructional strategies in promoting positive learning results in general and special curricula and in modifying learning environments for individuals with exceptionalities appropriately.
- 5(k) The teacher emphasizes explicit instruction with modeling, and guided practice to assure acquisition and fluency, as well as, the development, maintenance, and generalization of knowledge and skills across environments.
- 5(l) The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.
- 5(m) The teacher utilizes universal design for learning, augmentative and alternative communication systems, and assistive technologies to support and enhance the language and communication of individuals with exceptionalities.
- 5(n) The teacher develops a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.
- 5(o) The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

<b><i>Standard 5 Instructional Planning and Strategies</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>5.2 Performance</i></b>		<b>X</b>	

**5.2 Analysis** – EPP provides sufficient evidence for performance indicators 5j-5o to demonstrate the program is designed to meet the standard. Evidence includes Social emotional learning

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materials and visual support cards for Universal Design, lesson plans, teacher candidate interviews, a classroom observation and a Universal Design student behavior self-assessment.

**Sources of Evidence**

- Social/Emotional Learning Materials, Visual Support Cards, Lesson Plans
- Individual Education Plans (IEPs), Transition Plan
- Student Snapshots and Literacy Student Profile
- Lesson Plans, Teacher Candidate Interviews, Universal Design Student Behavior Self-Assessment
- Classroom Observation

***Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.***

**Knowledge**

- 6(a) The teacher understands how foundational knowledge and current issues influence professional practice.
- 6(b) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6(c) The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.
- 6(d) The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.
- 6(e) The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

<b><i>Standard 6 Professional Learning and Ethical Practices</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>6.1 Knowledge</i></b>		<b>X</b>	

**6.1 Analysis** – EPP provides sufficient evidence for knowledge indicators 6a-6e to demonstrate the program is designed to meet the standard. Evidence includes professional trainings attended, beginning of the year letter, a caregiver survey, communication methods with parents, professional community memberships, digital portfolio, special education training, data tracking example, and a program and legal records system.

**Sources of Evidence**

- Professional Trainings (ex. SESTA, IPBN Conference, Special Education Bootcamps, Behavior Summer Conference)
- Beginning of Year Letter and Caregiver Survey, Communicating with Parents via Google Voice App

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- Professional Communities Membership, Digital Portfolio, Data Tracking Example and Explanation, and an example of the Program and Legal Records System

**Performance**

- 6(f) The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6(g) The teacher provides guidance and direction to paraeducators, tutors, and volunteers.
- 6(h) The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
- 6(i) The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

<b><i>Standard 6 Professional Learning and Ethical Practices</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>6.2 Performance</i></b>		<b>X</b>	

**6.2 Analysis** – EPP provides sufficient evidence for performance indicators 6f-6i to demonstrate the program is designed to meet the standard. Evidence includes a digital portfolio, teacher developed training for district special educators, collaboration with community (knowledge and use of resources such as Albertson’s donation and Donors Choose program), development of a safe place for students, professional trainings, paraeducator training binder inserts, a parent/communication log, teacher candidate interviews, and a caregiver survey. 6f-Teacher candidates demonstrate they act in professional and ethical ways, however, including evidence that they actually do have knowledge of Ethical Practice and Professional Practice Standards is lacking.

**Sources of Evidence**

- Student Voices, Digital Portfolio, Teacher Developed Training for Special Educators, Student Progress Tracking, American Dream Essay Rubric
- Collaboration (Knowledge and Use of Resources) (Albertson’s Donation, Donor’s Choose Program, Field trip and Field Trip Permission Slip
- Learning Environment (Physical Space) model, Parent Communication Log, Caregiver Survey
- Development and explanation of a Safe Place (with picture artifact), Professional Trainings, Transition Field Trip
- Professional Learning Community Participation, Para Training Binder Inserts
- Teacher Candidate Interviews

***Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.***

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**Knowledge**

- 7(a) The teacher understands the theory and elements of effective collaboration.
- 7(b) The teacher understands how to serve as a collaborative resource to colleagues.
- 7(c) The teacher understands how to use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.
- 7(d) The teacher understands how to collaborate with their general education colleagues to create learning environments that meaningfully include individuals with exceptionalities, and that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement.
- 7(e) The teacher is familiar with the common concerns of parents/guardians of students with disabilities and knows appropriate strategies to work with parents/guardians to deal with these concerns.
- 7(f) The teacher knows about services, networks, and organizations for individuals with disabilities and their families, including advocacy and career, vocational, and transition support.

<i><b>Standard 7 Collaboration</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>7.1 Knowledge</b></i>		<b>X</b>	

**7.1 Analysis** – EPP provides sufficient evidence for knowledge indicators 7a-7f to demonstrate that the program is designed to meet the standard. Evidence includes a team collaboration artifact, letters of recommendation (referencing collaboration), student snapshot, literacy student profile, collaboration of colleagues to develop a student goal, parent communication artifact, beginning of year letter, field trip permission slip, a caregiver survey, a classroom observation, teacher candidate interviews, and Common Sensemakers instruction.

**Sources of Evidence**

- Team Collaboration Artifact, Letters of Recommendation (referencing collaboration), Student Snapshot, Literacy Student Profile, Collaboration of Colleagues to develop a Student Goal
- Parent Communication Artifact, Field Trip Permission Slip
- Beginning of Year Letter and Caregiver Survey, Common Sensemakers Instruction
- Teacher Candidate Interviews, Classroom Observation

**Performance**

- 7(g) The teacher collaborates with the educational team to uphold current federal and state laws pertaining to students with disabilities, including due process rights related to assessment, eligibility, and placement.
- 7(h) The teacher collaborates with related-service providers, other educators including special education paraeducators, personnel from community agencies, and others to address the needs of individuals with exceptionalities.

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- 7(i) The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

<b><i>Standard 7 Collaboration</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>7.2 Performance</i></b>		<b>X</b>	

**7.2 Analysis** – EPP provides sufficient evidence for performance indicators 7g-7i to demonstrate the program is designed to meet the standard. Evidence includes artifacts showing collaborative efforts with colleagues to develop student goals and outcomes, Individual Education Plans (IEPs), a program and legal records system, participant Interviews, a beginning of year letter and caregiver survey, communication with parent log, a collaborative remediation plan to address math assessment data, a mentor compilation communication report, and a community engagement presentation at a community council meeting.

**Sources of Evidence**

- Artifact showing collaborative efforts with colleagues to develop student goals and outcomes
- Individual Education Plans (IEPs)
- Program and Legal Records System
- Participant Interviews
- Elementary School Field Trip to Middle School to address transition issues and Field Trip Permission Slip
- Competent Sensemakers Collaboration with BSU Educational Access Center
- Beginning of Year Letter and Caregiver Survey
- Communication with Parent Artifact
- Collaborative Remediation Plan with Student to address Math Assessment Data
- Community Engagement Presentation at a Community Council Meeting
- Mentor Compilation Communication Report (logging communication with mentors, families)

**Summary**

<b>Type of Standard</b>	<b>Total Number of Standards</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Knowledge</b>	7	0	7	0
<b>Performance</b>	7	0	7	0

**Areas for Improvement**

- TFA met all knowledge and performance standards for the Exceptional Child Generalist. In the future, TFA could move to the Exemplary area if it included three cycles of data under individual standards.

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***Recommended Action on Idaho Standards for Exceptional Child Generalists***

- ☒ Approved
- ☐ Conditionally Approved
  - ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## IDAHO STANDARDS FOR MATHEMATICS TEACHERS

**Standard 1: Learner Development.** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

### Knowledge

- 1(a) The teacher knows how to recognize students' mathematical development, knowledge, understandings, ways of thinking, mathematical dispositions, interests, and experiences.
- 1(b) The teacher knows of learning progressions and learning trajectories that move students toward more sophisticated mathematical reasoning.

<b>Standard 1 Learner Development</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		X	

**1.1 Analysis** – EPP provides sufficient evidence on all indicators to demonstrate that the program is designed to prepare candidates with an acceptable foundation on learner growth and development. Summer Institute coursework modules in Learner Variability, Core Practices in the Learning Cycle, and Culturally Responsive Pedagogy provide sufficient evidence that candidates can recognize students' mathematical development, knowledge, and understanding as well as learning progression and trajectories and how these may vary individually across students. University and program-required coursework demonstrate candidate's knowledge of designing and implementing appropriately challenging learning experiences as well as assessing and advancing student reasoning. As discussed through candidate interviews, Special Education modules, offered by TFA-Idaho to both Special and General Educators, offer knowledge of how learners grow and develop and strategies to target individual differences. In the case of indicator 1(a), evidence for knowledge of mathematical identities and dispositions, interests, and experience were provided through candidate interviews, ethnographic context plans, and literature reviews on mathematics identities and attitudes, as well as Institute coursework on mathematics identity through the mathematics content sessions.

### Sources of Evidence

- Syllabi for modules in Learner Variability, Teaching Mathematical Thinking, Culturally Responsive Pedagogy, and Math content sessions
- Required coursework in Mathematics identity, Learner Development, and Community Ethnography Plans
- Candidate Interviews
- Lesson Plans
- PLC collaboration and Coaching, as discussed in candidate interviews

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**Performance**

- 1(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
- 1(d) The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.
- 1(e) The teacher plans and facilitates learning activities that value students' ideas and guide the development of students' ways of thinking, and mathematical dispositions in line with research-based learning progressions.

<b><i>Standard 1 Learner Development</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>1.2 Performance</i></b>		<b>X</b>	

**1.2 Analysis** – Candidates' lesson plans and instructional units demonstrate candidates' ability to shift instruction based on learner variability through modules on student choice, anticipating student struggle, planning differentiated instruction, and dedicating time for remediation and enrichment. Lesson plans and concept maps demonstrate appropriately challenging learning experiences and opportunities for students to make connections, situate ideas within a mathematical framework, and bridge the gap between classroom and in-context experience. Candidates implement a backward design model to ensure their assignments, assessments, and lesson are appropriate for their students' stage of development and learning progression. Proficiency scales and enrichment and remediation plans provide evidence for knowledge of learner progression and appropriate learning expectations. Assignments and lesson plans give evidence for student choice and real-world connections as well as providing multiple access point to students of all levels. Program could strengthen their portfolio with more evidence on candidate reflection on lessons and how lessons and learning activities specifically value students' ideas, mathematical ways of thinking, and mathematical dispositions.

**Sources of Evidence**

- Lesson Plans
- Concept Maps
- Unit Plans
- Assignments and Student Work
- Proficiency Scales
- Enrichment and Remediation Plans

***Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.***

**Knowledge**

- 2(a) The teacher knows how to design lessons at appropriate levels of mathematical development, knowledge, understanding, and experience.



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- 2(b) The teacher knows how to use assessment data and appropriate interventions for students.

<b><i>Standard 2 Learning Differences</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>2.1 Knowledge</i></b>		<b>X</b>	

**2.1 Analysis** – Boise State University Syllabus, required coursework, candidate papers, and candidate literature reviews provide evidence that candidates know how to design lessons at an appropriate developmental level, sequence learning, create appropriate success criteria, and design engaging assessment opportunities. Summer Institute Training modules in Learner Variability and Culturally Responsive Pedagogy provide extensive evidence that candidates have knowledge of how individual differences and diverse cultures impact students, their learning trajectories, their individualized learning goals, and their ability to meet high standards. As discussed in candidate interviews, during Institute, candidates researched the demographic of their school and met in small group cohorts to discuss how these cultural or demographic differences may impact their students and their dispositions as well as the candidates' classroom practice. Ongoing support in culturally relevant and meaningful learning experiences and assessment opportunities are provided through ongoing coaching by TFA-Idaho and Leadership Advances. Intervention and Remediation Protocols demonstrate candidate's ability to analyze assessment data and respond with appropriate interventions and enrichment opportunities for more universal mathematical understanding.

**Sources of Evidence**

- Syllabi from Summer Institute
- Boise State University Syllabus
- Coursework, including candidate papers and literature reviews
- Intervention and Remediation Protocols
- Candidate Interviews
- Cohort Professional Learning Communities
- TFA-Idaho Teaching and Leadership Coaching

**Performance**

- 2(c) The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

<b><i>Standard 2 Learning Differences</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>2.2 Performance</i></b>		<b>X</b>	

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**2.2 Analysis** – EPP provides evidence of candidates' ability to modify and adjust instruction to meet the needs of both struggling and excelling students through candidates' intervention and remediation protocols. Scope and Sequencing Calendars and unit plans demonstrate ability to design universally accessible math instruction that is aligned to content standards, anticipates student needs, supplement provided curriculum to cater to candidates' students, and ensures mathematical understanding for all students. Sequencing calendars include plans for both remediation and enrichment opportunities. Assessments and rubrics provide evidence that candidates can create assessment opportunities that adequately and objectively assess desired content standards and learning objectives. A combination of student exit tickets and candidate interviews provide sufficient evidence that formative assessment is used to track student learning and adjust and modify instruction to meet student needs.

**Sources of Evidence**

- Intervention and Remediation Protocols and Data Tracking
- Response to Intervention Forms
- Unit Plans
- Scope and Sequencing Calendars
- Assessments and Rubrics
- Candidate Interviews

***Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.***

***Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.***

**Knowledge**

- 4(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
- 4(b) The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and inferential) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.
- 4(c) The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.
- 4(d) The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.
- 4(e) The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

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<b><i>Standard 4 Content Knowledge</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>4.1 Knowledge</i></b>		<b>X</b>	

**4.1 Analysis** – EPP provides sufficient evidence for all indicators that the program is designed to ensure candidates have the content knowledge and pedagogy to understand the foundational concept and tools of inquiry in mathematics. Candidates’ Praxis scores and the TFA-Idaho recruitment process provide evidence that candidates understand mathematical concepts and the application of appropriate content and are knowledgeable in mathematical argument and proof. Interview with Institute Manager provided evidence that candidates have ongoing coaching support and optional enrichment sessions in content development. Institute syllabi and coursework provide some evidence that candidates are knowledgeable of multiple means of representations, multiple means of action and expression, and various mathematical modeling techniques. TMT (Teaching Mathematical Thinking) modules provide sufficient evidence that candidates can make use of hands-on, visual, and symbolic mathematical models as well as teach, identify, and encourage the use of the standards for mathematical practice among students. Summer Institute coursework and resource pages provide evidence that candidates have knowledge of a variety of problem-solving approaches, mathematical strategies, and instructional activities for investigating and understanding mathematics.

**Sources of Evidence**

- PRAXIS scores
- Recruitment process
- Interview with Institute Manager
- Institute Syllabi
- Institute Learning Modules
- Teaching Mathematical Thinking Syllabus

**Performance**

- 4(f) The teacher connects the abstract and the concrete and asks useful questions to clarify or improve reasoning.
- 4(g) The teacher uses hands-on, visual, and symbolic mathematical models in all domains of mathematics.
- 4(h) The teacher uses mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions, and makes connections between them.
- 4(i) The teacher implements the standards for mathematical practice and engages students in the use of those practices.

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<b><i>Standard 4 Content Knowledge</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>4.2 Performance</i></b>		<b>X</b>	

**4.2 Analysis** – In the case of indicator 4i, there is not an explicit connection between candidate performance and the standards for mathematical practice available in the evidence provided by the EPP; however, there is evidence that candidates implement and engage students in many of the standards for mathematical practice through interviews and lesson plans. EPP could strengthen this indicator through more candidate development on how to implement these practice standards as a regular part of instruction and learning outcomes. EPP provides sufficient evidence of indicators 4f, 4g, and 4h. Candidate interviews gave evidence of evaluating student response and highlighting or clarifying student reasoning as well as responding to misconceptions. Lesson plans and student work provide evidence that teachers use their content knowledge to encourage students to build connections between strategies and representations. Candidate lesson plans demonstrate a variety of methods to investigate, learn, model, and interact with mathematics. Written and project-based assessment provide students with the opportunity to connect their classroom learning of mathematics with real-world application. Some unit plans outline mathematical argument or proof of concept or intended learning objective.

**Sources of Evidence**

- Lesson plans
- Assessments
- Candidate Interviews
- Student work

***Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***

**Knowledge**

- 5(a) The teacher knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

<b><i>Standard 5 Application of Content</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>5.1 Knowledge</i></b>	<b>X</b>		

**5.1 Analysis** – EPP does not provide sufficient evidence that all candidates are provided with explicit knowledge or training on incorporating cross-curricular and multi-disciplinary content into their instruction. While cross-curricular instruction and assessment are evident in candidate performance, there is not sufficient evidence to show that the knowledge originated or was

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strengthened by the EPP. The program could be improved with more explicit connections to multidisciplinary work and authentic application outside the classroom. However, Summer Institute coursework in Culturally Relevant Pedagogy provides evidence that candidates have the knowledge and understand the importance of students making connections between their classroom learning opportunities and lived experiences. Summer Institute prepares candidates to engage students as critical thinkers related to authentic local and global issues through their coursework focus on the broader student outcomes of personal growth, academic growth, social and political consciousness, and access. Through interviews with a Summer Institute manager, evidence was shared that candidates have some knowledge of curriculum with a cross-curricular emphasis and how to identify effective cross-curricular resources. Further, through the nature of the TFA-Idaho recruitment process, many candidates have prior knowledge and experience across disciplines and areas of expertise that may impact their ability to design cross-curricular learning opportunities in a positive manner.

**Sources of Evidence**

- Lesson Plans and PowerPoints
- Assessments
- Recruitment process
- Summer Institute coursework
- Interview with Summer Institute manager

**Performance**

- 5(b) The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

<b><i>Standard 5 Application of Content</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>5.2 Performance</i></b>		<b>X</b>	

**5.2 Analysis** – Lesson Plans, assessments, and student work provide evidence that students are encouraged or required to connect their classroom learning to other disciplines, including design, coding, architecture, business, community development, budgeting, and engineering. Cross-curricular projects provide evidence that candidates can create opportunities for students to apply their content and mathematical practice to other disciplines and real world, contextualized applications. Assessment and Projects show evidence of student choice, and completed student projects show evidence of creativity and critical thinking using the mathematics content and practice standards. More evidence could be provided as to how each of the practice standards are encouraged, identified, or required of students.

**Sources of Evidence**

- Lesson plans
- Assessment

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- Student work
- Cross-curricular projects

**Standard 6: Assessment.** *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Knowledge**

6(a) The teacher knows how to assess students' mathematical reasoning.

<b>Standard 6 Assessment</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.1 Knowledge</b>		X	

**6.1 Analysis** – Institute coursework and syllabi demonstrates knowledge of a variety of assessment strategies and appropriate types of evidence for student mastery. In addition, Boise State coursework has a focus on elaborating learning intentions, designing assessment opportunities, and backward design, which focuses on designing assessment that matches learning objectives. As discussed in candidate interviews, TFA-Idaho provides each of their candidates with a coach and a Record of Learning document. The coach pushes candidates to think beyond traditional form of assessment such as exams, as discussed in candidate interviews, and think more broadly of how the assessment can be aligned to the specific learning objective. Through this coaching relationship, candidates are provided targeted work on more effective assessment strategies, intentional reflection on and refinement of instruction and assessment, and the importance of teacher clarity and connection between instruction and assessment. An interview with the summer Institute manager also provided evidence that candidates are knowledgeable on student data analysis protocols to guide assessment feedback and instructional decision making.

**Sources of Evidence**

- Coursework & syllabi
- Institute resources
- Coaching feedback
- Candidate interviews
- Interview with Summer Institute manager

**Performance**

6(b) The teacher assesses students' mathematical reasoning.

<b>Standard 6 Assessment</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>6.2 Performance</b>		X	

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**6.2 Analysis** – Candidates demonstrate varied assessment strategies through candidate-created assessment. Unit plans demonstrate various form of evidence to be used as formative and summative assessment. Candidates worked with coaches to develop data tracking forms and protocols that allow for progress monitoring and informed instruction. Rubrics and proficiency scales demonstrate candidate's ability to assess students' mathematical reasoning in a standardized way that can offer meaningful feedback to the students. Data Tracking and Progress Monitoring spreadsheets give evidence that candidates can accurately keep records of student learning and assessment outcome and use these to inform their practice and daily classroom decision making.

**Sources of Evidence**

- Assessments
- Student work
- Unit plans
- Proficiency scales
- Data Tracking and Progress Monitoring forms and spreadsheets

**Standard 7: Planning for Instruction.** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

**Knowledge**

- 7(a) The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.
- 7(b) The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

<b>Standard 7 Planning for Instruction</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>7.1 Knowledge</b>		X	

**7.1 Analysis** – EPP provides sufficient evidence of all indicators to demonstrate that the program is designed so that the candidate is knowledgeable of a variety of planning tools and instructional strategies that demonstrate knowledge of content, context, and learners. Required Coursework, Syllabi, Training, and Coaching provide evidence of a strong grasp on content standards and instruction design and sequencing to meet those standards. Coursework emphasis on Backward Design, Sequencing Learning Progressions, and Culturally Relevant Pedagogy provide sufficient evidence of an understanding of learning progression and associated planning techniques. Standards Mapping and Scope and Sequencing documents provide strong evidence that candidates understand their content standards, the progression of their content standards, and the connections between content standards. TMT (Teaching Mathematical Thinking) syllabus

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provides evidence that candidates are knowledgeable of the standards for mathematical practice and how these can be implemented and encouraged in the classroom.

**Sources of Evidence**

- Syllabi
- Coursework and training
- Coaching support
- Standards Mapping, Scope and Sequencing documents

**Performance**

- 7(c) The teacher plans and assesses instructional sequences that engage students in learning the formal structure and content of mathematics with and through mathematical practices.

<i><b>Standard 7 Planning for Instruction</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>7.2 Performance</b></i>		<b>X</b>	

**7.2 Analysis** – EPP provides insufficient evidence on how the standards for mathematical practice are explicitly used to strengthen their instruction and student learning outcomes; however, the practice standards are implicitly implemented in candidates' instructional design as evidenced by lesson plans and instructional units. Specifically, assessment rubrics, classroom environment, and candidate interviews indicate the expectation of perseverance in problem solving. PowerPoint, lesson plans, and student work provide evidence that the teacher plans content that encourages students to reason abstractly and quantitatively. Lesson plans and interviews show that candidates design instructional opportunities for students to construct viable arguments and critique the reasoning on others through error analysis. Lesson plans and student work also demonstrate candidates' ability to design instructional opportunities that connect algorithms and formal mathematical structure to application and provide students with the opportunity to model their knowledge within situational context. More evidence is available through lesson plans and instructional units on candidates' knowledge and ability to enact the practice standards implicitly through their mathematics instruction. EPP could strengthen candidate preparation through explicit attention to the practice standards and how they can be applied to instructional design and planning. EPP does provide evidence that candidates plan and assess instructional sequences that engage students in learning mathematics content through their universal design in instructional units. Lesson planning and candidate interviews provide evidence of sufficient content knowledge and knowledge of curriculum sequencing and learning trajectory. Unit plans demonstrate clear intentionality in candidate planning through the progression of learning, anticipated struggle, intentional time for remediation and enrichment. Backward designed units and assessment give sufficient evidence of candidates' ability to plan instructional sequences and opportunities that engage all students in the learning process and plan for and predict student learning outcomes. Lesson plans show a clear attention to concepts and procedures while also allowing for context-driven connections and applications.



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**Sources of Evidence**

- Lesson plans and Instructional Units
- Candidate Interviews
- Student Work
- Rubrics

***Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

**Knowledge**

- 8(a) The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 8(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.
- 8(c) The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
- 8(d) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).
- 8(e) The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

<b><i>Standard 8 Instructional Strategies</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>8.1 Knowledge</i></b>		<b>X</b>	

**8.1 Analysis** – EPP provides strong evidence for indicators 8a, 8b, 8c, and 8e. There is some evidence of indicator 8d in technology use in the teaching of mathematics, but the EPP could strengthen their program through a more thorough overview of technology implementation in the learning of mathematics. Candidate interviews provided evidence that candidates have some knowledge of technology implementation and technology resources through optional modules and Summer Institute resources. Interviews with candidate and Summer Institute manager provided sufficient evidence of strategies on how develop and use data analysis protocols to allow candidates to use student conceptions and misconceptions to guide and facilitate learning. Institute syllabi, coursework, and resource pages demonstrate candidates' knowledge of a variety of instructional practices, including formulating questions that access students' individual knowledge, eliciting students' mathematical reasoning, and advancing students' problem-solving strategies. Discussion and inquiry-based classroom techniques are modeled and practiced throughout summer Institute. Through an interview with summer Institute staff, evidence was

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shared of specific instructional activities designed to kick start novice teachers into effective practice quickly.

**Sources of Evidence**

- Institute syllabi
- Institute resources
- Candidate interviews
- Interview with Summer Institute manager

**Performance**

- 8(f) The teacher poses questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 8(g) The teacher uses a variety of instructional strategies for investigating and understanding mathematics, including inquiry and problem-solving approaches.
- 8(h) The teacher facilitates exploration of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
- 8(i) The teacher uses technology appropriately in the teaching and learning of (e.g., graphing calculators, dynamic geometry software, statistical software).
- 8(j) The teacher uses student conceptions and misconceptions to guide and facilitate learning.

<i><b>Standard 8 Instructional Strategies</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>8.2 Performance</b></i>		<b>X</b>	

**8.2 Analysis** – Through lesson plans, there is evidence that candidates choose tasks and questions that elicit and advance students' mathematical reasoning and problem-solving strategies. Lesson plans and instructional units also demonstrate a variety of instructional strategies for investigating and understanding mathematics, including exploratory modules, collaborative learning, and inquiry-based approaches. Candidate interviews and lesson plans show evidence that candidates use statistics software, graphic calculators, platforms such as Desmos, and the Microsoft suite in their instruction. Interviews with candidates and summer Institute manger also provide evidence that candidate use student work and a student data analysis protocol to provide feedback and appropriately respond to assessment data in a way the influences and drives their instruction.

**Sources of Evidence**

- Lesson plans
- Instructional Units
- Candidate interviews
- Interview with summer Institute manager

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**Standard 9: Professional Learning and Ethical Practice.** *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

**Standard 10: Leadership and Collaboration.** *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	1	6	0
Performance	7	0	7	0

**Areas for Improvement**

- EPP could provide additional evidence of or additional support or coursework emphasis on interdisciplinary skills and how mathematics can be applied across content areas. There was evidence that this was happening in the classrooms of many candidates, but there was not sufficient evidence that application and cross-curricular strategies were explicitly taught or encouraged by the program.

**Opportunities for Enhancement**

- EPP could offer additional support and training on the standards for mathematical practices and how to incorporate these practice standards explicitly into classroom instruction so that these practices might better impact student learning outcomes. EPP could encourage candidate to reflect and draw connections on how these practice standards impact student learning outcomes and how these practice standards are impacted by the history of mathematics.
- EPP could provide more specialized training in educational technology and its specific application to mathematics content in order to more fully prepare candidates and students for our technology-driven world and provide them with the proficiency and responsibility necessary to create a positive digital footprint.
- EPP could improve their data tracking of some standards in an effort to collect further cycles of data and use this data to guide the programs improvement decisions. The program was specifically strong in Standard 2: Learner Differences and Standard 8: Instructional Strategies, and this additional data may allow for them to move past the Acceptable and into the Exemplary category in the future.

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***Recommended Action on Idaho Standards for Mathematics Teachers***

- ☒ Approved
- ☐ Conditionally Approved
  - ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

**Standard 1: Learner Development.** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

### Knowledge

- 1(a) The teacher knows how students use Science and Engineering Practices and Crosscutting Concepts to develop understanding of the Disciplinary Core Ideas.
- 1(b) The teacher knows common misconceptions and/or partial understandings of scientific disciplinary core ideas and how they develop and affect student learning.

<b>Standard 1 Learner Development</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		X	

**1.1 Analysis** – The EPP provides sufficient evidence for indicators 1a and 1b to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a well-rounded approach to science education knowledge capture to meet this standard. In particular, candidates show knowledge capture through unit plans, assignment design and study guide development.

### Sources of Evidence

- Praxis exam scores
- Lesson plan, unit plan, and assignments
- Study guides

### Performance

- 1(c) The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.
- 1(d) The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

<b>Standard 1 Learner Development</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>		X	

**1.2 Analysis** – The EPP provides sufficient evidence for indicators 1c and 1d to demonstrate that the program is designed to meet the standard. Evidence includes candidate lesson plans, unit plans, assignments and study guides as evidence of foundational knowledge.

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**Sources of Evidence**

- Lesson plan
- Student assignments created by candidate
- General science Praxis exam
- Candidate interviews

***Standard 2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

***Standard 3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

***Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

**Knowledge**

- 4(a) The teacher understands the Idaho State Science Standards within their appropriate certification, including all components.
- 4(b) The teacher is familiar with how history has shaped our current understanding of the nature of science and scientific processes.
- 4(c) The teacher understands the core ideas of their respective discipline (i.e., Disciplinary Core Ideas).
- 4(d) The teacher understands the interconnectedness among the science disciplines (i.e., Crosscutting Concepts).
- 4(e) The teacher understands the processes of science (i.e., Science and Engineering Practices).

<i><b>Standard 4 Content Knowledge</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>4.1 Knowledge</b></i>		X	

**4.1 Analysis** – The EPP provides sufficient evidence for indicators 4a through 4e to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a well-rounded approach to science education knowledge capture to meet this standard. In particular, candidates show knowledge capture through unit plans, assignment design and study guide development.

**Sources of Evidence**

- Principal Evaluation
- Evolution PPT
- General Science Praxis Exam

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**Performance**

- 4(f) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(g) The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.
- 4(h) The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.
- 4(i) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(j) The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).

<b><i>Standard 4 Content Knowledge</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>4.2 Performance</i></b>		X	

**4.2 Analysis** – The EPP provides sufficient evidence for indicators 4f through 4j to demonstrate that the program is designed to meet the standard. Evidence includes a candidate unit plan as evidence of performance. Conversations with a middle school science candidate provide insight into the use of core ideas, science standard alignment within the state, and model processes within the discipline.

**Sources of Evidence**

- Unit plan
- Candidate interview
- Independent Practice (graphic organizer review and preparation document)

***Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***

**Knowledge**

- 5(a) The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

<b><i>Standard 5 Application of Content</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>5.1 Knowledge</i></b>		X	

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**5.1 Analysis** – The EPP provides sufficient evidence for indicator 5a to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a well-rounded approach to science education knowledge capture to meet this standard. In particular, candidates show knowledge capture through project-based learning development, field trip design, and assessments.

**Sources of Evidence**

- Praxis Scores
- Lesson development through Professional Development course
- Field Trip Design

**Performance**

- 5(b) The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

<b>Standard 5 Application of Content</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.2 Performance</b>		<b>X</b>	

**5.2 Analysis** – The EPP provides sufficient evidence for indicator 5b to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of performance. In particular, candidates show knowledge capture through project-based learning development, field trip design and assessments.

**Sources of Evidence**

- Project Based Learning Design
- Field Trip Design
- Project Based Learning Assessment

**Standard 6: Assessment.** *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Standard 7: Planning for Instruction.** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

**Standard 8: Instructional Strategies.** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**Knowledge**

- 8(a) The teacher understands how to implement Science and Engineering Practices in instructional planning.



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- 8(b) The teacher understands how to use research based best practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
- 8(c) The teacher understands how to apply mathematics and technology to analyze, interpret, and display scientific data.
- 8(d) The teacher understands technical writing as a way to communicate science concepts and processes.

<i><b>Standard 8 Instructional Strategies</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>8.1 Knowledge</b></i>		<b>X</b>	

**8.1 Analysis** – The EPP provides sufficient evidence for indicators 8a through 8d to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a well-rounded approach to science education knowledge capture to meet this standard. In particular, candidates show knowledge through unit plan development, assessments, and interactive notebooks.

**Sources of Evidence**

- Project Lab Report outline
- Praxis exam
- Unit plan
- Interactive notebooks

**Performance**

- 8(e) The teacher implements Science and Engineering Practices in instructional planning.
- 8(f) The teacher uses research-based practices to engage a diverse group of students in learning science (e.g., project-based learning, 5E Instruction, place-based).
- 8(g) The teacher designs lessons which allow students to utilize mathematics and technology to analyze, interpret, and display scientific data.

<i><b>Standard 8 Instructional Strategies</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>8.2 Performance</b></i>		<b>X</b>	

**8.2 Analysis** – The EPP provides sufficient evidence for indicators 8e through 8g to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of performance. The evidence provided suggests a candidate has displayed performance-based indicators in instructional planning, utilizing research and technology in teacher lesson plan design.

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**Sources of Evidence**

- Project Lab Report outline
- Unit plan
- Interactive notebooks
- Project-based assessments

***Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.***

**Knowledge**

- 9(a) The teacher understands the importance of keeping current on research related to how students learn science.
- 9(b) The teacher understands the importance of keeping current on scientific research findings.

<i><b>Standard 9 Professional Learning and Ethical Practice</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>9.1 Knowledge</b></i>		X	

**9.1 Analysis** – The EPP provides sufficient evidence for indicators 9a and 9b to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a candidate has knowledge through Praxis, and through utilization of the project-based learning professional development opportunity. Furthermore, candidates interviewed explained the role and consistent support that the EPP designed professional development program provides in their continued development as a teacher and learner.

**Sources of Evidence**

- Project based learning professional development
- Praxis Exam
- Candidate Interviews

**Performance**

- 9(c) The teacher incorporates current research related to student learning of science into instructional design.
- 9(d) The teacher incorporates current scientific research findings into instructional design.

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<b><i>Standard 9 Professional Learning and Ethical Practice</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>9.2 Performance</i></b>		<b>X</b>	

**9.2 Analysis** – The EPP provides sufficient evidence for indicators 9c and 9d to demonstrate that the program is designed to meet the standard. Evidence includes candidate activities, reflections and evaluations on domain four and continued learning through professional development. The evidence provided suggests a candidate gains performance through professional development in project-based learning, and through utilization of the project-based learning assessment. An example is given of an Ecological Footprint Activity, which provides evidence of the candidate utilizing current research in student learning within science in their instructional design. A lesson plan or an IPLP where the candidate reflected on this topic would be helpful, as would a reflection from their Coach.

**Sources of Evidence**

- Project-based Learning experience
- Ecological Footprint Activity
- Domain 4: Professional Responsibilities written description

***Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.***

***Standard 11: Safety - The science teacher demonstrates and maintains chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.***

**Knowledge**

- 11(a) The teacher knows how to design activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
- 11(b) The teacher understands how to design activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- 11(c) The teacher understands how to ensure safe science activities appropriate for the abilities of all students.
- 11(d) The teacher understands how to design activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
- 11(e) The teacher knows how to evaluate a facility for compliance with safety regulations.
- 11(f) The teacher knows how to procure and use Material Safety Data Sheets (MSDS).

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<b><i>Standard 11 Safety</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>11.1 Knowledge</i></b>	<b>X</b>		

**11.1 Analysis** – The EPP provides insufficient evidence for indicators 11d through 11f to demonstrate that the program is designed to meet the standard. Evidence includes candidate Praxis scores as evidence of foundational knowledge. The evidence provided suggests a candidate gains rudimentary understanding of or experience with safety practices required to operate a laboratory. The laboratory activities provided reveal safety processes and procedures. Indicators 11d through 11f require a candidate to show understanding of ethical decision making, evaluation of a facility for compliance and knowledge of how to procure and use safety data sheets within the lab. Little evidence is provided for these three indicators.

**Sources of Evidence**

- Laboratory Safety PPT
- Laboratory Safety quiz
- Laboratory-Double Replacement
- Example of an MSDS sheet for Calcium Chloride

**Performance**

- 11(g) The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
- 11(h) The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- 11(i) The teacher ensures safe science activities appropriate for the abilities of all students.
- 11(j) The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
- 11(k) The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.
- 11(l) The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

<b><i>Standard 11 Safety</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>11.2 Performance</i></b>	<b>X</b>		

**11.2 Analysis** –The EPP provides insufficient evidence for indicators 11g through 11l to demonstrate that the program is designed to meet the standard. The evidence provided suggests

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a candidate has limited or no experience with ethical decision making within a laboratory setting, nor the experience to evaluate safety or procure and use MSDS sheets. The laboratory activities provided reveal safety processes and procedures. Indicators 11g through 11l require a candidate to show understanding of ethical decision making, evaluation of a facility for compliance and knowledge of how to procure and use safety data sheets within the lab. Little evidence is provided for disposal of materials, or the implementation of emergency protocol, or ways to diversify laboratory processes to ensure activities are appropriate for all learners.

**Sources of Evidence**

- Lab Safety in Chemistry Class assignment
- Lab Safety Partner Practice
- Lab Safety PowerPoint
- Classroom observation and laboratory photos of safety procedures
- Candidate interviews

***Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.***

**Knowledge**

- 12(a) The teacher knows a variety of laboratory and field techniques appropriate to their content area.
- 12(b) The teacher knows a variety of strategies to develop students' laboratory and field skills.

<b><i>Standard 12 Laboratory and Field Activities</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>12.1 Knowledge</i></b>		<b>X</b>	

**12.1 Analysis** – The EPP provides sufficient evidence for indicators 12a and 12b to demonstrate that the program is designed to meet the standard. Evidence includes multiple laboratory exercises as evidence of foundational knowledge. The evidence provided suggests a candidate has knowledge through Praxis, and through lesson plan development across multiple disciplines. Furthermore, candidates interviewed explained the role and consistent support that the EPP designed professional development program provides in their continued development as a teacher and learner.

**Sources of Evidence**

- Laboratory Lesson (multiple)
- Praxis Exam
- Candidate Interviews
- Classroom observations

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**Performance**

- 12(c) The teacher engages students in a variety of laboratory and field techniques appropriate to their content area.
- 12(d) The teacher uses a variety of instructional strategies in laboratory and field experiences to engage students in developing their understanding of the natural world.

<i><b>Standard 12 Laboratory and Field Activities</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>12.2 Performance</b></i>		<b>X</b>	

**12.2 Analysis** – The EPP provides sufficient evidence for indicators 12c and 12d to demonstrate that the program is designed to meet the standard. Evidence includes multiple laboratory exercises as evidence of performance. The evidence provided suggests a candidate has knowledge through Praxis, and through lesson plan development across multiple disciplines. Furthermore, candidates interviewed explained the role and consistent support that the EPP designed professional development program provides in their continued development as a teacher and learner. Finally, a classroom observation and discussion with a current candidate revealed the use of varied instructional strategies utilized.

**Sources of Evidence**

- Laboratory lessons
- Candidate interviews
- Classroom observations

**Summary**

<b>Type of Standard</b>	<b>Total Number of Standards</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>Knowledge</b>	7	1	6	
<b>Performance</b>	7	1	6	

**Areas for Improvement**

- One area for improvement would be to have candidates in science complete a laboratory safety workshop or reflect on a laboratory safety and ethical behaviors to model and show their knowledge and experience.

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***Recommended Action on Idaho Foundation Standards for Science Teachers***

- ☒ Approved
- ☐ Conditionally Approved
  - ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## IDAHO STANDARDS FOR BIOLOGY TEACHERS

**Standard 1: Learner Development.** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

**Standard 2: Learning Differences.** *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

**Standard 3: Learning Environments.** *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

**Standard 4: Content Knowledge.** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

### Knowledge

- 4(a) The teacher understands the major underlying theories and principles of molecular and organismal biology, including: structure and function, growth and development, and organization for matter and energy flow.
- 4(b) The teacher understands the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.
- 4(c) The teacher understands the major underlying theories and principles of heredity, including structure and function of DNA, and inheritance and variation of traits.
- 4(d) The teacher understands the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>		X	

**4.1 Analysis** – The EPP provides sufficient evidence for indicators 4a through 4d to demonstrate that the program is designed to meet the standard. Evidence includes multiple laboratory exercises as evidence of foundational knowledge. The evidence provided suggests a candidate has knowledge through Praxis, and through lesson plan development across the spectrum of biological sciences. A candidate's completion of Praxis coupled with the evidence provided show depth and breadth of knowledge.



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**Sources of Evidence**

- Praxis exam
- Assignments
- Lesson plans

**Performance**

- 4(e) The teacher develops lessons based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.
- 4(f) The teacher develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.
- 4(g) The teacher develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.
- 4(h) The teacher develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Performance</b>		<b>X</b>	

**4.2 Analysis** – The EPP provides sufficient evidence for indicators 4e through 4f to demonstrate that the program is designed to meet the standard. Evidence includes multiple examples of lesson plans, assignments and reflections as evidence of Performance.

**Sources of Evidence**

- Lesson plans
- Unit plans with Danielson alignment
- Candidate interviews

**Standard 5: Application of Content.** *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

**Standard 6: Assessment.** *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Standard 7: Planning for Instruction.** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

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**Standard 8: Instructional Strategies.** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**Standard 9: Professional Learning and Ethical Practice.** *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

**Standard 10: Leadership and Collaboration.** *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

**Areas for Improvement**

**Opportunities for Enhancement**

- One area to improve would be to include ways for candidates to show cycles of data, and improvement, as well as some form of growth. For instance, an IPLP that allows the reviewer to see the candidate's reflection.

**Recommended Action on Idaho Standards for Biology Teachers**

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## IDAHO STANDARDS FOR CHEMISTRY TEACHERS

**Standard 1: Learner Development.** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

**Standard 2: Learning Differences.** *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

**Standard 3: Learning Environments.** *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

**Standard 4: Content Knowledge.** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

### Knowledge

- 4(a) The teacher has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.
- 4(b) The teacher understands fundamental structures of atoms and molecules.
- 4(c) The teacher understands basic principles of ionic, covalent, and metallic bonding.
- 4(d) The teacher understands periodicity of physical and chemical properties of elements.
- 4(e) The teacher understands laws of conservation of matter and energy.
- 4(f) The teacher understands fundamentals of chemical kinetics, equilibrium and thermodynamics.
- 4(g) The teacher understands kinetic molecular theory and gas laws.
- 4(h) The teacher understands mole concept, stoichiometry, and laws of composition.
- 4(i) The teacher understands solutions and colligative properties.
- 4(j) The teacher understands acids/base chemistry.
- 4(k) The teacher understands fundamental oxidation-reduction chemistry.
- 4(l) The teacher understands fundamental organic chemistry and biochemistry.
- 4(m) The teacher understands applications of chemistry in personal and community health and environmental quality.
- 4(n) The teacher understands fundamentals of nuclear chemistry.
- 4(o) The teacher understands the importance of accuracy and precision in measurements.
- 4(p) The teacher understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
- 4(q) The teacher understands the different types of chemical reactions.
- 4(r) The teacher understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.

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<i><b>Standard 4 Content Knowledge</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>4.1 Knowledge</b></i>		<b>X</b>	

**4.1 Analysis** – The EPP provides insufficient evidence for indicators 4a through 4r to demonstrate that the program is designed to meet the standard. The Praxis exam, if taken and passed by the candidate, would be sufficient to prove a candidate has foundational knowledge. If a candidate were to enroll in TFA, other sources of evidence for this standard and its indicators could include lesson plans, candidate interviews and observations, evaluations, unit plans, and IPLP's for example.

**Sources of Evidence**

- Praxis (If a student completes Praxis, they would meet this standard)

**Performance**

- 4(s) The teacher models the application of mathematical principles and the connections that exist between mathematics and chemistry.
- 4(t) The teacher demonstrates their knowledge of fundamental structures of atoms and molecules.
- 4(u) The teacher applies the basic principles of ionic, covalent, and metallic bonding.
- 4(v) The teacher utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).
- 4(w) The teacher illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).
- 4(x) The teacher applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.
- 4(y) The teacher is able to use Kinetic Molecular Theory and concepts of intermolecular forces to make predictions about the macroscopic properties of gases, including both ideal and nonideal.
- 4(z) The teacher can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).
- 4(aa) The teacher applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).
- 4(bb) The teacher applies the concepts of acids/base chemistry to predict properties and reactions.
- 4(cc) The teacher is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.
- 4(dd) The teacher demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.
- 4(ee) The teacher relates the fundamental principles of chemistry to personal and community health and environmental quality.

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- 4(ff) The teacher can develop models to illustrate the changes in the composition of the nucleus of the atom and the energy released during the processes of fission, fusion, and radioactive decay.
- 4(gg) The teacher applies accuracy and precision to their measurements and calculations.
- 4(hh) The teacher applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
- 4(ii) The teacher categorizes and identifies a variety of chemical reaction types.
- 4(jj) The teacher can utilize symbolic and particulate models to interpret and explain macroscopic observations.

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Performance</b>	<b>X</b>		

**4.2 Analysis** – The EPP did not have any candidates enrolled in this content area. Therefore, they did not have evidence to support these performance indicators for Standard 4.

**Sources of Evidence**

*Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

*Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

*Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

*Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

*Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

*Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

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**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

**Areas for Improvement**

**Opportunities for Enhancement**

- The only thing to explore here are “ways to attract candidates in this area!”

**Recommended Action on Idaho Standards for Chemistry Teachers**

- ☐ Approved
- ☒ Conditionally Approved
- ☐ Insufficient Evidence
  - ☒ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## IDAHO STANDARDS FOR EARTH AND SPACE SCIENCE TEACHERS

**Standard 1: Learner Development.** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

**Standard 2: Learning Differences.** *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

**Standard 3: Learning Environments.** *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

**Standard 4: Content Knowledge.** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

### Knowledge

- 4(a) The teacher understands the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.
- 4(b) The teacher understands major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.
- 4(c) The teacher understands the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>		X	

**4.1 Analysis** – The EPP provides insufficient evidence for indicators 4a through 4c to demonstrate that the program is designed to meet the standard. The Praxis exam, if taken and passed by the candidate, would be sufficient to prove a candidate has foundational knowledge. If an Earth and Space candidate were to enroll in TFA, other sources of evidence for this standard and its indicators could include lesson plans, candidate interviews and observations, evaluations, unit plans, and IPLP's for example.

### Sources of Evidence

- Praxis (if taken, this exam would be sufficient for knowledge in this content area)

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**Performance**

- 4(d) The teacher develops lessons based on the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.
- 4(e) The teacher develops lessons based on the major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.
- 4(f) The teacher develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Performance</b>	<b>X</b>		

**4.2 Analysis** – The EPP did not have any candidates enrolled in this content area. Therefore, they did not have evidence to support these performance indicators for Standard 4.

**Sources of Evidence**

*Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

*Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

*Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

*Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

*Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

*Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*



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**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

**Areas for Improvement**

**Opportunities for Enhancement**

- The only thing to explore here are “ways to get candidates in this area!”

**Recommended Action on Idaho Standards for Earth and Space Science Teachers**

- ☐ Approved
- ☒ Conditionally Approved
- ☐ Insufficient Evidence
  - ☒ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## IDAHO STANDARDS FOR PHYSICS TEACHERS

**Standard 1: Learner Development.** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

**Standard 2: Learning Differences.** *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

**Standard 3: Learning Environments.** *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

**Standard 4: Content Knowledge.** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

### Knowledge

- 4(a) The teacher understands electromagnetic and gravitational interactions as well as concepts of matter and energy to formulate a coherent understanding of the natural world.
- 4(b) The teacher understands the major concepts and principles of the basic areas of physics, including classical and quantum mechanics, thermodynamics, waves, optics, electricity, magnetism, and nuclear physics.
- 4(c) The teacher knows how to apply appropriate mathematical and problem solving principles including algebra, geometry, trigonometry, calculus, and statistics in the description of the physical world and is familiar with the connections between mathematics and physics.

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>		X	

**4.1 Analysis** – The EPP provides sufficient evidence for indicators 4a through 4c to demonstrate that the program is designed to meet the standard. Evidence includes multiple laboratory exercises as evidence of foundational knowledge. The evidence provided suggests a candidate has knowledge through Praxis, and through lesson plan development as well as assignment creation, across the Physics spectrum.

### Sources of Evidence

- Praxis exam
- Lesson plans
- Assignments

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**Performance**

- 4(d) The teacher develops and applies conceptual models to describe the natural world.
- 4(e) The teacher tests and evaluates physical models through direct comparison with the phenomena via laboratory and field activities and demonstrations.
- 4(f) The teacher utilizes the appropriate mathematical principles in examining and describing models for explaining physical phenomena.

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Performance</b>		<b>X</b>	

**4.2 Analysis** – The EPP provides sufficient evidence for indicators 4d through 4f to demonstrate that the program is designed to meet the standard. Candidate work in the form of lesson plans, unit plans, and assignments provided evidence of the ability to develop conceptual models, evaluate models, and apply mathematical principals. Candidate interviews provided further insight into the preparedness of candidates and the ability of a candidate to apply their knowledge to the classroom setting.

**Sources of Evidence**

- Unit plans
- Lesson plans
- Assignments

*Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

*Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

*Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

*Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

*Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

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**Standard 10: Leadership and Collaboration.** *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

**Areas for Improvement**

- Further evidence in the form of IPLP's, evaluations, peer reviews, parent or teacher evaluations, or candidate reflections would help substantiate this evidence and bolster the standard. Such evidence would also lean toward an exemplary rating if it showed growth in the candidate from year to year.

**Recommended Action on Idaho Standards for Physics Teachers**

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

**Standard #1: Learner Development.** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

### Knowledge

- 1(a) The teacher understands the influences that contribute to intellectual, social, and personal development.
- 1(b) The teacher understands the impact of learner environment on student learning.

<b>Standard 1 Learner Development</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.1 Knowledge</b>		X	

**1.1 Analysis** – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA's own coursework, candidates are knowledgeable and understand how learners grow and develop across the cognitive, linguistic, social-emotional, and physical areas to develop appropriate challenging learning experiences.

### Sources of Evidence

- Boise State University College of Education ED-CIFS 581 syllabus
- Differentiated assessments
- Handouts used for class review activity

### Performance

- 1(c) The teacher provides opportunities for learners to engage in civic life, politics, and government.

<b>Standard 1 Learner Development</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>1.2 Performance</b>	X		

**1.2 Analysis** – TFA has very few program completers, and while evidence provided by a program completer is compelling, there are not enough candidate work samples and lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating.

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**Sources of Evidence**

- Interview with a program completer
- Project assigned by the teacher. Learners are positioned to craft an argument around a recent event that is relevant to civic life - in this case, the Financial Crisis of 2008-2009

**Standard #2: Learning Differences.** *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

**Standard #3: Learning Environments.** *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

**Standard #4: Content Knowledge.** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

**Knowledge**

- 4(a) The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).
- 4(b) The teacher understands how and why various governments and societies have changed over time.
- 4(c) The teacher understands how and why independent and interdependent systems of trade and production develop.
- 4(d) The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.
- 4(e) The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.
- 4(f) The teacher understands how geography affects relationships between people, and environments over time.
- 4(g) The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>		X	

**4.1 Analysis** – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA's own coursework, candidates are *teachers that have* a broad knowledge

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base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).

**Sources of Evidence**

- Assessment rubrics, lesson plans and unit plans in History
- Assessment rubrics, lesson plans and unit plans in World History

**Performance**

- 4(a) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalities, and interrelationships.
- 4(b) The teacher incorporates methods of inquiry and scholarly research into the curriculum.

<b><i>Standard 4 Content Knowledge</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>4.2 Performance</i></b>	<b>X</b>		

**4.2 Analysis** – TFA-Idaho has very few program completers, and while evidence provided by a program completer is compelling, there are not enough candidate work samples and lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating

**Sources of Evidence**

***Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.***

**Knowledge**

- 5(a) The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.
- 5(b) The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

<b><i>Standard 5 Application of Content</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>5.1 Knowledge</i></b>		<b>X</b>	

**5.1 Analysis** – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA's own coursework, candidates are *teachers that can* incorporate current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.

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**Sources of Evidence**

- Handouts that are used for a class review activity
- Screenshots of websites that contain data contrasting two Idaho high schools. The teacher uses these pages as resources for a culture-building activity with learners in the beginning of the semester.
- TFA Coursework Geography

**Performance**

- 5(c) The teacher demonstrates and applies chronological historical thinking.
- 5(d) The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.
- 5(e) The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

<b>Standard 5 Application of Content</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>5.2 Performance</b>	<b>X</b>		

**5.2 Analysis** – TFA-Idaho has very few program completers, and while evidence provided by a program completer is compelling, there are not enough candidate work samples and lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating

**Sources of Evidence**

- Handouts used for a class review activity
- Screenshots of websites that contain data contrasting two Idaho high schools, which the teacher uses as resources for a culture-building activity with learners in the beginning of the semester.

**Standard #6: Assessment.** *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Standard #7: Planning for Instruction.** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

**Standard #8: Instructional Strategies.** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*



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**Knowledge**

- 8(a) The teacher understands strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

<b>Standard 8 Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.1 Knowledge</b>		X	

**8.1 Analysis** – Based on TFA recruiting practice and methods, undergraduate coursework requirements, and TFA’s own coursework, candidates are *teachers that can* incorporate current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them. Artifacts and Interview with a completer, review of lesson plans and assignments, and course syllabus provide evidence that TFA is sufficient in demonstrating an adequate ability to meet. The interview demonstrated that the teacher understands Standard #6 and uses multiple methods of assessment to engage learners and monitor learner progress.

**Sources of Evidence**

- Interview with a program completer
- Four lesson plans from the teacher’s introductory unit on basic economic concepts
- Lesson plan for learners in Advanced Placement Macroeconomics.
- Handouts used for a class review activity
- Contract signed by the teacher to certify his position as a Grade- Level Team Leader.
- Letter from the curriculum specialist at the teacher’s school district certifying the teacher’s participation in a Social Studies Curriculum Adoption Committee.

**Performance**

- 8(b) The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

<b>Standard 8 Instructional Strategies</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>8.2 Performance</b>	X		

**8.2 Analysis** – TFA-Idaho has very few program completers, and while evidence provided by a program completer is compelling, there are not enough candidate work samples, lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating.

**Sources of Evidence**

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**Standard #9: Professional Learning and Ethical Practice.** *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

**Standard #10: Leadership and Collaboration.** *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	4		4	
Performance	4	4		

**Areas for Improvement**

- TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. By providing the suggested evidence could move this to an acceptable rating.

**Recommended Action on Idaho Foundation Standards for Social Studies Teachers**

- ☐ Approved
- ☒ Conditionally Approved
- ☒ Insufficient Evidence
  - ☒ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## IDAHO STANDARDS FOR ECONOMICS TEACHERS

**Standard #1: Learner Development.** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

**Standard #2: Learning Differences.** *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

**Standard #3: Learning Environments.** *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

**Standard #4: Content Knowledge.** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

### Knowledge

- 4(a) The teacher understands basic economic concepts and models (e.g., scarcity, opportunity cost, productive resources, voluntary exchange, supply and demand credit/debt, market incentives, interest rate, imports/exports).
- 4(b) The teacher understands economic indicators (e.g., unemployment, inflation, GDP) in assessing the health of the economy.
- 4(c) The teacher understands the functions and characteristics of money.
- 4(d) The teacher understands economic systems and the factors that influence each system (e.g., culture, values, belief systems, environmental and geographic impacts, and technology).
- 4(e) The teacher knows different types of economic institutions and how they differ from one another (e.g., market structures, stock markets, banking institutions, labor unions).
- 4(f) The teacher understands how economic institutions shaped history and influence current economic practices.
- 4(g) The teacher understands the principles of sound personal finance and personal investment.
- 4(h) The teacher understands fiscal and monetary policy.

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>		X	

**4.1 Analysis** – TFA provides sufficient evidence for indicators Standard #1, #3, and #4 to demonstrate that the program is designed to meet the Idaho Standards for Economics Teachers. Evidence includes the candidate's syllabus, assigned coursework to pupils and transcripts.

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Through artifacts #1, #3, 9 it is clear that the candidates understand how learner's growth and development vary individually and has created environments to support individual and collaborative learning that is meaningful for most learners to assure mastery of the content. However, the Standard #2 lacks sufficient content that ensures inclusive learning environments that enable each learner to meet high standards and, based on artifacts provided the candidate does not make it clear that pupils are meeting 4(c) the functions and characteristics of money but does an outstanding job of teaching the larger impacts of forces on the characteristics of the American Economy.

**Sources of Evidence**

- Test A and Test A with Special Education accommodations
- Handouts used for a class review activity
- Financial Crisis assignment
- Course syllabus
- Federal Reserve anchor charts

**Performance**

- 4(i) The teacher demonstrates comprehension, analysis, and relevance of economic principles and concepts.
- 4(j) The teacher engages learners in the application of economic concepts in their roles as consumers, producers, and workers.
- 4(k) The teacher employs and promotes learner use of graphs, models, and equations to illustrate economic concepts.
- 4(l) The teacher illustrates how economic indicators influence historic and current policy.
- 4(m) The teacher provides examples of the principles of business organizations and entrepreneurship.
- 4(n) The teacher fosters understanding of the important role of economic systems on economic growth.
- 4(o) The teacher develops learner understanding of economic issues through application of cost/benefit analyses.
- 4(p) The teacher conveys the importance and implications of the global marketplace.

<b><i>Standard 4 Content Knowledge</i></b>	<b><i>Unacceptable</i></b>	<b><i>Acceptable</i></b>	<b><i>Exemplary</i></b>
<b><i>4.2 Performance</i></b>		X	

**4.2 Analysis** – Artifacts, an interview with a completer, and review of lesson plans, assignments, and course syllabus provide evidence that TFA is sufficient in demonstrating an adequate ability to meet Content Knowledge 4.2 performance content.

**Sources of Evidence**

- Interview with a program completer

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- Four lesson plans created by the teacher for the first unit of Economics - Basic Economic Concepts.
- Lesson plan for learners in Advanced Placement Macroeconomics.

**Standard #5: Application of Content.** *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

**Standard #6: Assessment.** *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Standard #7: Planning for Instruction.** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

**Standard #8: Instructional Strategies.** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**Standard #9: Professional Learning and Ethical Practice.** *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

**Standard #10: Leadership and Collaboration.** *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

**Areas for Improvement** – To move from acceptable to exemplary evidence must show a comprehensive system of assessing candidate knowledge and performance skills. Evidence must show a triangulation of data sources, including multiple levels of performance artifacts, at least (3) cycles of data and psychometric methods confirming the credibility of the decision regarding candidate progress.

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***Recommended Action on Idaho Standards for Economics Teachers***

- ☐ Approved
- ☒ Conditionally Approved – (Due to the conditional approval of the Foundation Standards)
  - ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## IDAHO STANDARDS FOR GEOGRAPHY TEACHERS

**Standard #1: Learner Development.** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

**Standard #2: Learning Differences.** *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

**Standard #3: Learning Environments.** *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

**Standard #4: Content Knowledge.** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

### Knowledge

- 4(a) The teacher understands the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.
- 4(b) The teacher understands the characteristics and functions of globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases.

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>		X	

**4.1 Analysis** – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA's own coursework, candidates understand the five themes of geography (movement, region, human environment interaction, location, and place) and how they are interrelated.

### Sources of Evidence

- Geography course module
- Modern World History course module
- Medieval History and the Renaissance course module

### Performance

- 4(a) The teacher uses past and present events to interpret political, physical, and cultural patterns.
- 4(b) The teacher connects the earth's dynamic physical systems to its impact on humans.

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- 4(c) The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.
- 4(d) The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.
- 4(e) The teacher incorporates geographic resources (e.g., globes, atlases, maps, map projections, aerial photographs, satellite images, global positioning systems (GPS), geographic information systems (GIS), newspapers, journals, and databases).

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Performance</b>	<b>X</b>		

**4.2 Analysis** – TFA-Idaho has very few program completers. There are not enough candidate work samples, lesson plans that provide enough evidence that teacher candidates demonstrate performance that would adequately meet an acceptable rating.

#### Sources of Evidence

*Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

*Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

*Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

*Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

*Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

*Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*



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**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

**Areas for Improvement** - TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. By providing the suggested evidence could move this to an acceptable rating

**Recommended Action on Idaho Standards for Geography Teachers**

- ☐ Approved
- ☒ Conditionally Approved
- ☒ Insufficient Evidence
  - ☒ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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**IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE  
TEACHERS**

***Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

***Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

***Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

***Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

**Knowledge**

- 4(a) The teacher understands the relationships between civic life, politics, and government.
- 4(b) The teacher understands the political spectrum and factors that affect individual political views and behavior.
- 4(c) The teacher understands the purpose and foundations of government and constitutional principles of the United States of America's political system.
- 4(d) The teacher understands the organization of local, state, federal, and tribal governments, how power has evolved, and how responsibilities are organized, distributed, shared, and limited as defined by the Constitution of the United States of America.
- 4(e) The teacher understands the importance of international relations (e.g., evolution of foreign policy, national interests, global perspectives, international involvements, human rights, economic impacts, environmental issues).
- 4(f) The teacher understands the role of elections, political parties, interest groups, media (including social), and public policy (foreign and domestic) in shaping the United States of America's political system.
- 4(g) The teacher understands the civic responsibilities and rights of all individuals in the United States of America (e.g., individual and community responsibilities, participation in the political process, rights and responsibilities of non-citizens, the electoral process).
- 4(h) The teacher understands different forms of government found throughout the world.

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>		<b>X</b>	

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**4.1 Analysis** –TFA recruiting practice and methods, undergraduate coursework requirements, and TFA’s own coursework does not support that candidates are *teachers that* understand all eight of the content examples 4(a) through 4(h)

**Sources of Evidence**

- TFA supplied document Secondary Social Studies Vision for Learning
- TFA supplied assessments and unit plans in U.S. History
- Completion and satisfactory passing score of the Praxis exam

**Performance**

- 4(i) The teacher assists learners in developing an understanding of citizenship and promotes learner engagement in civic life, politics, and government.
- 4(j) The teacher demonstrates comprehension and analysis of the foundations and principles of the United States of America political system and the organization and formation of the United States of America government.
- 4(k) The teacher demonstrates comprehension and analysis of United States of America foreign policy and international relations.
- 4(l) The teacher integrates global perspectives and current events into the study of civics and government.
- 4(m) The teacher engages learners in civil discourse and promotes its use in a democratic society.

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.2 Performance</b>	<b>X</b>		

**4.2 Analysis** – TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. Providing the suggested evidence could move this to an acceptable rating

**Sources of Evidence**

*Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

*Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher’s and learner’s decision making.*

*Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

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**Standard #8: Instructional Strategies.** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**Standard #9: Professional Learning and Ethical Practice.** *The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

**Standard #10: Leadership and Collaboration.** *The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

**Areas for Improvement** - TFA needs to develop artifacts that shows coursework that demonstrate that candidates are trained as Government/Political Science teachers. Current TFA modules include United States History, World History, Ancient Civilizations, Medieval History and Renaissance, Modern World History and Geography. Artifacts or evidence showing content knowledge or performance knowledge to be effective American Government/Political Science teachers.

**Recommended Action on Idaho Standards for American Government/Political Science Teachers**

- ☐ Approved
- ☒ Conditionally Approved
- ☒ Insufficient Evidence
  - ☒ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

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## IDAHO STANDARDS FOR HISTORY TEACHERS

**Standard #1: Learner Development.** *The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

**Standard #2: Learning Differences.** *The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

**Standard #3: Learning Environments.** *The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

**Standard #4: Content Knowledge.** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

### Knowledge

- 4(a) The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
- 4(b) The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
- 4(c) The teacher understands how international and domestic relations impacted the development of the United States of America.
- 4(d) The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.
- 4(e) The teacher understands the political, social, cultural, and economic development of the United States of America.
- 4(f) The teacher understands the political, social, cultural, and economic development of the peoples of the world.
- 4(g) The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
- 4(h) The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

<b>Standard 4 Content Knowledge</b>	<b>Unacceptable</b>	<b>Acceptable</b>	<b>Exemplary</b>
<b>4.1 Knowledge</b>		X	

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**4.1 Analysis** – Based on TFA recruiting practice and methods, undergraduate coursework requirements and TFA’s own coursework, candidates are *teachers that* understand all eight of the content examples 4(a) through 4(h)

**Sources of Evidence**

- History lesson plans
- History unit plans
- History assessment rubrics

**Performance**

- 4(i) The teacher makes chronological and thematic connections between political, social, cultural, and economic concepts.
- 4(j) The teacher incorporates the issues of gender, race, ethnicity, religion, and national origin into the examination of history.
- 4(k) The teacher facilitates student inquiry regarding international relationships.
- 4(l) The teacher relates the role of compromises and conflicts to continuity and change across time.
- 4(m) The teacher demonstrates an ability to research, analyze, evaluate, and interpret historical evidence.
- 4(n) The teacher incorporates the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

<i><b>Standard 4 Content Knowledge</b></i>	<i><b>Unacceptable</b></i>	<i><b>Acceptable</b></i>	<i><b>Exemplary</b></i>
<i><b>4.2 Performance</b></i>	<b>X</b>		

**4.2 Analysis** – TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. Providing the suggested evidence could move this to an acceptable rating

**Sources of Evidence**

***Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

***Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

***Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,*

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*cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

*Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

*Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.*

*Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.*

**Summary**

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

**Areas for Improvement**

- TFA needs to develop more artifacts that can demonstrate performance evidence that shows the competence of their candidates. The lack of this evidence is the reason for the unacceptable rating in the performance category.

**Recommended Action on Idaho Standards for History Teachers**

- ☐ Approved
- ☒ Conditionally Approved
- ☒ Insufficient Evidence
  - ☒ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

One day, all children in this nation will have the opportunity to attain an excellent education.



Teach For America  
5700 E Franklin Rd Ste 180  
Nampa, ID 83687

April 4, 2020

Professional Standards Commission  
650 W State St 2nd floor  
Boise, ID 83702

To Whom It May Concern:

Teach For America prides itself as a learning organization, committed to continuous improvement and innovation. The review of our education preparation program offers another opportunity to iterate and improve our work with candidates. Specifically, the pre-service technology standards emerged as an area for continued growth. That is, although there was ample evidence that educators were provided opportunities to learn how to integrate technology into their practice (p. 37) and participants were, in fact, using technology with their students (p. 36), more needs to be done to ensure all candidates' demonstrated abilities and knowledge are coupled with intentional learning experiences to act as a "bridge that helps transfer the knowledge between the known and the unknown; creating innovative lessons for their students through the use of technology as a tool" (Program Reviewer, 2019, p. 38).

Therefore, Teach For America- Idaho is committed to providing candidates with rigorous and purposeful training aligned with Idaho's Pre-Service Technology Standards. We are in the process of making changes to our program in several ways. First, we are working to determine how we can include learning opportunities during teachers' onboarding. Such changes might consist of modules or virtual gatherings. Secondly, we are working with our Institute teams to identify opportunities where we can be more explicit about where the standards are present in our training model and where there is an opportunity to improve how teachers learn about and use technology with students. Lastly, we are working with an expert in education-technology, who also completed the program, to ensure all the standards are met by the time teachers complete the Teach For America- Idaho program.

We are excited to continue to work with Idaho's State Board of Education to ensure Teach For America provides an unparalleled teacher preparation program.

Sincerely,

A handwritten signature in black ink, appearing to read "Tony Ashton".

Tony Ashton  
Executive Director, Teach For America- Idaho

Sincerely,

A handwritten signature in black ink, appearing to read "Levi Mogg".

Levi Mogg  
Managing Director, Program Continuum, Teach  
For America- Idaho



AN AMERICORPS PROGRAM