TAB	DESCRIPTION	ACTION
1	**BAHR – BOISE STATE UNIVERSITY – CREDIT CARD PROCESSING SERVICES CONTRACT**	Action Item
2	**BAHR – IDAHO STATE UNIVERSITY – CURTIS STREET PROPERTY SALE**	Action Item
3	**IRSA – BOISE STATE UNIVERSITY – ONLINE, BACHELOR OF ARTS IN DIGITAL INNOVATION AND DESIGN**	Action Item
4	**IRSA – IDAHO STATE UNIVERSITY – MASTER OF SCIENCE IN HOMELAND SECURITY AND EMERGENCY MANAGEMENT**	Action Item
5	**IRSA – IDAHO STATE UNIVERSITY – DISCONTINUE MASTER OF ARTS IN THEATRE**	Action Item
6	**IRSA – STATEWIDE GENERAL EDUCATION MATRICULATION COMMITTEE APPOINTMENTS**	Action Item
7	**PPGA – INDIAN EDUCATION COMMITTEE APPOINTMENTS**	Action Item
8	**PPGA – STATE REHABILITATION COUNCIL APPOINTMENTS**	Action Item
9	**SDE – CURRICULAR MATERIALS ADOPTION**	Action Item

TAB	DESCRIPTION	ACTION
10	**SDE – PRAXIS II – CONTENT, PEDAGOGY, AND PERFORMANCE ASSESSMENTS – QUALIFYING SCORES**	Action Item
11	**EMERGENCY PROVISIONAL CERTIFICATES**	Action Item
12	**PROFESSIONAL STANDARDS COMISSION APPOINTMENTS**	Action Item
13	**UNIVERSITY OF IDAHO – EDUCATOR PREPARATION PROGRAM REVIEW**	Action Item
14	**NORTHWEST NAZARENE UNIVERSITY – EDUCATOR PREPARATION PROGRAM – TEACHER LEADER**	Action Item
15	**UNIVERSITY OF IDAHO – NEW PROGRAM PROPOSAL – COMPUTER SCIENCE**	Action Item

BOARD ACTION

I move to approve the consent agenda.

BOISE STATE UNIVERSITY

SUBJECT

Credit Card Processing Services (Merchant Services)

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University (BSU) has been using Heartland Payment Systems, for Merchant Services Credit Card Processing since 2016. Merchant Services includes card processing for all University platforms, including e-commerce and card-present transaction processing. As the current agreement with Heartland expires, BSU issued a formal bid for a merchant services vendor with the goal of offering a consolidated payment system for all campus users, reducing cost through volume pricing and maximize efficiency by centralizing administrative responsibility.

BSU would like to proceed with an award to JPMorgan Chase & Co. ("Chase") for merchant services credit card processing services, the high scoring Offeror as determined through a formal bid process. Included with Chase's response to BSU's request for proposals (the "Solicitation") are proposed supplemental contracts to be finalized between Boise State and Chase, as the apparent successful bidder. Following approval, it is anticipated Boise State and Chase will enter into finalized contracts, substantially similar to those provided in Chase's response. The Solicitation and Response, together with those finalized contracts, will constitute the final contract between the Parties (the "Contract"). The Contract calls for a five-year term, with annual extensions upon mutual written agreement.

The Solicitation includes a clause permitting any other affiliated public higher education institution to utilize this Solicitation to purchase goods or services from the vendor.

IMPACT

Moving BSU's Credit Card Merchant Services to JPMorgan Chase & Co. will:

- Reduce credit card servicing costs
- Boost operational efficiencies through business automation (reduction in number of campus gateway and credit card system processors)
- Meet current requirements for safeguarding sensitive information
- Allow for future growth to meet campus' changing needs
- Simplify and automate many reporting functions

The change to JPMorgan Chase & Co. will allow more centralized administration of acquirer services and allow BSU to maintain a smooth functioning network.

Merchant services pricing is a variable cost based on transaction volumes, card types and presentation methods. The ultimate expense to BSU is highly variable but BSU estimates it will be $5-6 million during the initial term of the contract, which represents a cost savings over BSU's current system with its current vendor.

The source of funding will be local funds.

ATTACHMENTS

Attachment 1- Request for Proposal RFP ST21-094, Credit Card Processing Services for Boise State University, issued 3/31/21, as amended following Question and Answer period.

Attachment 2- Vendor Response, including proposed Merchant Services Agreement to be negotiated between the parties

STAFF COMMENTS AND RECOMMENDATIONS

As credit card processing has become a standardized form of tuition payment, the need to strategically consider cost while making this payment option accessible to student and parents requires thoughtful and deliberate processes. The Boise State University Request for Proposal in Attachment 1, lays out the terms for a five-year contract which will support BSU's business processes.

The estimate cost savings over its current vendor alone provides a basis for the decision, but the efficiencies gained also support this request to award. Staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to proceed with an award to JPMorgan Chase & Co. for Merchant Services Credit Card Processing Services and authorize Boise State University's Chief Financial Officer or his designee to execute such further documents and agreements necessary to finalize the award in a form substantially similar to the Solicitation.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

BOISE STATE UNIVERSITY

REQUEST FOR PROPOSAL

RFP ST21-094

Credit Card Processing Services
for
Boise State University

Issue Date: 3/31/21

TABLE OF CONTENTS

Section	Page
Administrative & Background Information	3
Process Requirements	8
Submission Requirements	11
Proposal Format	14
Contract	15
Business Information	17
Scope of Work	18
Cost Proposal	18
Proposal Review and Evaluation	18
Attachment Summary	21
Appendix A	21

1. Administrative & Background Information

1.1 RFP Administrative Information

RFP Title:	RFP ST21-094, Credit Card Processing Service for Boise State University
RFP Lead/Address to deliver response:	Shannan Thomas, Asst Dir, PCM 1910 University Dr, MS-1210 Boise, ID 83725-1210 shannanthomas@boisestate.edu Phone: (208) 426-1549
Submit ~~sealed~~ electronic Proposal: ~~Proposals must be received at the physical address designated for courier service and time/date stamped by Boise State University prior to the closing date and time.~~	~~**Address for Courier:**~~ ~~University Plaza~~ ~~960 S. Broadway Ave, Suite 300~~ ~~Boise, ID 83706~~ ~~**Address for US Mail:**~~ ~~1910 University Dr, MS-1210~~ ~~Boise, ID 83725-1210~~ **Email Address:** (for solicitation responses, ONLY. All other correspondence should be directed to the RFP Lead as listed above): **solicitationresponses@boisestate.edu**
University Procurement and Vendor Services website (all RFP information and updates will be posted here):	**https://www.boisestate.edu/vpfa-p2p/**
Optional Pre-Proposal Teleconference:	4/14/21, 1pm Mountain Time (Details will be provided upon RSVP)
Deadline To Receive Questions:	4/19/21, 5pm Mountain Time
Anticipated Release of Answers to Questions:	~~4/22/21~~ 4/28/21 **https://www.boisestate.edu/vpfa-p2p/**
RFP Closing Date:	5/16/21 11:59pm ~~5/10/21, 5pm~~ Mountain Time - Late responses will not be accepted.
RFP Opening Date:	10:30 a.m. Mountain Time in Procurement and Vendor Services on the first work day following the Closing Date. (Opening will be completed virtually. Email RFP

	Lead for attendance details.)
Demonstration (webinar):	Tentatively scheduled for the first couple weeks of June for Offerors from whom a demonstration is requested.
Validity of Proposal:	Proposals are to remain valid for one hundred eighty (180) calendar days after the scheduled RFP Closing Date. Proposals submitted with a validity period of less than this will be found non-responsive and will not be considered.
Initial Term of Contract and Renewals:	Initial term of the Contract will be for: i) A five (5) calendar-year Initial Term. The five (5) calendar-year period shall commence at Contract signing and terminate five (5) years following. Following the Initial Term, the parties may extend the Contract under the same terms and conditions, on an annual basis, upon mutual written consent for subsequent one-year periods (each a "Renewal Term").

1.2 Boise State University Overview

Boise State University ("University"), a public, higher-educational institution, is the largest university in Idaho with more than 28,000 students. The University, designated as a doctoral research institution by the Carnegie Classification of Institutions of Higher Education, offers studies in nearly 200 fields of interest including twelve (12) doctoral fields. Undergraduate, graduate, doctoral and technical programs are available in eight colleges: Arts and Sciences, Business and Economics, Education, Engineering, Graduate Studies, Health Sciences, Innovation and Design, and School of Public Service. More information is available at the Boise State News link found in Helpful Links Tab of Attachment 1 Offeror Information.

1.3 Scope of Purchase

Boise State University ("University") is soliciting proposals from qualified Offerors for credit card processing services ("Service" or "Services") that provide an out of the box solution allowing the University to offer Campus constituents secure electronic payment processing and the convenience of self service, online access to campus payment systems. At the same time, it should reduce costs and boost operational efficiencies through business system automation (ie reduction of number of campus gateway and credit card system processors). Finally, it should meet today's guidelines and requirements for the safeguarding of sensitive campus and user information and allow for future growth to meet the changing needs of the University. This purchase may be divided into two (2) Lots.

1.3.1 **Merchant Services (Lot 1)**: including all online platforms, e-commerce and card present transaction processing. During this implementation the University will be attempting to centralize administration of acquirer services to the Treasury team to maintain a smooth functioning network between Boise State University, the awarded

acquirer, and our depository banker – currently JP Morgan Chase. Ideally, Offeror will provide a solution for all transaction types that result in a single, consistent, centralized, automated report.

1.3.2 **Student Payments (Lot 2)**: Boise State University is interested in additional functionality that may be considered as part of the award. Respondents should provide information regarding the ability to process online credit/debit card and ACH for student tuition, fees and other payments. The student payment platform must incorporate a single payment gateway through which all payment transactions are processed and the ability to refund directly to credit cards. The solution must also include real-time integration with Oracle/FS-PeopleSoft Campus Solutions Version 9.2 and future upgrades, including real time account detail and balance information and real time posting of payment transactions.

The System must provide campus constituents with a secure infrastructure for making online payments. In addition, solutions should be integrated in real time with campus student information. If the University elects additional functionality offered by the Offeror, the System should automate business systems for electronic bill presentation and payments, tuition payment plan management and e-commerce initiatives. University is interested in additional services, including cashiering services provided by the Offeror.

Offeror may submit a proposal on one or both of these Lots. University may award both Lots to a single Offeror, or may award separately, whichever is in the best interest of the University.

1.4 Current Environment

1.4.1 Boise State currently accepts VISA, MasterCard, Discover and American Express cards and processes credit card payments through terminals, card readers and via the Web. The University requires multiple merchant numbers to accommodate its operations.

1.4.2 Boise State processes more than $50 million in credit card transactions annually, through 7 different processors utilizing 50-60 individual merchant IDs. A list of integrations and other related information can be found on the Current Campus Environment Tab of Attachment 1 Offeror Information.

1.4.3 Boise State currently has a Touchnet Integration (Paypath) with PeopleSoft.

1.4.4 TouchNet provides the eCommerce platform with which the University builds web stores. This functionality is utilized for both embedded payment functionality and stand alone storefront design.

1.4.5 The University uses Oracle/FS-Peoplesoft Campus Solutions Version 9.2 for the management of student accounts.

1.5 Desired Environment

1.5.1 Consolidated merchant processing with the possibility of streamlined reporting functionality.

1.5.2 Integrate in real time with Oracle/PeopleSoft Campus Solutions Version 9.2 and future upgrades.

1.5.3 Additional future integrations may include Slate Pay, authorize.net, TicketMaster, Oracle Simphony, PrismRBS and other systems.

1.5.4 Future growth potential includes University Dining Services (board dining, retail, catering and concessions) if Boise State elects to change its dining model, possibly happening as soon as July 1, 2022. Aramark is the current dining services Contractor for Boise State University. Best estimates of card amount and count are $3.94M annually and approximately 506.4K transactions.

1.5.5 Offeror must provide a dedicated technical contact to help with integration or help build in payment platform that Developers can work with when issues are encountered or questions arise.

1.5.6 Additional E-store functionality including branding, customizable URLs, receipt flexibility (what is shown on receipt and how receipt is delivered) and flexible reporting.

1.6 Mandatory Requirements

1.6.1 Boise State University prefers an Offeror who is familiar and practiced in working in the university/higher education environment. The University will also consider Proposals from Offerors who support other, similar organizations.

1.6.2 The University will only accept the Interchange Plus (IC+) pricing structure. Other proposed pricing structures may result in your Proposal being found non-responsive and rejected.

1.6.3 It is preferred that implementation be provided by the Owner of the proposed Service. If implementation will be provided by a different company than Owner of the proposed Service, the submitted Proposal must include both the Service and Implementation with a combined price for both. The University will create a single PO to the Offeror, and must have a single point of contact for any issues that arise.

1.6.4 Ability to handle variable transaction cycles including significant peaks in transaction volume based on University activity.

1.6.5 Provide regularly issued release notes prior to any version updates. Communication of significant changes must provide sufficient time for system testing.

1.6.6 Will be PCI DSS Level 1 compliant

1.6.7 Will use PCI SCC approved PIN transaction devices.

1.6.8 Use Point-to-Point (P2PE) encryption leveraging tokenization.

1.6.9 Must provide detailed reference documentation for both their native libraries (C#, NuGet, etc) and for their API or other integration methodologies.

1.6.10 Will allow University to embed and/or configure Offeror's platform into other applications.

1.6.11 Will provide web-based usage, real-time reporting, and changes to system configuration while in production

1.6.12 Will be a Vendor hosted system - no credit card information will be stored on any University system

1.6.13 Will be compliant with all electronic payment processing and data security guidelines and regulations

1.6.14 Will encrypt all transferred data and/or stored and/or attached (email) data.

1.7 Timeline

1.7.1 Due to the expected cost of this university-wide Service, this award will require approval by the Idaho State Board of Education (SBOE). In order to make the August board meeting, University would like to have this RFP evaluated and an apparent winning Offeror selected by 6/20/21. Assuming SBOE approval, implementation

could start around the end of August after Board approval.

1.7.2 Boise State expects a year long, rolling system implementation. Implementation schedule and priority will be dictated by the University in order to avoid heavy volume times and minimize impact on campus departments.

1.7.3 The University anticipates a staggered schedule of departmental transitions that accommodates varying busy seasons, as tentatively listed below. This schedule may be adjusted during implementation based on University commitments. Preliminary expectations assume that all processing can be awarded to one Offeror and that that processor can accommodate all current interfaces.

- Standalone physical terminals
- Other current Touchnet ready partners including
  - Admissions
  - BSPR
  - New Student Programs
- BroncoShop
- Event venues
  - Ticketmaster sales
  - Morrison Center – non Ticketmaster sales
  - ExtraMile Arena – non Ticketmaster sales
  - Athletics – non Ticketmaster sales
- Public Safety including all parking services, Cycle Learning Center and any other related activity
  - Testing Center
  - University Housing
  - Center For Professional Development
  - Office of Information Technology
- Student Payables
- Other electronic stores as available and as capacity allows

1.8 Affiliated Institution

1.8.1 Any State of Idaho public higher education institution ("Affiliated Institution") may elect to utilize the Award from this RFP to purchase goods or services from the Awarded Offeror. In the event of such election, the Affiliated Institution agrees to be bound by the terms of this Contract as if it were an original party hereto.

2. Process Requirements

2.1 A non-mandatory pre-proposal teleconference will be held at the location and time as indicated in Section 1.1 of this RFP. This will be your opportunity to ask questions of the University staff. All interested parties are invited to participate. This conference will be used to explain, clarify, or identify areas of concern in the RFP. Any oral answers given by the University during the pre-proposal conference are unofficial, and will not be binding on the University. **Those choosing to participate must pre-register via email to the RFP Lead, with the name and contact information of all participants.**

2.2 Those asking questions during the pre-proposal conference will be asked to submit those questions to the University in writing by the designated “Deadline to Receive Questions” period as indicated in Section 1.1 of this RFP. For simplicity’s sake, Offerors are strongly encouraged to

submit just one, final set of questions, after the pre-proposal conference but prior to the question deadline, rather than multiple sets of questions. Any oral answers given by the University during the pre-proposal conference are to be considered unofficial.

2.3 All questions must be submitted to the RFP Lead by the date and time noted in Section 1.1. Questions must be submitted using Attachment 2 Offeror Questions via email to the RFP Lead at the email address listed in Section 1.1 for the RFP Lead. Official answers to all questions will be posted on the University Procurement and Vendor Services Department's website (link found on Helpful Links Tab of Attachment 1 Offeror Information) as an amendment as indicated in Section 1.1, of this RFP.

2.4 Questions regarding Boise State University Standard Contract Terms and Conditions, Boise State University "Solicitation Instructions to Vendors", Boise State University's "Special Banking Solicitation Instructions to Vendors and Contract Terms and Conditions", and State of Idaho Standard Terms and Conditions for Cloud Services (found in the Helpful Links Tab of Attachment 1 Offeror Information and in Appendix A at the end of this solicitation) as may be amended from time to time, and incorporated in this RFP by reference (collectively, the Terms and Conditions") must be submitted by the deadline to receive questions from the Offeror as stated in Section 1.1. The University will not negotiate these requirements after the date and time set for receiving questions. Questions regarding these requirements must contain the following:

2.4.1 The term or condition in question;

2.4.2 The rationale for the specific requirement being unacceptable to the Offeror (define the deficiency);

2.4.3 Recommended verbiage for the University's consideration that is consistent in content, context, and form with the University's requirement that is being questioned; and

2.4.4 Explanation of how the University's acceptance of the recommended verbiage is fair and equitable to both the University and the Offeror.

In response to questions regarding the Terms and Conditions, the University will, in its sole discretion (i) accept the proposed modifications or a proposed alternative as an amendment to the RFP, or (ii) reserve the question to be negotiated in accordance with Section 2.6 hereof.

2.5 All terms should be reviewed carefully by each prospective Offeror as the successful Offeror is expected to comply with those Terms and Conditions and the specifications, as may be amended in accordance with Sections 2.4 and 3.9 hereof.

2.6 The apparent successful Offeror will be asked to engage in discussions to finalize the Contract. Such discussions will include discussion of the Terms and Conditions, including any additional agreements submitted by the Offeror as required by Section 3.9 and any proposed modifications to the Terms and Conditions, submitted in accordance with Section 2.4 during the question and answer period and reserved for negotiation by the University. Should the apparent successful Offeror and the University fail to reach an agreement within a reasonable timeframe, the

University may elect to end the discussion with the top scoring Offeror and begin a discussion with the Offeror whose response ranked second. Upon successful completion of the discussions, the winning Offeror will be required to execute a Contract with the University, subject only to University's required approval processes, and immediately begin preparations to undertake its requirements.

2.7 Where Offeror agreements and assumptions, specified in the Offeror's response, differ from the Terms and Conditions, or the terms and conditions of this Solicitation, the Terms and Conditions and the terms and conditions of this Solicitation shall apply and supersede, unless such different terms are expressly agreed to by the University in writing through an amendment to this RFP created by the University in accordance with Section 2.4. Where Offeror agreements and assumptions supplement the Terms and Conditions or the terms of this Solicitation, the supplemental terms and conditions shall apply only if contained in a supplemental agreement submitted in accordance with Section 3.9 and specifically accepted by the University in writing. Where unsolicited supplemental documents, including unsolicited pricing sheets, are submitted, the University reserves the right to deem the proposal non-responsive if the supplemental documents conflict with the specifications of this solicitation. Supplemental documents shall be considered as reference materials only, and nothing contained within a supplemental document shall be deemed as accepted by the University, unless accepted by the University in writing in accordance with this Section. Offerors are cautioned against the use of supplemental documents. Conflicting supplemental documents may lead to the response being deemed non-responsive, and no consideration of the response given. It is recommended that Offerors review Boise State University's Solicitation Instructions to Vendors, Clause 18 link found on the Helpful Links Tab of Attachment 1 Offeror Information.

2.8 Proposals received that qualify the offer based upon the University accepting other terms and conditions not submitted in accordance with Section 3.9 or which take exception to the University's Terms and Conditions as may be amended in accordance with Section 2.4 will be found non-responsive, and no further consideration of the Proposal will be given.

2.9 From the date of release of this RFP until Intent to Award Letter is issued, all contact and requests for information shall be directed to the RFP Lead, only. Regarding this RFP, all contact with other personnel employed by or under contract with the University is restricted. During the same period, no prospective Offeror shall approach personnel employed by, or under Contract to the University, on any other related matters. An exception to this restriction will be made for Offerors who, in the normal course of work under a current and valid contract with the University, may need to discuss legitimate business matters concerning their work with the University. Violation of these conditions may be considered sufficient cause by the University to reject an Offeror's Proposal, irrespective of any other consideration.

2.10 Proposals should be submitted on the most favorable terms an Offeror can propose, from both a price and technical standpoint as well as with regard to legal terms and conditions. The University reserves the right to accept any part of a Proposal, or reject all or any part of any Proposal received, without financial obligation, if the University determines it to be in the best interest of the University to do so.

2.11 Discussions with individual Offerors (including the utilization of one or more rounds of Best And Final Offers (BAFO) and/or Negotiations) may be conducted as determined by the University to be

in its best interest. Offerors should submit their best and most competitive cost proposal initially as there is no guarantee that the University will conduct any discussions.

2.12 No verbal Proposals or verbal modifications will be considered. An Offeror may modify its Proposal in writing prior to the RFP closing time. A written modification must include the date and hand-written signature of the Offeror or its authorized representative.

2.13 All data provided by the University in relation to this RFP represents the best and most accurate information available at the time of RFP preparation. Should any data later be discovered to be inaccurate, such inaccuracy will not constitute a basis for Contract rejection or Contract amendment by an Offeror.

2.14 All Proposal concepts and material submitted becomes the property of the University and will not be returned to Offeror unless the Solicitation is canceled by the University (State Code § 67-9215). Award or rejection of a Proposal does not affect this right. Proposals and supporting documentation may be available for public inspection upon written request following the announcement of a Contract award, except for information specifically labeled on each separate page as a "Trade Secret" under the Idaho Public Records Act, Section Title 74, Chapter 1, Idaho Code ("the Act"). Alternatively, information may be specifically labeled "exempt" from public records under another exemption found in the Act. Information specifically labeled as Trade Secret or otherwise exempt may be protected from disclosure, but only to the extent consistent with the Act or otherwise applicable federal or state law or regulation. Accordingly, the University cannot guarantee its confidentiality.

2.15 An appeal by an Offeror of an RFP specification, a non-responsiveness determination, or the award is governed by the Boise State University Procurement Appeals Process, and must be filed in accordance with that process, which link can be found on the Helpful Links Tab of Attachment 1 Offeror Information.

2.16 Proposal opening will be held at the location and time as indicated in Section 1.1 of this RFP. All Offerors, authorized representatives and the general public are invited, at their own expense, to be present at the opening of the Proposals. During the Proposal opening only the names of the Offerors will be provided.

2.17 Any qualified Offeror may submit a Proposal. All Offerors are qualified unless disqualified. Those Offerors presently on the General Service Administration's (GSA) "list of parties excluded from federal procurement and non-procurement programs" may be disqualified. Information is available on the Helpful Links Tab of Attachment 1 Offeror Information.

2.18 All costs incurred in the preparation and submission of a Proposal in response to this RFP, including, but not limited to, Offeror's travel expenses to attend the pre-proposal conference, Proposal opening, and presentation or negotiation sessions, shall be the sole responsibility of Offerors and will not be reimbursed by the University.

3. Submission Requirements

3.1 **(M)** In order to be considered for award, the sealed Proposal must be delivered to the location and attention of the RFP Lead specified in Section 1.1 of the RFP, no later than the date and time

specified in Section 1.1. No late Proposals will be accepted. A Proposal received at the office designated in this RFP after the RFP closing date and time will not be accepted.

3.2 The Proposals must be addressed to the RFP Lead and clearly marked "PROPOSAL - RFP ST21-094 Credit Card Processing Services for Boise State University."

3.3 **(M)** Signature Page - Proposals must be submitted with the University–supplied signature page in the form provided, without modification. **The Signature Page (Signature Page Tab of Attachment 3 Solicitation Response) must contain an original, handwritten signature** and be returned with the relevant RFP documents. **PHOTOCOPIED SIGNATURES, FACSIMILE SIGNATURES, ELECTRONIC SIGNATURES OR DIGITAL SIGNATURES** are **NOT ACCEPTABLE.** Failure to include a signed, complete, unmodified, original University Signature Page shall result in a finding that the Proposal is non-responsive, and no further consideration will be given to the Proposal.

3.4 Each Proposal must be submitted with:
one (1) original and four (4) copies of the SOW-Student Payables Tab of Attachment 3 Solicitation Response
and/or
one (1) original and four (4) copies of the SOW-Merchant Services Tab of Attachment 3 Solicitation Response.

3.5 Each Proposal must be submitted with one (1) original copy of the Cost Sheet of Attachment 4 Offeror Response

3.6 Since this response has changed from physical copy to electronic copy:
The Proposal must be separated into two (2) distinct ~~sections~~ email attachments: 1) Attachment 3 Offeror Response and 2) Attachment 4 Cost Sheet.

3.6.1 The Attachment 3 Offeror Response must be ~~sealed a~~ separate attachment, identified "Attachment 3 Offeror Response –" RFP ST21-094 Credit Card Processing Services for Boise State University" and include all documentation related to this response, except the Cost Sheet.

3.6.2 The Attachment 4 Cost Sheet must be ~~sealed a~~ separate attachment and identified "Cost Sheet – RFP ST21-094 Credit Card Processing Services for Boise State University." The only document that should be included with this section is the Attachment 4 Cost Sheet

3.7 Electronic Copy - In addition, Offerors must submit one (1) electronic copy of the Attachment 3 Offeror Response to solicitationresponses@boisestate.edu ~~on a USB flash drive device~~. Word or Excel format is required (or other as allowed in the Answers to Questions, Amendment 1). The only exception will be for financials or brochures. The electronic submission ~~USB device format and content~~ must ~~be the same as the manually-submitted Proposal,~~ include~~ing~~ the Attachment 4 Cost Sheet (indicated as "Attachment 4 Cost Sheet" and saved as a separate file). The electronic version must NOT be password protected or locked in any way. ~~Please attach the USB device to the original version of the Attachment 3 Offeror Response.~~ The ~~USB device~~ electronic submission shall contain the ~~original electronic copy in Word or Excel format, as well as the~~ redacted version as requested in Section 3.12 of the solicitation. The electronic file name of the redacted version

must contain the word "redacted."

3.8 **(M)** Offeror must complete and return all information as specified in the Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response to be considered for award.

3.9 **(M)** Offeror must submit with its response all documents and any supplemental or additional agreements that the Offeror proposes to have incorporated into any resulting Contract including any proposed modifications to the Terms and Conditions reserved for further negotiation, in accordance with Section 2.6. If Offeror expressly conditions its Proposal upon the University's acceptance of its additional documents and/or proposed supplemental or additional agreements or modifications to the Terms and Conditions, its Proposal may be deemed non-responsive. The terms of such additional documents and proposed agreement and modifications to the Terms and Conditions the University reserved for negotiation may be considered in accordance with Section 2.6 and 5.4 of this RFP, but no additional or modified terms shall be binding on the University until expressly accepted in writing by the University.

Alternately, if the offeror has no additional documents or proposed agreements they wish to submit for consideration, please note that in response to this specification.

The University will not accept any documents and/or proposed agreements submitted after the Solicitation Closing Date. The University will not accept any additional proposed modifications to the Terms and Conditions or terms that conflict with the Terms and Conditions other than questions submitted in accordance with Sections 2.3 and 2.4. If Offeror attempts to submit additional documents and/or proposed agreements after the Solicitation Closing Date, and conditions its Proposal upon the University's acceptance of those additional documents and/or proposed agreements, its Proposal may be deemed non-responsive and given no further consideration.

The University will not accept terms that allow Offeror to make unilateral amendments to any resulting Contract, terms that require the University to indemnify another party, terms that grant a security interest in state funds or grant a right of setoff against state funds to Contractor, terms that waive punitive damages, or other provisions that violate state laws applicable to University. The University will not accept "click-through" acceptance or software licensing terms either initially or through updates.

3.10 **(M) RFP Amendment** - If the RFP is amended, including through the question-and-answer process, the Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Failure to return a signed copy of each amendment acknowledgement form with the Proposal may result in the Proposal being found non-responsive. See the Boise State University Procurement and Vendor Services website link found in Attachment 1 Offeror Information for any amendments and the required amendment confirmation document.

3.11 **Public Records** - The Idaho Public Records Law, Idaho Code Sections 74-101 through 74-126, allows the open inspection and copying of public records. Public records include any writing containing information relating to the conduct or administration of the public's business prepared, owned, used, or retained by a State Agency or a local agency (political subdivision of

the state of Idaho) regardless of the physical form or character. All, or most, of the information contained in your response will be a public record subject to disclosure under the Public Records Law. The Public Records Law contains certain exemptions. One exemption potentially applicable to part of your response may be for trade secrets.

3.12 **Redacted Information** - If your Proposal contains information that you consider to be exempt, you must also submit an electronic redacted copy of the Proposal with all exempt information removed or blacked out. The University will provide this redacted Proposal to requestors under the Public Records Law, if requested. Submitting Offerors must also:

3.12.1 Identify with particularity the precise text, illustration, or other information contained within each page marked "exempt" (it is not sufficient to simply mark the entire page). The specific information you deem "exempt" within each noted page must be highlighted, italicized, identified by asterisks, contained within a text border, or otherwise be clearly distinguished from other text or other information and be specifically identified as "exempt."

3.12.2 List of Redacted Exempt Information - Provide a separate document with your Proposal entitled "List of Redacted Exempt Information," which provides a succinct list of all exempt material noted in your Proposal. The list must be in the order in which the material appears in your Proposal, identified by Page #, Section #/Paragraph #, Title of Section/Paragraph, specific portions of text or other information; or in a manner otherwise sufficient to allow the University to determine the precise material subject to the notation. Additionally, this list must identify with each notation the specific basis for your position that the material be treated as exempt from disclosure.

3.12.3 The University does not warranty and cannot guarantee protection of this information if disclosure is required. Offeror shall indemnify and defend the University against all liability, claims, damages, losses, expenses, actions, attorney fees and suits whatsoever for honoring a designation of exempt or for the Offeror's failure to designate individual documents as exempt. The Offeror's failure to designate as exempt any document or portion of a document that is released by the University shall constitute a complete waiver of any and all claims for damages caused by any such release. If the University receives a request for materials claimed exempt by the Offeror, the Offeror shall provide the legal defense for such claim.

3.12.4 No Redacted Information - Alternately, if there is no redacted information in the Proposal, please note that with the Proposal.

3.13 (M) The Contractor and its sub-contractors are required to carry the types and limits of insurance referenced in the Insurance Requirements Tab of Attachment 1 Offeror Information. Contractor is required to provide the University with a Certificate of Insurance meeting the requirements listed on the Insurance Requirements Tab of Attachment 1 Offeror Information and in the format specified for Certificate of Insurance (Example) listed on the Helpful Links Tab of Attachment 1 Offeror Information, prior to Contract signing.

4. Proposal Format

4.1 These instructions describe the format to be used when submitting a Proposal. The format is designed to ensure a complete submission of information necessary for an equitable analysis and evaluation of submitted Proposals. There is no intent to limit the content of Proposals. Evaluation points may be deducted from the Offeror's possible score if the following format is not followed. To be considered responsive, Offerors must comply with the list of required documents included on Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response.

4.1.1 Offeror must complete and return, in the format supplied: Attachment 3 Offeror Response including

4.1.1.1 Business Information Tab of Attachment 3 Solicitation Response,

4.1.1.2 Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response,

4.1.1.3 SOW-Student Payables Tab of Attachment 3 Solicitation Response and/or SOW-Merchant Services Tab of Attachment 3 Solicitation Response (depending on which Lot(s) of the solicitation the Offeror is proposing) and

4.1.1.4 Signature Page Tab of Attachment 3 Solicitation Response.

4.1.2 Offeror must complete and return Attachment 4 Cost Sheet, Cost Sheet in the format supplied

4.2 Offerors must adhere to all requirements of this RFP to be considered responsive. The determination of whether a Proposal is responsive is a determination made solely by the University. The University reserves the right to waive any non-material variation that does not violate the overall purpose of the RFP, frustrate the competitive bidding process, or afford any Offeror an advantage not otherwise available to all Offerors.

4.3 Sections of the format may be listed with an evaluated requirement.

4.4 Evaluation Code - The codes and their meanings are as follows:

(M) Mandatory Specification or Requirement - failure to comply with any mandatory specification or requirement may, at the sole discretion of the University, render Offeror's Proposal non-responsive and no further evaluation will occur. Offeror **is required** to respond to each mandatory specification with a statement outlining its understanding and how it will comply.

(E) Evaluated Specification - a response is desired and will be evaluated and scored. If not available, respond with "Not Available" or other response that identifies Offeror's ability or inability to supply the item or Service. Failure to respond will result in zero (no) points awarded for this item.

(ME) Mandatory and Evaluated Specification - failure to comply/respond may render Offeror's Proposal non-responsive and no further evaluation will occur. Offeror is required to respond to this specification with a statement outlining its understanding and how it will comply.

NOTE: If any requirement listed as (M) (E) or (ME) exists in your proposed Service, but is accomplished in a manner other than described in that section, Offeror MUST identify the variation and provide a complete detailed explanation of the variation. Acceptance of a variance in method to accomplish mandatory requirements is at the sole discretion of Boise State University and the evaluation committee.

5. Contract

5.1 The RFP, all attachments, appendices, and amendments, the successful Offeror's Proposal submitted in response to the RFP and any negotiated changes to the same negotiated and agreed to by University in accordance with the requirements and provisions of this RFP, together comprise the Contract (hereinafter referred to as the "Contract") and will be formalized by the creation of a Purchase Order (PO) that ties these documents together.

5.2 Boise State University "Standard Contract Terms and Conditions", Boise State University "Solicitation Instructions to Vendors", Boise State University's "Special Banking Solicitation Instructions to Vendors and Contract Terms and Conditions" (found in the Helpful Links Tab of Attachment 1 Offeror Information and in Appendix A at the end of this solicitation, respectively), all as may be amended from time to time (collectively, the "Terms and Conditions"), are each incorporated by reference into and shall apply to this Solicitation and any Contract resulting from this Solicitation as if fully set forth herein.

In addition, the State of Idaho's Standard Terms and Conditions for Cloud Services also apply (link found in Helpful Links Tab of Attachment 1 Offeror Information) and are hereby incorporated as if fully set forth herein. The State of Idaho's "Special Terms and Conditions for Customized Software and Related Services" (link found in the Helpful Links Tab of Attachment 1 Offeror Information) apply and are incorporated herein to the extent customized software is to be provided by Offeror. Offerors are encouraged to review these documents at the specified websites.

By submitting a response to this RFP, Offeror agrees to be bound by these Terms and Conditions.

5.3 The Contract, in its incorporated composite form, represents the entire agreement between the Contractor and University and supersedes all prior negotiations, representations, understandings, or agreements, either written or oral. All terms should be reviewed carefully by each prospective Offeror as the successful Offeror is expected to comply with those terms and conditions.

5.4 As provided in Section 2.7, to the extent the terms of any Offer responses or supplemental terms or agreements accepted by the University conflict with Boise State University Standard Terms and Conditions or other terms and conditions of this RFP, any conflict or inconsistency shall be resolved in accordance with Clause 38 of Boise State University Standard Terms and Conditions (link found in Helpful Links Tab of Attachment 1 Offeror Information).

5.5 Finalization of the Contract documents may require additional time for review from the Office of Information Technology, Office of General Counsel, and/or State Board of Education. Additionally, the Office of General Counsel may review and negotiate any proposed supplemental agreements or terms, prior to the finalization of a contract.

5.6 The Contract is not effective until Procurement and Vendor Services have issued a Purchase Order specifying a commencement date (the "Effective Date"), and that date has arrived or passed. The Contractor will not provide or render Services to the University under this Contract until the Effective Date. The University may determine, in its sole discretion, not to reimburse the Contractor for products provided or Services rendered prior to the Effective Date.

5.7 Prior to the release of the Contract, University and the apparent successful Offeror will clarify expectations and finalize the Project Management Plan for the implementation, deliverables and schedule for payment of the Service.

5.7.1 The Project Management Plan must include a project schedule/timeline, (tasks that require more than 10 hours of work), major deliverables and payment milestones.

5.7.2 The Project Management Plan must include a description for each task and a designation of whether Boise State or the Offeror is responsible for the task.

5.7.3 Additionally, the Project Management Plan will contain all points of clarification, an agreed upon Project Schedule for the implementation of the Service, and other clarifying supporting documents. Examples of points of clarification are clarification of requirements and legal clarifications. Examples of other clarifying supporting documents are risk management plan, change management plan, configuration management plan, milestone payment plan and project closure plan.

5.7.4 Upon a mutually agreed upon Project Management Plan, an award will be made, a Contract put in place, and implementation of the Service can begin.

5.7.5 Once the Contract is in place, all modifications to the Project Management Plan must be reviewed and approved by the University in writing.

5.8 In addition to the acceptance terms detailed in Boise State University Standard Contract Terms and Conditions (link found in Helpful Links Tab of Attachment 1 Offeror Information), acceptance from the University will be based upon the completion of tasks and deliverables as agreed upon by the University and Contractor in the Project Management Plan.

5.9 Termination shall be in accordance with Boise State University Standard Contract Terms and Conditions, link found in Helpful Links Tab of Attachment 1 Offeror Information. Upon expiration or termination of the Contract, the obligations of the parties to each other shall come to an end, except those provisions which are intended to survive and continue, which shall include, but shall not be limited to, provisions relating to confidentiality, indemnification, and insurance requirements contained in the Contract.

5.10 Upon any termination of the Contract, Contractor shall return to the University all copies of the confidential information or other materials incorporating confidential information in the possession of Contractor or its employees. Contractor agrees to:

5.10.1 Return all property in any form belonging to the University.

5.10.2 Return all confidential information that may have been received from the University. Provide the ability for University to electronically retrieve data and documents from Contractor's Service, as this data is owned by University.

5.10.3 Return all data that is the property of the University in a reasonable format specified by the University. Deliver to Boise State, within 6 weeks, all data and documents from Contractor's Service that pertains to Boise State. This data must be delivered in an electronic format. Return of all data shall be provided by Contractor at no additional cost to the University.

5.10.4 The University will verify receipt of that data.

5.11 Notwithstanding termination, the restrictions on disclosure and use of confidential information arising under the Contract shall continue to be effective after the date of termination.

5.12 Contractor is expected to comply fully with all applicable laws and regulations and industry standards regarding information security, data security, and privacy of personally identifiable information. Contractor shall indemnify, defend and hold harmless University for any claims, damages, costs, expenses, including attorney fees, resulting or arising from Contractor's failure to follow such laws, regulations and standards.

6. Business Information

Use the Business Information Tab of Attachment 3 Solicitation Response to provide the following information:

6.1 (ME) Experience

6.2 (ME) Qualifications

6.2.1 (ME) Staffing Plan
6.2.2 (ME) Escalation Plan
6.2.3 (ME) Project Management Plan

6.3 References

6.4 Responsibility
At the sole discretion of the University, the RFP Lead may conduct a review to determine if the apparent high point Offeror is responsible. As part of the responsibility review, the RFP Lead may require the apparent high point Offeror to provide financial reports to the satisfaction of the University, and may also seek references to the satisfaction of the University. Nothing herein shall prevent the University from using other means to determine Offeror's responsibility.

7. Scope of Work

7.1 Offerors must use Attachment 3 Bidder Response form, in its existing format, and complete the SOW-Student Payables Tab of Attachment 3 Solicitation Response and/or the SOW-Merchant

Services Tab of Attachment 3 Solicitation Response for the scope of work for which they're proposing. Offeror may submit a proposal on one or both of these Lots.

8. Cost Proposal

8.1 **(M)** All costs associated with the specifications of the RFP must be included in the mandatory Cost Proposal. All proposed pricing will be firm/fixed and fully-burdened with all direct and indirect costs, and must include (but not be limited to), all operating, administrative, and personnel expenses, such as overhead, salaries, profit, supplies, per diem, travel (airfare and/or mileage), lodging, and quality improvement.

8.2 **(ME)** Use the format established in the Cost Sheet of Attachment 4 Offeror Response of this RFP, and identify it as Attachment 4 Cost Sheet. Altering the format may result in a finding that your Proposal is non-responsive.

9. Proposal Review and Evaluation

9.1 The objective of the University in soliciting and evaluating proposals is to ensure the selection of a Contractor that will produce the best possible results for the funds expended.

9.2 Proposals must demonstrate that Offerors have the ability to complete the described functions of this RFP.

9.3 The Proposal(s) will be evaluated first as either "pass" or "fail," based on compliance with Mandatory (M) and Mandatory/Evaluated (ME) requirements. All Proposals that meet the Mandatory and Mandatory/Evaluated requirements will continue in the evaluation process. Proposals not meeting the Mandatory and Mandatory/Evaluated requirements may be found non-responsive.

Specifically, The University will evaluate separately Lot 1 (Merchant Services) and Lot 2 (Student Payables) except the Electronic Store sections of the responses. Once an apparent winning Offeror has been determined for Lot 1 and Lot 2, the Electronic Store sections of those two apparent winning responses will be evaluated. Demonstrations regarding the Electronic Store may be required. The University will score those demonstrations and costs and will award in its best interest.

9.4 The University will establish an evaluation team that may consult with subject matter experts to review and advise on any portion of the response to evaluate responses. Upon opening the responses, the Boise State University Procurement and Vendor Services will inspect the Proposal for responsiveness. Under the facilitation of the Procurement and Vendor Services Department, the evaluation team will score the responsive proposals.

The University may request online webinars/meetings or face to face demonstrations from the top several scoring Offerors. If demonstrations are requested, the University may provide demonstration scenarios to Offerors.

The evaluation team will discuss and finalize their scoring with the Procurement and Vendor Services Department. Prior to award, the apparent successful Offeror's response may be forwarded to a representative(s) of the Office of Information Technology and/or the Office of General Counsel to confirm that the Service will work within the University's infrastructure and policies.

9.5 The criteria described in the Evaluation Criteria section will be used to evaluate and score the Proposals for the purpose of ranking them in relative position based on how fully each Proposal meets the requirements of this RFP. Particular emphasis will be placed on the Offeror's understanding of the RFP, quality of product/service, and the description of how the activities will be performed.

The scores for the Business Information Tab of Attachment 3 and SOW-Student Payables of Attachment 3 and/or SOW-Merchant Services of Attachment 3, will be normalized as a whole, or by category, at Boise State University's sole discretion. Except cost, the Proposal with the highest raw score will receive all available points in total or by category total. Other Proposals will be assigned a portion of the maximum available points, using the formula:

(Raw score of Proposal being evaluated / highest raw score) x total possible points.

9.6 At the discretion of the University, Demonstrations may be required. Offerors who do not make the Evaluated Demonstration portion of the evaluation may not be further evaluated.

9.7 The University intends to see demonstrations from the top several scoring Offerors for each Lot. Demonstrations, if required, will be conducted before the Notice of Intent to Award is issued. Demonstrations will be via webinar or in person, or both, set up by the Offeror and provided at no cost to the University. It is possible that an Offeror will have only a couple of days of notice that they have been selected for a Demonstration, so it's suggested that the Offeror have the ability to quickly set up a webinar and be prepared to exhibit their product. Demonstrations may include hypothetical scenarios, real-life test samples, quality assurance issues, reporting and/or anything else of interest to the University. The University may request multiple Demonstrations if further clarity is required. The Demonstration becomes an official part of the response. The University will utilize "Evaluated" and/or "Pass/Fail" demonstrations, as described below.

9.7.1 **(E)** Evaluated Demonstrations - At the discretion of the University, several of the highest-scoring Offerors may be contacted to give an overview/demonstration of their Service and respond to questions. (Evaluation of the Demonstrations may result in adjustment of points awarded in the Business and Scope of Work Proposals, as the evaluation committee deems appropriate.) Failure to successfully demonstrate functions of the Service listed as mandatory in this RFP may result in rejection of the proposal. Boise State may request multiple demonstrations from the several top scoring Offerors.

9.7.2 **(E)** Pass/Fail Demonstration - Alternatively, the University reserves the right to require a Demonstration or webinar of only the top-scoring Offeror. If this option is chosen, the evaluation is strictly Pass/Fail for the apparent successful Offeror. If the apparent successful Offeror fails, then the next highest-scoring Offeror will be considered the apparent successful Offeror and the Demonstration process may be repeated.

9.8 Once the top scoring Offeror in each Lot is selected, University may request demonstrations of the Electronic Store portion of each of these Offeror's products to determine which Electronic Store University will proceed with.

9.9 For those Proposals meeting mandatory requirements and making it to the Demonstrations, the total evaluation points will be summed with the cost points and Demonstration points, and the Proposals will be ranked by final total score.

9.10 Pricing will be evaluated using a cost model that offers the University the best possible value over the initial term of the Contract. Cost evaluation will be figured by applying the Offeror supplied costs from the Cost Sheet Tab of Attachment 4 to Boise State's estimated usage. Award will be by Lot (Merchant Services or Student Payables) to the responsive, responsible Offeror whose Proposal receives the highest number of points in the respective category. University may choose to award both Lots to a single Offeror, or may award them independently.

The scores for the Cost Proposal will be normalized as follows: The Proposal with the lowest overall total cost proposed will receive all the cost points as assigned in the Evaluation Criteria below. Other Proposals will be assigned a portion of the maximum score using the formula:

Lowest Cost / Other Proposal cost x total possible cost points.

9.11 Offeror will be notified of the result of the solicitation process in writing. Written notification will be sent to the authorized signer designated on the signature page.

9.12 Evaluation Criteria

Technical Proposal:	
Mandatory (M, ME) Submission Requirements Met (Section 4)	Pass/Fail
Business Information (Section 6)	150 points
Scope of Work (Section 7)	550 points
Cost Proposal:	
Cost Proposal (Section 8)	300 points
Total Points	**1,000 points**
Optional Items (if scored):	
Demonstrations (if required, RFP Section 9)	200 additional pts

10.Attachment Summary

10.1 **Attachment 1 Offeror Information** Includes Information that will be helpful to the Offeror as they complete their response to this solicitation.

Specifically:
Helpful Links Tab of Attachment 1 Offeror Information
Insurance Requirements Tab of Attachment 1 Offeror Information
Response Time Tab of Attachment 1 Offeror Information
Current Campus Environment Tab of Attachment 1 Offeror Information

10.2 **Attachment 2 Offeror Questions** is used to submit questions the Offeror may have on the solicitation, in accordance with the processes and timelines discussed in Sections 1 and 2 of this RFP Solicitation Document.

10.3 **Attachment 3 Offeror Response** contains the required solicitation response and submission information.
Specifically:
Business Information Tab of Attachment 3 Solicitation Response
Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response
SOW-Merchant Services Tab of Attachment 3 Solicitation Response
SOW-Student Payables Tab of Attachment 3 Solicitation Response
Signature Page Tab of Attachment 3 Solicitation Response
Voluntary Product Accessibility Template of Attachment 3 Solicitation Response

10.4 **Attachment 4 Cost Sheet** contains the required cost sheet to be completed and submitted to be considered for this solicitation. This must be packaged separately from Attachment 3 Offeror Response in its own sealed envelope and submitted with the solicitation response package.

10.5 The Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response includes a list of required documents that must be submitted with the response.

11. Appendix A
Banking Contract Terms and Conditions And
Banking Solicitation Instructions to Vendors

1. The following instructions found in the Boise State Standard Terms and Conditions DO NOT APPLY to this Solicitation:
   6. Shipping and Delivery
   7. Installation and Acceptance
   8. Risk of Loss
   14. Insurance Requirements
   18. Commodity Status
   37. No Other Terms

2. The following terms and conditions supplement the Boise State Standard Terms and Conditions. In the event of a conflict between these special terms and conditions and the Contractor's Bid or Proposal, these terms and conditions shall control. Defined terms shall have the meanings set forth in the Solicitation Instructions to Vendors and the Boise State University Standard Terms and Conditions.

2.1 No Rights to Setoff or Debit. The Contractor shall invoice the University and shall not have rights to set off against State or University funds or to debit State or University accounts.

2.2 No Security Interest. The University does not have authority to grant a security interest in State funds and Contractor shall not be deemed to have been granted such an interest under any provision of the Contract.

2.3 No Requirement to Establish a Reserve Account. The Contractor shall not require the University to establish a reserve account.

2.4 Punitive Damages. Any requirement to waive punitive damages in documents that Offeror submits with its Bid or Proposal are void.

2.5 Arbitration. Any requirement to submit any dispute or matter arising from or related to the Contract or this Solicitation to arbitration is void.

2.6 Click-through Licenses Prohibited. The University will not accept "click-through" acceptance of software licensing terms either initially or through upgrades.

2.7 Termination Right at the Option of the University. Conduct of the Contractor which constitutes moral turpitude, fraud, or which would tend to bring public disrespect, disrepute, contempt or ridicule upon University, or failure by Offeror to follow the high moral and ethical standards commonly expected of a banking services market participant shall be cause for termination at the convenience of the University without notice or penalty. Further, the University may terminate this Contract and seek damages if Contractor is found, by any regulatory agency governing Contractor or by any court, to have committed acts of misconduct, including acts of dishonesty, fraud, theft or misappropriation, or upon a material adverse change to Contractor's financial position.

3. The following representations, covenants and warranties shall apply to the Contract. Offeror represents, covenants, and warrants that:

3.1 Contractor has the full power and authority to enter into the Contract, grant the University any license offered in its proposal, and has the full power and authority to grant to the University any rights required to access and utilize the services to be provided by Contractor (collectively the System), and to produce all required functionality as specified in the Contract.

3.2 The System and required services are fit for the particular purpose of providing the requirements specified within the Contract, and all amendments to the Contract, as agreed to and accepted by both the University and the Contractor. Furthermore, the Contractor warrants that the System is merchantable.

3.3 The System is compatible with the software, hardware, and telecommunications environment specified within the Contract, and all amendments to the Contract as agreed to and accepted by both the University and the Contractor. Incompatibility will include but not be limited to, the creation of errors in data, the loss of data, the inability to access data, and delays and stoppages in performance of work by the Contractor or the University arising from the System.

3.4 The System, in whole and in part, will operate within the defined hardware and telecommunications environments of the Contract and in accordance with the specifications of the Contract established by the University, and be free from defects

during the term of the Contract.

3.5 The System will perform without the creation of errors in University data, the loss of University data, the inability to access University data, the inability to input University data, and delays and stoppages in performance due to data collection, data corruption, or loss.

3.6 Contractor shall repair or replace, within a commercially reasonable time unless otherwise specified in this Solicitation and at its sole cost and expense, any portion of the System failing to comply with the warranties granted in this section during the warranty period offered by Contractor. If the Contractor fails to repair or replace such portion of the System within the required time, the University may, in its sole discretion, act to repair or replace all or a portion of the System or re-perform the services and the Contractor shall reimburse the University for all costs incurred by the University to repair or replace the System or to re-perform the services.

3.7 Contractor will perform all services required pursuant to the Contract in a professional manner and with high quality.

3.8 The System, in whole or in part, does not infringe upon an enforceable patent, copyright, trade secret, trademark or other proprietary right. The Contractor knows of no action or proceeding of any kind pending, or to its knowledge, threatened against, by or affecting it or the software used to provide the service or any documentation, which if decided, is adverse to the Contractor, and could adversely affect the Contractor's ability to perform or complete its obligations under this Contract.

4. Boise State University's registered trademarks, as well as other names, seals, logos, college colors and other indicia ("University Marks") that are representative of the University may be used solely with permission of Boise State University. Notwithstanding the foregoing, the University logo may be used in the RFP response for illustrative purposes only. No use may be made of University Marks in any document which implies any association with or endorsement of the services of the Offeror or any other third party.

5. The University shall own and retain all rights to information, techniques, processes and data developed, documented, derived, stored, installed or furnished by the University under the Contract.

6. The Contractor and System must comply with all federal, state and local laws and regulations, statutes and codes. The System must comply with the federal, state and local laws and regulations governing the privacy and protection of educational records, including but not limited to the Family Education Rights and Privacy Act (FERPA) and including European Union data protection laws.

7. The Contractor shall comply at all times with commercially reasonable data security of information, as applicable, as defined by the Family Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) and in accordance with industry standards applicable to Contractor.

8. The Contractor warrants that at all times, for the term of the Contract, Contractor will comply with all posted and applicable, active Idaho Executive Orders (linked in **Appendix B** attached hereto). Contractor further warrants that at all times for the term of the Contract; Contractor's offered property as defined by Idaho Code will comply with all applicable Idaho Technology Authority Standards (linked in **Appendix B** attached hereto).

9. If there is theft or misappropriation of the University's confidential information which is due to the negligence or intentional misconduct of Contractor or due to the Contractor's failure to comply with applicable provisions of HIPAA, FERPA or corresponding regulations, Offeror shall provide the University written notice of theft or misappropriation within 24 hours of when theft or misappropriation becomes known to Offeror. In the event of a breach of any of the Contractor's data security obligations or other event requiring notification under applicable State and Federal law, the Contractor must assume total financial liability incurred by such breach and subsequent notifications. In addition, the Contractor must assume responsibility to indemnify, hold harmless and defend Boise State University, its officials, and employees from and against any claims, damages, or other harm related to such theft or misappropriation. Boise State will have six (6) months from the date of receipt of written Notice from Offeror of the theft or misappropriation to provide written notice to the Offeror of its intent to terminate, and to terminate, this Contract. If the University elects to terminate this Contract pursuant to this section, Offeror will have no right to cure the breach of this Contract in order to prevent Boise State from terminating the Contract.

10. Unless otherwise allowed by the University in this Contract, the Contractor shall not, without written approval from the University, enter into any subcontract relating to the performance of this Contract or any part thereof. Approval by the University of Contractor's request to subcontract or acceptance of or payment for subcontracted work by the University shall not in any way relieve the Contractor of any responsibility under this Contract. The Contractor shall be and remain liable for all damages to the University caused by negligent performance or non-performance of work under the Contract by Contractor's subcontractor.

11. The website MUST be designed so that it is accessible to all users. Refer to Boise State University Policy #8140 Information Technology Accessibility (linked in **Appendix B** attached hereto). The website must comply with this policy.

Where applicable, Contractor represents and warrants that its Software is currently in compliance and that during the term of this Agreement shall remain in compliance with all applicable federal disabilities laws and regulations including, without limitation, the accessibility requirements of Section 508 of the Rehabilitation Act of 1973, as amended, and its implementing regulations. Moreover, Contractor represents and warrants that its student and public-facing Software currently meet or exceed the current version of WCAG AA standard for accessibility. Contractor agrees to promptly respond to, resolve and remediate any complaint regarding accessibility of its Software in a timely manner and provide an updated version to University at no cost within a commercially reasonable time. These warranties shall not apply if the Software is: (a) modified or altered in any way (other than by Contractor or with the specific prior written consent of Contractor); (b) not updated with the patches, fixes, updates,

improvements, or enhancements that Contractor may make available from time to time; (c) used in any manner or for any purpose not specifically permitted by this Agreement or the documentation.

12. The data centers must reside within the lower 48 states.

Contractor shall comply with all applicable data security and privacy laws and regulations, as further set forth in the State of Idaho Standard Terms and Conditions for Cloud Services, and to include the General Data Protection Regulation 2016/679 or applicable data protection law, as may be amended from time to time and any corresponding regulations or interpretations issued by EU authorities or their equivalent ("GDPR"). Contractor should submit evidence of its compliance with its response to this Solicitation. The University reserves the right to require a Data Protection Addendum or other evidence of compliance with the negotiated Contract, if not provided in the Offeror's response or otherwise demonstrated to the satisfaction of the University.

Helpful Links - Attachment 1	
Procurement Information	
Procurement & Vendor Services Homepage	https://www.boisestate.edu/vpfa-p2p/
Solicitations & Amendments	https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/
Procurement Appeals Process	https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/
Terms and Conditions Information	
Solicitation Instructions to Vendors	https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/
Boise State Standard Contract Terms and Conditions	https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/
State of Idaho Standard Terms and Conditions for Cloud services	https://purchasing.idaho.gov/wp-content/uploads/2019/01/Standard-Ts-and-Cs-for-Cloud-services-010819.pdf
State of Idaho Special Terms And Conditions For Customized Software And Related services	https://purchasing.idaho.gov/wp-content/uploads/2019/01/Standard-Ts-and-Cs-for-OnPrem-Software-010819.pdf
Idaho Technology Authority Standards	https://ita.idaho.gov/resources/
Insurance Information	
Insurance Requirements	https://www.boisestate.edu/rmi/forms-listing/
Certificate of Insurance (Example)	https://www.boisestate.edu/rmi/forms-listing/
Boise State University Policy	
Boise State University Policy	https://www.boisestate.edu/policy/
Boise State University Policy #1060 Nondiscrimination and Anti-harassment	https://www.boisestate.edu/policy/governance-legal/non-discrimination-and-anti-harassment-policy/
Boise State University Policy #1070 Equal Opportunity Statement , Veterans' Preference & Affirmative Action	https://www.boisestate.edu/policy/governance-legal/equal-opportunity-statement/
Boise State University Policy #1075 Nondiscrimination on the Basis of Disability	https://www.boisestate.edu/policy/governance-legal/policy-title-nondiscrimination-on-the-basis-of-disability/
Boise State University Policy #1150 HIPAA Hybrid Entity Designation	https://www.boisestate.edu/policy/governance-legal/hipaa-hybrid-entity-designation/
Boise State University Policy #2080 Equal Access for Students with Disabilities	https://www.boisestate.edu/policy/student-affairs/equal-access-for-students-with-disabilities/
Boise State University Policy #7005 Background Verifications	https://www.boisestate.edu/policy/human-resources/background-verifications/
Boise State University Policy #7020 Drug and Alcohol Free Workplace	https://www.boisestate.edu/policy/human-resources/drug-and-alcohol-free-workplace-policy/
Boise State University Policy #8140 Information Technology Accessibility	https://www.boisestate.edu/policy/information-technology/policy-title-information-technology-accessibility/
Boise State University Policy #9110 Smoke and Tobacco Free Campus	https://www.boisestate.edu/policy/facilities-planning-campus-safety/policy-title-smoke-free-campus/
FERPA & corresponding regulations	https://www.boisestate.edu/registrar/faculty-staff-info/ferpa/
Information Technology Guidelines and Security Requrements	
System Security Encryption Guideline	https://www.boisestate.edu/oit-itgrc/it-guideline-category/system-security-encryption-guideline/
Boise State University Information Technology Policies and Standards	https://www.boisestate.edu/oit-itgrc/home/it-governance-risk-and-compliance-policies-standards-procedures-and-plans/
Boise State University Information Technology Security Standards	https://www.boisestate.edu/oit-itgrc/it-standards-category/boise-state-university-minimum-security-standards-for-systems/

Federal Information and Regulations	
Americans with Disabilities Act of 1990	https://www.ada.gov/ada_intro.htm
Rehabilitation Act of 1973	https://www.dol.gov/ofccp/regs/compliance/section503.htm
Miscellaneous	
System for Award Management (SAM) list of parties excluded from federal procurement and non-procurement programs, (General service Administration (GSA)	https://www.sam.gov/SAM/
Active Executive Orders:	https://gov.idaho.gov/executive-orders/
Boise State News	https://www.boisestate.edu/about/facts/

Insurance Requirements - Attachment 1	
Commercial General, Professional, Automobile, Workers Comp	
Commercial General, Professional, Automobile, Workers' Comp Insurance found on the Boise State University Office of Risk Management & Insurance web page link found on the Helpful Links Tab of Attachment 1 Offeror Information.	
Cyber Liability:	
Required of all contractors and service providers who install, maintain, service, update, repair and/or program State computers and IT systems and service providers who maintain, update, access, copy or use State medical records, personnel/employment records and/or similar confidential records.	
Information Security/Cyber Liability Insurance written on a "claims-made" basis covering Contractor, its employees, subcontractors and agents for expenses, claims and losses resulting from wrongful acts committed in the performance of, or failure to perform, all services under this Agreement, including, without limitation but are not limited to:	
	Coverage for the University's costs of defending any claims or lawsuits filed because of the contractor's Service failure or security breach; and
	Coverage for all costs of notifying all individuals who have been affected, as well as providing credit monitoring services for the affected individuals after the affected individuals confidential information has been compromised; and
	Coverage for any regulatory fines or penalties that are levied against the University as a result of the Service failure or security breach; and
	Coverage for computer virus liability when a University authorized user's Service is infected by a computer virus from the Contractor's Service; and
	Errors and omissions coverage to cover alleged failures by the Contractor's software and/or Service.
The Contractor shall carry Cyber Liability Insurance with limits no less than the limits listed below that covers all direct and indirect damages suffered by the agency which are caused by the Contractor's Service failure or electronic hacking that results in confidentiality or security breach(es) of the Contractor's Service. The policy coverage shall be primary and non-contributory with any other insurance maintained by the State of Idaho, and shall contain a waiver of subrogation.	
	Minimum Limits:
	Each Occurrence - $2,000,000
	Network Security / Privacy Liability = $2,000,000
	Breach Response / Notification sublimit – A minimum limit of 50% of the policy aggregate.
	Technology Products E&O - $2,000,000 (Only applicable for Offerors supplying technology related services and or products)
	Coverage shall be maintained in effect during the period of the Agreement and for no less than two (2) years after termination / completion of the Agreement.
Certificate of Insurance (Example) linked in Helpful Links Tab of Attachment 1 Offeror Information	

Response Time - Attachment 1

Response Time Commitment Table

Issue Severity	Client Priority Level	Contractor Initial Response Commitment	Client Communications Update Commitment
Critical Issue	Priority 1	30 Elapsed Minutes	Every 2 Elapsed Hours
Serious Issue	Priority 2	2 Business Hours	Every 4 Business Hours
Standard Issue	Priority 3	1 Business Day	Every 5 Business Days
Q&A	Priority 4	1 Business Day	As Appropriate

Business Impact Guidelines Table

Client Priority Level	Business Impact Guidelines
Priority 1	Issue where a supported Covered Product is completely unavailable to users or is working at a severely degraded capacity / performance level for multiple users that makes Covered Product unusable; or Issue has a major impact to external client / customer; or Issue is impacting revenue or time sensitive regulatory compliance AND no acceptable workaround exists.
Priority 2	Issue where a supported Covered Product's functionality has become limited or is working at marginally degraded capacity or performance for multiple users AND no acceptable workaround exists; or Issue where a Covered Product component is unavailable or is working at a severely degraded capacity / performance AND an acceptable workaround exists.
Priority 3	Issue where a single user is unable to use a Covered Product or a component of a Covered Product that is necessary for the user to perform their primary work activities; or Issue that is not critical is encountered with the Covered Product that leads to a minimal loss of functionality, capacity or performance; or A feature is unavailable where another can be readily used (i.e., routing to a different printer).
Priority 4	General request for information or "how to" (Q&A); or Report of event not causing impact to work operation or production.

Support must be provided by fluent, English-speaking call center employees.

Current Campus Envrionment - Attachment 1

Note: If a cell is blank or populated with a " - ", either it is not applicable or the University does not have that information.

Campus Department	Transaction Type	Point of Sale	Integrated Systems	Interface	Gateway	Processor	Estimated Annual Transaction Amount	Estimated Annual Transaction Count
Athletics	Card Present, Card Not Present		Archtics	Gateway API	Ticketmaster	Heartland	$11,961.00	862
Bronco Shop	Card Present, E-Commerce	PrismRBS	PrismRBS	Gateway API	Shift4	Heartland	$5,213,993.16	85030
Campus Recreation	Card Present, E-Commerce	InnoSoft Canada Inc (Fusion)	InnoSoft Canada Inc (Fusion)	Gateway API	Freedom Pay	Heartland	$386,658.91	9684
Athletics ExtraMile Arena Morrison Center	E-Commerce		Host	Gateway API	Ticketmaster	Paymentech	$31,461,387.58	-
Public Safety - Parking Meters	Unattended Card Present	IPS		Gateway API	Montera	Wells Fargo	$27,302.03	-
Public Safety - Parking Kiosks	Unattended Card Present	Digital Iris		Gateway API	authorize.net	Wells Fargo	-	-
Student Financial Services	E-Commerce	PeopleSoft		Paypath	Touchnet	Heartland	$20,837,574.06	19063
Admissions	E-Commerce		Technolutions (Slate)	Touchnet Ready Partners - UPay	Touchnet	Heartland	$458,200.00	5046
BSPR	E-Commerce		IATS System	Touchnet Ready Partners - UPay	Touchnet	Heartland	$883,767.00	-
New Student Programs	E-Commerce			Touchnet Ready Partners - UPay	Touchnet	Heartland	$191,899.80	2245
Public Safety - Parking RBS	E-Commerce		NuPark Inc	Touchnet Ready Partners - UPay	Touchnet	Heartland	$720,058.68	6286
Testing Center	E-Commerce		RegisterBlast	Touchnet Ready Partners - UPay	Touchnet	Heartland	$2,065.00	94
University Housing	E-Commerce	The Housing Director	Adirondack Solution	Touchnet Ready Partners - UPay	Touchnet	Heartland	-	-
Center For Professional Development	E-Commerce		ACEware Systems, Inc.	Touchnet Ready Partners - UPay	Touchnet	Heartland	-	-
Treasury University Health Services	Card Present, E-Commerce	CC Terminal Only		UStore	Touchnet	Heartland	$5,632,439.85	54291
Accounts Receivable Children's Center College of Business & Economics Morrison Center Music Department Student Financial Services Theatre Arts	E-Commerce			UStore	Touchnet	Heartland	$1,398,349.51	3051
Albertsons Library Athletics E-Sports	Card Present				CC Terminal Only	Heartland	$44,779.37	1572
ExtraMile Arena	Card Present	AtVenu			AtVenu	Stripe	-	-
Public Safety - Cycle Learning Center	Card Present	Lightspeed			CC Terminal Only	Heartland	$54,493.82	539
Info Desk	Card Present	Oracle Simphony			CC Terminal Only	Heartland	$149,536.22	1445
Games Center	Card Present	Qubica Conqueror			CC Terminal Only	Heartland	$49,624.99	4977
Public Safety - Parking Mobile Payments	Mobile Payment	Park Mobile					-	-
TechHelp	E-Commerce		LearningCart	Touchnet Ready Partners - UPay	Touchnet	Heartland		
OIT	E-Commerce		Pharos	Touchnet Ready Partners - UPay	Touchnet	Heartland	-	-
Learning Technology Solutions	E-Commerce		Canvas LMS	Touchnet Ready Partners - UPay	Touchnet	Heartland	-	-

Offeror Questions - Attachment #2

INSTRUCTIONS:

Do not identify your name or your company's name or product names of intellectual property in your questions.
The following instructions MUST be followed when submitting questions.

1. Questions must be received by the Deadline to Receive Questions noted in Section 1.1 of the RFP or will be rejected and not considered.
2. DO NOT CHANGE THE FORMAT OR FONT. Do not bold your questions or change the color of the font.
3. Enter the RFP section number that the question is for in the "RFP Section" field (column B). If the question is a general question not related to a specific section, enter "General" in column B. If the question is in regards to a Term and Condition, state the clause number in column B. If the question is in regard to an attachment, enter the attachment identifier (example "Attachment A") in the "RFP Section" (column B), and the attachment page number in the "RFP page" field (column C).
4. Do not enter text in column E (Response). This is for the University's use only.
5. Once completed, this form is to be emailed per the instructions in the RFP. The **email subject line is to state the RFP number followed by "Questions."**

Question #	RFP Section	RFP Page	Question from Offeror	University Response
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
(Add rows as necessary)				

Business Information - Attachment 3			
Section #	**Eval Code**	**Specification**	**Offeror Response**
6.1	ME	Describe in detail your knowledge and experience in providing Services similar to those required in this RFP. Include business history, description of current service area, and customer base. Specifically, include experience in other universities or higher education institutes or similar organization within the last three (3) years.	
6.1	ME	Provide information about the number of Service deployments that your company has implemented at universities or higher education institutions (preferred) or other similar organizations, how long those Services have been in use, and what percentage of your business higher education constitutes.	
6.2	ME	Describe your qualifications for successfully completing the requirements of the RFP.	
6.2.1	ME	**Staffing Plan** - Provide a detailed staffing plan with a chart showing all technical and functional roles that you will provide to carry out the work of the ensuing Contract. Provide a plan of technical and functional roles and an estimate of total hours that need to be provided by Boise State. Explain how the workflow will occur using the staffing plan based on the requirements of this RFP.	
6.2.2	ME	**Escalation Plan** - Provide an Escalation Plan describing the response time and escalation procedure. The Escalation Plan must provide the contact information of the personnel who will handle the escalation process for the resulting Contract. Upon award, the University may require an Escalation plan including name, title/position, contact phone, fax and email.	
6.2.3	ME	**Project Management Plan** - Provide a Project Management Plan and Project Schedule that includes criteria listed in Section 5.7, Project Management Plan. Ability to deliver and complete installation as requested will likely be a component of the award.	
6.3		**References** - Provide company name, contact name, email and phone number for three (3) professional references from Universities (preferred) or companies who are using or have similarly used your proposed Service. (Reference #1)	
6.3		**References** - Provide company name, contact name, email and phone number for three (3) professional references from Universities (preferred) or companies who are using or have similarly used your proposed Service. (Reference #2)	
6.3		**References** - Provide company name, contact name, email and phone number for three (3) professional references from Universities (preferred) or companies who are using or have similarly used your proposed Service. (Reference #3)	

Submission Requirements & Certifications - Attachment 3

RFP Section	Requirement	Yes / Confirm	No / Disagree	Comments or requested Information (like "attached," "included," "Not Applicable," etc.)
	Submission Requirements:			
3.8	Complete and return all information as specified in this **Submission Requirements & Certifications** Tab of Attachment 3 Solicitation Response			
3.3	Submit one ~~original (hard copy), unaltered~~ **Signature Page** Tab of Attachment 3 Solicitation Response ~~(containing wet signature)~~ University has approved Docusign, AdobeSign and SignNow. Any other requested electronic signature service/method must be approved by the University.			
3.4	Submit ~~4~~ an Electronic cop~~ies~~ of **SOW-Student Payables** Tab of Attachment 3 Solicitation Response AND/OR ~~4 copies~~ an electronic copy of **SOW-Merchant Services** Tab of Attachment 3 Solicitation Response (Offeror can propose on either or both of these SOWs.) Due to the risk of transmission of COVID-19 during the pandemic, and lacking a formal Electronic Bid system, University will accept electronic responses SUBMITTED TO: solicitationresponses@boisestate.edu, a confidential, reserved address for bid/quotes/proposal submittals only.			
3.5	Complete and submit one (1) **Cost Sheet** of Attachment 4 Offeror Response			
3.6	Proposal separated, sealed and identified in 2 distinct attachments ~~sections or envelopes~~: 1) SOW-(Student Payables and/or Merchant Services Tab) of Attachment 3 Solicitation Response and 2) Cost Sheet Tab of Attachment 4 Offeror Response			
3.7, 3.12	Submit ~~**USB Device** attached to SOW (Student Payables and/or Merchant Services Tab) of Attachment 3 Solicitation~~ an Electronic Response including: Attachment 3 Offeror Response & Attachment 4 Cost Sheet in required format~~, with identical content as manually submitted Offer~~. -Word or Excel format required (Except as allowed in Questions and Answers). -Must not be password protected or locked in any way. -Electronic file name of the redacted version must contain the word "redacted." -If there is no redacted version of the response, note that in the comments section here.			
3.10	Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Return this amendment with your response.			
6	Use the **Business Information** Tab of Attachment 3 Solicitation Response to provide information about Experience, Qualifications & References			
1.1, 3.1, 3.2	Proposal submitted and received per RFP requirements			
	Business Information			

Submission Requirements & Certifications - Attachment 3

RFP Section	Requirement	Yes / Confirm	No / Disagree	Comments or requested Information (like "attached," "included," "Not Applicable," etc.)
N/A	Offeror's corporate or other legal entity status. (Corporation, Limited Liability Corporation (LLC), Limited Liability Partnership, Sole Proprietorship , Other (specify))			
N/A	Offeror's Tax Identification Number (EIN)			
N/A	Offeror is a legal entity with the legal right to contract			
N/A	Offeror accepts and complies with the RFP requirements and attachments, as may be amended.			
N/A	Offeror is in compliance with affirmative action and equal employment regulations			
N/A	The Proposal was arrived at independently by the Offeror without collusion, consultation, communication or agreement with any other Offeror as to any matter concerning pricing.			
N/A	Offeror has not employed any company or person other than a bone fide employee working solely for the Offeror or a company regularly employed as its marketing agent, to solicit or secure this Contract, and that it has not paid or agreed to pay any company or person, other than a bone fide employee working solely for the Offeror or a company regularly employed by the Offeror as its marketing agent, any fee, commission, percentage, brokerage fee, gifts, or any other consideration contingent upon or resulting from the award of the Contract. Offeror understands and agrees that for breach or violation of this section, the University has the right to annul the Contract without liability or, in its discretion, deduct from the Contract price the amount of any such fee, commision, percentage, brokerage fee, gift or contingency.			
N/A	In the Comments secton, list of Firm(s) and/or staff names responsible for writing the Proposal			
N/A	Offeror is not currently suspended, debarred, or otherwise excluded from federal or state procurement and non-procurement programs. Note: Vendor information is available at https://sam.gov.			
N/A	Offeror certifies that the Proposal will be firm and binidng for the term of Validity of Proposal, as stated in Section1.1			
3.1	Offeror has acknowledged each amendment on the University-provided amendment acknolwedgement form.			
3.9	Offeror has included all documents/agreements that Offeror proposes to have incorporated into the Contract, including proposed modifications to Terms and Conditions reserved for further negotiations per RFP Section 2.6. If NO ADDITIONAL DOCUMENTS are proposed, PLEASE NOTE that in comments section here.			
3.11	Offeror acknowledges that all or most of their response will be a public record subject to disclousre pursuant to Idaho's Public Records Law, Idaho Code Sectios 74-101 through 74-126			
3.12.1	Offeror has specifically identified the precise information contained within each page marked exempt.			
3.12.2	Offer has provided a "List of Redacted Exempt Information."			
3.12.3	Offeror will indemnify and defend Universtiy against all liability for honoring a designation of exempt or for Offeror's failure to designate individual documents exempt.			
3.12.4	If there is no redacted information, note that in Comments section.			

Submission Requirements & Certifications - Attachment 3

RFP Section	Requirement	Yes / Confirm	No / Disagree	Comments or requested Information (like "attached," "included," "Not Applicable," etc.)
3.13	Offeror will carry, for the life of the Contact, the types and limits of insurance required in the RFP.			
3.13	Contractor will provide a Certificate of Insurance prior to Contract signing.			
	Security and Other Requirements and Reporting:			
Contractor will provide SOCI and II reports upon award and annually upon contract anniversary date for Internal Audit review.				
Contractor must disclose material breaches for the rolling, preceding 36 months.				
Contractor will provide annual reporting attestations meeting current PCI compliance standards Technology perspective.				
Contractor must use PCI SCC approved PIN Transaction devices				
All Transactions must be Tokenization				
Contractor will provide Point-to-Point (P2PE) encryption leveraging tokenization.				
Contractor must provide interchange adjustments when they occur and report current information to the University least annually.				
Provide direct contact to a single point of contact Customer Service/Relationship Manager who can escalate issues as needed;				
Provide evidence of certifications, permits and licenses required to provide products and services as requested in this RFP. Provide updated certifications, permits and licenses to University as it occurs, or at least annually, whichever is more frequent. Specifically: Information Security Certificates, Customer Privacy, Demonstration of Financial Controls (SSAE-18/SOC) and an explanations of information sharing.				

Scope of Work - Merchant Services - Attachment 3			
Eval Code	Spec #	**Description**	**Offeror Response**
	1	**Merchant Credit Card Processing Capabilities**	
ME	1.1	Describe your company's authorization method, list and describe alternative authorization methods.	
ME	1.2	What authorization methods do you support, and which do you recommend for each processing channel?	
E	1.3	Describe the procedures to reverse an incorrect authorization?	
E	1.4	Describe the monitoring and notification process if a transmission fails.	
E	1.5	Outline the security measures in place for the protection of data transmitted for processing.	
E	1.6	What are your daily workflow deadlines and when are funds credited to a merchant's account?	
E	1.7	Describe how gross settlements can be credited to the bank account daily.	
E	1.8	Can you provide next day settlement for Visa, MasterCard, AMEX and Discover Card network transactions? If not, what settlement schedules do you offer for each network? What factors will you consider in order to provide a more favorable schedule?	
E	1.9	What is the latest time that sales transactions can be transmitted to meet these settlement times?	
E	1.10	Discuss in detail how settlement is made by your organization. Is settlement made by direct account credit, ACH or Fedwire?	
E	1.11	Please describe how settlement amounts will be listed on the bank statement. Will they appear as one lump sum (meaning one amount for Visa, MasterCard, and Discover Card, one amount for American Express)?	
E	1.12	Describe how you support BIN (Bank Information Number) file management to differentiate between debit card and credit card transactions.	
E	1.13	Do you support Low Cost Routing and / or Pinless Debit transactions? If so, please explain in detail including if 100% of revenue savings is provided to the University. Also list any negotiated rebates or special pricing.	
E	1.14	Describe in detail the process you use to ensure that transactions qualify for the lowest interchange category.	
E	1.15	Describe how your merchant credit card processing system identifies and eliminates duplicate transactions.	
E	1.16	Describe in detail the procedures to correct duplicate transactions.	
E	1.17	Are there limitations on the number of files/transactions: Number of transactions contained in a batch? Number of files transmitted daily? Please discuss limits.	
E	1.18	Please describe your Chargeback process in detail. Are credit card chargebacks or other debit adjustments netted from daily proceeds, or are they debited separately?	
E	1.19	The System must maintain an exceptional uptime rating, excepting routine maintenance downtime. Describe your uptime for the past 12 months. Include the volume of transactions and customers supported and the number of errors in your uptime. Discuss number of transactions at peak volume and peak-volume-related errors. Describe how your company handles an unexpected downtime.	
M	1.20	Provide web-based usage, real-time reporting, and setup.	
	2	**Integration**	
E	2.1	Service should be able to integrate with platforms shown on the Current Campus Environment Tab of Attachment 1 Offeror Information. Please describe which platforms your service integrates with and how. Please discuss any plans for future integrations with any of these platforms.	
E	2.2	Describe how your Service reduces duplicate data entry Oracle Financial Cloud.	
ME	2.3	Describe how your Service integrates with systems other than PeopleSoft Campus Solutions.	
	3	**Payment Card Industry Data Security Standards & University IT Requirements**	

Scope of Work - Merchant Services - Attachment 3

Eval Code	Spec #	Description	Offeror Response
M	3.1	Proposers must demonstrate that the Service proposed for the Student Payables and/or Merchant Services adhere to the Boise State University Information Technology Policies and Standards and Boise State University Information Technology Security Standards linked on the Helpful Links Tab of Attachment 1 Offeror Information	
M	3.2	System must be Vendor hosted - no credit card information will be stored on any University system;	
M	3.3	The data centers must reside within the lower 48 states.	
M	3.4	If through a third party, please identify and confirm the third party meets US regulatory requirements as well as any and all costs associated with using the service.	
M	3.5	Offeror must use PCI SCC approved PIN transaction devices.	
M	3.6	Offeror must use Point to Point (P2PE) encryption leveraging tokenization for all transactions.	
ME	3.7	Regarding transaction tokenization, describe in detail your solution, third-party token service providers, and your policy should the university later need to deconvert.	
ME	3.8	Describe your support for Point-to-Point-Encryption (P2PE) and list which of your solutions are included in such certification.	
ME	3.9	Describe your PCI-DSS compliance status and program including costs to the University.	
M	3.10	Service must provide single sign-on (SSO) via SAML2 or OpenID Connect.	
ME	3.11	Describe your ability to meet the single sign-on (SSO) via SAML2 or OpenID Connect requirements.	
ME	3.12	Offeror must complete a Voluntary Product Accessibility Template (VPAT) to describe the accessibility of their Service. Complete and return either the Section 508 VPAT or Boise State's VPAT form attached as Voluntary Product Accessibility Template of Attachment 3 Solicitation Response. Offeror must be in complete compliance with Section 508 Amendment to the Rehabilitation Act of 1973.	
E	3.13	Describe your Service's accessibility on both the front end as well as the back end, including discussion on if your Service meets the current version of WCAG 2.0 AA standards.	
M	3.14	Offeror must provide detailed reference documentation for both their native libraries (C#, NuGet, etc) and for their API or other integration methodologies.	
M	3.15	University must be able to embed and/or configure Offeror's platform into other applications;	
M	3.16	Provide a University-accessible, non-production, test environment identical to the production environment to validate and test code or integration changes.	
ME	3.17	What is the name of the Qualified Security Assessor and / or program you utilize to manage our levels of compliance?	
E	3.18	Describe how you maintain your compliance with the PCI standards.	
ME	3.19	Do you charge additional non-compliance fees beyond those imposed by the card-brands? Please describe	
M	3.20	Is your organization and all of your contractors, subcontractors and third-party processors, in compliance with all applicable PCI DSS standards? Have you been certified as compliant by a qualified third-party assessor? Please name the assessor.	
ME	3.21	Describe the security measures used to prevent unauthorized user access to the system or data. If applicable, please indicate if there has ever been a compromise to any credit card systems or application through a security breach. If yes, explain the process your company took to notify customers, the steps taken to protect the customer's data and the safeguards put in place to prevent it in the future.	
E	3.22	Explain your role in supporting merchant PCI compliance and how you help a merchant like the university maintain its compliance.	
E	3.23	If you support P2PE, is your solution listed with the PCI-DSS Security Standards Council? Would your solution provide the university additional safe-harbor protection? Please describe.	
M	3.24	Provide direct contact to a single point of contact Customer Service/Relationship Manager who can escalate issues as needed;	

Scope of Work - Merchant Services - Attachment 3			
Eval Code	Spec #	**Description**	**Offeror Response**
ME	3.25	Describe and provide evidence of certifications, permits and licenses as appropriate to provide products and services as required. Specifically discuss Information Security Certificates, Customer Privacy, Demonstration of Financial Controls (SSAE-18/SOC) and an explanation of information sharing.	
	4	**Statutory/Regulatory or Card Association Rules**	
E	4.1	Do you foresee any statutory, regulatory or card association rule modifications that will change the merchant credit card processing industry?	
E	4.2	What is your firm's approach on providing input into policy rules or regulatory changes related to credit and debit cards? What have been the results of your activity?	
ME	4.3	How are bi-annual Interchange adjustments communicated?	
ME	4.4	Describe in detail your university convenience fee pricing model and how it is compliant with card-brand rules and regulations.	
	5	**Online Information Reporting Services**	
ME	5.1	Provide samples of frequently used reports and suggested business use.	
ME	5.2	Describe the Service's ability to allow users to run ad hoc reports.	
E	5.3	Discuss the availability of reports or other information via the Internet, PC access, or other online method.	
E	5.4	Define the download capabilities, level of customization, and drill down capabilities available on online reporting and reports. Describe the daily and/or monthly reconciliation reports available to the merchant and provide sample reports. The following categories must be defined: -standard reports (transaction reports, funding reports, etc.) -special reporting capabilities -level of detail available -retrieval capabilities -imaging capabilities -reporting frequency	
E	5.5	Describe how multiple merchant numbers are reported and the flexibility afforded the merchant for customizing the reports. Can the merchant "roll up" specific groups for reporting independent of other groups?	
E	5.6	Describe how the reports encompass/include AMEX and Discover transactions for reconciliation and research purposes.	
E	5.7	Describe in detail your firm's ability to provide a download of historical information regarding transactions, refunds, and chargebacks maintained in a database for access by the merchant. How many buisness days is the transaction data stored? What access method is available?	
E	5.8	Describe your capability to store and retrieve transaction information, including signatures for bank card transactions and non-bank card transactions. Describe how your system will enable the University to retrieve and receive this information online.	
E	5.9	Describe your company's capability to track credit card transactions for each business unit, creating an audit trail to be used by system administrators or supervisors.	
	6	**Card Acceptance/Interface Processing**	
ME	6.1	Describe the hardware necessary for acceptance of credit and debit cards (a) with card present and (b) card not present, (c) using an IVR application, (d) via eCommerce (internet), and (e) pin-based debit (f) unattended card present transactions	
ME	6.2	Does the firm provide the equipment on a lease or purchase basis? Do you offer an equipment maintenance plan? Do you offer an extended warrarty and at what terms? Please describe.	
ME	6.3	Describe in detail how your firm can process transactions from various gateways. Provide a list of all payment gateways supported and address all fees for setup, monthly recurring charges and per transaction fees on the Cost Sheet Tab of Attachment 4 Offeror Response.	

Scope of Work - Merchant Services - Attachment 3			
Eval Code	Spec #	**Description**	**Offeror Response**
	7	**Third-Party Payments**	
ME	7.1	Explain your company's role; are you an acquirer, processor, other? If you rely on third parties to process your merchant credit card transactions explain and provide the years of service you have been doing business with them and describe your relationship with your third party processor.	
E	7.2	Describe in detail how your services are integrated to/with third party software, websites and gateways?	
E	7.3	Identify your payment gateway provider and the number of years you have had a relationship with them	
ME	7.4	Describe the process to add additional third-party gateways.	
ME	7.5	Is your online information reporting system owned and operated internally or is the system outsourced through a third party? If through a third party, please identify the third party including any and all costs. Are improvements and changes to the service controlled by the bank or a third party?	
	8	**Implementation**	
ME	8.1	Describe the expected timelines; University resource requirements, information and/or data required from the University; and any on-premise activities required, for the implementation phase of the project.	
ME	8.2	Describe any on-site installation/implementation/integration requirements and/or resources that the University will be required to provide. ~~and provide related documentation (administrator guide, technical specifications, information on the web, etc.)~~	
E	8.3	Describe common challenges with implementation, integration, and start up (and also during normal operations) that your company has encountered at universities and what your company has done to help alleviate these challenges.	
E	8.4	Based on the Scope of Work detailed in this RFP, identify any risks or constraints that you will need to address prior to or during the performance of the Work; as well as a description of how you will address each one. For example an incomplete Scope of Work can be both a risk and a constraint. How would you mitigate, or overcome, this?	
E	8.5	Describe any other best practices or tips-and-tricks that your company has discovered, specific to implementation and use at universities/institutes of higher education, that may not have been addressed, but that might be useful to Boise State as a credit card processing service is selected and implemented.	
	9	**Support and Training**	
ME	9.1	Describe deliverables, options, and costs for full end-user administrator documentation, help, FAQ, knowledge base, how to, etc for the Service. Is a web-based User Guide available to users at any time? Is there an online training available to future administrators and users at no additional charge?	
ME	9.2	Describe deliverables, options, and costs for instructor-led training post implementation. These training costs must be shown in the "Instructor Led Adminstrator Training" section of the Cost Sheet Tab of Attachment 4 Offeror Response Cost Sheet.	
ME	9.3	Significant System changes must be communicated with enough time to allow for sufficient time for System testing. Describe how and when you provide release notes prior to any version updates.	
E	9.4	Describe ongoing maintenance and testing procedures for your Service.	
E	9.5	Describe how new features are added to your Service.	
E	9.6	Describe the roles and responsibilities and general requirements for Boise State to support your Service post-implementation.	
ME	9.7	Boise State prefers to receive support to the standards listed in the Response Time Tab of Attachment 1 Offeror Information. Describe your ability to meet these support requirements. If Offeror cannot meet these support standards, please describe the support standards University can expect.	
	10	**Alternative Payment Services**	
E	10.1	Discuss optional and alternative payment services that you believe may help the university expand merchant credit card payment options.	
E	10.2	Discuss your experience with mobile payment platforms.	

Scope of Work - Merchant Services - Attachment 3			
Eval Code	Spec #	**Description**	**Offeror Response**
ME	10.3	Please provide program details and options around Contactless Payment Cards/Wallet Solutions i.e. MasterCard PayPass and Apple Pay, Samsung Pay, etc. Please discuss processing and hardware, and upcoming in development.	
E	10.4	Describe any marketing and promotion campaigns to increase adoption of merchant credit card payments and how those would benefit the University.	
E	10.5	A link to a listing of the University's merchant locations is provided on Current Campus Environment Tab of Attachment 1 Offeror Information. Based upon this listing as well as other details provided in this RFP, discuss any recommendations you would have for the University regarding its current merchant structure, equipment/software utilized, or products.	
	11	**Preferred Optional Items / Other Capabilities & Future Enhancements**	
E	11.1	Provide a brief description of other products or services not specifically detailed or requested in this document that you feel are or may become relevant to Boise State. Discuss additional costs or technical requirements associated with these features.	
E	11.2	Provide a brief overview of the general direction of your development focus over the next several years and how you feel that will impact the University's capabilities and experience. Include your current company roadmap including products in development.	
E	11.3	Does your company have a way/would your company allow University staff to access a test/demo environment for hands-on experience with the Service prior to a Contract being awarded? If so, please describe. If available, the University may request access to the test/demo environment as part of the evaluation process.	
	12	**Centralized Online Storefronts (Electronic-Store)**	
E	12.1	Describe, in detail, how the System provides for a centralized storefront application with consolidated payments into a secure and PCI/PA-DSS certified (PeopleSoft) system.	
E	12.2	Describe how the System allows for multiple merchants/campus departments to operate and run stores and accept payments. University campus department examples would include Parking, Alumni, Clubs, Athletics, Continuing Education, etc.	
E	12.3	Describe how the System allows for the consolidation of the stores into an online mall, as well as free-standing stores that are not part of the consolidated mall.	
E	12.4	Describe how the System tracks tax payments.	
E	12.5	Describe, in detail, how the System is customizable for the campus departments. Provide examples of other client implementations.	
E	12.6	Describe the capabilities provided for the e-Store, including product or service pages, shopping cart, checkout page and order status information.	
E	12.7	Describe availabe functionality related to recurring payments or payment plans.	
E	12.8	Describe electronic communication provided back to purchasers.	
E	12.9	Describe administrative functionality available to the campus departments and to the centralized department managing e-Stores.	
E	12.10	Describe how security is set up and managed.	
E	12.11	Describe, in detail, how an e-Store is deployed. What training is required for the campus department?	
E	12.12	Describe how the e-Store is fully integrated with the General Ledger module of Oracle.	
E	12.13	Describe how transaction details are sent to the General Ledger module of Oracle.	
E	12.14	Describe how the System allows users the ability to store payment profiles for future payments and for any established payment plans.	
E	12.15	Describe how receipts are provided to payers.	
E	12.16	Describe how specified payments (one item) are allowed by the System and selected by the payer.	

Scope of Work-Student Payables - Attachment 3			
Eval Code	**Spec #**	**Description**	**Offeror Response**
	1	**Mandatory Requirements - By submitting a proposal, the vendor certifies that its company meets all of the following mandatory requirements:**	
M	1.1	Proposers must demonstrate that the Service proposed for the Student Payables and/or Merchant Services adhere to the Boise State University Information Technology Policies and Standards and Boise State University Information Technology Security Standards linked on the Helpful Links Tab of Attachment 1 Offeror Information	
M	1.2	Be a turnkey installation with configuration and support;	
M	1.3	The propsed system must be configurable and efficient to implement without placing an undue demand on University resources.	
M	1.4	Integrate in real time with Oracle/PeopleSoft Campus Solutions Version 9.2 and future upgrades;	
M	1.5	Provide reconciliation capabilities for transaction activity;	
M	1.6	Be PCI DSS Level 1 compliant;	
M	1.7	Offeror must use PCI SCC approved PIN transaction devices.	
M	1.8	Offeror must use Point to Point (P2PE) encryption leveraging tokenization for all transactions.	
M	1.9	Be scalable to incorporate future system expansion;	
M	1.10	Generate daily ACH files for delivery to JP Morgan Chase and facilitate the verificaiton of accounts debits as required by the NACHA WEB debit Account Validation Rule.	
M	1.11	Provide a central payment gateway capable of real time processing of campus-wide payments, including transactions made by electronic checks, credit cards and debit cards as well as bank wires;	
M	1.12	Be able to process refunds back to the orignal credit card used and have the ability to remove an electronic check before it goes to the bank each night;	
M	1.13	Offeror must provide detailed reference documentation for both their native libraries (C#, NuGet, etc) and for their API or other integration methodologies.	
M	1.14	University must be able to embed and/or configure Offeror's platform into other applications;	
M	1.15	Provide web-based usage, real-time reporting, and setup.	
M	1.16	Provide a University-accessible, non-production, test environment identical to the production environment to validate and test code or integration changes.	
M	1.17	Be a Vendor hosted system - no credit card information will be stored on any University system;	
	1.18	Offeror must provide customer service on a 24x7 schedule including holidays.	
M	1.19	Provide direct contact to a single point of contact Customer Service/Relationship Manager who can escalate issues as needed;	
M	1.20	Provide direct contact to a single point of contact Technical Contact/Customer Service/Relationship Manager who can assist with identifying additional enhancements or functionality that will improve customer service offered by Boise State;	
M	1.21	Provide annual updates via in-person or webinar meetings to discuss University utilization of the System and offer any recommendations for improvements.	
M	1.22	Vendor's system and/or any third party processors must be compliant with all electronic payment processing and data security guidelines and regulations as follows:	
M	1.23	Must be in compliance with FERPA (Federal Educational Rights Protection Act).	
M	1.24	Must be compliant with Gramm-Leach-Bliley Act (GLB).	
M	1.25	Must meet Americans with Disabilities Act (ADA) standards.	
M	1.26	Must be compliant with NACHA rules compliant for ACH processing.	
M	1.27	All data transferred and/or stored and/or attached (email) must be encrypted.	
M	1.28	The data centers must reside within the lower 48 states.	
M	1.29	If processing payments through a third party, please identify and confirm the third party meets US regulatory requirements ~~as well as any and all costs associated with using the service~~.	
	2	**Documentation Requirements**	
ME	2.1	Provide a copy of the Offeror's latest audited financial statements.	

Scope of Work-Student Payables - Attachment 3			
Eval Code	**Spec #**	**Description**	**Offeror Response**
ME	2.2	Provide comprehensive electronic versions of technical documentation describing API's and/or other integration technology and how they interact with various technologies.	
ME	2.3	Provide a sample of the Offeror's Disaster Recovery/Business Continuity plan.	
ME	2.4	Offeror must complete a Voluntary Product Accessibility Template (VPAT) to describe the accessibility of their Service. Complete and return either the Section 508 VPAT or Boise State's VPAT form attached as Voluntary Product Accessibility Template of Attachment 3 Solicitation Response. Offeror must be in complete compliance with Section 508 Amendment to the Rehabilitation Act of 1973.	
	3	**System Integration Requirements**	
M	3.1	Service must be able to intrgrate with CS-Peoplesoft Software (Version 9.2 and any future releases.)	
ME	3.2	Describe the technologies used to integrate the Service with PeopleSoft.	
E	3.3	Please state the number of PeopleSoft Campus Solutions integrations your company has done with your Service.	
ME	3.4	The System must provide real-time account detail and balance information from the University CS-PeopleSoft software (Version 9.2 and any future releases). Describe in detail how that information is provided in real-time.	
ME	3.5	The System must post payment transactions to the University CS-PeopleSoft software (Version 9.2 and any future releases) in real-time. Describe in detail how payments collected and processed through the System are posted to our ERP system. Describe how the System allocates payments.	
E	3.6	Describe how the System handles multiple semesters/terms open for payment at one time. Describe how payments are allowed on past balances.	
E	3.7	Describe how your Service integrates with systems other than PeopleSoft Campus Solutions.	
	3.8	Describe how your Service reduces duplicate data entry.	
ME	3.9	Are there limitations on the number of Files/transactions: Contained in a batch? Transmitted Daily? Please discuss limits.	
	4	**Security Requirements**	
E	4.1	Describe how the System provides a robust and fine-grained security architecture that manages system access for update and viewing, reporting and general system management. Describe in detail how this is setup.	
E	4.2	Describe the process of installing software components behind University institution firewalls	
E	4.3	Describe how data is transmitted over the network segment.	
ME	4.4	System must be encrypted in accordance with the University "System Security Encryption Guideline" linked the in Helpful Links Tab of Attachment 1 Offeror Information. Describe the encryption process for transmissions.	
ME	4.5	Describe how the System security is setup, managed and maintained, including tokenization and encryption capabilities.	
ME	4.6	Describe how the System is capable of independent operation off-line from the server and/or host.	
ME	4.7	Describe the tools available to assist University institution System administrators to track student and authorized payer usage of the System, including all functionality.	
E	4.8	Describe the data backup and recovery mechanisms in place for the System.	
ME	4.9	Describe how customer data is archived so that transactional information can be readily available for inquiry, reporting and auditing purposes.	
ME	4.10	Describe the overall security of the System and all relevant certificates or other credentials that would assist in assessing the protection of sensitive data that would be processed.	
E	4.11	The System must maintain an exceptional uptime rating, excepting routine maintenance downtime. Describe your uptime for the past 12 months. Include the volume of transactions and customers supported and the number of errors in your uptime. Discuss number of transactions at peak volume and peak-volume-related errors. Describe how your company handles an unexpected downtime.	

Scope of Work-Student Payables - Attachment 3				
Eval Code	**Spec #**	**Description**	**Offeror Response**	
ME	4.12	Describe and provide evidence of certifications, permits and licenses as appropriate to provide products and services as required. Specifically discuss Information Security Certificates, Customer Privacy, Demonstration of Financial Controls (SSAE-18/SOC) and an explanation of information sharing.		
	5	**User Authentication Requirements**		
ME	5.1	The System should provide secure, seamless integration that does not require a user who already has University institution credentials to establish a new set of credentials on the System. Describe how students are authenticated by the System.		
M	5.2	Service must provide single sign-on (SSO) via SAML2 or OpenID Connect.		
ME	5.3	Describe your ability to meet the single sign-on (SSO) via SAML2 or OpenID Connect requirements.		
ME	5.4	Third-party identities must be uniquely authenticated, and the third-party payer must not be required to know the password associated with the student account for payment. Describe these System capabilities.		
	6	**Credit Card and Debit Card Processing**		
ME	6.1	The System must accept credit card and debit card (referred to as credit card) payments for students and departmental customers and must have the ability to accept all major credit cards (i.e. Visa, MasterCard, American Express, Discover) as specified by the University. Describe how the System supports these transactions along with any newer methods (ie: Apple Pay, Paypal).		
ME	6.2	Describe the credit card authorization and settlement process.		
ME	6.3	The credit card processing software must be processor independent and work with the existing University credit card processors or future credit card processors. Provide a current list of credit card processors that your solution is certified with for payments.		
ME	6.4	Describe, in detail, how the System can be used to refund, reverse, or void credit card transactions processed through your credit card payment gateway		
ME	6.5	How are refunds, reversals, or voided credit card transactions reported? Are they netted against current day transactions or reported separately? Please describe.		
ME	6.6	Explain in detail how Offeror keeps the University out-of-scope for PCI. Is that via semi-integrated, embedded widget, other?		
	7	**Service Fee Assessment**		
E	7.1	Clarify the 2 ways the payer is notified of service fees/transactions charges: 1) before they actually pay/when they are making payment and 2) post payment on their personal statement. This must not show up as a University Charge. Please provide an example statement showing how this is displayed to the customer.		
E	7.2	Describe how the service fees are processed and how payers are notified of the transaction charge.		
E	7.3	What are the service fees charged to the student? Explain how your costs are calculated.		
E	7.4	To your knowledge, is Interchange and/or assessments 100% accurate with published rates? Please explain.		
	8	**Wire Payments**		
E	8.1	Describe the process for students to pay via bank to bank wire;		
E	8.2	Describe how the System prevents over payments of charges;		
E	8.3	Describe how wire payments are returned to maker should the student withdraw;		
E	8.4	Describe how foreign payments and refunds are processed.		
	9	**Electronic Check (ACH) Processing Requirements**		
ME	9.1	Describe how the system allows for ACH payments.		
ME	9.2	Processes must be NACHA compliant. Does your organization employ Accredited ACH Professionals (AAP)? Please describe how you'll ensure compliance with upcoming NACHA rule changes.		
E	9.3	Describe the System's electronic check authorization and settlement process. What system checks are used to ensure accurate data entry by the payer and to minimize rejects?		
E	9.4	Describe how the System manages ACH payment returns related to NSF's and/or the entry of incorrect bank account information. Describe the process used and the reports that would be available to the University.		

Scope of Work-Student Payables - Attachment 3			
Eval Code	**Spec #**	**Description**	**Offeror Response**
~~E~~ ME	9.5	Describe how the System provides real-time verification of routing numbers before payments are processed.	
E	9.6	Describe how the System would provide next day deposit into the University designated bank accounts.	
	10	**Third-Party Payments**	
ME	10.1	Describe how the System can accept third-party payments.	
ME	10.2	Which users will have access to view and pay the student accounts? Describe how this access is granted and how the security is managed.	
E	10.3	What information will the third-party sponsor be able to view regarding the student account?	
E	10.4	Describe how student bill information can be presented to the third-party sponsor.	
E	10.5	Describe how payments are applied to the student accounts.	
E	10.6	Describe the communication provided to the third-party sponsors and the University.	
	11	**Payment Requirements**	
E	11.1	Describe how the System allows students and authorized users the ability to store payment profiles for future payments and for any established payment plans.	
E	11.2	Describe how the System can restrict future payments from students or authorized users if the student has a negative service indicator in PeopleSoft due to NSF transactions.	
E	11.3	Describe how receipts are provided to payers, including students and authorized payers.	
E	11.4	Describe how specified payments (one item) are allowed by the System and selected by the payer.	
	12	**Payment Plan Functionality**	
E	12.1	Describe the payment plan functionality provided.	
E	12.2	Describe the ability for the University to configure payment plans and if it separates QTRE and non-QTRE for 1098t reporting.	
E	12.3	Describe how the System automatically recalculates payment plan installments based on changes in enrollment status or new charges and credits on student accounts. How often does the recalculation run?	
E	12.4	Describe how payment plan charges are posted to the student account.	
E	12.5	Explain the fee structure related to payment plans, both to University and students	
E	12.6	Describe the number of payment plans that can be established by the University.	
E	12.7	Provide examples of payment plans available by the System.	
E	12.8	Describe functionality available for students and/or authorized payers to establish future automated payments. Describe how it works for the different payment methods.	
E	12.9	Describe how payment plan agreements are created, loaded and adjusted by the University.	
E	12.10	Describe the student enrollment process in a tuition/fee payment plan.	
E	12.11	Describe reporting capabilities available for the University related to payment plans, including enrollment reports, revenue reports, delinquency and/or payment plan aging reports, etc.	
E	12.12	Describe how the payment plan functionality fully integrates with Oracle/PeopleSoft Campus Solutions and any cashiering solution available.	
E	12.13	Describe how the System provides payment plan information back to Oracle/PeopleSoft Campus Solutions in real-time.	
	13	**Authorized User Requirements**	
E	13.1	Describe how students are able to provide third-party users (parents, guardians, etc.) access to their account. Is the System's authorized user functionality compliant with FERPA? Can students limit access rights for each authorized user? If so, describe.	
E	13.2	Are authorized users provided separate passwords or must they use their student's ID and password to access billing and account information? Please describe.	
E	13.3	What student account information can be viewed by the authorized users? Describe in detail.	
E	13.4	Can authorized users maintain separate payment methods (credit cards, checking accounts, etc.) from their students? If so, describe.	

Scope of Work-Student Payables - Attachment 3			
Eval Code	**Spec #**	**Description**	**Offeror Response**
E	13.5	Can authorized users make payments for more than one student at the same time? If so, describe.	
E	13.6	Are students notified if an authorized user makes a payment on their account? If so, describe.	
	14	**Student Electronic Bill Presentment**	
E	14.1	Describe the process of transmitting and loading billing statements into the billing software.	
E	14.2	Describe the timeline associated with loading billing statements and the availability for student viewing.	
E	14.3	Describe how pdf statements from Oracle/PeopleSoft could be viewed in real-time through the System without loading them to the System.	
E	14.4	Describe any specific file format required for importing billing statements.	
E	14.5	Are different templates able to be used (i.e. Undergraduate, Graduate)? Please describe.	
E	14.6	Can messaging be placed on billing statements? Describe how messaging can be updated and changed.	
	15	**Student Electronic Notifications**	
E	15.1	Describe, in detail, all electronic notification functionality available to students and/or authorized payers.	
E	15.2	Describe how email addresses are loaded and maintained in the electronic billing system.	
E	15.3	Describe how email notifications can be updated and managed by the University.	
E	15.4	Describe email distribution reporting provided to the University associated with successful and failed deliveries.	
E	15.5	Describe functionality available to notify students and authorized payers via text messaging. How are cell phone numbers loaded and maintained in the System? How are changes made?	
	16	**Internet and Mobile Access**	
E	16.1	Describe the web browser compatibility with the System. Describe the versions of each major web browser that is compatible with the System.	
E	16.2	Describe how the System allows for mobile access.	
E	16.3	Describe the mobile devices that can be used to access the System.	
E	16.4	Describe how the System and Offeror comply with the accessibility guidelines of "Section 508 of the United States Rehabilitation Act of 1973" and/or the "Web Content Accessibility guidelines (WCAG) 2.0 AA." (See Helpful Links Tab of Attachment 1 Offeror Information for further information and a link to this Policy.)	
E	16.5	Can students access the payment portal through the institution's mobile app? Please describe	
	17	**Cashiering Functionality**	
E	17.1	Describe an overview of the System functionality for a cashiering solution for student and sponsor receivable payments.	
E	17.2	Describe how the System fully integrates with Oracle/PeopleSoft	
E	17.3	Describe the System's functionality for assigning cashier drawers to employees. What audit information is available?	
E	17.4	Describe the System's ability to track activity by individual employee.	
E	17.5	Describe any cashiering hardware requirements and estimated cost.	
E	17.6	Describe how the System can accept and process non-student payments.	
E	17.7	Describe how targeted debits can be paid. For example, if the student is only wanting to pay a specific charge, how is that completed?	
E	17.8	Describe how the System can process check payments. Can check payments be converted to ACH transactions? If so, what types?	
E	17.9	Describe how the System allows for the ability to view scanned check images.	
E	17.10	Describe the information available on the payment receipt. Can the receipt be configured?	
E	17.11	Can payment receipts be printed to any network printer? Provide details about any limitations.	
E	17.12	Describe if/how payment receipts be sent via email to the student or customer.	
E	17.13	Describe the process for reprinting a receipt.	

Scope of Work-Student Payables - Attachment 3			
Eval Code	**Spec #**	**Description**	**Offeror Response**
E	17.14	Describe how campus department deposits can be processed in the System.	
E	17.15	Can departmental deposits be imported from a batch file? Please describe.	
E	17.16	Describe the administrator rights available in the System.	
E	17.17	Describe how security is setup and managed for cashiering.	
	18	**Administrative Tools and Reporting Requirements**	
M	18.1	The System must provide reconciliation reports for both credit/debit card transactions and ACH transactions which include, but are not limited to the following.	
E	18.2	Describe how the System handles pending items. Provide and include samples with the proposal.	
~~E~~ ME	18.3	~~Describe how the System handles batch summary payment types and proof that payments have been successfully transmitted. Provide and include samples with the proposal.~~ System must show proof of payments successfully transmitted to the bank and to PeopleSoft by ID (not by batch summary) to allow line by line reconciliation. Describe how the System handles batch summary payment types and proof that payments have been successfully transmitted. Include samples with the proposal.	
E	18.4	Describe the System's detailed reports to support summary report. Provide samples with the proposal.	
E	18.5	Describe the System's separate listing of returned items. Provide samples with the proposal.	
E	18.6	Describe the System's online, convenient ad hoc reporting capabilities and Functionality available through easy System configuration by the University users. Provide samples with the proposal.	
E	18.7	The System should provide payment capabilities for multiple departments at University whereby departments are restricted to their own data have individual reporting capabilities for their own department. Describe the System capabilities in detail.	
E	18.8	Describe the System's third-party payment reporting tools. Provide samples with the proposal.	
E	18.9	Does the System allow the University to initiate end of day processing independently? Describe how this process integrates with Oracle/PeopleSoft.	
E	18.10	Describe any reporting capabilities internal to your Service, including, but not limited to error reports, audit reports, change reports, etc.	
	19	**System Management Requirements**	
E	19.1	Describe how the System allows for multiple administrative users with specific access rights.	
E	19.2	Describe how new administrative users are created.	
E	19.3	Describe the reporting ability for University institutions to determine when students or authorized payers have last logged in to view student account information or other services.	
E	19.4	Is there a limit to the number of administrative access users at one time? Please describe.	
ME	19.5	The System must allow the University to configure the System to support business needs. Configurable settings should include, but not be limited to the following: -Communication and messaging on electronic bills -Communication and messaging posted on the online payment pages for student and authorized payer payments and other department payments -Bill format -Accepted payment types -Number of times NSF will be allowed -Maximum payment amounts accepted -Ability to not accept payments greater than the amount owed by the student Please describe	
	20	**Software Updates**	
ME	20.1	Significant System changes must be communicated with enough time to allow for sufficient time for System testing. Describe how and when you provide release notes prior to any version updates.	
ME	20.2	Describe how software updates would be communicated to University.	

Scope of Work-Student Payables - Attachment 3			
Eval Code	**Spec #**	**Description**	**Offeror Response**
E	20.3	Describe when software updates are released and implemented by Offeror.	
E	20.4	Describe when software updates are scheduled. Normal days, times.	
E	20.5	Describe any deadlines imposed on users for implementing upgrades.	
E	20.6	Describe any downtime that University might expect with the System.	
E	20.7	Describe your uptime for the past 12 months.	
	21	**Implementation and Tranining**	
E	21.1	Describe in detail how the Offeror proposes to meet the implementation date identified in the timeline.	
E	21.2	Describe the personnel resources required from for the University, including technical and functional staff and when during implementation these resources will be needed.	
E	21.3	Describe any information or data required from the University for implementation	
E	21.4	List any third-party transaction processing, pricing or other integrations required to implement your solution.	
E	21.5	Describe any activities where the Contractor will be on-premise during the implementaiton of this project.	
E	21.6	Describe the implementation support provided by the Offeror throughout the implementation and post-implementation.	
E	21.7	Describe the project management approach used by the Offeror.	
E	21.8	Describe the technical support provided during implementation and post-implementation.	
E	21.9	Describe common challenges with implementation, integration and start up (andl also during normal operaitons) that your company has encoutered and what your compnay has done to help alleviate these challenges.	
E	21.10	Describe any other best practices or tips-and-tricks that your company has discovered, specific to implementation and use at universities/institutes of higher education, that may not have been addressed, but that might be useful to Boise State as a credit card processing service is selected and implemented.	
E	21.11	Describe the types of training, education and marketing support provided to the University institution users, students and authorized payers regarding implemented functionality.	
E	21.12	Describe the training plan proposed for University representatives.	
E	21.13	Describe how technical resources are allocated should University have a change in banks or merchant services. Is there an additional cost? Please describe.	
E	21.14	Is System configurable to meet University business practices? Describe the process to request changes and if there are any additional costs.	
E	21.15	Describe deliverables, options, and costs for virtual instructor-led functional user training (approximately 10 users) as well as virtual instructor-led system administrator training for approximately 3-5 users. This training should be offered prior to go-live. These training costs must be shown in the "Training" section of the "Project Cost Breakdown" table in the Cost Proposal.	
E	21.16	Describe deliverables, options for full end-user administrator documentation, help, FAQ, knowledge base, how to, etc for the Service. Is a web-based User Guide available to users at any time? Is there an online training available to future administrators and users at no additional charge?	
	22	**Support**	
ME	22.1	Boise State University prefers to receive support to the standards listed on the Response Time Tab of Attachment 1 Offeror Information. Describe your ability to meet these support requirements. If Offeror cannot meet these support standards, please describe the support standards University can expect.	
ME	22.2	The University will be entitled to receive support twenty-four (24) hours a day, seven (7) days a week (including major holidays) for Critical Issue (P1) cases. Response time commitment for a first live conversation with a Contractor engineer after Client contacts Contractor with a request for support on a Critical Issue case is less than thirty (30) minutes.	
ME	22.3	The University will be entitled to receive support for all other issues during Contractor Business Hours (7:30 AM to 5:00 PM Mountain Time). Response time commitment and communication update intervals for each Issue are detailed in the “Response Time Commitment” Table, below. Business Impact Guidelines for each Client Priority Level are detailed in the “Business Impact Guidelines” Table.	

Scope of Work-Student Payables - Attachment 3			
Eval Code	**Spec #**	**Description**	**Offeror Response**
ME	22.4	Describe ongoing maintenance and testing procedures for your Service.	
ME	22.5	Describe how new features are added to your Service.	
ME	22.6	Describe the roles and responsibilities and general Full-Time Equivalent (FTE) requirements for Boise State to support your Service post-implementation.	
E	22.7	Describe the online assistance functionality or chat or email functionality provided by the Offeror.	
E	22.8	Describe any customer advisory council that is currently in place.	
E	22.9	Describe any user group and user conference that is currently in place and available. Discuss any related costs.	
	23	**Billing**	
E	23.1	Describe how the University institutions would be billed by the Offeror.	
E	23.2	Provide examples of billing formats.	
	24	**Preferred Optional Items / Other Capabilities & Future**	
E	24.1	Boise State University is interested in learning about industry best practices for implementation and use of your Service, and how other institutes of higher education utilize Credit Card Processing Services to meet their business needs. Please discuss.	
E	24.2	Provide a brief description of other products or services not specifically detailed or requested in this document that you feel are or may become relevant to Boise State. Discuss additional costs or technical requirements associated with these features.	
E	24.3	Provide a brief overview of the general direction of your development focus over the next year and how you feel that will impact the University's capabilities and experience.	
E	24.4	Based on the Scope of Work detailed in this RFP, identify any risks or constraints that you will need to address prior to or during the performance of the Work; as well as a description of how you will address each one. For example an incomplete Scope of Work can be both a risk and a constraint. How would you mitigate, or overcome, this?	
E	24.5	Does your company have a way/would your company allow University staff to access a test/demo environment for hands-on experience with the Service prior to a contract being awarded? If so, please describe. If available, the University may request access to the test/demo environment as part of the evaluation process.	
	25	**Centralized Online Storefronts (Electronic-Store) Offeror's responding to the Student Payables portion of this RFP may OPTIONALY complete this section.**	**See Section 9 of RFP for details.**
E	25.1	Describe, in detail, how the System provides for a centralized storefront application with consolidated payments into a secure and PCI/PA-DSS certified (PeopleSoft) system.	
E	25.2	Describe how the System allows for multiple merchants/campus departments to operate and run stores and accept payments. University campus department examples would include Parking, Alumni, Clubs, Athletics, Continuing Education, etc.	
E	25.3	Describe how the System allows for the consolidation of the stores into an online mall, as well as free-standing stores that are not part of the consolidated mall.	
E	25.4	Describe how the System tracks tax payments.	
E	25.5	Describe, in detail, how the System is customizable for the campus departments. Provide examples of other client implementations.	
E	25.6	Describe the capabilities provided for the e-Store, including product or service pages, shopping cart, checkout page and order status information.	
E	25.7	Describe availabe functionality related to recurring payments or payment plans.	
E	25.8	Describe electronic communication provided back to purchasers.	
E	25.9	Describe administrative functionality available to the campus departments and to the centralized department managing e-Stores.	
E	25.10	Describe how security is set up and managed.	
E	25.11	Describe, in detail, how an e-Store is deployed. What training is required for the campus department?	
E	25.12	Describe how the e-Store is fully integrated with the General Ledger module of Oracle.	
E	25.13	Describe how transaction details are sent to the General Ledger module of Oracle.	
E	25.14	Describe how the System allows users the ability to store payment profiles for future payments and for any established payment plans.	

Scope of Work-Student Payables - Attachment 3				
Eval Code	**Spec #**	**Description**	**Offeror Response**	
E	25.15	Describe how receipts are provided to payers.		
E	25.16	Describe how specified payments (one item) are allowed by the System and selected by the payer.		

Voluntary Product Accessibility Template (VPAT) - Attachment 3

Web Content Accessibility Guidelines (WCAG) 2.0 level AA

[INSERT SOFTWARE/SERVICE/OFFEROR NAME HERE]

Entering Information

The Level of Support and Comments columns are used to document exactly how a product does or does not meet the WCAG 2.0 guidelines. In order to promote consistency in vendor responses, which will ensure a quicker review process by Boise State's Office of Information Technology, we encourage you to answer these columns using the instructions below.

Level of Support Column

Text to Enter in Column	Description
Supports	Product FULLY meets the letter and intent of the Criteria.
Supports with Exceptions	Product does not ENTIRELY meet the letter and intent of the Criteria, but does provide some level of access.
Supports through Equivalent Facilitation	Product provides alternative methods to meet the intent of the Criteria.
Does Not Support	Does not Support Product does not meet the letter or intent of the Criteria.
Not Applicable	Not Applicable The Criteria does not apply to the product.

Comments Column

If "Level of Support" Column States...	Then...
Supports	List what features of the product do meet and describe how they are used to support the Criteria.
Supports with Exceptions	List features of the product do meet and describe how they are used to support the Criteria. AND List exactly what parts of the product do not meet and describe how they fail to support the Criteria.
Supports through Equivalent Facilitation	List exactly what other methods exist in the product and describe how they are used to support the Criteria.
Does Not Support	Describe exactly how the product does not support the Criteria.
Not Applicable	Describe exactly why the criteria is not applicable to the product.

Note: Boise State has adopted Level A and AA standards. This form includes level AAA standards, which are optional and highlighted in yellow. Responses are not required for level AAA.

Have Questions? The World Wide Web Consortium (W3C) Web Accessibility Initiative (WAI) provides an overview of the WCAG 2.0 guidelines and a quick reference guide for developers at https://www.w3.org/WAI/roles/developers/.

Principle 1: Perceivable – information and user interface components must be presentable to users in ways they can perceive.

Standard	Description	Level of Support	Comments (Mandatory)
Guideline 1.1 Text Alternatives: Provide text alternatives for any non-text content so that it can be changed into other forms people need, such as large print, braille, speech, symbols or simpler language.			
1.1.1	Non-text Content: All non-text content that is presented to the user has a text alternative that serves the equivalent purpose, except for the situations listed below (Level A). ● Controls, Input: If non-text content is a control or accepts user input, then it has a name that describes its purpose. (Refer to Guideline 4.1 for additional requirements for controls and content that accepts user input.) ● Time-Based Media: If non-text content is time-based media, then text alternatives at least provide descriptive identification of the non-text content. (Refer to Guideline 1.2 for the additional requirements for media.) ● Test: If non-text content is a test or exercise that would be invalid if presented in text, then text alternatives at least provide descriptive identification of the non-text content. ● Sensory: If non-text content is primarily intended to create a specific sensory experience, then text alternatives at least provide descriptive identification of the non-text content. ● CAPTCHA: If the purpose of non-text content is to confirm that content is being accessed by a person rather than a computer, then text alternatives that identify and describe the purpose of the non-text content are provided, and alternative forms of CAPTCHA using output modes for different types of sensory perception are provided to accommodate different disabilities. ● Decorative, Formatting, Invisible: If non-text content is pure decoration, is used only for visual formatting, or is not presented to users, then it is implemented in a way that it can be ignored by assistive technology.		
Guideline 1.2 Time-based Media: Provide alternatives for time-based media.			
1.2.1	Audio-only and Video-only (Prerecorded): For prerecorded audio-only and prerecorded video-only media, the following are true, except when the audio or video is a media alternative for text and is clearly labeled as such (Level A): ● Prerecorded Audio-only: An alternative for time-based media is provided that presents equivalent information for prerecorded audio-only content. ● Prerecorded Video-only: Either an alternative for time-based media or an audio track is provided that presents equivalent information for prerecorded video-only content.		
1.2.2	Captions (Prerecorded): Captions are provided for all prerecorded audio content in synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)		
1.2.3	Audio Description or Media Alternative (Prerecorded): An alternative for time-based media or audio description of the prerecorded video content is provided for synchronized media, except when the media is a media alternative for text and is clearly labeled as such. (Level A)		
1.2.4	Captions (Live): Captions are provided for all live audio content in synchronized media. (Level AA)		
1.2.5	Audio Description (Prerecorded): Audio description is provided for all prerecorded video content in synchronized media. (Level AA)		
1.2.6	Sign Language (Prerecorded): Sign language interpretation is provided for all prerecorded audio content in synchronized media. (Level AAA)		
1.2.7	Extended Audio Description (Prerecorded): Where pauses in foreground audio are insufficient to allow audio descriptions to convey the sense of the video, extended audio description is provided for all prerecorded video content in synchronized media. (Level AAA)		
1.2.8	Media Alternative (Prerecorded): An alternative for time-based media is provided for all prerecorded synchronized media and for all prerecorded video-only media. (Level AAA)		

1.2.9	Audio-only (Live): An alternative for time-based media that presents equivalent information for live audio-only content is provided. (Level AAA)		
Guideline 1.3 Adaptable: Create content that can be presented in different ways (for example simpler layout) without losing information or structure.			
1.3.1	Info and Relationships: Information, structure, and relationships conveyed through presentation can be programmatically determined or are available in text. (Level A)		
1.3.2	Meaningful Sequence: When the sequence in which content is presented affects its meaning, a correct reading sequence can be programmatically determined. (Level A)		
1.3.3	Sensory Characteristics: Instructions provided for understanding and operating content do not rely solely on sensory characteristics of components such as shape, size, visual location, orientation, or sound. (Level A)		
Guideline 1.4 Distinguishable: Make it easier for users to see and hear content including separating foreground from background.			
1.4.1	Use of Color: Color is not used as the only visual means of conveying information, indicating an action, prompting a response, or distinguishing a visual element. (Level A)		
1.4.2	Audio Control: If any audio on a Web page plays automatically for more than 3 seconds, either a mechanism is available to pause or stop the audio, or a mechanism is available to control audio volume independently from the overall system volume level. (Level A)		
1.4.3	Contrast (Minimum): The visual presentation of text and images of text has a contrast ratio of at least 4.5:1, except for the following: (Level AA) ● Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 3:1; ● Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. ● Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.		
1.4.4	Resize text: Except for captions and images of text, text can be resized without assistive technology up to 200 percent without loss of content or functionality. (Level AA)		
1.4.5	Images of Text: If the technologies being used can achieve the visual presentation, text is used to convey information rather than images of text except for the following: (Level AA) ● Customizable: The image of text can be visually customized to the user's requirements; ● Essential: A particular presentation of text is essential to the information being conveyed.		
1.4.6	Contrast (Enhanced): The visual presentation of text and images of text has a contrast ratio of at least 7:1, except for the following: (Level AAA) ● Large Text: Large-scale text and images of large-scale text have a contrast ratio of at least 4.5:1; ● Incidental: Text or images of text that are part of an inactive user interface component, that are pure decoration, that are not visible to anyone, or that are part of a picture that contains significant other visual content, have no contrast requirement. ● Logotypes: Text that is part of a logo or brand name has no minimum contrast requirement.		
1.4.7	Low or No Background Audio: For prerecorded audio-only content that (1) contains primarily speech in the foreground, (2) is not an audio CAPTCHA or audio logo, and (3) is not vocalization intended to be primarily musical expression such as singing or rapping, at least one of the following is true: (Level AAA) ● No Background: The audio does not contain background sounds. ● Turn Off: The background sounds can be turned off. ● 20 dB: The background sounds are at least 20 decibels lower than the foreground speech content, with the exception of occasional sounds that last for only one or two seconds.		
1.4.8	Visual Presentation: For the visual presentation of blocks of text, a mechanism is available to achieve the following: (Level AAA) ● Foreground and background colors can be selected by the user. ● Width is no more than 80 characters or glyphs (40 if CJK). ● Text is not justified (aligned to both the left and the right margins). ● Line spacing (leading) is at least space-and-a-half within paragraphs, and paragraph spacing is at least 1.5 times larger than the line spacing. ● Text can be resized without assistive technology up to 200 percent in a way that does not require the user to scroll horizontally to read a line of text on a full-screen window.		
1.4.9	Images of Text (No Exception): Images of text are only used for pure decoration or where a particular presentation of text is essential to the information being conveyed. (Level AAA)		
Principle 2: Operable - User interface components and navigation must be operable.			
Standard	**Description**	**Level of Support**	**Comments**
Guideline 2.1 Keyboard Accessible: Make all functionality available from a keyboard.			
2.1.1	Keyboard: All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes, except where the underlying function requires input that depends on the path of the user's movement and not just the endpoints. (Level A)		
2.1.2	No Keyboard Trap: If keyboard focus can be moved to a component of the page using a keyboard interface, then focus can be moved away from that component using only a keyboard interface, and, if it requires more than unmodified arrow or tab keys or other standard exit methods, the user is advised of the method for moving focus away. (Level A)		
2.1.3	Keyboard (No Exception): All functionality of the content is operable through a keyboard interface without requiring specific timings for individual keystrokes. (Level AAA)		
Guideline 2.2 Enough Time: Provide users enough time to read and use content.			
2.2.1	Timing Adjustable: For each time limit that is set by the content, at least one of the following is true: (Level A) ● Turn off: The user is allowed to turn off the time limit before encountering it; or ● Adjust: The user is allowed to adjust the time limit before encountering it over a wide range that is at least ten times the length of the default setting; or ● Extend: The user is warned before time expires and given at least 20 seconds to extend the time limit with a simple action (for example, "press the space bar"), and the user is allowed to extend the time limit at least ten times; or ● Real-time Exception: The time limit is a required part of a real-time event (for example, an auction), and no alternative to the time limit is possible; or ● Essential Exception: The time limit is essential and extending it would invalidate the activity; or ● 20 Hour Exception: The time limit is longer than 20 hours.		

2.2.2	Pause, Stop, Hide: For moving, blinking, scrolling, or auto-updating information, all of the following are true: (Level A) ● Moving, blinking, scrolling: For any moving, blinking or scrolling information that (1) starts automatically, (2) lasts more than five seconds, and (3) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it unless the movement, blinking, or scrolling is part of an activity where it is essential; and ● Auto-updating: For any auto-updating information that (1) starts automatically and (2) is presented in parallel with other content, there is a mechanism for the user to pause, stop, or hide it or to control the frequency of the update unless the auto-updating is part of an activity where it is essential.		
2.2.3	No Timing: Timing is not an essential part of the event or activity presented by the content, except for non-interactive synchronized media and real-time events. (Level AAA)		
2.2.4	Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA)		
2.2.5	Interruptions: Interruptions can be postponed or suppressed by the user, except interruptions involving an emergency. (Level AAA)		
Guideline 2.3 Seizures: Do not design content in a way that is known to cause seizures.			
2.3.1	Three Flashes or Below Threshold: Web pages do not contain anything that flashes more than three times in any one second period, or the flash is below the general flash and red flash thresholds. (Level A)		
2.3.2	Three Flashes: Web pages do not contain anything that flashes more than three times in any one second period. (Level AAA)		
Guideline 2.4 Navigable: Provide ways to help users navigate, find content, and determine where they are.			
2.4.1	Bypass Blocks: A mechanism is available to bypass blocks of content that are repeated on multiple Web pages. (Level A)		
2.4.2	Page Titled: Web pages have titles that describe topic or purpose. (Level A)		
2.4.3	Focus Order: If a Web page can be navigated sequentially and the navigation sequences affect meaning or operation, focusable components receive focus in an order that preserves meaning and operability. (Level A)		
2.4.4	Link Purpose (In Context): The purpose of each link can be determined from the link text alone or from the link text together with its programmatically determined link context, except where the purpose of the link would be ambiguous to users in general. (Level A)		
2.4.5	Multiple Ways: More than one way is available to locate a Web page within a set of Web pages except where the Web Page is the result of, or a step in, a process. (Level AA)		
2.4.6	Headings and Labels: Headings and labels describe topic or purpose. (Level AA)		
2.4.7	Focus Visible: Any keyboard operable user interface has a mode of operation where the keyboard focus indicator is visible. (Level AA)		
2.4.8	Location: Information about the user's location within a set of Web pages is available. (Level AAA)		
2.4.9	Link Purpose (Link Only): A mechanism is available to allow the purpose of each link to be identified from link text alone, except where the purpose of the link would be ambiguous to users in general. (Level AAA)		
2.4.10	Section Headings: Section headings are used to organize the content. (Level AAA)		

Principle 3: Understandable - Information and the operation of user interface must be understandable.

Standard	Description	Level of Support	Comments
Guideline 3.1 Readable: Make text content readable and understandable.			
3.1.1	Language of Page: The default human language of each Web page can be programmatically determined. (Level A)		
3.1.2	Language of Parts: The human language of each passage or phrase in the content can be programmatically determined except for proper names, technical terms, words of indeterminate language, and words or phrases that have become part of the vernacular of the immediately surrounding text. (Level AA)		
3.1.3	Unusual Words: A mechanism is available for identifying specific definitions of words or phrases used in an unusual or restricted way, including idioms and jargon. (Level AAA)		
3.1.4	Abbreviations: A mechanism for identifying the expanded form or meaning of abbreviations is available. (Level AAA)		
3.1.5	Reading Level: When text requires reading ability more advanced than the lower secondary education level after removal of proper names and titles, supplemental content, or a version that does not require reading ability more advanced than the lower secondary education level, is available. (Level AAA)		
3.1.6	Pronunciation: A mechanism is available for identifying specific pronunciation of words where meaning of the words, in context, is ambiguous without knowing the pronunciation. (Level AAA)		
Guideline 3.2 Predictable: Make Web pages appear and operate in predictable ways.			
3.2.1	On Focus: When any component receives focus, it does not initiate a change of context. (Level A)		
3.2.2	On Input: Changing the setting of any user interface component does not automatically cause a change of context unless the user has been advised of the behavior before using the component. (Level A)		
3.2.3	Consistent Navigation: Navigational mechanisms that are repeated on multiple Web pages within a set of Web pages occur in the same relative order each time they are repeated, unless a change is initiated by the user. (Level AA)		
3.2.4	Consistent Identification: Components that have the same functionality within a set of Web pages are identified consistently. (Level AA)		
3.2.5	Change on Request: Changes of context are initiated only by user request or a mechanism is available to turn off such changes. (Level AAA)		
Guideline 3.3 Input Assistance: Help users avoid and correct mistakes.			
3.3.1	Error Identification: If an input error is automatically detected, the item that is in error is identified and the error is described to the user in text. (Level A)		
3.3.2	Labels or Instructions: Labels or instructions are provided when content requires user input. (Level A)		
3.3.3	Error Suggestion: If an input error is automatically detected and suggestions for correction are known, then the suggestions are provided to the user, unless it would jeopardize the security or purpose of the content. (Level AA)		
3.3.4	Error Prevention (Legal, Financial, Data): For Web pages that cause legal commitments or financial transactions for the user to occur, that modify or delete user-controllable data in data storage systems, or that submit user test responses, at least one of the following is true: (Level AA) ● Reversible: Submissions are reversible. ● Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. ● Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.		
3.3.5	Help: Context-sensitive help is available. (Level AAA)		

3.3.6	Error Prevention (All): For Web pages that require the user to submit information, at least one of the following is true: (Level AAA) ● Reversible: Submissions are reversible. ● Checked: Data entered by the user is checked for input errors and the user is provided an opportunity to correct them. ● Confirmed: A mechanism is available for reviewing, confirming, and correcting information before finalizing the submission.		

Principle 4: Robust - Content must be robust enough that it can be interpreted reliably by a wide variety of user agents, including assistive technologies.

Standard	Description	Level of Support	Comments
Guideline 4.1 Compatible: Maximize compatibility with current and future user agents, including assistive technologies.			
4.1.1	Parsing: In content implemented using markup languages, elements have complete start and end tags, elements are nested according to their specifications, elements do not contain duplicate attributes, and any IDs are unique, except where the specifications allow these features. (Level A)		
4.1.2	Name, Role, Value: For all user interface components (including but not limited to: form elements, links and components generated by scripts), the name and role can be programmatically determined; states, properties, and values that can be set by the user can be programmatically set; and notification of changes to these items is available to user agents, including assistive technologies. (Level A)		

RFP Signature Page - Attachment 3

THIS PAGE MUST BE FILLED OUT, SIGNED AND RETURNED WITH PROPOSAL. THIS SIGNATURE PAGE MAY NOT BE MODIFIED AND MUST BE SIGNED BY HAND. MODIFICATIONS TO THIS PAGE MAY DEEM THE ENTIRE PROPOSAL NON-RESPONSIVE AND NO FURTHER CONSIDERATION WILL BE GIVEN.

BY SUBMISSION OF THIS PROPOSAL TO BOISE STATE UNIVERSITY, THE UNDERSIGNED HEREBY OFFERS TO SELL TO BOISE STATE UNIVERSITY THE SPECIFIED PROPERTY AND/OR SERVICES, IF THIS PROPOSAL IS ACCEPTED WITHIN A REASONABLE TIME FROM DATE OF CLOSING, AT THE PRICE SHOWN IN OUR PROPOSAL AND UNDER ALL THE SPECIFICATIONS, TERMS AND CONDITIONS CONTAINED IN, OR INCORPORATED BY REFERENCE, INTO THE BOISE STATE UNIVERSITY'S RFP, AS MAY BE AMENDED PRIOR TO THE DATE HEREOF IN ACCORDANCE WITH THE TERMS OF THE SOLICITATION.

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

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

ADDITIONAL OR SUPPLEMENTAL TERMS AND CONDITIONS MAY BE CONSIDERED FOLLOWING THE DATE HEREOF ONLY IN ACCORDANCE WITH THE TERMS AND CONDITIONS OF THE SOLICITATION

Failure to comply with these requirements may result in disqualification and your entire response being deemed non-responsive.

Please complete the following information:

BIDDER (Company Name)	
ADDRESS	
CITY	
STATE	
ZIP CODE	
TOLL-FREE #	
PHONE #	
FAX #	
EMAIL	
FEDERAL TAX ID / SSN #	
AUTHORIZED AGENT NAME:	
AGENT'S EMAIL:	

SIGNATURE PAGE MUST BE HAND-SIGNED & RETURNED FOR PROPOSAL TO BE CONSIDERED.

SIGNATURE:	
DATE:	

COST SHEET - ATTACHMENT 4

Use this format to respond to the Cost portion of this RFP. Altering the response format may result in a finding that your Proposal is non-responsive.

The completion and submission of the Cost Sheet of Attachment 4 Offeror Response is mandatory. No other Offeror-supplied pricing will be evaluated for award. No other Offeror-supplied pricing shall constitute the pricing for any resulting Agreement.

All costs associated with the specifications of the RFP must be included in this mandatory Cost Sheet.

All proposals must be **FULLY-BURDENED**, fixed-cost, including, but not limited to, time and materials, all labor costs, including subcontractors, as well as travel and lodging costs, per diem and administrative overhead.

No other costs beyond the fully burdened fixed rate will be allowed without written authorization from the University.

Proposal must include any applicable freight charges. Prices must be FOB Boise State University, Boise, ID.

Contractors are not allowed to direct bill expenses or to receive advance payments for services not rendered.

University will apply the fees listed here to historically-based usage to determine an estimated cost upon which to base the cost portion of the award.

The University will only accept the Interchange Plus (IC+) pricing structure. Other proposed pricing structures may result in your Proposal being found non-responsive and rejected.

Boise State reserves the right to challenge any and all costs. Supplier may be asked to provide granular details on fees.

Item/Fee Description	Lot 1 - Merchant Services Costs	Lot 2 - Student Payables Costs	Comments:
Authorization Cost (If costs are different per card brand, specify costs for different card. Add Card Brand in comments section and add rows below as needed to accommodate different number of card brands.)			
Statement Fee (Describe how this is calculated in the "Comments" column.)			
PCI Program Fee (Describe how this is calculated in the "Comments" column.)			
PCI Non-Compliance Fee (Describe how this is calculated in the "Comments" column.)			
PCI Annual Fee (Describe how this is calculated in the "Comments" column.)			
Retrieval Fee (per transaction)			
Chargeback Fee (per transaction)			
Card Brand Location Fees (Describe how this is calclated in the "Comments" column.)			
Transaction Fees not already disclosed. (Add Transaction Fee specifics in Comments Column, add rows below this one as needed to accommodate different Transaction Fees. ie gateway fees.)			
Monthly Fee(s) not already disclosed. (Add Monthly Fee specifics in Comments Column, add rows below this one as needed to accommodate different Monthly Fees.)			
Other costs not already included. (Add specifics in Comment Column, add rows below this one as needed to specify other costs.)			

Electronic Store

Offerors must bid Merchant Services and/or Student Payables to be eligible to bid on Electronic Store.
At its discretion, University may award Estore independently from Merchant Services or Student Payables to an Offeror who has bid on these Services.

Item/Fee Description	Merchant Services Costs	Student Payables Costs	Comments:
Electronic Store base program charges			
Electronic Store base charges per store			
Electronic Store statement charges (Describe how this is calculated in the "Comments" section.)			
Electronic Store transaction charges (If costs are different per card brand, specify costs for different card. Add Card Brand in comments section and add rows below as needed to accommodate different number of card brands.)			
Electronic Store maintenance fees (Describe how this is calculated in the "Comments" section.)			
Electronic Store Tokenization Fees (Describe how this is calculated in the "Comments" section.)			
Electronic Store payment plan or recurring transaction fees (Describe how this is calculated in the "Comments" section.)			
Electronic Store other cost not previously disclosed. (Add specifics in Comment Column, add rows below this one as needed to specify other costs.)			

Optional items: -University may optionally purchase these items. -Offeror agrees to hold pricing included on this Cost Sheet for 12 months from date of award. -Costs for these items will not be included in the Overall evaluated cost.			
Item/Fee Description	**Merchant Services Costs**	**Student Payables Costs**	**Comments:**
Cost per Terminal if PURCHASED from Offeror. (Identify the specific hardware in Comments section.)			
Optional warranty or maintenance cost. (In comments section please provide term and details.)			
Cost per Terminal if LEASED from Offeror. (Identify the hardware and terms in Comments section.)			
Student Payables Payment Plans (Add specifics related to application and per transaction charges in Comment Column, add rows below this one as needed to specify other costs.)			
Hardware for 1 each Cashiering workstation. In Comments column, include the details of what is included with these workstations. Please describe any volume discounts you can offer.			
Training Cost. (Please describe training options, including on demand and live options.)			
Describe any other **Optional, Implementation-Related Costs**			

Question #	RFP Section	RFP Page	Question from Offeror	University Response
1	1.1 RFP Administrative Information	3	Given the amount of information requested, would Boise State be willing to extend the deadline by two weeks in order to enable us to provide our best response?	University is willing to extend the closing date to 5/16/21 at 11:59pm.
2	3. Submission Requirements	10	With regard to item #3.3, we are still working from home due to COVID-19. That being the case, would Boise State be willing to accept electronic signatures (including DocuSign), rather than "wet" signatures?	University encourages handwritten signatures on Contracts and electronic signatures can be given legal effect. Electronic signature methods must be legally enforceable in a form that may be authenticated in a court of law. Electronic signatures must use a secure, certificate-based signature service/method including appropriate securty procedures that can accurately attribute electronic records or electonic signatures to the individuals that create them. The electronic signature services should not result in the storage of confidential or sensitive University records without proper safeguards. University has approved Docusign, AdobeSign and SignNow. Any other requested electronic signature service/method must be approved by the University.
3	3. Submission Requirements 3.4	11	With regard to item #3.4, because we are still working from home, as noted above, would Boise State be willing to accept our responses via email or some other form of electronic submission rather than hard copies?	Due to the risk of transmission of COVID-19 during the pandemic, and lacking a formal Electronic Bid system, University will accept electronic responses in the following fashion: Electronic responses must be SUBMITTED TO: solicitationresponses@boisestate.edu, a confidential, reserved address for bid/quotes/proposal submittals only. All other communications must be addressed specifically to the intended recipient. The SUBJECT LINE of the transmittal must list the Solicitation Number & Title (RFP ST21-094 Credit Card Processing Services for Boise State University). The message body must contain the company/individuals name, address, point of contact email address and phone number. Response documents must be in the form of an attachment using one or a combination of the formats listed in the solicitation. Electronic response formats must be any combination Microsoft Word, Microsoft Excel, Adobe Acrobat, PDF. Multiple documents shall be submitted in one single message. Example: if you have one response that includes a Microsoft Word document and a Microsoft Excel spreadsheet, both must be attached to the one message. Submissions received in any other format not listed above may be rejected. The University is not responsible for equipment or software failure that may cause delays or non-delivery. Opening shall be in accord with the details contained in the solicitation.
4	3. Submission Requirements	11	With regard to item #3.7, is PDF format acceptable for some of the attachments to be included on the flash drive, as some of the requested materials are available only in that format?	PDF format is acceptable if that is the only format in which the materials are available. Excel and Word format are required where materials are available in that format.
5	7. Scope of Work	17	With regard to item #7.1, several of the items in Attachment 3-Offeror Response request a great deal of information, as well as charts, etc. that cannot be easily submitted in a spreadsheet. May we place our responses in a Word document instead, as item #3.7 on page 11 of the main RFP document appears to indicate? If not, may we at least attach a Word document with supplemental information that cannot be inserted into the spreadsheet?	For items that have an amount or type of information that will not fit in the spreadsheet-style response format, you may attach a word document (or PDF if not available in word or excel). In the Offeror response area of the spreadsheet, please provide the name and number of the additional information. A sample response in a cell might be "Please see Attachment 1, Implementation Date Calendar."

6	Attachment 3	Sub-mission Rqmts	With regard to the final requirement on the Submission Rqmts & Certs tab, as a matter of clarification, are we required to submit our SOC reports with our response or are you only asking if we can provide one if selected? If required with our response, we ask our customers to execute a mutual non-disclosure agreement. NDAs are requested for other secure information as well (e.g. VPATs). We have attached our standard Agreement for your review.	Per Attachment 3, Submission Requirements Tab, Line 33, Contractor will provide SOCI and II reports upon award and annually upon contract anniversary date for Internal Audit review. SOC reports are not required to be submitted with your response and will only be required of the winning Offeror(s). Award will be contingent upon acceptable SOCI and SOCII reports from the apparent winning Offeror(s), at time of award.
7	Attachment 3	SOW Merch. Services	Item #2.3: With what other systems do you wish the Service to integrate? And how does that question differ from item #2.1 in relation to Merchant Services?	Regarding Attachment 3, Merchant Services (lot 2) Tab: 2.1 Service should be able to integrate with platforms shown on the Current Campus Environment Tab of Attachment 1 Offeror Information. Please describe which platforms your service integrates with and how. Please discuss any plans for future integrations with any of these platforms. 2.3 requests specifics related to the possible integrations with the platforms on the Current Envrionment Tab of Attachment 1. Would your product replace our gateway or processor? Would you require custom development? Or it this a ready-to-use solution? ...etc.
8	Attachment 3	SOW Merch. Services	Can you please clarify why the Centralized Online Storefronts requirements were included in both Lot 1 and Lot 2 and how they relate to Merchant Services?	The University currently utilizes online store front functionality provided by our merchant processor. In the scope of this RFP we will need to identify a replacement for that product. In the event student payables & merchant processing are awarded to separate vendors we would like to evaluate both options and award to the Offeror whose solution best meets the University's needs.
9	Attachment 3	SOW Student Payables 1.14	Item #1.14 Can you please clarify what you mean by "embed and/or configure Offeror's platform into other applications"? Can you please provide an example of the desired functionality and specify which "other applications" you are referring to?	The Offeror's service/application must integrate with or be embedded in PeopleSoft, the systems listed on the Campus Environment tab of Attachment 1, as well as the following web applications, at a minimum, that are built exclusively for Boise State University by our web development team: Summer Camps, myBoiseState (Bronco Print), Orientation, and Intent to Enroll. For an example of current functionality, Heartland provides an iFrame embedded in our Orientation application that allows the student to input a credit card for payment. Another example would be for the Bronco Print application. While in the Bronco Print application the student has to click a button to pay for their print request, at which point they are redirected to Touchnet to provide payment. Upon completion of the payment in Touchnet, the student is redirected back to Bronco Print.
10	Attachment 3	SOW Student Payables 1.29	Item #1.29, can you please clarify what you mean by "if through a third party"? To what are you referring?	Question should read, and has been updated on Revised Attachment 3 Student Payables tab to read: "If PROCESSING PAYMENTS through a third party, please identify and confirm the third party meets US regulatory requirements ~~as well as any and all costs associated with using the service~~."
11	Attachment 3	SOW Student Payables	Item #2.4: We interpret this to mean that we may submit our own VPAT documents instead of completing the VPAT tab of Attachment 3, is that correct?	Correct, Offeror may submit their own Section 508 VPAT documents. Offerors may complete and return the Section 508 VPAT OR Boise State's VPAT form attached as Voluntary Product Accessibility Template of Attachment 3 Solicitation Response.
12	Attachment 3	SOW Student Payables	Item #3.7 Can you please provide examples of the types of "systems other than PeopleSoft Campus Solutions" you are referring to?	Integration with PeopleSoft is critical. Additional integrations with other softwares allow the University growth opportunities in the future. Please provide information regarding other systems with which you are familiar.

13	Attachment 3	SOW Student Payables	Section 12: How many students were enrolled in payment plans during the Spring 2021, Fall 2020, Spring 2020, and Fall 2019 semesters?	Spring 2021 - 6,982 Students Fall 2020 - 8,962 Students Spring 2020 - 6,901 Students Fall 2019 - 7,298 Students
14	Attachment 3	SOW Student Payables	Section 12: Do you charge an enrollment/setup fee for payment plans and, if so, what is the amount of that fee?	Boise State charges a payment plan enrollment fee of $30.
15	Attachment 3	SOW Student Payables	Item #14.2: How many statements do you anticipate loading at one time?	10,000 - 20,000 once monthly on the 15th of the month
16	Attachment 3	SOW Student Payables	Item #21.4 : Can you please give some examples of what you mean by "third-party transaction processing, pricing, or other integrations"?	Please disclose any third party products or integrations that are required to implement your solution.
17	Attachment 3	SOW Student Payables	Item #25.12: How are you currently managing integration with Oracle General Ledger?	All transactions that post to either student or org accounts (third party contracts) are picked up nightly in a nightly job that starts in CPRD (PeopleSoft production environment), transactions post to the SF_ACCTG_LN and are then sent to Bronco Hub (Finance module) through an integration that was developed when University went live with Bronco Hub. Once journals are posted in Bronco Hub, the integration will bring back the journal IDs to CPRD the following night. This is a scheduled nightly process and we become involved if a journal is not posting (usually due to cross validation rules).
18	Attachment 3	SOW Student Payables	Item #25.16 Can you please clarify what you mean by "specified payments (one item)" in the context of an online storefront?	University is requesting specifics on selecting & paying specific line item charges.
19	1.6 Mandatory Requirements	6 of 25	Will the University entertain pricing in a format different from the stated interchange plus format for the Student Payments SOW portion of the RFP only?	Yes. The University will entertain pricing in a format besides interchange plus for the Student Payables (Lot 2) of this RFP.
20	General		Due to extenuating circumstances including delays in mailing due to the Covid-19 Pandemic, we respectfully request that the University accept RFP responses as electronic documents delivered in PDF format via email to the University. If allowed, original signatures can be provided at the time of Contract.	Please see the answers to Questions 2, 3, 4 & 5 for details around what the University will accept.
21	Section 3 Submission requirements		If the University is requesting paper copies mailed (one original and 4 copies), of required sections of Excel workbook pages as described in number 3.4 of Submission requirements , may the vendors take the required sections out of the Excel workbook and put them into a Word/PDF document in order to print and submit the required sections? Otherwise, printing Excel worksheets will be prohibitive to formatting. If not, will the University provide instructions regarding how the Excel worksheets should be formatted to allow for printing in their entirety for submission to University?	Please see the answers to Questions 3, 4 & 5 for details around what the University will accept.
22	General		Given that many offices are still operating on a soft open and many employees have not returned to the physical office, will Boise consider an electronic only submission ? If not, will you accept an electronic signature instead of a wet signature or extend the due date to allow for shipping documents internally for signatures?	Please see the answers to Questions 2 & 3.
23	RFP 3.7	RFP 3.7	Will the University accept a CD instead of a USB?	Since an electroinc response is now required (in accordance with Question 3) no USB or CD is required.
24	1.8		Is Boise State referring to POS transactions for this requirement?	Spec 1.8 in the Merchant Services (Lot 1) refers to processing credit card transactions. Spec 1.8 in the Student Payables (Lot 2) refers to encryption for all transactions. University is unsure of which specificaiton this is referring to.
25	Pricing		How many credit card terminals are needed for the Bursar's office?	The University is exploring options for cashiering work stations, possibly 2-3. Currently there are no physical terminals being utilized in our financial services office.
26	Contract Terms		Vendor is requesting acceptance of the following comments and exceptions to BSU's standard contract T&Cs. Specific exceptions set forth herein are not intended to apply solely to the section referenced, but also to the same or similar issues presented in other sections which are logically implicated by the concepts at issue in the exception. All attestations, notices, consents and other documents executed, delivered or otherwise connected with the vendor's response to the RFP are specifically subject to these exceptions. (Questions 27 - 36)	See following responses:

27	BSU Standard Contract T&C's / General		Exception: The final dispositive agreement between the vendor and BSU (the "Agreement") should be a result of the full mutual agreement of the parties on all terms and cannot be unilaterally varied, modified or amended by a party including by incorporation or reference to extrinsic documents, policies and/or procedures. Rationale: A full mutual agreement on all provisions of the deal between the parties ensures that both parties have worked through all of the terms integral to the contract so that there are no misunderstandings or mis-communications about either party's rights or responsibilities contained therein. This prevents the need for additional clarifying documents and avoids potential disputes that would result in unnecessary costs and service delays between the parties.	The University agrees to reserve for negotiation and possible supplemental agreements and modifications, including the possibility of reducing the RFP, Q&A, the Successful Vendor's Responses, and Approved Supplemental Agreements into a final contract, mutually executed and agreed upon, provided, however, the University will not entertain language that conflicts with Section 37 of the Terms and Conditions or results in conflicting terms to the RFP (except to the extent terms have been expressly objected to herein and reserved for negotiation). In no event can the terms and conditions, or a final executed contract, conflict with specifications of the RFP, except to the extent objections to the terms have been raised in these questions and reserved for negotiation. Per Section 2.7, terms found in Vendor's supplemental agreements can supplment the RFP but cannot conflict, any conflicting terms are void.
28	BSU Standard Contract T&C's / Section 15: Indemnification / Save Harmless		Exception: The vendor can agree to indemnify BSU for negligent acts that cause death or injury to property, as well as for damages arising out of grossly negligent conduct, but the vendor cannot agree to any uncapped indemnification for a negligent breach of applicable laws. Rationale: The vendor has designed our risk mitigation approach to ensure continuity and solvency across our entire customer base in the event of a triggering incident. The vendor's liability structure is comparable to others within the market, is commercially reasonable, and is specifically tailored to the products and services being offered.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
29	BSU Standard Contract T&C's / Section 24: Patents and Copyright Indemnity		Exception: The vendor can agree to indemnify BSU for infringements related to copyrights trade secrets, and trademarks, but, the vendor cannot agree to any uncapped indemnification for patent infringement. Rationale: The vendor has designed our risk mitigation approach to ensure continuity and solvency across our entire customer base in the event of a triggering incident. The vendor's liability structure is comparable to others within the market, is commercially reasonable, and is specifically tailored to the products and services being offered.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
30	BSU Standard Contract T&C's / Section 30: Subcontracting		Exception: This provision is going to need to be further clarified with a more specific definition of "subcontractor" and "subcontracting". Rationale: The vendor has many third party subcontractors that provide support and maintenance for the services being provided, and the vendor cannot agree to obtain permission for each and every such engagement, nor would BSU want to be responsible for the multitude of such approvals.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
31	BSU Standard Contract T&C's / Section 31: Assignment		Exception: This provision must include a specific exception for any assignment that occurs as a result of a purchase, merger, acquisition, or other operation of law. Rationale: The vendor would be willing to provide notice of any such transfer of responsibility.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
32	State of Idaho Standard T&C's for Cloud Services / General		Exception: Any data security requirements that may be a part of the Agreement must be consistent with the vendor's established security protocols. Rationale: The vendor's security protocols are comparable to others within the market, are commercially reasonable, and are specifically tailored to the products and services being offered. To the extent that differences exist between the vendor's protocols and those required by BSU in this RFP, the parties will need to further discuss and address those issues.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
33	State of Idaho Standard T&C's for Cloud Services / Section 12: Security Incident and Data Breach Responsibilities		Exception: The vendor cannot agree to the uncapped liabilities assigned in this provision, specifically those mentioned in Section 12.B. The parties will need to discuss this issue in more detail. Rationale: The vendor has designed our risk mitigation approach to ensure continuity and solvency across our entire customer base in the event of a triggering incident. The vendor's liability structure is comparable to others within the market, is commercially reasonable, and is specifically tailored to the products and services being offered.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
34	State of ID Standard T&C's for Cloud Services / Section 14: Background Checks & Security Awareness		Exception: No vendor employee shall be subject to any testing or screening except as provided by the vendor and solely in conformance with the vendor's policy and procedure. No confidential or sensitive employee information shall be provided to, or accessed by, and any third-parties. Rationale: The vendor does have a background check policy for its employees that we would be happy to share it with BSU upon request. The vendor takes its obligations for confidentiality very seriously, both for our customers and our employees.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
35	Standard Contract Terms and Conditions, 17	3	We take exception to the Work For Hire clause in the Standard Contract Terms and Conditions document. This is not a work for hire engagement. We provide access to our proprietary code through a license agreement. Any derivated works are owned by Contractor and licensed through the same license agreement.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

36	Standard Contract Terms and Conditions, 19	3	We take exception to the Termination for Convenience clause in the Standard Contract Terms and Conditions document. Our project oriented SaaS based offering requires several years of licensing to offset our expenses. We would like to add the following language: Customer will be responsible for payment to Vendor of a Cancellation for Convenience fee equal to the total amount of remaining monthly payments of the initial agreement term.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
37	38	5	We would like to add our License Agreement to the list of documents in the Interpretation and Priority of Documents clause in the Standard Contract Terms and Conditions document. .	Per RFP Section 3.9, Offeror must submit with its response all documents and any supplemental or additional agreements that the Offeror proposes to have incorporated into any resulting Contract. The University will not accept any documents and/or proposed agreements after the Solicitation Closing Date." Per RFP Section 2.6, The apparent successful Offeror will be asked to engage in discussions to finalize the Contract. Such discussions will include discussion of the Terms and Conditions, including any additional agreements submitted by the Offeror and any proposed modifications to the Terms and Conditions submitted during the question and answer period and reserved for negotiation by the University, provided, however, the University will not entertain language that conflicts with Section 37 of the Terms and Conditions or results in conflicting terms to the RFP (except to the extent terms have been expressly objected to herein and reserved for negotiation). In no event can the terms and conditions, or a final executed contract, conflict with specifications of the RFP, except to the extent objections to the terms have been raised in these questions and reserved for negotiation. Per Section 2.7, terms found in Vendor's supplemental agreements can supplment the RFP but cannot conflict, any conflicting terms are void.
38	18	6	We take exception to the Responsibilities and Uptime Guarantee clause. We wish to add that our downtime warranty is 99.85%.	The Uptime specifications for both Lots has been revised. Please see the revised Attachment 3 -Merchant Services Tab (1.19) and -Student Payables Tab (4.11) for details.
39	20	7	We take exception to the Access to Security Logs and Reports clause and propose the following language: The Solution provides Authorized Users access to an Activity Log for user access, history, events, etc. The Service Provider shall provide Logs files to the University if there is a declared breach and after it has been cleared by any forensic specialists.	The University can accept this proposed revision.
40	Attachment 4	Cost Sheet	Please provide details on the Electronic Store. What type of solution are you looking for?	We currently utilize a product from our merchant service processor that allows us to build & customize web based payment sites as well as imbedding payment functionality into University managed websites. Details are included in SOW-Merchant Services Section 12 & SOW-Student Payables Section 25
41	Attachment 3 - SOW Lot 1	3.14	For the question "Offeror must provide detailed reference documentation for both their native libraries (C#, NuGet, etc.) and for their API or other integration methodologies.", if we are not responding to Lot 2, what are you looking for here?	If vendor is not responding to Lot 2, assumption is vendor is responding to Lot 1. This criteria is specific to University-developed web/mobile applications that integrate with merchant services (reference the Current Campus Environment tab of Attachment 1) to process payment. Additionally, the reference documentation will be used for any future applications the University may deploy.
42	Attachment 3 - SOW Lot 1	3.15	For the question "University must be able to embed and/or configure Offeror's platform into other applications", if we are not responding to Lot 2, please explain what you are looking for.	University expects integrations with systems listed in the Current Campus Environment tab of Attachment 1
43	Attachment 3 - SOW Lot 1	3.1	For the question "Service must provide single sign-on (SSO) via SAML2 or OpenID Connect.", if we are not responding to Lot 2 would this question apply?	University staff must be able to use University credentials/SSO to access the vendor's service.
44	Attachment 3 - SOW Lot 1	3.11	For the question "Describe your ability to meet the single sign-on (SSO) via SAML2 or OpenID Connect requirements.", if we are not responding to Lot 2, what are you looking for here?	Offeror must provide SSO access to the Offeror's Service. This is required for both Lots 1 and 2. Please provide details on how Offeror will meet the requirement.

45	Attachment 3 - SOW Lot 1 8.2	8.2	Does the question "Describe any on-site installation/implementation/integration requirements and provide related documentation (administrator guide, technical specifications, information on the web, etc.)", asking what the University needs to provide onsite or the processor?	The question is asking what will be required from the University for installation/implmentation/integration. This specificaiton has been revised to: Describe any on-site installation/implementation/integration requirements and/or resources that the University will be required to provide. ~~and provide related documentation (administrator guide, technical specifications, information on the web, etc.)~~
46	Attachment 3 - SOW Lot 1	9.1	For the question "Describe deliverables, options, and costs for full end-user administrator documentation, help, FAQ, knowledge base, how to, etc. for the Service. Is a web-based User Guide available to users at any time? Is there an online training available to future administrators and users at no additional charge?" is this referring to online reporting or Lot 2?	This specification is requesting information about available training materials, formats, options, etc. specific to Lot 1.
47	Attachment 3 - SOW Lot 1	12.6	Please confirm if the E-Store is to be provided by the merchant services Lot 1 provider or the Lot 2 provider?	The University will evaluate separately Lot 1 (Merchant Services) and Lot 2 (Student Payables) except the Electronic Store sections of the responses. Once an apparent winning Offeror has been determined for Lot 1 and Lot 2, the Electronic Store sections of those two apparent winning responses will be evaluated. Demonstrations regarding the Electronic Store may be required. The University will score those demonstrations and costs and will award in its best interest.
48	RFP 3. Submission Requirements - 3.9	12	Requesting the deletion of "…to make unilateral amendments to any resulting Contract…" The Contractor relies on the card networks and other third parties for some aspects of its transaction processing services. Removal of this language clarifies our ability to adjust pricing controlled by third parties.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. While the University understands this concern, acceptable language can be worked out between the University and successful Offeror in the resulting supplemental terms.
49	RFP 3. Submission Requirements - 3.9	12	Requesting the deletion of "The University will not accept …terms that waive punitive damages…" and replacing it with "Neither party shall be liable to the other for any indirect, incidental, consequential, exemplary, punitive or special damages, including lost profits, regardless of the form of action or theory of recovery, even if that party has been advised of the possibility of those damages or the same are reasonably foreseeable." This is mutually beneficial to both parties. Agreeing to be liable for punitive damages is outside our risk parameters.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
50	RFP 3. Submission Requirements - 3.9	12	Replacing "The University will not accept "click-through" acceptance or software licensing terms either initially or through updates" with "The Contractor may deliver, make available and/or make accessible terms and conditions applicable to the proposed services to the University via electronic means and channels (including by posting such terms on the Contractor's website) which may require "click-through" acceptance. The Contract shall control to the extent there is any conflict between the Contract and the provisions of such "click-through" terms and conditions (except for any provisions in the "click-through" terms and conditions that are legally required in order for the Contractor to provide the proposed services)." Accepting terms through "click-through" agreements is efficient for both parties and reduces additional paper. As noted, the Contract controls in the event of a conflict with a "click-through" term.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised, however, the University policies and processes generally do not allow for click-through agreements. Agremeent must be reduced to writing to be signed by University, although the signature may be electronic.
51	RFP 5. Contract - 5.9	16	Addition of the following language is requested to the end of 5.9 of "and University's obligations for chargebacks, refunds, fees, fines, credits, and adjustments resulting from or relating to transactions processed pursuant to the Contract." This clarifies the University's obligation to remain responsible for trailing activity related to transactions processed prior to Contract termination.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
52	RFP 5. Contract - 5.10	16	Add "destroy, render unusable or" to "…Contractor shall destroy, render unusable or return to the University all copies of the confidential information…" This clarifies the standard under which we will treat confidential information.	University can accept this change.
53	RFP 5. Contract - 5.10	16	Add as a new sentence "Notwithstanding the foregoing, Contractor shall be entitled to retain copies of the confidential information for the purpose of prosecuting or defending any claims made with regard to the Contract or complying with Contractor's document retention policy, legal orders, or applicable laws and regulations. Contractor shall continue to be bound by the terms of the Contract with respect to such retained confidential information for as long as the information remains confidential." This clarifies the standard under which we will treat confidential information.	University can accept this change.
54	RFP 5. Contract - 5.10.3	16	Replacing "within 6 weeks" with "promptly." This clarifies the standard under which Contractor will return confidential information.	University can accept this change.
55	RFP 5. Contract - 5.12	16-17	Addition of "third party" to "…University for any third party claims…" This clarifies the claims for which we will indemnify the University.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
56	RFP Appendix A – Section 2.3	21	Addition of "as a Condition of Entering Into the Contract" to "2.3 No Requirement to Establish a Reserve Account as a Condition of Entering Into the Contract." This clarifies that Contractor will not require a reserve account to enter into the Contract but retain the ability to require a reserve account for other reasons under the Contract.	This is not acceptable. University is not permitted by applicable law to provide a reserve fund as security.

57	RFP Appendix A – Section 2.3	21	Addition "…as a condition of entering into the Contract" to "The Contractor shall not require the University to establish a reserve account as a condition of entering into the Contract." This clarifies that Contractor will not require a reserve account to enter into the Contract but retain the ability to require a reserve account for other reasons under the Contract.	This is not acceptable. University is not permitted by applicable law to provide a reserve fund as security.
58	RFP Appendix A – Section 2.4	21	Replacing "Any requirement to waive punitive damages in documents that Offeror submits with its Bid or Proposal are void." with "Neither party shall be liable to the other for any indirect, incidental, consequential, exemplary, punitive or special damages, including lost profits, regardless of the form of action or theory of recovery, even if that party has been advised of the possibility of those damages or the same are reasonably foreseeable," is requested. This is mutually beneficial to both parties. Agreeing to be liable for punitive damages is outside our risk parameters.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
59	RFP Appendix A – Section 2.6	21	Addition of "terms" to "Click-through Terms Licenses Prohibited." Accepting terms through "click-through" agreements is efficient for both parties and reduces additional paper. As noted, the Contract controls in the event of a conflict with a "click-through" term.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised, however, the University policies and processes generally do not allow for click-through agreements. Agremeent must be reduced to writing to be signed by University, although the signature may be electronic.
60	RFP Appendix A – Section 2.6	21	Replacing "The University will not accept "click-through" acceptance of software licensing terms either initially or through upgrades." with "The Contractor may deliver, make available and/or make accessible terms and conditions applicable to the proposed services to the University via electronic means and channels (including by posting such terms on the Contractor's website) which may require "click-through" acceptance. The Contract shall control to the extent there is any conflict between the Contract and the provisions of such "click-through" terms and conditions (except for any provisions in the "click-through" terms and conditions that are legally required in order for the Contractor to provide the proposed services)." Accepting terms through "click-through" agreements is efficient for both parties and reduces additional paper. As noted, the Contract controls in the event of a conflict with a "click-through" term.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised, however, the University policies and processes generally do not allow for click-through agreements. Agremeent must be reduced to writing to be signed by University, although the signature may be electronic.
61	RFP Appendix A – Section 2.7	21-22	Remove "and seek damages" from "Further, the University may terminate this Contract and seek damages if Contractor is found…" Agreeing to be liable for damages in this situation is outside our risk parameters.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
62	RFP Appendix A – Section 3.2	22	Remove "The System and required services are fit for the particular purpose of providing the requirements specified within the Contract, and all amendments to the Contract, as agreed to and accepted by both the University and the Contractor." This change is requested as the Contractor is not providing goods.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
63	RFP Appendix A – Section 3.2	22	Remove "Furthermore, the Contractor warrants that the System is merchantable." This change is requested as the Contractor is not providing goods.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
64	RFP Appendix A – Section 3.3	22	We are requesting this provision be subject to further negotiation upon award and discussion of the University's specific requirements with the Contractor's product and IT teams.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
65	RFP Appendix A – Section 3.4	22	We are requesting this provision be subject to further negotiation upon award and discussion of the University's specific requirements with the Contractor's product and IT teams.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
66	RFP Appendix A – Section 3.5	22	We are requesting this provision be subject to further negotiation upon award and discussion of the University's specific requirements with the Contractor's product and IT teams.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
67	RFP Appendix A – Section 3.6	22	Replace "specified in this Solicitation" with "agreed to in the Contract" as this further clarifies the term.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
68	RFP Appendix A – Section 3.6	22	Replace "the Contractor shall reimburse the University for all costs incurred by the University to repair or replace the System or to re-perform the services." with "the University may offset from any amounts due to the Contractor under the Contract all reasonable costs incurred by the University to repair or replace the System or to re-perform the services." Agreeing to unspecified costs in this situation is outside our risk parameters.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
69	RFP Appendix A – Section 3.7	22-23	Replace Contractor will perform all services required pursuant to the Contract in a professional manner and with high quality." with "Contractor will perform all services required pursuant to the Contract in a professional manner in accordance and with commercially reasonable standards". We are providing services, the term "high quality" is more applicable to goods. This clarifies the standard under which we will perform the services.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
70	RFP Appendix A – Section 3.8	23	Add ", to the Contractor's knowledge," to "The System, in whole or in part, does not, to the Contractor's knowledge, infringe upon an enforceable patent, copyright, trade secret, trademark or other proprietary right." This clarifies the basis on which the statement is made.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
71	RFP Appendix A – Section 5	23	We are requesting the removal of Section 5 as the Contractor is not providing the proposed services on a work made for hire basis.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

72	RFP Appendix A – Section 6	23	Replace "The Contractor and System must comply with all federal, state and local laws and regulations, statutes and codes. The System must comply with the federal, state and local laws and regulations governing the privacy and protection of educational records, including but not limited to the Family Education Rights and Privacy Act (FERPA) and including European Union data protection laws." with "The Contractor and System must comply with all federal, state and local laws and regulations, statutes and codes, to the extent the same are binding upon the Contractor in its performance of the proposed services. To the extent that local laws or the policies, rules and regulations of the University currently, or in the future, impose requirements upon its service providers that are not expressly set forth in the Contract, the Contractor will, if notified of such requirements, endeavor to comply with the same, except to the extent that it reasonably concludes that compliance with such requirements subject it to additional obligations, liability or expense or impose upon it reporting requirements of confidential or non-public information or information that it does not currently monitor. If the Contractor makes such determination, and the parties are unable to resolve these issues through mutually agreeable amendments to the Contract, either party may terminate the Contract upon notice to the other, and such termination shall be without cause." We need the opportunity to determine if and how we can comply with a new obligation.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised Contract may be required to comply with FERPA and other laws not otherwise applicable to Contractor due to its relationship with University.
73	RFP Appendix A – Section 7	23	Replace "of information, as applicable, as defined by the Family Education Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA) and in accordance with industry standards applicable to Contractor." with "standards prevailing within its industry." This clarifies the standard under which we will perform services.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised Contract may be required to comply with FERPA and other laws not otherwise applicable to Contractor due to its relationship with University.
74	RFP Appendix A – Section 8	23	Add "to the extent the same are binding upon the Contractor in its performance of the proposed services." to "The Contractor warrants that at all times, for the term of the Contract, Contractor will comply with all posted and applicable, active Idaho Executive Orders (linked in Appendix B attached hereto) to the extent the same are binding upon the Contractor in its performance of the proposed services." This clarifies the standard under which we will perform services.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised Contract may be required to comply with FERPA and other laws not otherwise applicable to Contractor due to its relationship with University.
75	RFP Appendix A – Section 8	23	Replace "Contractor further warrants that at all times for the term of the Contract; Contractor's offered property as defined by Idaho Code will comply with all applicable Idaho Technology Authority Standards (linked in Appendix B attached hereto)." with "to the extent the same are binding upon the Contractor in its performance of the proposed services." The Contractor's information technology standards are crafted at a corporate level and apply globally across the firm. These standards meet or exceed financial industry practices and are designed to comply with laws and regulatory requirements applicable to financial institutions. As a highly regulated financial institution, the Contractor's standards are subject to regular formal review by various regulatory agencies. Given the volume of clients the Contractor serves and the need to maintain consistency across its global network, the Contractor is unable to agree to any individual customer's standards or policies. However, the Contractor welcomes the opportunity to address any questions the University may have about the Contractor's technology standards.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised Contract may be required to comply with FERPA and other laws not otherwise applicable to Contractor due to its relationship with University.
76	RFP Appendix A Section 9	23-24	Replace "applicable provisions of HIPAA, FERPA or corresponding regulations" with "commercially reasonable data security standards prevailing within its industry." This clarifies the standard under which we will perform services.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised Contract may be required to comply with FERPA and other laws not otherwise applicable to Contractor due to its relationship with University.
77	RFP Appendix A Section 9	23-24	Replace "within 24 hours of when theft or misappropriation becomes known to Offeror." with "promptly after confirming such occurrence through the Contractor's cybersecurity incident management framework." As originally written, this provision is not practical for us to implement. This modification more accurately reflects the parameters under which we could give notice.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP. Please be advised Contract may be required to comply with FERPA and other laws not otherwise applicable to Contractor due to its relationship with University.
78	RFP Appendix A Section 9	23-24	Replace "In the event of a breach of any of the Contractor's data security obligations or other event requiring notification under applicable State and Federal law, the Contractor must assume total financial liability incurred by such breach and subsequent notifications." with "In the event of a breach of any of the Contractor's data security obligations or other event requiring notification under applicable State and Federal law that is caused by the negligence or intentional misconduct of Contractor or due to the Contractor's failure to comply with commercially reasonable data security standards prevailing within its industry, the Contractor must assume total financial liability for any direct damages incurred by the University due to such breach and subsequent notifications." As originally written, this provision is not practical for us to implement. This modification more accurately reflects the parameters under which we could give notice.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
79	RFP Appendix A Section 9	23-24	Addition of ", to the extent the same is caused by the negligence or intentional misconduct of Contractor or due to the Contractor's failure to comply with commercially reasonable data security standards prevailing within its industry." to "In addition, the Contractor must assume responsibility to indemnify, hold harmless and defend Boise State University, its officials, and employees from and against any claims, damages, or other harm related to such theft or misappropriation…" As originally written, this provision is not practical for us to implement. This modification more accurately reflects the parameters under which we could give notice.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
80	RFP Appendix A – Section 10	24	Addition of "direct" to "The Contractor shall be and remain liable for all direct damages to the University caused by negligent performance or non-performance of work under the Contract by Contractor's subcontractor." Clarified the type of damages for which the Contractor will be responsible.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

81	RFP Appendix A – Section 10	24	Addition of "For all purposes under this Contract, inclusive of all attachments hereto, "subcontractor" and "subcontract" shall refer to a third party or an agreement with such third party, if any and as applicable, engaged by the Contractor to specifically aid in the performance of its obligations under this Contract, but shall not include any third party engaged by the Contractor, from time to time, in the performance of certain operational, technological, incidental, or back office functions that assist the Contractor in its performance of services, on a common basis, for all or most of its customers utilizing such services, such latter category of third parties being referred to as Third Party Service Providers. The Contractor will request approval to its use of any "subcontractors" in the performance of this Contract, to the extent and in the manner required above but shall not be required to notify or obtain written consent from the University or any other party to its engagement of Third Party Service Providers." to the term. Clarifies the difference between a subcontractor and a third party service provider.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
82	RFP Appendix A – Section 11	24	Requesting the deletion of Section 11. The Contractor is committed to meeting the banking and financial service needs of all of our clients. We are working to provide clients equal access to and the opportunity for equal enjoyment of our products, services and facilities. We are striving to meet online usability and design requirements recommended by the World Wide Web Consortium (W3C) in its Web Content Accessibility Guidelines 2.0 Level AA, and have dedicated resources towards that goal. We will address concerns from a client with disabilities who reports difficulties accessing information or documents related to the proposed services. For more information about our accessibility services, we can provide a webpage under separate cover.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
83	RFP Appendix A – Section 12	24	Requesting the deletion of "The data centers must reside within the lower 48 states." As a leading global financial services firm with operations in over 100 countries worldwide, the Contractor maintains a world class telecommunications network infrastructure across its global operating facilities and data centers. Having facilities and data centers in global strategic locations is necessary and advantageous for both parties as it enables the Contractor to allocate resources strategically to provide a seamless customer experience, maintain efficient and flexible operations, reduce business interruptions and support robust disaster recovery processes. The Contractor has policies to ensure access to systems, environments and data is controlled and restricted consistently across the entire organization.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
84	RFP Appendix A – Section 12	24	Requesting the deletion of "Contractor shall comply with all applicable data security and privacy laws and regulations, as further set forth in the State of Idaho Standard Terms and Conditions for Cloud Services, and to include the General Data Protection Regulation 2016/679 or applicable data protection law, as may be amended from time to time and any corresponding regulations or interpretations issued by EU authorities or their equivalent ("GDPR"). Contractor should submit evidence of its compliance with its response to this Solicitation. The University reserves the right to require a Data Protection Addendum or other evidence of compliance with the negotiated Contract, if not provided in the Offeror's response or otherwise demonstrated to the satisfaction of the University." Compliance with applicable laws is covered in Section 6. The Contractor does not anticipate processing data that would fall within the scope of GDPR under this Contract.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
85	Attachment 1 - Boise State Terms and Conditions	3.13?	Modify Section 3 to read as follows: Said Contractor is an independent contractor in the performance of each and every part of this Agreement, and solely and personally liable for all labor, taxes, insurance, required bonding, and other expenses, except as specifically stated herein, and for any and all damages in connection with the operation of this Agreement, whether it may be for personal injuries or damages of any other kind, to the extent such damages are caused by the negligent or wrongful acts or omissions of the Contractor parties in their performance of the services under this Agreement. Rationale – Clarifies the damages to which Contractor shall be responsible.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
86	Attachment 1 - Boise State Terms and Conditions	Section 5 - Prices	Modify Section 5 to read as follows: Prices shall not fluctuate for the period of the Agreement and any renewal or extension , unless otherwise specified by the University in the bidding documents or other terms of the Agreement. Notwithstanding the foregoing, Contractor may adjust prices due to increases by the card networks in interchange or assessments, or other card network fees, or increases in third party fees as identified in this Agreement. Prices include all costs associated with shipping and delivery F.O.B. Destination, if domestic shipment; or DDP Destination (Incoterms 2010), if international shipment. If installation and/or training is required by the University or specified in the University's solicitation documents, pricing shall include all charges associated with a complete installation and/or training at the location specified. Rationale: We will lock in the contractor fees for the term of the agreement but will pass through third-party fees outside of contractor control such as card brand interchange fees.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
87	Attachment 1 - Boise State Terms and Conditions	Section 9 - Taxes	Modify section 9 to read as follows: If the Contractor is required to pay any taxes incurred as a result of doing business with the University, Contractor shall be solely and absolutely responsible for the payment of those taxes, provided, however, to the extent permitted by applicable law, the University shall pay or reimburse the Contractor for any taxes related to any transaction it processes on behalf of the University or honoring any instruction from the University. Rationale - The proposed language reflects Contractor's tax processes for the services.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
88	Attachment 1 - Boise State Terms and Conditions	Section 10 - Method of Payment	Modify Section 10 to remove the following: The purchase order number must be noted on all requests for payment. Rationale: Contractor is unable to include such customizations for invoicing	University can accept this change.

89	Attachment 1 - Boise State Terms and Conditions	Section 13 - Conforming Property	Modify Section 13 to read as follows: The Property shall conform in all respects with the specifications or the University's Solicitation, except as qualified or modified by the Contractor' s proposal. Rationale: This addition accurately reflects the services to be provided by Contractor as modified by Contractor's proposal.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
90	Attachment 1 - Boise State Terms and Conditions	Section 15 - Indemnificati on/Save Harmless	Modify Section 15 to read as follows: Contractor shall defend, indemnify and hold harmless the University, the Idaho State Board of Education, the State of Idaho, and all of their employees, agents, and representatives from and against any and all liability , claims, damages, costs, expenses, and actions, including reasonable attorney fees , caused by or that arise from the negligent or wrongful acts or omissions of Contractor, its employees, agents, or subcontractors (the "Contractor Parties") under this Agreement that cause death or injury or damage to property or arising out of a failure to comply with any state or federal statute, law , regulation or act that is binding upon the Contractor in its performance of the services under this Agreement. Contractor Parties shall have no indemnification liability under this section for death, injury, or damage arising solely out of the negligence or misconduct of the University. Any purported cap or other limitations or exclusions of liability on the part of Contractor Parties shall not apply to the University's direct damages or liabilities arising from (i) personal injury, death or damage to real or tangible personal property caused by Contractor's or Contractor Parties' negligent acts or omissions or willful misconduct in performing its obligations under the Agreement or (ii) the grossly negligent acts or omissions or willful misconduct of Contractor Parties in performing its obligations under the Agreement. Notwithstanding anything to the contrary in this Agreement: (a) neither party shall be liable to the other for any indirect, incidental, consequential, exemplary, punitive or special damages, including lost profits, regardless of the form of action or theory of recovery, even if that party has been advised of the possibility of those damages or the same are reasonably foreseeable; and (b) Contractor's obligation to indemnify the University for third party claims under this Agreement shall not exceed, in the aggregate, an amount equal to six (6) times the average monthly fees paid or payable to Contractor under this Agreement (net of card network and other third party fees including, without limitation, interchange, assessments, liabilities and fines). Rationale: Contractor requests that the University agree to modify Section 15 to include other customary limitations on Contractor's liability.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
91	Attachment 1 - Boise State Terms and Conditions	Section 20 - Termination for Default	Modify Section 20 to read as follows: The University may terminate the Agreement (and/or any order issued pursuant to the Agreement) when the Contractor has been provided written notice of default or non -compliance and has failed to cure the default or non -compliance within a reasonable time, not to exceed thirty (30) calendar days . If the Agreement is terminated for the Contractor's default or non-compliance under this Agreement , Contractor will be responsible for any, reasonable costs resulting from the University's placement of a new contract and any damages incurred by the University due to the Contractor's default or non-compliance under this Agreement may be offset against any payment due to the Contractor under this Agreement. The University, upon termination for the Contractor's default or non-compliance, reserves the right to take any legal action it may deem necessary necessary including, without limitation, offset of damages against payment due to the Contractor under this Agreement. Failure by the University to take such action shall not be deemed a waiver of any right or remedy the University otherwise has under this Agreement or applicable law. Rationale: Contractor is unable to agree to conversion costs with a third-party, which are outside the control of Contractor	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
92	Attachment 1 - Boise State Terms and Conditions	Section 22 - Compliance with Law, Licensing and Certifications	Modify Section 22 to read as follows: Contractor shall comply with all requirements of federal, state and local laws and regulations applicable to Contractor or to the Property provided by the Contractor pursuant to this Agreement, to the extent such laws and regulations are binding upon Contractor in its performance of the services under this Agreement. To the extent local laws, rules and regulations currently, or in the future, impose obligations upon the University's contractors that provide services contemplated in this Agreement, which are not expressly set forth in this Agreement, Contractor will, if notified of such requirements, endeavor to comply with the same, except to the extent that it reasonably concludes that compliance with such requirements subject it to additional obligations, liability or expense or impose upon it reporting requirements of confidential or non-public information or information that it does not currently monitor. If Contractor makes such determination, and the parties are unable to resolve these issues through mutually agreeable amendments to this Agreement, either party may terminate this Agreement upon notice to the other, and such termination shall be deemed to be without cause. For the duration of the Agreement, the Contractor shall maintain in effect and have in its possession all licenses and certifications required by federal, state and local laws and rules to perform the services under this Agreement that are applicable to national banking associations. Rationale: Contractor will comply with applicable law. The intent of this response is such that the University will inform the contractor of changes in local laws so that the contractor may comply with such changes.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

93	Attachment 1 - Boise State Terms and Conditions	Section 23 - Confidential Information	Modify Section 23 to read as follows: Pursuant to this Agreement, Contractor may collect, or the University may disclose to Contractor, financial , personnel or other information that the University regards as proprietary or confidential ("Confidential Information"). Confidential Information shall belong solely to the University. Contractor shall use such Confidential Information only in the performance of its services under this Agreement or audit, compliance, fraud prevention or risk management purposes, and shall not disclose Confidential Information or any confidential advice given by Contractor to the University to any third party, except to the card networks or with the University's prior written consent or in response to a regulatory request or under a valid order of a court or governmental agency of competent jurisdiction and then only upon timely notice to the University to the extent notice is permitted by applicable law. The University may require that Contractor's officers, employees, third party agents or subcontractors agree in writing to the obligations contained in this section. Confidential Information shall be destroyed, rendered unusable or returned to the University upon termination of this Agreement. The confidentiality obligation contained in this section shall survive termination of this Agreement for as long as the Contractor retains Confidential Information. Confidential Information shall not include data or information that: • Is or was in the possession of Contractor before being furnished by the University, provided that such information or other data is not known by Contractor to be subject to another confidentiality agreement with, or other obligation of secrecy to , the University; • Becomes generally available to the public other than as a result of action or omission by Contractor; or • Becomes available to Contractor on a non-confidential basis from a source other than the University, provided that such source is not known by Contractor to be subject to a confidentiality agreement with, or other obligation of secrecy to, the University. Notwithstanding the foregoing, Contractor may retain information required by its generally applicable document retention policies, and is not required to return or destroy computer records or files created pursuant to automatic archiving and back-up procedures, which cannot reasonably be returned or destroyed. Rationale: Contractor is required to provide information to card networks in order to process transactions	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
94	Attachment 1 - Boise State Terms and Conditions	Section 24 - Patents and Copyright Indemnity	We are requesting this provision be subject to further negotiation upon award and discussion of the University's specific requirements regarding an IP indemnity.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
95	Attachment 1 - Boise State Terms and Conditions	Section 26 - Anti-Discriminatio n Clause	We are requesting this provision be subject to further discussion upon award regarding the University's specific requirements with the Contractor's Human Resources team.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
96	Attachment 1 - Boise State Terms and Conditions	Section 27 - Equal Employment Opportunity Clause	We are requesting this provision be subject to further discussion upon award regarding the University's specific requirements with the Contractor's Human Resources team.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
97	Attachment 1 - Boise State Terms and Conditions	Section 28 - Restrictions and Warranties - Illegal Aliens	We are requesting this provision be subject to further discussion upon award regarding the University's specific requirements with the Contractor's Human Resources team.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
98	Attachment 1 - Boise State Terms and Conditions	Section 30 - Subcontracti ng	Modify Section 30 to read as follows: Unless otherwise allowed by the University in this Agreement, the Contractor shall not, without written approval from the University, enter into any subcontract relating to the performance of this Agreement or any part thereof. Approval by the University of Contractor's request to subcontract or acceptance of or payment for subcontracted work by the University shall not in any way relieve the Contractor of any responsibility under this Agreement. The Contractor shall be and remain liable for all damages to the University caused by negligent performance or non-performance of work under the Agreement by Contractor's subcontractor or its subcontractor. For all purposes under this Agreement, inclusive of all attachments hereto, "subcontractor" and "subcontract" shall refer to a third party or an agreement with such third party, if any and as applicable, engaged by the Contractor to specifically aid in the performance of its obligations under this Agreement, but shall not include any third party engaged by the Contractor, from time to time, in the performance of certain operational, technological, incidental, or back office functions that assist Contractor in its performance of services, on a common basis, for all or most of its customers utilizing such services, such latter category of third parties being referred to as Third Party Service Providers. The Contractor shall not be required to notify or obtain written consent from the University or any other party to its engagement of Third Party Service Providers. Rationale: Contractor does not intend to use subcontractors. Section 30 clarifies the process for subcontractors in the unlikely event third party service providers are subcontracted	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

99	Attachment 1 - Boise State Terms and Conditions	Section 31 - Assignment	Modify Section 31 to read as follows: Contractor shall not assign any of its obligations under this Agreement without the advance written consent of the University, except that Contractor may assign this Agreement without consent to a successor in interest in connection with a merger, reorganization, consolidation, or a disposition of a particular business to which this Agreement relates, and may assign this Agreement to an affiliate or subsidiary, and may assign this Agreement as permitted by the card networks, the substitution of another card network member, as the member bank under whose sponsorship the services are provided. In the event of such an assignment, Contractor shall notify the University and the University shall have the right to immediately terminate this Agreement. Any unauthorized assignment shall be void. The University shall have the right, but not the obligation, to terminate this Agreement without waiver of any other right or remedy, upon notice of Contractor's assignment or subcontract in violation of this Agreement.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
100	Attachment 1 - Boise State Terms and Conditions	Section 38 - Interpretation and Priority of Documents	Modify Section 38 to read as follows: The Agreement consists of and precedence is established by the order of the following documents: (1) The Purchase Order; (2) The Boise State University Standard Contract Terms and Conditions, as modified hereby; (3) The Contractor's exceptions to the Solicitation as set forth in its Proposal to the extent accepted by University in a signed writing; and (4) The Solicitation; (5) The remainder of the Contractor's Quote, Bid or Proposal, as accepted by the University in a signed writing, excluding the Service Terms; and (6) The Contractor's U.S. Select Government Merchant Processing Agreement and other documents required for the administration, implementation or operation of the services (together with any addenda, schedules, supplements, and other attachments, the "Service Terms"), as modified by the parties' mutual agreement. Neither party shall have any obligation under the Agreement unless and until the parties have mutually agreed to the Service Terms. The Solicitation and the Contractor's Quote, Bid or Proposal as accepted by the University are incorporated into the Agreement and made part hereof by this reference. The parties intend to include all items necessary for proper completion of the Agreement's requirements. The documents set forth above are complementary and what is required by one shall be binding as if required by all. However, in the case of any conflict or inconsistency arising under the documents, a lower numbered document shall supersede a higher numbered document to the extent necessary to resolve any such conflict or inconsistency (for example, the Purchase Order shall supersede the Boise State University Standard Contract Terms and Conditions). Provided, however, that in the event an issue is addressed in one of the above mentioned documents but is not addressed in another of such documents, no conflict or inconsistency shall be deemed to occur. Where terms and conditions specified in the Contractor's Quote, Bid or Proposal differ from the terms in the Solicitation, the terms and conditions in the Solicitation parties shall apply mutually agree on the term or condition that shall apply unless different terms are accepted in a writing signed by the University prior to or at the time of award. Where terms and conditions specified in the Contractor's Quote, Bid or Proposal supplement the terms and conditions in the Solicitation, the supplemental terms and conditions shall apply only if specifically accepted by the University in writing. Rationale: The requested language accurately reflects proposed changes through the RFP process, and includes Contractor's agreement which describes the services to be provided to University	The University agrees to reserve for negotiation and possible supplemental agreements and modifications, including the possibility of reducing the RFP, Q&A, the Successful Vendor's Responses, and Approved Supplemental Agreements into a final contract, mutually executed and agreed upon, provided, however, the University will not entertain language that conflicts with Section 37 of the Terms and Conditions or results in conflicting terms to the RFP (except to the extent terms have been expressly objected to herein and reserved for negotiation). In no event can the terms and conditions, or a final executed contract, conflict with specifications of the RFP, except to the extent objections to the terms have been raised in these questions and reserved for negotiation. Per Section 2.7, terms found in Vendor's supplemental agreements can supplment the RFP but cannot conflict, any conflicting terms are void.
101	Attachment 1 State of Idaho Standard Terms and Conditions for Cloud services		We are requesting this provision be subject to further negotiation upon award and discussion of the University's specific requirements with The Contractor's product and IT teams.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
102	Attachment 1 State of Idaho Standard Terms and Conditions for Cloud services		We are requesting this provision be subject to further negotiation upon award and discussion of the University's specific requirements with The Contractor's product and IT teams.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
103	3. Submission Requirements, sub-sections 3.1 /3.4/3.7	10-11	Regarding the submission requirements, and in respect to both company office arrangements during the Covid pandemic and sustainability, would the University be willing to accept proposals in electronic format by email, instead of printed copies and electronic copies on USB flash drive?	Please see answers to Questions 3, 4, 5 and 23.
104	3. Submission Requirements, sub-section 3.3	10-11	Regarding the submission requirements, and in respect of company office arrangements during the Covid pandemic, will the University be willing to accept electronic signatures in place of original, handwritten signatures?	Please see answer to Questions 2.
105	4. Proposal Format, sub-section 4.1	13	For Attachment 3 Offeror Response spreadsheet, does the University only require summary responses to each question in the Offeror Response column? For specific questions which might benefit from more detailed responses, is it acceptable to provide a longer response in a Word document attachment?	Please see answer to Question 5.

106	1. Administrative & Background Information, sub-section 1.6 Mandatory Requirements - 1.6.2	6	The Interchange Plus (IC+) pricing structure makes sense for Lot 1. For vendors responding only to Lot 2, is the University willing to accept a "USD dollar and cent" pricing structure?	See response to question 19. For Lot 2, other pricing structures will be accepted.
107	Attachment 3/ SOW Student Payables (Lot 2) Tab, Question 1.3	Tab 4, 1.3	Statement indicates that no demand should be placed on University staff during implementation. Can the University provide additional clarity for this requirement? Will the University confirm that IT staff will be available to participate in the year-long implementation project?	This specification has been revised to read: The propsed system must be configurable and efficient to implement without placing an undue demand on University resources; IT Staff will be available to participate in the implementation project.
108	Attachment 3/ SOW Student Payables (Lot 2) Tab, Question 4.12	Tab 4	Please can the University clarify if it requires a SOC report to be submitted with proposals? Our company typically requests a Non-Disclosure Agreement to be in place prior to the proposal deadline in order to be able to submit our SOC report. If SOC reports are required with proposals, would the University be agreeable to signing an NDA prior to the submission deadline?	SOC reports are not required to be submitted with your response, but acceptable SOC reports will be required from the winning Contractor at the time of award and annually thereafter for Internal Audit review. To answer Attachment 3, SOW Student Payables question 4.12, please discuss certifications, permits and licenses as appropriate to provide products and services as required. Specifically discuss Information Security Certificates, Customer Privacy, Demonstration of Financial Controls (SSAE-18/SOC) and an explanation of information sharing.
109	Attachment 3/ SOW Submission Rqmts & Certs - Security and Other Requirements and Reporting	Tab 2	Please can the University clarify if it is mandatory for contractors to have both SOC I and SOC II and for the successful contractor to provide both reports upon contract award (and annually thereafter)?	Contractor must provide SOCI and II reports upon award and annually upon contract anniversary date for Internal Audit review. Historically, the University has been provided both SOC 1 and SOC 2, with a bridge letter. If you cannot provide both you must explain why.
110	1. Administrative & Background Information, sub-section 1.3 Scope of Purchase - 1.3.2	4	This section requests information about "the ability to process online credit/debit card and ACH for student tuition, fees and other payments." Yet, the Cost Sheet-Attachment 4 does not have a row inquiring about ACH transactions. Where would the University like offerors to enter ACH-related costs?	A line for ACH fees has been added to the revised cost sheet (Attachment 4 Cost Sheet). Please enter these fees there.
111	1. Administrative & Background Information, sub-section 1.3 Scope of Purchase - 1.3.2	5	How many students were enrolled in payment plans during the Fall 2019, Spring 2020, Fall 2020 and Spring 2021 semesters at the University?	Please see response to Question 13.
112	Attachment 1 Offeror Information - Student Financial Services	Row 10	Of these estimated annual transaction amounts and counts for Student Financial Services, please can you provide a breakdown of transaction amounts and counts for each payment method (i.e. Visa, MasterCard, American Express, ACH, etc.)?	Transaction amounts and counts from January 1, 2020 to December 31, 2020: Student Web ACH: Checking $77,081,230.59 (45,603 transcations) Savings $9,969,862.77 (4,827 transcations) Totaling $87,051,093.36 (50,430 Transactions). Student Credit Card: Visa $14,871,973.29 (23,109 transcations) MasterCard $3,18,002.25 (4,286 transcations) American Express $1,863,095.38 (1,780 transcations) Discover $482,216.78 (824 transcations), JCB $785.00 (1transcation) Totaling $20,403,072.70 (30,000 transcations)
113	Attachment 4 Cost Sheet - Student Payables Payment Plans	Row 37	What is the current total payment plan enrollment fee (or application/administrative fee) and how long has the fee been priced at this rate? Would the University consider raising the enrollment fee and if so, what would be the highest threshold?	The current total payment plan enrollment fee is $30. University prefers not to increase this price unless absolutely necessary.

114	Attachment 1 Offeror Information - Student Financial Services	Row 19	Which of these estimated annual transaction amounts and counts are specifically from Student Financial Services and what payment types does this subset of data represent?	Student Financials Third Party Recievables: 15 transactions totaling $438,713.19 (credit cards: Visa, MasterCard, Discover) MasterCard: $433,703.17 (12 transactions) and Visa: $5,010.00 (3 transactions) Student Financials Past Due accounts 139 transactions totaling $80,185.98 (credit cards: Visa, MasterCard, Discover) Visa: $67,416.30 (121 transactions) MasterCard $10,272.10 (21 transactions) and Discover $2,497.58 (2 transactions)
115	1. Administrative & Background Information - sub-section 1.7.1 Timeline	6	It is stated that "due to the expected cost of the university-wide Service...". Please can the University advise the annual budget amount designated for the Credit Card Processing Services.	We are unable to provided a specific budgeted amount. Boise State operates on a generally decentralized budget process. Estimates of transaction processing cost are spread throughout campus departments and are subject to change based on changes in transaction processing. The specific comment in the RFP Section 1.7.1 refers to the expectation that the cost of this project will meet or exceed dollar thresholds requiring Idaho SBOE (State Board of Educaiton) approval (any purchase over $1 million for the life of the contract.)
116	RFP 1. Administrative & Background Information, sub-section 1.4 Current Environment - 1.4.3	5	We understand that the University currently has a Touchnet integration (Paypath) with PeopleSoft. What other Touchnet products or services does the University currently use (i.e. payment plans, etc.)?	The University currently utilizes Touchnet Pathpath for student payments. We have addition integrations listed in our Current Campus Enviroment Tab of Attaachment 1 as well as their Marketplace product for web-based payment processing.
117	RFP 1. Administrative & Background Information, sub-section 1.4 Current Environment - 1.4.3	5	Are current payment plans provided through PeopleSoft or Touchnet?	All payment plans are through PeopleSoft.
118	Attachment 4 Cost Sheet - Statement Fee	Row 12	Please can you clarify exactly what the University means by "statement" in this context?	We would expect any regular billing or activity statement charges to be included here.
119	Attachment 4 Cost Sheet - Retrieval Fee	Row 16	Please can the University provide the total volume and value of Retrieval requests that have occurred over the past 12 months?	The University does not have any record of retrieval requests for the prior 12 months.
120	Attachment 4 Cost Sheet - Chargeback Fee	Row 17	Please can the University provide the total volume and value of Chargebacks that have occurred over the past 12 months?	Estimated volumes for FY20 were 47 chargesback for a total of $6,777.94
121	Boise State University Standard Contract Terms and Conditions - 9. Taxes	2	While we grant that the University is tax-exempt, we would ask that "If the Contractor is required to pay any taxes incurred as a result of doing business with the University, Contractor shall be solely and absolutely responsible for the payment of those taxes." is replaced with the following: "University shall be responsible for all taxes, levies, duties or similar governmental assessments of any nature arising from University's use of the Contractor's services, including but not limited to value-added, sales, use, or withholding taxes, assessable by any local, state, or federal jurisdiction, but, excluding taxes (i) for which the University is exempt or (ii) based on the Contractor's income, property or employees." This is fair and equitable because it still includes an acknowledgement of tax-exempt status and that the Contractor is responsible for taxes on its revenues, property, and employees, while the University would be responsible for any tax liability arising from its use of our services.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
122	Boise State University Standard Contract Terms and Conditions - 17. Work for Hire	3	Our company provides a license to its software for the duration of the agreement, as opposed to work for hire products. As such, we would ask this section be removed. This is fair and equitable given that work for hire products are not being provided.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
123	Boise State University Standard Contract Terms and Conditions - 19. Termination for Convenience	3	Given the substantial upfront investment on the part of our business to support integration work and to provide ongoing support services to our clients, our company cannot agree to a termination for convenience provision. We would propose to reserve this to be negotiated in consideration of existing termination for default provisions in order to arrive at fair and equitable termination provisions for both parties.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

124	Boise State University Standard Contract Terms and Conditions - 23, 26, 27	3 - 4	General note regarding references to terms in subcontracts appearing in these sections. Our company takes full responsibility for the actions of our employees, agents, and subcontractors, including with respect to confidentiality obligations and compliance with various laws applicable to our services - our view is that this should stand in place of requiring any terms to appear in subcontracts. This is fair and equitable given that our company remains responsible for the compliance of its subcontractors with the terms of the any resulting agreement with the University.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
125	Boise State University Standard Contract Terms and Conditions - 31. Assignment	5	Our company requires the right to assign to an affiliate, or as part of a corporate reorganization, consolidation, merger, or sale of substantially all of its assets. We would propose that any other assignment, aside from assignment to an affiliate or as part of a corporate reorganization, consolidation, merger, or sale of substantially all assets be only permissible with the advance written consent of the University. This is fair and equitable as it limits the circumstances under which assignment without consent is permissible to major business events.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
126	Boise State University Standard Contract Terms and Conditions - Certificate of Insurance Requirements	6	Our company is only able to add the University as an additional insured on our CGL. This is fair and equitable in light of our company's agreement to all other insurance requirements. In addition, our company's blended Errors & Omissions and Cyber liability policy is a claims-made policy, meaning that it covers claims made against our company without additional insured status.	Boise State University and State of Idaho need to be named as Additional Insureds on the CGL. Boise State University and State of Idaho do not need to be named as Additional Insureds on the E&O/Cyber Liability policy because of its "claim-made" status.
127	State of Idaho Standard Terms and Conditions for On-Premise Software and Related Services - 2. Software License	1	We would note that our company does not allow copying of its software. We provide a license to use our software, for which we retain all rights.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
128	State of Idaho Standard Terms and Conditions for On-Premise Software and Related Services - 7. Ownership of Materials	3	We would note that our company provides a software license and retains all rights in its software.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
129	Banking Solicitation Instructions to Vendors - Section 9	23	Our company complies with the GDPR standard for data breach notification: within 72 hours of becoming aware. We also would seek to negotiate the provision regarding assuming "total financial liability" incurred by such breach, limiting the same to instances where the Contractor is responsible for the breach or otherwise violates applicable law. This is fair and equitable as the GDPR notification timeline has become industry standard, and limiting liability to instances where our company is responsible or in violation of the law is both consistent is an accepted allocation of risk and responsibility.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
130	State of Idaho Standard Terms and Conditions for Cloud Services - 3. Data Access Controls	2	Our company would need the ability to share data with affiliates as our staff are employed by various affiliate entities -- all of which are wholly owned subsidiaries of our company's parent entity. This is fair and equitable because the purpose of sharing information with our affiliates would be solely for staff of those affiliates to be able to provide services to the University.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
131	State of Idaho Standard Terms and Conditions for Cloud Services - 12. Security Incident and Data Breach Responsibilities	4	Our company complies with the GDPR standard for data breach notification: within 72 hours of becoming aware. This is fair and equitable as the GDPR notification timeline has become industry standard.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
132	State of Idaho Standard Terms and Conditions for Cloud Services - 14. Background Checks and Security Awareness	5	While our company does complete background checks on all employees and contractors, we cannot provide the results to the University as this is protected information. This is fair and equitable because our company is nevertheless committed to completing the required background checks on all staff that will provide services to the University.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

133	State of Idaho Standard Terms and Conditions for Cloud Services - 15. Data Center Audit	6	Our company utilizes Amazon Web Services (AWS) infrastructure for data storage. As such, we cannot allow, on behalf of AWS, for an audit of the data centers. We are happy to provide the University with our company's SOC 2 report on an annual basis upon your request. This is fair and equitable because our independent third-party SOC 2 report reviews all of our controls and processes with respect to our use of data.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
134	State of Idaho Standard Terms and Conditions for Cloud Services - 18. Responsibilities and Uptime Guarantee	6	We cannot provide a complete 24/7/365 guarantee as requested. We are happy to work with the University on mutually agreeable carve-outs. Our company would propose to reserve this to be negotiated in order to arrive at a fair and equitable uptime guarantee.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.
135	State of Idaho Standard Terms and Conditions for Cloud Services - 20. Access to Security Logs and Reports	7	Besides access to standard reporting in the ordinary course of business, our company can agree to provide access reports and logs only in the event of a data breach. This is fair and equitable as we are willing to provide this sort of sensitive information in circumstances where it would be useful to the University in an investigation.	Reserved for negotiation in accordance with Section 3.9 and Section 2.4 and 2.6 of the RFP.

			Changes Summarized	
#	Document	Section	Current	Revised
1	RFP	1.1	Submit sealed Proposal: Proposals must be received at the physical address designated for courier service and time/date stamped by Boise State University prior to the closing date and time. Address for Courier: University Plaza 960 S. Broadway Ave, Suite 300 Boise, ID 83706 Address for US Mail: 1910 University Dr, MS-1210 Boise, ID 83725-1210	Submit electronic Proposal: Email Address: (for solicitation responses, ONLY. All other correspondence should be directed to the RFP Lead as listed above): solicitationresponses@boisestate.edu
2	RFP	1.1	Anticipated Release of Answers to Questions: 4/22/21	Anticipated Release of Answers to Questions: ~~4/22/21~~ 4/28/21
3	RFP	1.1	RFP Closing Date: 5/10/21, 5pm Mountain Time - Late responses will not be accepted.	5/16/21 11:59pm ~~5/10/21, 5pm~~ Mountain Time - Late responses will not be accepted.
4	RFP	1.1	RFP Opening Date: 10:30 a.m. Mountain Time in Procurement and Vendor Services on the first work day following the Closing Date.	RFP Opening Date: 10:30 a.m. Mountain Time in Procurement and Vendor Services on the first work day following the Closing Date. (Opening will be completed virtually. Email RFP Lead for attendance details.)
5	RFP	1.8	nonexistent	New Section: 1.8 Affiliated Institution: Any State of Idaho public higher education institution ("Affiliated Institution") may elect to utilize the Award from this RFP to purchase goods or services from the Awarded Offeror. In the event of such election, the Affiliated Institution agrees to be bound by the terms of this Contract as if it were an original party hereto.
6	RFP	3.6	The Proposal must be separated into two (2) distinct sections: 1) Attachment 3 Offeror Response and 2) Attachment 4 Cost Sheet. 3.6.1 The Attachment 3 Offeror Response must be sealed, identified "Attachment 3 Offeror Response –" RFP ST21-094 Credit Card Processing Services for Boise State University" and include all documentation related to this response, except the Cost Sheet. 3.6.2 The Attachment 4 Cost Sheet must be sealed and identified "Cost Sheet – RFP ST21-094 Credit Card Processing Services for Boise State University." The only document that should be included with this section is the Attachment 4 Cost Sheet	Since this response has changed from physical copy to electronic copy: The Proposal must be separated into two (2) distinct ~~sections~~ email attachments: 1) Attachment 3 Offeror Response and 2) Attachment 4 Cost Sheet. The Attachment 3 Offeror Response must be ~~sealed a~~ separate attachment, identified "Attachment 3 Offeror Response –" RFP ST21-094 Credit Card Processing Services for Boise State University" and include all documentation related to this response, except the Cost Sheet. The Attachment 4 Cost Sheet must be ~~sealed a~~ separate attachment and identified "Cost Sheet – RFP ST21-094 Credit Card Processing Services for Boise State University." The only document that should be included with this section is the Attachment 4 Cost Sheet
7	RFP	3.7	Electronic Copy - In addition, Offerors must submit one (1) electronic copy of the Attachment 3 Offeror Response on a USB flash drive device. Word or Excel format is required. The only exception will be for financials or brochures. The USB device format and content must be the same as the manually-submitted Proposal, including the Attachment 4 Cost Sheet (indicated as "Attachment 4 Cost Sheet" and saved as a separate file). The electronic version must NOT be password protected or locked in any way. Please attach the USB device to the original version of the Attachment 3 Offeror Response. The USB device shall contain the original electronic copy in Word or Excel format, as well as the redacted version as requested in Section 3.12 of the solicitation. The electronic file name of the redacted version must contain the word "redacted."	Electronic Copy - In addition, Offerors must submit one (1) electronic copy of the Attachment 3 Offeror Response to solicitationresponses@boisestate.edu ~~on a USB flash drive device~~. Word or Excel format is required (or other as allowed in the Answers to Questions, Amendment 1). The only exception will be for financials or brochures. The electronic submission ~~USB device format and content~~ must ~~be the same as the manually-submitted Proposal,~~ includ~~e~~ing the Attachment 4 Cost Sheet (indicated as "Attachment 4 Cost Sheet" and saved as a separate file). The electronic version must NOT be password protected or locked in any way. ~~Please attach the USB device to the original version of the Attachment 3 Offeror Response.~~ The ~~USB device~~ electronic submission shall contain the ~~original electronic copy in Word or Excel format, as well as the~~ redacted version as requested in Section 3.12 of the solicitation. The electronic file name of the redacted version must contain the word "redacted."
8	Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response	3.3	Submit one original (hard copy), unaltered **Signature Page** Tab of Attachment 3 Solicitation Response (containing wet signature)	Submit one ~~original (hard copy), unaltered~~ **Signature Page** Tab of Attachment 3 Solicitation Response ~~(containing wet signature)~~ University has approved Docusign, AdobeSign and SignNow. Any other requested electronic signature service/method must be approved by the University.
9	RFP / Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response	3.4	Submit 4 copies of **SOW-Student Payables** Tab of Attachment 3 Solicitation Response AND/OR 4 copies of **SOW-Merchant Services** Tab of Attachment 3 Solicitation Response (Offeror can propose on either or both of these SOWs.)	Submit ~~4~~ an Electronic copy~~ies~~ of **SOW-Student Payables** Tab of Attachment 3 Solicitation Response AND/OR ~~4 copies~~ an electronic copy of **SOW-Merchant Services** Tab of Attachment 3 Solicitation Response (Offeror can propose on either or both of these SOWs.) Due to the risk of transmission of COVID-19 during the pandemic, and lacking a formal Electronic Bid system, University will accept electronic responses SUBMITTED TO: solicitationresponses@boisestate.edu, a confidential, reserved address for bid/quotes/proposal submittals only.

10	RFP / Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response	3.6	Proposal separated, sealed and identified in 2 distinct sections or envelopes: 1) SOW-(Student Payables and/or Merchant Services Tab) of Attachment 3 Solicitation Response and 2) Cost Sheet Tab of Attachment 4 Offeror Response	Proposal separated, sealed and identified in 2 distinct attachments ~~sections or envelopes~~: 1) SOW-(Student Payables and/or Merchant Services Tab) of Attachment 3 Solicitation Response and 2) Cost Sheet Tab of Attachment 4 Offeror Response
11	RFP / Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response	3.7, 3.12	Submit **USB Device** attached to SOW-(Student Payables and/or Merchant Services Tab) of Attachment 3 Solicitation Response including: Attachment 3 Offeror Response & Attachment 4 Cost Sheet in required format, with identical content as manually submitted Offer. -Word or Excel format required. -Must not be password protected or locked in any way. -Electronic file name of the redacted version must contain the word "redacted." -If there is no redacted version of the response, note that in the comments section here.	Submit ~~**USB Device** attached to SOW-(Student Payables and/or Merchant Services Tab) of Attachment 3 Solicitation~~ an Electronic Response including: Attachment 3 Offeror Response & Attachment 4 Cost Sheet in required format~~, with identical content as manually submitted Offer~~. -Word or Excel format required (Except as allowed in Questions and Answers). -Must not be password protected or locked in any way. -Electronic file name of the redacted version must contain the word "redacted." -If there is no redacted version of the response, note that in the comments section here.
12	RFP / Submission Requirements & Certifications Tab of Attachment 3 Solicitation Response	3.10	nonexistent	Offeror must acknowledge each amendment with a signature on the acknowledgement form provided with each amendment. Return all amendment(s) with your response.
13	SOW-Merchant Services (Lot 1) Tab of Attachment 3 Solicitation Response	1.19	Describe your uptime for the past 12 months.	The System must maintain an exceptional uptime rating, except routine maintenance downtime. Describe your uptime for the past 12 months. Include the volume of transactions and customers supported and the number of errors in your uptime. Discuss number of transactions at peak volume and peak-volume-related errors. Describe how your company handles an unexpected downtime.
14	SOW-Merchant Services (Lot 1) Tab of Attachment 3 Solicitation Response	2.1	Service should be able to integrate with platforms shown on the Current Campus Environment Tab of Attachment 1 Offeror Information	Service should be able to integrate with platforms shown on the Current Campus Environment Tab of Attachment 1 Offeror Information. Please describe which platforms your service integrates with and how. Please discuss any plans for future integrations with any of these platforms.
15	SOW-Merchant Services (Lot 1) Tab of Attachment 3 Solicitation Response	8.2	Describe any on-site installation/implementation/integration requirements and provide related documentation (administrator guide, technical specifications, information on the web, etc.)	Describe any on-site installation/implementation/integration requirements and/or resources that the University will be required to provide. ~~and provide related documentation (administrator guide, technical specifications, information on the web, etc.)~~
16	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	1.3	Be configurable and efficient to implement without placing a demand on University resources;	The propsed system must be configurable and efficient to implement without placing an undue demand on University resources.
17	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	1.29	If through a third party, please identify and confirm the third party meets US regulatory requirements as well as any and all costs associated with using the service.	If **PROCESSING PAYMENTS** through a third party, please identify and confirm the third party meets US regulatory requirements. ~~as well as any and all costs associated with using the service.~~
18	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	3.9	Nonexistant	Are there limitations on the number of Files/transactions: Contained in a batch? Transmitted Daily? Please discuss limits.
19	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	4.11	Describe your uptime for the past 12 months.	The System must maintain an exceptional uptime rating, excepting routine maintenance downtime. Describe your uptime for the past 12 months. Include the volume of transactions and customers supported and the number of errors in your uptime. Discuss number of transactions at peak volume and peak-volume-related errors. Describe how your company handles an unexpected downtime.
20	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	7.1	Describe how the System allows service fees to be added to the transaction charge.	Clarify the 2 ways the payer is notified of service fees/transactions charges: 1) before they actually pay/when they are making payment and 2) post payment on their personal statement. This must not show up as a University Charge. Please provide an example statement showing how this is displayed to the customer.

21	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	9.5	E Describe how the System provides real-time verification of routing numbers before payments are processed.	ME Describe how the System provides real-time verification of routing numbers before payments are processed.
22	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	12.2	Describe the ability for the University to configure payment plans.	Describe the ability for the University to configure payment plans and if it separates QTRE and non-QTRE for 1098t reporting.
23	SOW-Student Payables (Lot 2) Tab of Attachment 3 Solicitation Response	18.3	E Describe how the System handles batch summary payment types and proof that payments have been successfully transmitted. Provide and include samples with the proposal.	~~Describe how the System handles batch summary payment types and proof that payments have been successfully transmitted. Provide and include samples with the proposal.~~ ~~ME System must show proof of payments successfully transmitted to the bank and to PeopleSoft by ID (not by batch summary) to allow line by line reconciliation.~~ ~~Describe how the System handles batch summary payment types and proof that payments have been successfully transmitted. Include samples with the proposal.~~
24	Cost Sheet Tab of Attachment 4 Offeror Response	19	non-Existent	**Added line 19 to address ACH costs:** **ACH fees -** (Specify pricing structure in the comments section; Flat, File, Transaction, etc.)

Amendment 1 RFP ST21-094
Credit Card Processing Services for Boise State University

Includes: Questions Answered, Changes Summarized, Amendment Receipt Confirmation (Signature Required)

This Amendment Receipt Confirmation must be returned with Solicitation Response

Significant Changes include :

-Questions answered

-Close date revised to 5/16/21 11:59pm

-Acceptance of Electronic Signatures

-Acceptance of Electronic Submission to: solicitationresponses@boisestate.edu

-Other changes as noted in the Question & Answers and revised documents posted at https://www.boisestate.edu/vpfa-p2p/

I confirm that I received and reviewed Amendment 01 for RFP ST21-094 consisting of the following Documents:

-Revised - RFP ST21-094 Credit Card Processing Services for Boise State University

-Attachment 1 Offeror Information (Unchanged)

-Attachment 2 Offeror Questions (Unchanged)

-Revised - Attachment 3 Offeror Response

-Revised - Attachment 4 Cost Sheet ST21-094

-Amendment 1 - Questions Answered (tab), Changes Summarized (tab), Amendment Confirmation Receipt (tab) (Signature Rq'd)

NOTE: Return this signed and dated Amendment 1 Receipt Confirmation with your Proposal, otherwise, your response may be found non-responsive and

Printed Name: _____

Company: _____

Title: _____

Signature: _____

Date: _____

IDAHO STATE UNIVERSITY

SUBJECT

Disposal of Idaho State Board of Education (Board) real property in Ada County, Idaho

REFERENCE

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b(iii).
Idaho Code § 58-335

BACKGROUND/DISCUSSION

In May 2011 Idaho State University (ISU) acquired a condominium unit at 1000 North Curtis Road, suite 300 in Boise, Idaho through a charitable real estate gift to serve ISU's Health Science mission.

ISU no longer has a use for this space as the University is focusing on co-locating all functions in Treasure Valley at the Sam & Aline Skaggs Health Science Center in Meridian, Idaho. To permit prompt closing upon receipt of an acceptable offer, ISU is seeking Board approval of this disposal prior to listing the property. It is expected that most offers will anticipate authorization to close sooner than the two to four months required for Board approval if sought subsequent to an offer deemed acceptable to University administration. Upon Board approval to sell, ISU will prepare the property for listing at or above appraised value and ISU will utilize the services of a local commercial real estate agent to provide marketing services and present buyer offers for administration consideration.

IMPACT

The Curtis property is no longer useful for ISU and is costing the University to maintain. Its disposal will allow the reallocation of proceeds from the sale to be directed to University strategic priorities.

ATTACHMENTS

Attachment 1 – Floor Plan of Property

BOARD STAFF COMMENTS AND RECOMMENDATIONS

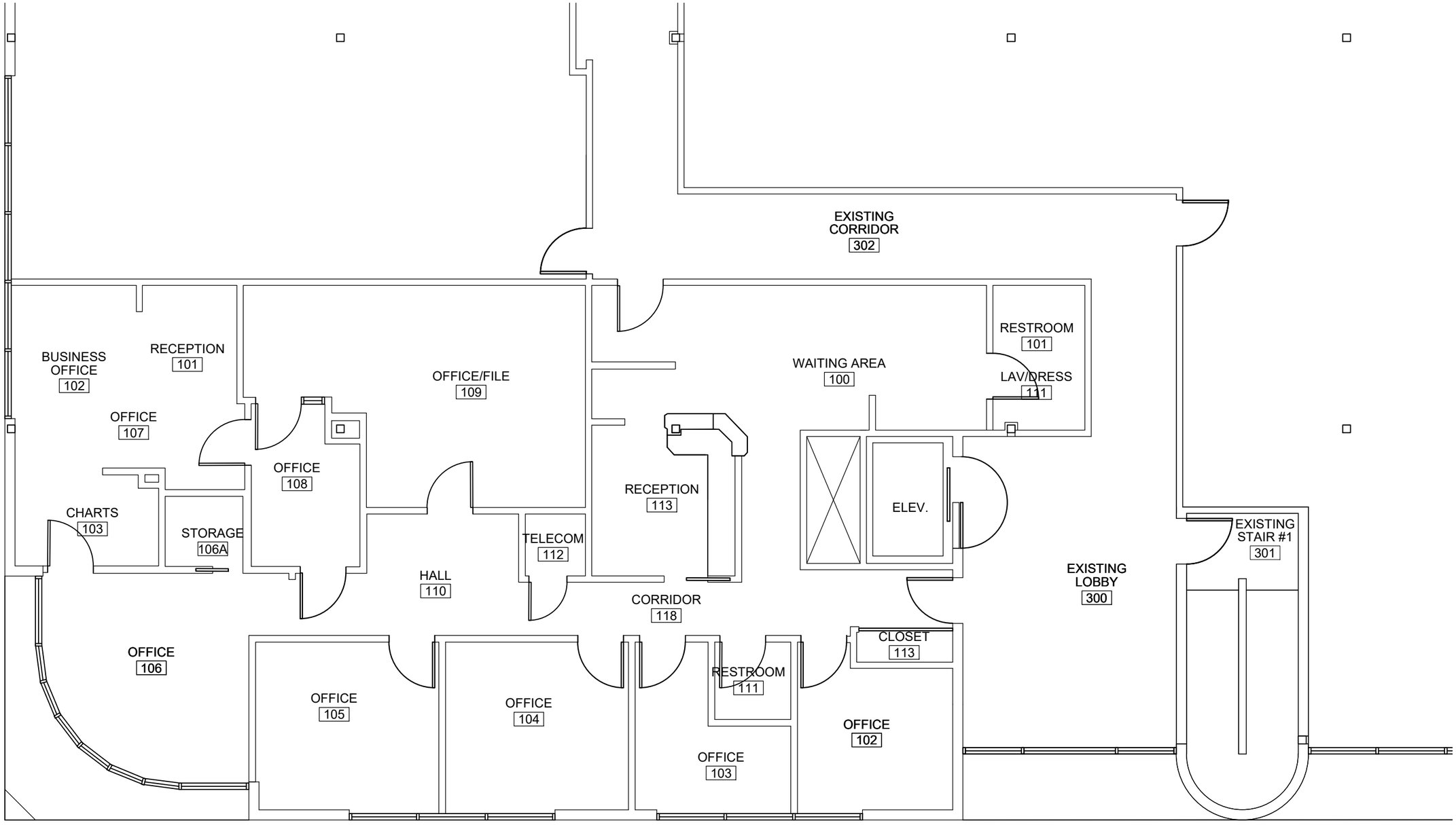
The current real estate climate in the state requires the ability to be nimble in accepting offers. Idaho State University's desire to divest itself of the property given the direction to move health sciences to the Meridian campus makes the property less viable for its current use, and in a premium seller's market in Idaho, ISU would like the flexibility to have Board approval prior to the property being listed.

Board Policy V.I.5.3.b states, "The transfer by an institution, school or agency of any other interest in real property requires prior Board approval." ISU's request for the Board's support of this sale appears thoughtful and strategic. Staff recommends approval.

BOARD ACTION

I move to approve the request by the Idaho State University for Board approval to dispose of the subject property for a sale price of equal or greater than the appraised value, and to authorize the Chief Fiscal Officer of Idaho State University to execute all necessary transaction documents for conveying the subject property rights as described above.

Moved by _____ Seconded by _____ Carried Yes _____ No _____


EXISTING CORRIDOR 302
BUSINESS OFFICE 102
RECEPTION 101
OFFICE 107
OFFICE 108
OFFICE/FILE 109
CHARTS 103
STORAGE 106A
HALL 110
TELECOM 112
RECEPTION 113
CORRIDOR 118
WAITING AREA 100
RESTROOM 101
LAV/DRESS 111
ELEV.
EXISTING STAIR #1 301
EXISTING LOBBY 300
OFFICE 106
OFFICE 105
OFFICE 104
OFFICE 103
RESTROOM 111
CLOSET 113
OFFICE 102

BOISE STATE UNIVERSITY

SUBJECT

Online, Bachelor of Arts in Digital Innovation and Design

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Boise State University proposes to create a Bachelor of Arts (BA) in Digital Innovation and Design that will be offered wholly online. The program will operate under the guidelines of Board Policy V.R. as it pertains to wholly online programs. The proposed program will enable students to earn certificates with an emphasis on managing and using new and emerging technologies so that they can adapt and thrive in the evolving digital workplace.

This degree is structurally designed to improve access, affordability and retention. The BA is organized as a stackable certificate degree program. In this curricular structure, students select from and complete certificates, each of which has specific learning outcomes and conveys specific skills to the students. As each certificate is completed, the certificate is credentialed to the student. Upon completion of four approved certificates, and the Idaho mandated foundational courses, plus electives to 120 credits, the Bachelor's degree is conferred. Another advantage of this stackable structure is that this broad degree can accommodate a variety of distinct emphasis areas with the addition of new certificates over time.

This program will provide students with (i) a broad foundation in the 21st Century human skills of critical thinking, communication, collaboration, and creativity and innovation, (ii) an in-depth understanding of implementing and evaluating innovative digital approaches and techniques, and (iii) the ability to apply design methodologies to creatively solve real-world problems.

IMPACT

Students graduating from this program will be able to work efficiently in a variety of industries and across business functions by designing solutions that address both the technical and human considerations required for the successful identification, selection, and delivery of innovative changes and technology. The quantitative and qualitative problem-solving skills developed through this program will provide graduates with a unique perspective and competitive edge within their professional field of interest.

The program's size will be scaled to demand for the program. BSU projects 24 enrollments initially and that the program will reach a size of 381 students by the

fifth year, graduating approximately 10 students by FY26 and by FY30 the program estimates approximately 50-70 gradates.

The financial impact is $204,579 - $923,050 over a four-year period. The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. The price-point of $350 for the proposed online fee aligns with the majority of Boise State University's undergraduate online programs. Students, who already bring in an associate's degree and/or substantial college credits in general education, take 54-60 credits hours in required courses offered by the College of Innovation and Design at a cost of $18,900 - $21,000. For new students who need 120 credits to earn their baccalaureate degree, the cost of the program would be up to $42,000 (120 credits at $350 per credit).

The program will fund new adjunct and clinical faculty to cover additional instruction credits required for the program. Upper administrative support will be provided by the Associate Dean of the College of Innovation and Design (FTE of 0.20). Start-up, transitional instructional and non-instructional support will be provided by College of Innovation and Design staff in the first years of the program, then transitioning to permanent positions when scale and associated revenue justifies that expense.

ATTACHMENTS

Attachment 1 – Boise State University – Online Bachelor of Arts in Digital Innovation and Design

BOARD STAFF COMMENTS AND RECOMMENDATIONS

The proposed BA program will have a stackable certificate structure consisting of a first-year certificate, called Innovation and Design. Students will complete this first certificate and then choose at least two others from the following certificates: UX Design, Content Production, or Creative Influence. Students will also choose at least one certificate from the following: UX Research Certificate and Applied Leadership Certificate. As Boise State provides, once students complete four approved certificates, general education courses (Boise State's foundational courses), and electives amounting to 120 credits, the Bachelor's degree will be conferred. Should a student 'stop out' of the program prior to completing the degree, they would do so with specific, credentialed skills, which would be marketable to potential employers.

Boise State has identified specific targets for the total number of enrollments and graduates needed in order for program to be fiscally sustainable. If the program does not reach 50 total enrolled students by 2025 Academic Year, the program will be considered to be underperforming and will have two additional years until the program is discontinued.

While the proposed program is currently not listed on Boise State's approved three-year plan, it is included in their updated plan submitted in May 2021, which

will be considered by the Board under a separate agenda item. In accordance with Board Policy III.Z, no institution has the statewide program responsibility specifically for business/digital media programs. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online.

Lewis-Clark State College offers a similar online, undergraduate program in Business and Communications. The proposed Digital Innovation and Design differs from LC's program in that Boise State's program will focus on applying innovation and design methodologies to manage new and emerging technologies. LC's program focuses on general business and communications skills, ideal for students pursuing careers in corporate communications, marketing, public relations, sales, or media relations.

BSU also requests approval to assess an online program fee of $350 per credit for the Bachelor's program consisting of 120 credits, which amounts to $42,000 and for students, with an associate's degree and/or substantial college credits in general education, will take 54-60 credits hours in required courses at a cost of $18,900 - $21,000. Based on the information for the online program fee provided in the proposal, staff finds that the criteria have been met for this program.

The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on July 8, 2021; and to the Instruction, Research, and Student Affairs on August 13, 2021; and Business Affairs and Human Resources Committees on August 12, 2021.

Board staff recommends approval.

BOARD ACTION

I move to approve the request by Boise State University to create an Online Bachelor of Arts in Digital Innovation and Design, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve the request by Boise State University to charge an online program fee of $350 per credit for the Bachelor of Arts in Digital Innovation and Design, in conformance with the program budget submitted to the Board in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Date of Proposal Submission:	April 2021
Institution Submitting Proposal:	Boise State University
Name of College, School, or Division:	College of Innovation and Design
Name of Department(s) or Area(s):	

Official Name of the Program:	Digital Innovation and Design			
Implementation Date:	Fall 2021			
Degree Information:	Degree Level: Bachelors	Degree Type: Bachelor of Arts		
CIP code (consult IR /Registrar):	30.5202 Title: Digital Humanities			
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	Fully Online			
Geographical Delivery:	Location(s)	Boise	Region(s)	III
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee
	X	Online Program Fee		
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)		Regional Responsibility		Statewide Responsibility

Indicate whether this request is either of the following:

- [X] New Degree Program
- [ ] Consolidation of Existing Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] New Off-Campus Instructional Program
- [ ] Expansion of Existing Program
- [ ] Other (i.e., Contract Program/Collaborative

DocuSigned by: Gordon Jones 14EF2905E5BD4D4... 4/5/2021 | 1:43 PM PDT

College Dean (Institution) Date

Vice President for Research (Institution; as applicable) Date

Graduate Dean or other official (Institution; as applicable) Date

Academic Affairs Program Manager, OSBE Date

DocuSigned by: 5BCB8035ED1D44C... 5/11/2021 | 3:41 PM MDT

VP/Chief Fiscal Officer (Institution) Date

Todd J. Kilburn 7/19/21

Chief Financial Officer, OSBE Date

DocuSigned by: A835A6C51CCE432... 4/6/2021 | 5:38 AM PDT

or Instruction (Institution) Date

TJ Bliss 6/24/2021

Chief Academic Officer, OSBE Date

DocuSigned by:
AFFACAFF49FD495...
5/21/2021 | 10:58 PM PDT

President Date SBOE/Executive Director Approval Date

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

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   Boise State University proposes the creation of an online program that will award a Bachelor of Arts in Digital Innovation and Design that will follow a stackable certificate model. The proposed program will enable students to earn certificates with an emphasis on managing and using new and emerging technologies so that they can adapt and thrive in the evolving digital workplace. With our society moving towards being more automated and more connected, this degree will produce graduates that can manage and lead in the workplace by applying new and emerging technologies in innovative and useful ways for the connected world.

   The program will follow a stackable certificate model; the degree will be composed of a series of established certificates that collectively meet program learning outcomes. One of the advantages of this approach is that this broad degree can accommodate a variety of distinct emphasis areas with the addition of new certificates over time. This program will provide students with (i) a broad foundation in the 21st Century human skills of critical thinking, communication, collaboration, and creativity and innovation, (ii) an in-depth understanding of implementing and evaluating innovative digital approaches and techniques, and (iii) the ability to apply design methodologies to creatively solve real-world problems.

   This program will be a pathway for students to learn and apply innovation and design principles beyond the constraints of a traditional, single discipline-focused degree program. For instance, a graduate from this program will be able to work efficiently in a variety of industries and across business functions by designing solutions that address both the technical and human considerations required for the successful identification, selection, and delivery of innovative changes and technology. The quantitative and qualitative, problem-solving skills developed through this program will provide graduates with a unique perspective and competitive edge within their professional field of interest. The required courses that students take for this degree are administered by the College of Innovation + Design, and all but four courses are already offered as part of these programs.

   This degree is structurally designed to improve access, affordability and retention. The BA is organized as a stackable certificate degree program. In this curricular structure, students select from and complete certificates, each of which has specific learning outcomes and conveys specific skills to the students. As each certificate is completed, the certificate is credentialed to the student. Upon completion of four approved certificates, and the Idaho mandated foundational courses, plus electives to 120 credits, the Bachelor's degree is conferred.

   This innovative approach has three distinct benefits:

   First, by stepwise credentialing, those that 'stop out' of the program prior to completing the

Bachelor's degree depart with specific, credentialed skills. This stepwise credentialing approach has the potential to redefine 'go on' success for our students and our institution. Currently, about half of the students that enroll in higher education in Idaho leave before completing their degree. Students in this new program, who are able to complete even just one certificate, leave with a substantive credential that demonstrates competency and can bring value to their career trajectory.

Second, the awarding a certificate in Year 1 provides a strong validation and reward to students, acting as a powerful retention mechanism. Evidence from the 'certificate-first' program at BYU-Pathways suggests a step function increase in retention for those students who complete the first certificate.

Third, the fastest growing student population over the next decade will be returning 'non-traditional' students, often attending to upskill for career advancement. These students often have less time and need specific needs that are not necessarily efficiently met by pursuing a 120-credit Bachelor's degree. The certificate-centric model creates curricular content in an achievable format that can better meet their needs.

2. Need for the Program. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

a. Workforce and economic need: Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

A wide variety of employment opportunities exist for a student graduating with a degree in Digital Innovation and Design. The proposed degree will provide a student with the potential to pursue a number of job positions that call for a college degree, as noted below in the list below. Our analysis includes both an analysis of a single job code (13-1198, Project Management Specialists) and a broader spectrum of occupations for which graduates of this program would qualify. The following workforce data is sourced from EMSI Q42020 data set, October 2020.

Code	Description
15-1257	Web Developers and Digital Interface Designers
43-9031	Desktop Publishers
13-1161	Market Research Analysts and Marketing Specialists
11-2021	Marketing Managers
11-2011	Advertising and Promotions Managers
13-1198	Project Management Specialists and Business Operations Specialists

The tables below indicate the projected job openings in Boise State's regional service area by county, the state, the Pacific Northwest, and nation. Job openings represent positions that require graduation from a program like the one proposed.

Projected Openings, Project Management Specialists and Business Operations Specialists

Project Management Specialists	Year 1	Year 2	Year 3
Counties	61	61	61
State	118	118	118
PNW	1,852	1,852	1,852
Nation	39,254	39,254	39,254

Projected Openings, Broader Spectrum of Relevant Occupations

Various	Year 1	Year 2	Year 3
Counties	166	166	166
State	313	313	313
PNW	5,476	5,476	5,476
Nation	53,647	53,647	53,647

Counties = Ada, Canyon, Gem, Boise, and Owyhee
PNW = Idaho, Montana, Oregon, Utah, and Washington

Projected job openings from 2020-2025 in Idaho and the Nation are shown in the tables below. The following workforce data is sourced from EMSI Q42020 data set, October 2020.

Occupation Prospects, 2020-2025,
13-1198. Project Management Specialists and Business Operations Specialists

	Idaho	Nation
2020 Job Openings	3,692	1,313,144
2025 Job Openings	4,165	1,391,651
Growth	13%	6%
Job Postings*	11,055	2,961,398
Median Annual Wage	$66,955	$71,221
% Entry Level**	6%	5%
% Female	57%	58%
% Diversity	13%	38%

Occupation Prospects, 2020-2025, Various, Broader Spectrum of Relevant Occupations

	Idaho	Nation
2020 Job Openings	9,255	3,007,128
2025 Job Openings	10,510	3,221,716
Growth	14%	7%
Job Postings*	11,055	2,961,398
Median Annual Wage	$65,059	$73,130
% Entry Level**	7%	6%
% Female	47%	49%
% Diversity	12%	33%

*Job Postings from January 2019-March 2020
**Entry Level are current job holders 24 years of age or younger

b. Student demand. What is the most likely source of students who will be expected to enroll (full-time, part-time, outreach, etc.). Provide evidence of student demand/ interest from inside and outside of the institution.

The certificates that will form the basis for the proposed program have had strong demand over the past several years, with the online courses growing at a 30% compound annual growth rate. Based on that growth and inquiries from students requesting expanded offerings from these certificates, we expect strong student interest in bringing these certificates together as part of a degree plan.

The program will equip students to participate in STEM-adjacent fields applying skills that are in high demand in the evolving modern workplace. Students graduating from this program will be able to work efficiently in a variety of industries and across business functions by designing solutions that address both the technical and human considerations required for the successful identification, selection, and delivery of innovative changes and technology. The quantitative and qualitative, problem-solving skills developed through this program will provide graduates with a unique perspective and competitive edge within their professional field of interest.

In addition to the jobs data provided above, the Google Career Certificates Program, which offers certificates in project management and UX design, is a strong indicator of external interest in and demand for these career fields.

c. Societal Need: Describe additional societal benefits and cultural benefits of the program.

The proposed program has the potential to attract a more diverse group of students to STEM-adjacent fields by providing access to working with and managing new and emerging technology. It will produce an expanded talent pool that represents the full cross-section of the social spectrum, a diverse set of skills, experiences, backgrounds, and approaches to problem solving to enable innovation - critical components to workplace success, economic growth, and global competitiveness. By offering a more responsive and flexible degree using the stackable certificate model, Boise State will provide students a path that will improve the competitiveness of Idaho's workforce and contribute to the state's economic growth.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No_X____

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

This degree has multiple elements to promote affordability and efficiency:

- Online curriculum delivery
- 7 week section model
- 25% of revenue directed to needs-based scholarship (by Year 4)
- No, or limited, course fee policy for courses and certificates

Enrollments and Graduates

6. Existing similar programs at Idaho Public Institutions. Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY17	FY18	FY19	FY20 (most recent)	FY17	FY18	FY19	FY20 (most recent)
LCSC	Business and Communications BA/BS	48	54	34	37	9	8	17	8

7. Justification for Duplication (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

The online Business and Communications degree at Lewis & Clark State College focuses on general business and communications skills, which is a different focus than the proposed program, which focuses on applying innovation and design methodologies to manage new and emerging technologies. While there are some overlapping skills between the programs, it is not a duplication. Additionally, the focus on new and emerging technologies will provide skills that benefit graduates and elevate the competitiveness of Idaho's workforce.

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

Proposed Program: Projected Enrollments and Graduates First Five Years											
Program Name: Digital Innovation and Design BA											
Projected Fall Term Headcount Enrollment in Program						**Projected Annual Number of Graduates From Program**					
FY22 (first year)	FY23	FY24	FY25	FY26		FY22 (first year)	FY23	FY24	FY25	FY26	
24	77	157	275	381		0	0	0	5	10	

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

The program's size will be scaled to demand for the program. The numbers in the table above reflect a reasonable and attainable scaling up of the program.

The projected numbers of enrollments and graduates are based on historic growth trajectories of similar online programs. We assume 30% attrition in first semester, 3% in all subsequent semesters. We assume a 60-40% full-time, part-time ratio. We assume no transfer students, so first cohort graduation in FY25.

We will recruit students in several ways, including digital marketing through social media, search-engine optimization, and related efforts, outreach to high schools, and by collaborating with the Community Impact Programs and university admissions teams.

10. **Minimum Enrollments and Graduates.**
    a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

We project an enrollment of approximately 240 students in the program in FY25. If the actual enrollment were to fall below 70 students in FY25, enrollment in the core curriculum for the degree program would fall below 15 students per section and, the program would not be financially sustainable. Because the average time to graduation will be approximately 5 years, we estimate we will not reach 'steady-state' rates of graduates until FY30. In FY30 we estimate approximately 50-70 graduates, if that number were below 15, it would also indicate the program was not sustainable.

a. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

Programs operating under the online program fee model at Boise State University are expected to be fiscally sustainable. If the program fails to achieve 50 total enrolled students 2025 AY, the program will be considered to be underperforming and have 2 additional years (2027 AY) until the program is discontinued.

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

Regional Institutional Accreditation: Boise State University is regionally accredited by the Northwest Commission on Colleges and Universities (NWCCU). Regional accreditation of the university has been continuous since initial accreditation was conferred in 1941. Boise State University is currently accredited at all degree levels (A, B, M, D).

Program Review: Boise State has instituted a new program review procedure. At the inception of new programs, the programs will submit to the Office of the Provost a three-year assessment plan to be scheduled into the Periodic Review/Assessment Reporting Cycle. The plan includes program learning outcomes; and an implementation plan with a timeline identifying when and what will be assessed, how the programs will gather assessment data, and how the program will use that information to make improvements. Then, every three years, the programs will provide Program Assessment Reports (PAR), which will be reviewed by a small team of faculty and staff using a PAR Rubric, which includes feedback, next steps, and a follow-up report with a summary of actions.

Program Development Support: The online Digital Innovation and Design BA is one of several that are being created via the eCampus Expansion Initiative at Boise State University. Boise State's online program development process uses a facilitated program design process to assist program faculty members in the creation of an intentional, cohesive course progression with tightly aligned course and program outcomes. A multi-expert development team, which includes an instructional designer, multimedia specialist, and quality assurance, works collaboratively with the faculty member. One master version of each course is developed for a consistent look and feel of courses across the program; the master course utilizes a professionally created common template aligned with nationally Quality Matters course design standards.

Academic Integrity: Academic integrity is vital to the mission of Boise State University and encompasses the totality of academic rigor, ethical behavior, intellectual curiosity, appropriate teamwork, and persistence. All assignments submitted by a student must represent his/her own ideas, concepts, and current understanding or must cite the original source. Boise State proactively supports academic integrity by providing training, maintaining a website dedicated to academic integrity, providing tools such as pedagogical strategies, workshops, and tips for designing tests, as well as establishing policies and procedures for students who violate the academic integrity policy within the Student Code of Conduct. For this new online program, we will use the following strategies to encourage academic integrity:

- During the design and development of the curriculum and assessment of each course, instructors will be informed by staff of Boise State's eCampus Center about best practices for online course design based on Quality Matters ™ and best practice strategies to promote academic integrity in online education based on WCET's recommendations (Version 2.0, June 2009)

- Through the program development process, course production, course launch support provided by the eCampus Center, and other means, instructors will be reminded about the importance of academic integrity and encouraged to report and act upon suspected violations.
- Academic integrity will be addressed within online student orientation. Programs may require online students to complete the university's Academic Integrity Online Workshop.
- At the beginning of each course, the instructor will communicate expectations regarding academic integrity to students in the syllabus and verbally and may require completion of the university's Academic Integrity Online Workshop.

Student Authentication: Because the proposed program will be offered entirely online, it is important to include mechanisms by which we authenticate the identity of students enrolled in the program. We will use the following mechanisms:

- During the admissions process, the university will confirm required official transcripts and other documentation required for admission into the program.
- Associated with access to and use of our Learning Management System, a secure log-in environment will be provided and students will be required to use strong passwords and change them every 90 days.
- When high-stakes exams are required, faculty will be encouraged to utilize remote or online proctoring services when appropriate. In those instances, students will need to provide valid photo identification before gaining access to the graded assessments or other required activities.
- Instructors will utilize Canvas's Turnitin plagiarism detection program when appropriate.
- Instructors are expected to be informed of and aware of the importance of student identity authentication and to report and act upon suspected violations.

12. In accordance with Board Policy III.G., an external peer review is required for any new doctoral program. Attach the peer review report as **Appendix A**.

N/A

13. Teacher Education/Certification Programs All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

Will this program lead to certification?

Yes_____ No__X___

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

14. Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?

Yes ____ No X___

If yes, proceed to question 15. If no:

a. Which of the following statements address the reason for adding this program

outside of the regular three-year planning process.

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
x	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.
	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

As detailed above, this program will equip students to participate in STEM-adjacent fields applying skills that are in high demand in the evolving modern workplace. Students graduating from this program will be able to work efficiently in a variety of industries and across business functions by designing solutions that address both the technical and human considerations required for the successful identification, selection, and delivery of innovative changes and technology. The jobs data provided above is a strong indicator of external interest in and demand for these career fields.

Moreover, Boise State's newly proposed strategic plan calls for preparing people for a changing world and advancing innovation for Idaho, student success, and for global impact. Specific goals to achieve the strategy include:

Trail blaze programs and partnerships - enhance and foster path breaking interdisciplinary programs and activities that transcend traditional fields of study.

Improve Educational Access and Student Success - Enhance the comprehensive student experience with a focus on student success and post-graduate outcomes.

The proposed program addresses both of these goals. By reaching across disciplines to provide educational activities from leadership, anthropology, entrepreneurship, user experience design, and visual/creative arts. By providing an interdisciplinary educational experience, we better prepare our students to enter a complex and rapidly evolving workforce throughout Idaho and beyond. Such efforts clearly support the goal of preparing our students to be successful beyond the major. Because the program will be offered entirely online, the program will be available to serve learners who might otherwise not be able to earn a college degree, and, by extension, serve employers, and communities across the state.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

a. Summary of requirements. Provide a summary of program requirements using the following table.

Credit hours in required courses offered by the department (s) offering the program.	54-60
Credit hours in required courses offered by other departments:	34-37
Credit hours in institutional general education curriculum	34-37
Credit hours in free electives	5-22
Total credit hours required for degree program:	120
Note: 'offered by other departments' and 'general education curriculum' credit counts are duplicative	

b. Curriculum. Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

Bachelor's of Arts in Digital Innovation and Design			
Category		**Certificate**	**Credits**
Student Success Curriculum			
	COID 101	Introduction to Digital Innovation and Design	3
	COID 201	Project Management & Teamwork	3
	COID 301	Design & Prototype your Life	3
	Finishing Foundations	COID 490 Prepare to Launch	1
Idaho General Education Requirements			
	UNIVERSITY FOUNDATION REQUIREMENTS (Pathway)		**34-37**
	Foundations of Writing		
		ENGL 101 Writing and Rhetoric I	3
		ENGL 102 Writing and Rhetoric II	3
	University Foundations		
		UF 100 Foundations of Intellectual Life	3
		UF 200 Foundations of Ethics and Diversity	3
	Foundation Discipline Courses		
		Foundations of Mathematics (FM)	3-4
		Natural, Physical & Applied Sciences course with lab (FN)	4

		Natural, Physical & Applied Sciences course in a second field (FN)	3-4
		Foundations of Arts (FA)	3
		Foundations of Humanities (FH)	3-4
		Foundations of Social Sciences (FS)	3
		Foundations of Social Sciences course in a second field (FS)	3
First Year Certificate			
		Innovation and Design Certificate	12
Choose at least 2 Certificates			18-24
		UX Design Certificate (CI+D)	
		Certificate of Content Production (CI+D)	
		Certificate of Creative Influence (CI+D)	
Choose at least 1 of these Certificates			12
		UX Research Certificate (CI+D, Anthro)	
		Applied Leadership Certificate (CI+D)	
Electives			23-32
Total Credits			**120**

c. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

None

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. **Intended Learning Outcomes.** List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

PLO 1: Evaluate and utilize digital design, communication, and collaboration tools, approaches, and techniques.
PLO 2: Select and apply design approaches to solve real-world problems.
PLO 3. Effectively communicate to achieve desired outcomes.
PLO 4: Work collaboratively and inclusively in teams to design and execute innovative projects.
PLO 5: Critically evaluate processes to create effective solutions.
POL 6: Develop creative solutions to meet human needs is a digital world.
PLO 7: Demonstrate mastery of skills through completion of industry-relevant certificates.

17. Assessment plans.

a. **Assessment Process.** Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to

improve the program.

The program will follow a systematic assessment and continuous improvement process in which multiple approaches will be used, not only to measure student attainment of program outcomes, but to also inform programmatic improvements. The learning outcomes are mapped to courses that provide relevant content and desired levels of learning. Student work in these courses that address specific outcomes is collected and evaluated by program faculty. The outcomes are assessed on a three-year cycle with data for all outcomes collected each year, and then the results are analyzed every three years. For each outcome, student work across the program is reviewed in a comprehensive review of student work. An assessment team, led by the Dean's office and inclusive of faculty and instructors review the overall attainment of the outcome based on the evidence collected. As part of the review, recommendations for improvement to the program are outlined. All faculty then review these results and make suggestions/changes to improve this process in a program of continuous improvement. Evaluation results inform programmatic, pedagogical, and curricular improvements.

We will use the following direct and indirect measures to analyze formative and summative assessments of student learning:

Direct Measures: Student work that aligns with specific outcomes will be collected and evaluated by program faculty. A comprehensive review of student work will be completed for each outcome once every three years.

The Boise State Foundations Program conducts assessments of the courses satisfying Foundations requirements. Students usually take those courses early in their degree program. Since those outcomes are also important to this degree, the assessment of FW and FC courses will also be consulted to see how the students have grown in writing and communication as they progress through the degree program.

Indirect Measures: A senior exit survey with questions related to student outcomes will be administered to graduating seniors at the end of each semester. The survey will contain questions designed to elicit feedback regarding their perceived achievement of each outcome and their perception of how important they feel each outcome is to their future career. Additional indirect assessments that will be reviewed include, but are not limited to: end-of-course surveys, focus groups, program enrollments, and graduation rates.

Assessment activities will occur throughout the academic year. The program faculty, instructors, and staff will review assessment on an annual basis and create an action plan for continuous process improvement.

Resources Required for Implementation – fiscal impact and budget.
Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. **Physical Facilities and Equipment:** Describe the provision for physical facilities and equipment.

    a. **Existing resources**. Describe equipment, space, laboratory instruments, computer(s),

or other physical equipment presently available to support the successful implementation of the program.

The program will be delivered online and therefore will require no additional space. The course consumables and replacement equipment will be supported by fees. No additional facility-based resources are needed or the implementation of this program.

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

As this program is initiated, adequate space, facilities and equipment exist to accommodate it.

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

As this program is initiated, adequate space, facilities and equipment exist to accommodate it.

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.
No impact is anticipated.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

No new library resources are needed.

20. Faculty/Personnel resources

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

Instructional FTE

The numbers below represent needed instructional resources, credits and instruction FTEs, for this program. The program will fund new adjunct and clinical faculty to cover the additional instruction credits required by the program:

Yr 1- 0.39 FTE

Yr 2- 1.05 FTE

Yr 3- 2.00 FTE

Yr 4- 3.43 FTE

Yr 5- 4.51 FTE

Non-Instructional FTE

The numbers below represent needed non-instructional resources expressed as FTEs for each year. This non-instructional personnel will include a Program Director, Admin Support Personnel, Student Success Coaches, Advising Staff and Course Development and Design Staff.

Yr 1- 1.17 FTE

Yr 2- 1.67 FTE

Yr 3- 2.64 FTE

Yr 4- 3.35 FTE

Yr 5- 4.07 FTE

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Upper administrative support will be provided by the Associate Dean of the College of Innovation and Design (FTE of 0.20). Start-up, transitional instructional and non-instructional support will be provided by College of Innovation and Design staff in the first years of the program, then transitioning to permanent positions when scale and associated revenue justifies that expense. Because this degree is primarily composed of existing curriculum, the infrastructure that supports that curriculum is already funded and in place. Those programs are scalable certificate programs and additional students are accommodated by incremental increases in instructional costs (as detailed above)

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

The impact on existing programs will be minimal. The administrative staffing described above is available to this program because of the transfer (graduation) of multiple programs from the College of Innovation and Design to new academic homes over the last year.

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

The following positions will be filled for this degree program. As described previously, workload will be primarily met with existing staff while enrollments are low,

transitioning to hiring full time positions when enrollment merits the investment:

- Clinical Faculty, Yr 3.
- Adjunct Faculty, Yr. 1-5
- Program Director, Yr 3.
- Administrative Assistant, Yr. 2
- Advisor, Yr 4,
- Student Success Coach, Yr, 4

21. Revenue Sources

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

The source of new funds needed in Years 1-3 for this program will be the College of Innovation's New Innovations Pathways Account (Appropriated) and the Smelek Endowment (Local). The program is projected to be revenue generating in Year 4 onward.

As shown in the budget below, College of Innovation Design expects to contribute $130,109 in Year 1 (FY22), $91,133 in Year 2 (FY23) and $78,071 in Year 3 (FY 24) of this program.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

Not applicable.

c) **Non-ongoing sources**:

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

Program is designed to be sustained long term by associated online program fees.

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

Not applicable.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

The student fee will be in accordance with the Online Program Fee as defined in the Board Policy V.R., 3.a.x. That policy enables the institution to set a price-point

appropriate for the program; students will pay an online program fee in lieu of tuition. The price-point of $350 for the proposed online aligns with the majority of Boise State University's undergraduate online programs that exist in the Online Program Fee funding model. Students take 54-60 credits hours in required courses offered by the department (s) offering the program at a cost of $18,900 - $21,000 for those students who already bring an associate's degree and/or college credits in general education. For students who need 120 credits to earn their baccalaureate degree, the cost of the program would be up to $42,000 (120 credits at $350/credit).

22. Using the excel budget template provided by the Office of the State Board of Education, provide the following information:

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

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

I. PLANNED STUDENT ENROLLMENT

	FY 2022		FY 2023		FY 2024		FY 2025	
	FTE	Headcount	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	6.4	23	19.7	56	40.1	121	69.8	217
B. Shifting enrollments	0.7	3	2.2	6	4.5	13	7.8	24
Total Enrollment	7.1	25	21.9	62	44.5	134	77.5	241
Student Credit Hours Generated	213		657		1,335		2,326	

II. REVENUE

	FY 2022		FY 2023		FY 2024		FY 2025	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Request								
2. Institution Funds		$130,109		$91,133		$78,071		$0
3. Federal								
4. New Tuition Revenues from Increased Enrollments								
5. Student Fees		$74,470		$252,681		$529,355		$936,737
6. Other (i.e., Gifts)								
Total Revenue	$0	$204,579	$0	$343,814	$0	$607,426	$0	$936,737

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.

Budget Notes:

I.A, B. Calculation of FTE and headcount as follows:
>1 FTE = 30 credits
>Headcount determined as the distinct number of students in the program that year.
>Assume that 90% of the enrollments will be new enrollments and 10% will be shifting enrollments.
>Assume 30% attrition from 1st to 2nd semester, then 3% attrition every semester. No attrition from 2nd to last semester to last semester.

II.2. The College of Innovation and Design will support program in Y1, Y2 and Y3 from College of Innovation and Design funds

II.5. Student Fee revenue calculated as Student Credit Hours * $350 per credit.
$350 calculated as estimate of 2021-2022 per credit rate.
To be conservative, assume in calculations that per-credit fee does not increase over time to align with the amount charged to traditional resident students.

III. EXPENDITURES

	FY 2022		FY 2023		FY 2024		FY 2025	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE		1.56		2.72		4.64		6.78
2. Faculty		$14,000		$28,000		$49,000		$84,000
3. Adjunct Faculty		$6,309		$21,678		$43,020		$73,990
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators		$21,296		$42,593		$85,185		$85,185
7. Administrative Support Personnel		$11,111		$11,111		$22,222		$22,222
8. Fringe Benefits		$27,543		$45,609		$78,154		$105,616
9. Other:								
Advising and Career Staff		$3,753		$9,249		$19,874		$35,651
Student Success Coaches		$3,753		$9,249		$19,874		$35,651
Course Design Staff		$33,333		$33,333		$33,333		$33,333
Total Personnel and Costs	$0	$121,098	$0	$200,821	$0	$350,664	$0	$475,648

Budget Notes (continued)

III.A.3	Clinical Professor (0.2, 0.7, 1.5, 2.5 FTE years 1-4)
	Adjunct Faculty (0.37, 1.39. 2.86. 4.61 FTE, years 1-4)
III.A.6	Administrator: Program Director (1 FTE in years 1, 2, 3, 4+)
III.A.7	Administrative Support: Administrative Assistant (0.25 FTE in years 1 & 2, 0.50 FTE in years3, 4+)
III.A.8	Benefits calculated at staff fringe rate of $11,650+(annual wage*20.47%) professional staff and $11,650+(annual wage*21.57%) classified staff
III.A.9	Other: Student Support Service - Advising and Career Staff (0.14, 0.39, 0.88, 1.47 FTE in years 1-4)
	Other: Student Support Service - Student Success Coaches (0.14, 0.39, 0.88, 1.47 FTE in years 1-4)
	Other: Faculty Support Services - Online Courses Design Staff (0.5 FTE in years 1-4)

B. Operating Expenditures									
1. Travel									
2. Professional Services									
	Counseling Services		$1,140		$2,809		$6,037		$10,829
	Recruiting and Marketing		$60,000		$60,000		$60,000		$60,000
3. Other Services									
4. Communications									
5. Materials and Supplies									
6. Rentals									
7. Materials & Goods for Manufacture & Resale									
8. Miscellaneous									
	Scholarship Fund		$0		$11,171		$50,536		$132,339
Total Operating Expenditures		$0	$61,140	$0	$73,980	$0	$116,573	$0	$203,168

Budget Notes (continued)

III.B.2 Counseling Services: Contract for online student mental health services (e.g. WellConnect)

Recruiting and Marketing: Funds for marketing and advertising, equivalent to funds spend on similar online programs at Boise State

II.B.8 Need-based scholarship funds (10%, 15%, 20%, 25% of prior year revenues, years 1-4)

	FY 2022		**FY 2023**		**FY 2024**		**FY 2025**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources								
2. Equipment								
Total Capital Outlay	$0	$0	$0	$0	$0	$0	$0	$0

	FY 2022		FY 2023		FY 2024		FY 2025	
D. Capital Facilities Construction or Major Renovation								
E. Other Costs								
1. Boise State University Support		$22,341		$69,013		$140,189		$244,235
Utilites								
Maintenance & Repairs								
Total Other Costs	$0	$22,341	$0	$69,013	$0	$140,189	$0	$244,235
TOTAL EXPENDITURES:	$0	$204,579 #	$0	$343,814	$0	$607,426	$0	$923,050
Net Income (Deficit)	$0	$0	$0	$0	$0	$0	$0	$13,687
		0%		0%		0%		1%

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

III.E.1 Boise State University Support is defined as follows:

Boise State Central Services (17.50% of revenue): A fund dedicated to funding support services for online students.

Boise State eCampus Center (8.70% of revenue): Provide funding for initiative management, online course/program development and other support services

Boise State Online Innovation Fund (3.80% of revenue): Seed funding for academic programs, course development stipends to faculty, open education resource grants and eventually innovation grants

IDAHO STATE UNIVERSITY

SUBJECT

Master of Science in Homeland Security and Emergency Management

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

Idaho State University (ISU) proposes to create a fully online Master of Science (MS) in Homeland Security and Emergency Management that will prepare leaders to effectively address complex problems in a dynamic environment, assess risk, mitigate threats, design impactful emergency protocols, and lead with partners from the entire community. Students will explore topics such as cybersecurity, disaster management, critical infrastructure, intelligence, counterterrorism, and risk management. Last spring, ISU acquired Concordia University Portland's Homeland Security and Emergency Management Program. ISU merged the two programs adding Homeland Security curriculum and changed the program name to Homeland Security and Emergency Management for the existing Associate of Science, Bachelor of Science, and minor in Emergency Management. The proposed program positions Idaho to provide much needed higher education and support for the national homeland security discipline, as we pass the 20-year anniversary of 9/11 in our country's history, and an evolving threat environment.

Career opportunities for homeland security and emergency management professionals at the local, state, and federal levels and within private and non-profit organizations are varied and expanding to meet increasing threat levels. Most management and director level positions within government agencies require a bachelor's or master's degree.

University of Idaho currently offers certificates in Emergency Planning and Management, and Critical Infrastructure Resilience. The proposed MS in Homeland Security and Emergency Management at Idaho State University is broader in scope and there is very little overlap between the proposed master's program and the certificates.

IMPACT

The fiscal impact of the proposed program is expected to be positive during year three following reasonable startup costs during years one and two. If ISU does not have the enrollment in the first year, hiring of a second faculty member will be delayed and qualified adjuncts will be utilized to teach.

Physical facilities and equipment are not applicable to this entirely online program, and no additional library resources are required. More faculty may be needed as the program grows, but this cost can be covered by increased tuition revenue. No

additional appropriations will be requested. Total cost of tuition of this MS degree is estimated to be about $16,200 for a 2-year program, including tuition and course fees. This includes an eISU fee of $35 per credit. The fee is expected to support the program through the Instructional Technology Resource Center and assistance to ISU's online teaching faculty and adjuncts.

Bureau of Labor Statistics projections for 2019-2029 show substantial growth in several occupations that align with this program, including Operations Research Analysts (25% growth rate) and Crisis Communications/Public Affairs (9% growth rate).

ATTACHMENTS

Attachment 1 – Idaho State University – Master in Science in Homeland Security and Emergency Management Proposal

BOARD STAFF COMMENTS AND RECOMMENDATIONS

In Spring 2020, Concordia University-Portland closed their Homeland Security-Emergency Management program and approached ISU about the possibility of teaching out students impacted by the program closure. ISU entered into a teach-out agreement with Concordia and merged Concordia's program with ISU's Emergency Management program. This included making curriculum changes and changing the name of ISU's Emergency Management program to Homeland Security and Emergency Management (HSEM). ISU provides that the proposed program will encompass a broad spectrum of HSEM career field jobs and will afford better marketability to potential students including military veterans searching for employment opportunities in security and protection and current professionals looking for increased management and leadership possibilities.

ISU anticipates 12 initial enrollments in the first cohort, reaching 37 by the fifth year, and graduating 14-18 students once the program is up and running. Cohort capacity will be limited to 20 students. If the program grows beyond that number and there are sufficient applicants to support the growth, the program will open another cohort starting in alternate semesters. ISU identified minimum numbers for student enrollment and graduates needed to sustain the program. Those include 18 new students with 14 continuing to graduation. The HSEM degree programs utilize a sliding scale to pay adjuncts based on the number of students in the program. This provides sustainability in the program even when enrollment fluctuate. If minimums are not met in the first five years, the program will be considered for discontinuance.

While the proposed program is currently not listed on ISU's approved three-year plan, it is included in their updated plan submitted in May 2021, which will be considered by the Board under a separate agenda item.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs on July 8, 2021; and

was presented to the Committee on Instruction, Research, and Student Affairs on August 13, 2021. Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to create a Master of Science in Homeland Security and Emergency Management, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Proposal for Academic Degree and Certificate Program

Date of Proposal Submission:	June 4, 2021
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Health
Name of Department(s) or Area(s):	Emergency Services

Official Name of the Program:	Homeland Security and Emergency Management						
Implementation Date:	August 1, 2022						
Degree Information:	Degree Level: Graduate			Degree Type: M.S.			
CIP code (consult IR /Registrar):	43.0301						
Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc.	100% online						
Geographical Delivery:	Location(s)	Online		Region(s)			
Indicate (X) if the program is/has: (Consistent with Board Policy V.R.)		Self-Support fee		Professional Fee		Online Program Fee	
Indicate (X) if the program is: (Consistent with Board Policy III.Z.)	X	Regional Responsibility		Statewide Responsibility			

Indicate whether this request is either of the following:

- [x] New Degree Program
- [ ] Undergraduate/Graduate Certificates (30 credits or more)
- [ ] Expansion of Existing Program
- [ ] Consolidation of Existing Program
- [ ] New Off-Campus Instructional Program
- [ ] Other (i.e., Contract Program/Collaborative

College Dean (Institution)	Date	Vice President for Research (Institution; as applicable)	Date 6/29/2021
Graduate Dean or other official (Institution; as applicable)	Date 06/04/21	Academic Affairs Program Manager, OSBE	Date 6-29-2021
FVP/Chief Fiscal Officer (Institution)	Date 06/04/21	Chief Financial Officer, OSBE	Date 6-29-2021
Provost/VP for Instruction (Institution)	Date 06/10/21	Chief Academic Officer, OSBE	Date
President	Date	SBOE/Executive Director Approval	Date

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

Rationale for Creation or Modification of the Program

1. **Describe the request and give an overview of the changes that will result.** What type of substantive change are you requesting? Will this program be related or tied to other programs on campus? Identify any existing program that this program will replace. If this is an Associate degree, please describe transferability.

   The Master's degree in Homeland Security and Emergency Management (HSEM) builds upon the A.S. and B.S. undergraduate degree programs currently being offered by ISU. The M.S. in HSEM will provide advanced leadership and education opportunities in the broad application of the growing academic field of homeland security and emergency management which encompasses many disciplines and professions.

2. **Need for the Program**. Describe evidence of the student, regional, and statewide needs that will be addressed by this proposal to include student clientele to be served and address the ways in which the proposed program will meet those needs.

   Graduates of this program will be senior leaders in their respective companies and agencies helping lead their organizations into the future to protect and serve the American public amidst an evolving threat environment. This program will improve graduates' and our country's readiness to address rapidly evolving threats including extreme acts of violence, natural and technological disasters, risks to critical infrastructure, cyber security attacks, and public health crises.

   a. **Workforce and economic need:** Provide verification of state workforce needs that will be met by this program. Include job titles and cite the data source. Describe how the proposed program will stimulate the state economy by advancing the field, providing research results, etc.

      Since the fully online M.S. in HSEM will serve candidates inside and outside Idaho, the following information captures national workforce trends. Career opportunities for homeland security and emergency management professionals at the local, state, federal levels and within private and non-profit organizations are varied and expanding to meet increasing threat levels. Most management and director level positions within government agencies require a Bachelor's or Master's degree (U.S. Dept of Homeland Security, 2021).

      The most common job classification for graduates with an M.S. in Homeland Security and Emergency Management is consistent with a Program Manager type job classification responsible for advising leaders and elected officials, managing risk, allocating resources, evaluating program effectiveness, and supervising operations staff. Federal level program managers are employed throughout many agencies with a salary range of $103,842 – $143,796 (Federal Government Jobs and Careers, 2021, https://www.federaljobs.net/blog/program-manager-gs-0340-jobs-working-for-the-federal-

government/ PayScale, 2021, https://www.payscale.com/research/US/Job=Government_Program_Manager/Salary/3a9b7719/Late-Career). According to the Bureau of Labor Statistics the job outlook for managers will grow approximately 6% through 2024.

Other job titles for MS HSEM graduates include (BLS, 2021, https://www.bls.gov/ooh/; City of Seattle, 2021, https://www.governmentjobs.com/careers/seattle/classspecs/754300):

- Chief Executives - $184,460/yr – 4% growth rate 2019-29
- Information Security Analysts - $99,730/yr with 31% growth rate 2019-29
- Operations Research Analysts - $84,810/yr with 25% growth rate 2019-29
- Crisis Communications/Public Affairs - $116,180/yr with 9% growth rate 2019-29
- Strategic and Policy Advisor - $127,212/yr

b. Societal Need: Describe additional societal benefits and cultural benefits of the program.

Idaho and the country need strategic thought leaders to help solve the many complex emerging problems facing society. Communities across the country are struggling due to political tensions resulting in large public movements that in some cases have been co-opted by domestic violent extremists threatening public safety. The country continues to be hit by extreme weather conditions, flooding, and power outages that amplify the equity challenges of low-income individuals and families to prepare and recover from a disaster and its impacts. The logistical challenges related to the ongoing COVID public health emergency requires coordination by emergency management professionals to strengthen the nation's capacity to manage personal protective gear supplies, and coordinate vaccination points of distribution for vaccines and notification processes. Increases in federal funding levels are expected in the form of preparedness grants to improve the country's capacity in these areas that will propel job growth for decades.

3. Program Prioritization

Is the proposed new program a result of program prioritization?

Yes_____ No__X___

If yes, how does the proposed program fit within the recommended actions of the most recent program prioritization findings.

4. Credit for Prior Learning

Indicate from the various cross walks where credit for prior learning will be available. If no PLA has been identified for this program, enter 'Not Applicable'.

Not Applicable

5. Affordability Opportunities

Describe any program-specific steps taken to maximize affordability, such as: textbook options (e.g., Open Educational Resources), online delivery methods, reduced fees, compressed course scheduling, etc. This question applies to certificates, undergraduate, graduate programs alike.

The M.S. in HSEM is developed in a fully online format to improve access and flexibility for students. The MS HSEM program is lean and requires 30 credits, with students able to complete their advanced degree in as little as 16 months. In addition to the administrative cost savings of not needing classroom space, students will not have to purchase gas, commute to campus, or pay for parking. Many of the educational resources will be multimedia and open source, peer-reviewed journal articles, making this degree a cost-effective option for busy professionals.

Enrollments and Graduates

6. **Existing similar programs at Idaho Public Institutions.** Using the chart below, provide enrollments and numbers of graduates for similar existing programs at your institution and other Idaho public institutions for the most past four years.

Instit.	Program Name	Fall Headcount Enrollment in Program				Number of Graduates From Program (Summer, Fall, Spring)			
		FY17	FY18	FY19	FY20 (most recent)	FY17	FY18	FY19	FY20 (most recent)
University of Idaho	Graduate Academic Certificate Emergency Planning and Management	4	9	6	3	0	0	4	5
University of Idaho	Graduate Certificate Critical Infrastructure Resilience	0	5	3	2	0	1	2	0

7. **Justification for Duplication** (if applicable). If the proposed program is similar to another program offered by an Idaho public higher education institution, provide a rationale as to why any resulting duplication is a net benefit to the state and its citizens. Describe why it is not feasible for existing programs at other institutions to fulfill the need for the proposed program.

   The University of Idaho offers two 15-credit Graduate Academic Certificates: Emergency Planning and Management, and Critical Infrastructure Resilience, both narrowly focused on planning and specific hazards. Our proposed degree is much broader in scope for the many different career fields in Homeland Security and Emergency Management. There is very little overlap between the two programs.

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

Proposed Program: Projected Enrollments and Graduates First Five Years
Program Name: Master of Science in Homeland Security Emergency Management

Projected Fall Term Headcount Enrollment in Program					Projected Annual Number of Graduates From Program				
FY23 (first year)	FY24	FY25	FY26	FY27	FY24 (first year)	FY25	FY26	FY27	FY28
12	26	32	37	37	11	14	17	18	18

9. **Describe the methodology for determining enrollment and graduation projections.** Refer to information provided in Question #2 "Need for the Program" above. What is the capacity for the program? Describe your recruitment efforts? How did you determine the projected numbers above?

According to FEMA's most recent listing of emergency management degree programs, there are 50 master's level homeland security and 51 master's level emergency management programs in the United States. Of these, only six are located in the 15-state Western Interstate Commission for Higher Education region and none are located in Idaho. Further, there are only three master's level degrees in the nation with the more comprehensive Homeland Security and Emergency Management title, although the field is broad and growing. The University of Idaho has two graduate level academic certificates that focus narrowly on critical infrastructure and emergency management planning.

Recently, there have been more studies into what constitutes an essential worker. According to the Bureau of Labor Statistics and the Labor Market Information Institute, exactly which workers are considered essential may differ depending on where you live. One thing that was consistent was jobs in security and emergency management and disaster preparedness and response are critical to the U.S. infrastructure. https://www.lmiontheweb.org/more-than-half-of-u-s-workers-in-critical-occupations-in-the-fight-against-covid-19/. These organizations require leaders with advanced education not only in their field but with knowledge about how all government agencies and critical infrastructure organizations work to collaborate and partner toward common goals.

This fully-online graduate program was planned with extensive input from homeland security and emergency management professionals, including those in city and county government. Their input has been invaluable in program planning and projecting the needs of the field.

Our first-year projection is conservatively 12 students in the first cohort. The cohort capacity will be limited to 20 students. If the program grows beyond the 20 students and there are enough applicants to support, the program will open another cohort starting in alternate semesters. Our marketing and recruitment efforts for this fully-online program will be concentrated in three areas: 1) current students and recent graduates of our Homeland Security and Emergency Management, Fire Services

Administration and Emergency Medical Services and other complimentary university bachelors' programs; 2) population areas that FEMA and DHS focus their efforts for the highest occurrences of disasters, security, and critical infrastructure protection; 3) programs across the U.S. that only have associate's or bachelor's level programs in similar career field degrees. We anticipate developing articulation agreements and career pathways for students in similar career fields.

Our initial projection of numbers is conservatively based on current and recently graduated students in our bachelor programs that have expressed interest in a graduate level degree. Further out, our projections consider the current growth of our programs, marketing and recruiting efforts as described above and stated interest from local and state agencies. We expect to grow the program conservatively at 25% year over year.

10. Minimum Enrollments and Graduates.

a. What are the minimums that the program will need to meet in order to be continued, and what is the logical basis for those minimums?

The program relies on the expertise of faculty and adjunct faculty to teach in the program. We expect a minimum of 4 students per course to break even. The program is supported by existing administrative support. We have developed a sliding pay scale for adjunct faculty based on the number of students in each course. This is a win-win for the program and adjunct faculty as more students enroll in a course, the more the adjunct faculty are compensated. Conversely, we are able to conserve our resources if there are minimal students in the course. The methodology allows for efficient use of resources, for courses to be taught and not cancelled, and students stay on track to graduation. We have used the sliding scale methodology successfully at the bachelor's level for over 10 years. Although we expect to recruit and enroll 12 students in the first cohort, we may delay hiring full time faculty and rely on adjuncts if our recruitment numbers do not support the hiring. The minimum to sustain the program is 18 new students with 14 continuing to graduation.

b. If those minimums are not met, what is the sunset clause by which the program will be considered for discontinuance?

If our minimums are not met in the first 5 years, the program will be considered for discontinuance.

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

ISU's Homeland Security and Emergency Management (HSEM) program is committed to building the nation's core capabilities of scholars, practitioners, and policy makers interested in public safety, security, preparedness, and resilience. The HSEM program has organized, launched, and will maintain a Homeland Security and Emergency Management Advisory Committee comprised of local, state, and federal level practicing professionals, and adjunct faculty members. The HSEM Advisory Committee meets regularly to review program initiatives, survey emerging threats and topics, and implement necessary adjustments to

ensure a quality and relevant academic program aligned with national core competencies and standards set by the International Society of Preparedness, Resilience, and Security and FEMA.

The HSEM program partnered with ISU's Instructional Technology Resource Center (ITRC) to develop a Professional Development Moodle portal to serve as a valuable resource for faculty members to enhance their teaching acumen. In addition to ongoing quality improvement efforts, the program will implement annual benchmark assessments to gather key performance data that will be used to make adjustments to course format, delivery, and content as needed.

12. **In accordance with Board Policy III.G., an external peer review is required for any new doctoral program.** Attach the peer review report as **Appendix A**.

N/A

13. **Teacher Education/Certification Programs** All Educator Preparation programs that lead to certification require review and recommendation from the Professional Standards Commission (PSC) prior to consideration and approval of the program by the State Board of Education.

Will this program lead to certification?

Yes_____ No__X__

If yes, on what date was the Program Approval for Certification Request submitted to the Professional Standards Commission?

14. **Three-Year Plan: If this is a new proposed program, is it on your institution's approved 3-year plan?**

Yes__X___ No_____

If yes, proceed to question 15. If no:

a. **Which of the following statements address the reason for adding this program outside of the regular three-year planning process.**

Indicate (X) by each applicable statement:

	Program is important for meeting your institution's regional or statewide program responsibilities.
	The program is in response to a specific industry need or workforce opportunity.
	The program is reliant on external funding (grants, donations) with a deadline for acceptance of funding.
	There is a contractual obligation or partnership opportunity related to this program.
	The program is in response to accreditation requirements or recommendations.

	The program is in response to recent changes to teacher certification/endorsement requirements.

b. Provide an explanation for all statements you selected.

Educational Offerings: Curriculum, Intended Learning Outcomes, and Assessment Plan

15. Curriculum. Provide descriptive information of the educational offering.

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

Credit hours in required courses offered by the department (s) offering the program.	30
Credit hours in required courses offered by other departments:	0
Credit hours in institutional general education curriculum	0
Credit hours in free electives	0
Total credit hours required for degree program:	30

b. **Curriculum.** Provide the curriculum for the program, including credits to completion, courses by title and assigned academic credit granted.

PREFIX	COURSE #	COURSE TITLE	CREDITS
HSEM	5510	Critical Issues and Systems Thinking in Homeland Security and Emergency Management	3
HSEM	5520	The Resilience Factor: Building Disaster Resistant Society	3
HSEM	5530	Analyzing Risk and Protecting Critical Systems	3
HSEM	5540	Health and Medical Disaster Management	3
HSEM	5560	Multidisciplinary Approaches to Homeland Security	3
HSEM	5570	Successful HSEM Leadership	3
HSEM	6610	Cyber Threats and Security	3
HSEM	6620	Intelligence, Terrorism, and Domestic Violent Extremism	3

Select 1 of the following:			
HSEM	6680	Capstone Project	6
HSEM	6690	Thesis	6
		TOTAL PROGRAM CREDIT HOURS	**30**

HSEM 5510 – Critical Issues and Systems Thinking in Homeland Security and Emergency Management (3)
Course Description: Elevates critical thinking to examine complex systems surrounding traditional and emerging issues unique to the homeland security enterprise. Concentration topics include evolving threats, and the country's capabilities and readiness to prepare for and respond with agility. Among the issues examined will be the interface among different government and non-government organizations, crisis communications, legal and ethical issues, and the environmental drivers determining and shaping Homeland Security and Emergency Management policies and practice.

HSEM 5520 – The Resilience Factor: Building Disaster Resistant Society (3)
Course Description: Explores the need to continually expand and improve our response and mitigation capabilities for evolving hazards and threats. This course examines the effectiveness of the response to and management of disasters through recent incidents, case studies, and the application of social science research and a resiliency framework. Issues explored include the challenges of escalating disaster costs, social capital engagement, mitigation and repetitive losses, local and state policies, and shrinking budgets. Rather than an introduction to emergency management tools and techniques, this course leverages innovation and futuristic thinking to employ alternate, community-focused strategies to build resiliency.

HSEM 5530 – Analyzing Risk and Protecting Critical Systems (3)
Course Description: Focuses on the threats, vulnerabilities, risks, and consequences of critical infrastructure and the interdependencies associated with essential services and systems. Explores risk methodologies to narrow in on the critical nodes of highly connected lifeline sectors and systems. Building upon an emerging risk picture, students develop risk reduction strategies and determine how to allocate resources to decrease the likelihood of critical system failures and lessen the impact of disasters, to maintain essential services for the American public.

HSEM 5540 – Health and Medical Disaster Management (3)
Course Description: Explores and evaluates public health emergency systems and capabilities related to crises such as pandemics, chemical and bioterrorism threats, contamination, and mass casualty incidents. Delves into managing the impacts of all hazard incidents for vulnerable populations and those with access and functional needs during response and recovery efforts. Develops analytic skills and strategies to improve public health policies, preparedness, and response systems.

HSEM 5560 – Multidisciplinary Approaches to Homeland Security (3)
Course Description: Problems facing homeland security and emergency management leaders touch upon a range of disciplines across the homeland security enterprise. This

course examines coordination challenges spanning an ever-changing landscape of partners in the public and private sector. Interdependencies coupled with unique expertise and capabilities brings many partners to the table but does not ensure a smooth interface among all parties. Students unpack systemic coordination challenges to develop effective regional approaches that maximize available resources across disciplines.

HSEM 5570 – Successful HSEM Leadership (3)
Course Description: Focuses on the qualities of leadership necessary to direct efforts in the critical arenas of homeland security and emergency management. Incorporates intensive case-studies and scenarios to analyze policies, legal structures, ethical dilemmas facing the homeland security and emergency management professional in a stressful and dynamic work environment. Examines the expectations and efficacy of leadership models, while students leverage their own skills and experience to support the complex adaptive systems needed to address the homeland security challenges beyond the horizon.

HSEM 6610 Cyber Threats and Security (3)
Course Description: Advances cyber security leadership skills of current homeland security professionals and prepares a new generation of strategic leaders to secure the country's digital infrastructure. Explores the security of networks and digital security threats, offensive and defensive strategies, and system recovery priorities. Examines the use of the Internet in the new age of global terrorism and domestic violent extremists to recruit and organize. Examines the consequences of intentional cyber-attacks in the virtual world with a focus on intelligence issues. Students investigate strategies to detect, to protect critical information against hackers, terrorists, and cyber criminals, and to prioritize the recovery critical systems.

HSEM 6620 – Intelligence, Terrorism, and Domestic Violent Extremism (3)
Course Description: Examines emerging terrorist threats to the U.S. and strategies to disrupt terrorist plots. Explores the life cycle of terrorist organizations, extreme acts of violence at public venues, and the role of counterintelligence. Studies the collection, analysis and evaluation of intelligence, the management of the intelligence function, and the influence of intelligence in shaping operational security decisions. Develops an understanding of intelligence tradecraft and the analytic and research skills used in intelligence work. Students analyze a case study of how a terrorist organization has ended, and the issues that impacted its demise to better understand how to counter current and future threats to homeland security.

HSEM 6680 – Capstone Project (6 cr/16-week term)
Graduate students must select one of two options (a thesis or a capstone project) to complete the final requirement in the MS degree program. Students who select a capstone project must identify and secure an organizational sponsor to support the project proposal. This could be a current employer or an organization the student identifies through initiative and outreach. Students will work with a faculty advisor and their project sponsor throughout the final 16-week term to provide analyzed research results, a project proposal, or a completed project that meets the needs of the designated partner organization.

HSEM 6690 – Thesis (1-6 credits depending on project progression 6 cr total)
Graduate students must select one of two options (a thesis or a capstone project) to

complete the final requirement in the MS degree program. Students who select a thesis will collaborate with their advisor(s) to identify a research question that will add value to both the University's body of work on the topic and to the homeland security enterprise. They will prepare a thesis proposal, conduct a literature review, gather and analyze data, conduct and interpret their research, and summarize their research findings. Thesis students are guided through the components of the thesis with their advisor(s). This option provides flexibility for students to make progress at a pace that works for them throughout the 16-month program.

c. **Additional requirements.** Describe additional requirements such as comprehensive examination, senior thesis or other capstone experience, practicum, or internship, some of which may carry credit hours included in the list above.

HSEM 6690 Thesis / Capstone
Course description: Students can select between developing a thesis or completing a capstone project. Students who select a thesis will collaborate with their advisor to identify a research question that will add value to both the University's body of work on the topic and to the homeland security enterprise. They will conduct a literature review, gather and analyze data, conduct and interpret their research, and summarize their findings. Thesis students are guided through the components of the thesis with their advisor. Students who select a capstone project will work with a faculty advisor and their project sponsor throughout the 16-week term to provide analyzed research results, a project proposal, or a completed project that meets the needs of the designated partner organization.

Specific, evaluated graduate-level activities and/or performances are identified in the course syllabus.

16. Learning Outcomes: Expected Student Learning Outcomes and Connection to Curriculum.

a. Intended Learning Outcomes. List the Intended Learning Outcomes for the proposed program, using learner-centered statements that indicate what students will know, understand, and be able to do, and value or appreciate as a result of completing the program.

1. Students will engage in intellectual discourse to grow an understanding of the homeland security enterprise that is responsible to the community and the world at large.
2. Students will develop ethical leadership skills providing them with a competitive edge within their field, opening doors into management and executive level positions.
3. Leaders prepared by this program will have the general knowledge and practical facility to be active participants in critical reflection and analysis, professional collaboration, effective implementation of policies and procedures, and the development of excellent supportive networking skills.

4. Graduates with this Master's degree will pursue careers that enhance the safety and security of our communities, and safeguard the lives of citizens.

17. Assessment plans.

a. Assessment Process. Describe the assessment plan for student learning outcomes that will be used to evaluate student achievement and how the results will be used to improve the program.

Each M.S. course will have overarching outcomes tied to national core competencies and the HSEM program goals. Student learning outcomes will also be clearly mapped to assessments for each weekly module throughout the course. Student achievements and grades will be evaluated after each course to ensure the learning materials, facilitated discussions, assignment instructions, and assessment measures are structured for student success. If patterns or trends are observed, improvements will be made prior to the next deployment of the course. The program will also develop and sustain annual benchmarks of student achievements for the purpose of assessment. Unless this program has specialized accreditation, it will participate in the program review process.

Resources Required for Implementation – fiscal impact and budget.

Organizational arrangements required within the institution to accommodate the change including administrative, staff, and faculty hires, facilities, student services, library; etc.

18. Physical Facilities and Equipment: Describe the provision for physical facilities and equipment.

This is an entirely online program and physical facilities and equipment are not applicable to this program.

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

N/A

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

N/A

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

N/A

19. Library and Information Resources: Describe adequacy and availability of library and information resources.

a. Existing resources and impact of new program. Evaluate library resources, including personnel and space. Are they adequate for the operation of the present program? Will there be an impact on existing programs of increased library usage caused by the proposed program? For off-campus programs, clearly indicate how the library resources are to be provided.

There will not be an impact on existing programs of increased library usage caused by the proposed program.

Students will be encouraged to use the Homeland Security Digital Library via Naval Postgraduate School.

b. Needed resources. What new library resources will be required to ensure successful implementation of the program? Enter the costs of those library resources into the budget sheet.

The program hasn't determined the course textbooks and materials at this time. However, we have allocated $250 annually in the program budget for library materials and resources.

20. Faculty/Personnel resources

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

Faculty – In crafting a truly powerful graduate program, the program proposes hiring 2 full-time, 9-month tenured faculty. These faculty add to the credibility of a strong positioned graduate program. These faculty will develop coursework, teach, mentor students in the career field, develop and apply research in their courses, and involve themselves and students in service projects. Faculty members will provide guidance for candidates pursuing the thesis option of the degree. Additionally, faculty will be involved in applying for grants, leading federally funded research projects, and publishing research findings in their specialty fields. This enables graduate students to be involved in research projects and get hands-on experience at a national level.

Adjunct faculty – Homeland Security and Emergency Management is a broad field with many complex technical specialties. Adjunct faculty will support courses that require technical expertise to augment resident faculty.

Although we expect to recruit and enroll 12 students in the first cohort, we may delay

hiring full time faculty and rely on adjuncts if our recruitment numbers do not support the hiring.

b. Existing resources. Describe the existing instructional, support, and administrative resources that can be brought to bear to support the successful implementation of the program.

Faculty – Currently the program resources include a 10-month faculty member who also serves as the HSEM undergraduate Program Director and 12-month faculty member that also serves as the Department Chair. The program is supported by an Administrative Assistant and an Education Coordinator/Department Advisor who support the department's 3 separate programs (Homeland Security and Emergency Management, Fire Services Administration, and Paramedic Science).

Adjunct faculty – Current Homeland Security and Emergency Management adjuncts will support the complex technical specialties within the program. Adjunct faculty currently support courses at the A.S. and bachelor's levels that require technical expertise to augment resident faculty.

ISU's Instructional Technology Resource Center provides support to the program's asynchronous course development and maintenance.

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

We anticipate there will be a minimal impact on the reallocation of existing personnel resources to the new program. Research is being done and plans are being created to fully support the new program by reviewing all personnel scopes of work and prioritizing tasks and projects. We fully expect the onboarding of two new faculty in the first two years of the program will help redistribute tasks across the department and more specifically within the program. We are looking for ways to create efficiencies between the department's bachelor programs and the new graduate program. The department is partnering with institutional resources such as the Instructional Technology Resource Center to help support course development as we onboard new faculty and adjunct faculty as part of their online asynchronous teaching professional development and course development process.

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

2x Assistant/Associate Professors – Tenure Track – hired over 2 years if the enrollment supports the need for new faculty.

21. Revenue Sources

a) **Reallocation of funds:** If funding is to come from the reallocation of existing state

appropriated funds, please indicate the sources of the reallocation. What impact will the reallocation of funds in support of the program have on other programs?

The department does not expect to reallocate funds.

b) **New appropriation**. If an above Maintenance of Current Operations (MCO) appropriation is required to fund the program, indicate when the institution plans to include the program in the legislative budget request.

The revenue generated by graduate tuition and fees will cover program costs after the second year (see attached budget). No new appropriations will be requested.

c) **Non-ongoing sources**:

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

N/A

ii. Describe the federal grant, other grant(s), special fee arrangements, or contract(s) that will be valid to fund the program. What does the institution propose to do with the program upon termination of those funds?

N/A

d) **Student Fees**:

i. If the proposed program is intended to levy any institutional local fees, explain how doing so meets the requirements of Board Policy V.R., 3.b.

This is a fully online program and we propose to collect an eISU fee. The fee is expected to support the program through the Instructional Technology Resource Center and assistance to our online teaching faculty and adjuncts.

ii. Provide estimated cost to students and total revenue for self-support programs and for professional fees and other fees anticipated to be requested under Board Policy V.R., if applicable.

N/A

22. Using the excel budget template provided by the Office of the State Board of Education, provide the following information:

- Indicate all resources needed including the planned FTE enrollment, projected revenues, and estimated expenditures for the first **four** fiscal years of the program.

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

Program Resource Requirements. **ISU #2021-05 M.S. in Homeland Security and Emergency Management**

- 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 023		FY 024		FY 025		FY 026	
	FTE	Headcoun	FTE	Headcount	FTE	Headcount	FTE	Headcount
A. New enrollments	12	12	15	15	19	19	20	20
B. Shifting enrollments	0	0	11	11	14	14	17	17
Total Enrollment	12	12	26	26	32	32	37	37

II. REVENUE

	FY 023		FY 024		FY 025		FY 026	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
1. New Appropriated Funding Reques								
2. Institution Funds								
3. Federal								
4. New Tuition Revenues from Increased Enrollments	$116,630.64		$193,408.16		$245,216.99		$276,194.41	
5. Student Fees	$25,696.44		$42,032.03		$52,540.04		$58,314.09	
6. Other (i.e., Gifts)								

Total Revenue	$142,327	$0	$235,440	$0	$297,757	$0	$334,509	$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 023		**FY 024**		**FY 025**		**FY 026**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
A. Personnel Costs								
1. FTE	1.29		2.29		2.29		2.29	
2. Faculty	63,000.00		127,890.00		131,726.70		135,678.50	
3. Adjunct Faculty	12,783.00		8,777.66		11,362.96		11,703.85	
4. Graduate/Undergrad Assistants								
5. Research Personnel								
6. Directors/Administrators reallocated	$7,121.23		$7,334.87		$7,554.91		$7,781.56	
7. Administrative Support Personnel reallocated	$10,169.60		$10,474.68		$10,788.92		$11,112.59	
8. Fringe Benefits	$31,613.43		$54,844.00		$56,733.13		$58,435.12	
9. Other:								
Total Personnel and Costs	$124,687.25	$0.00	$209,321.21	$0.00	$218,166.62	$0.00	$224,711.62	$0.00

	FY 023		**FY 024**		**FY 025**		**FY 026**	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
B. Operating Expenditures								

1. Travel	$2,000.00		$4,000.00		$4,000.00		$4,000.00	
2. Professional Services								
3. Other Services								
4. Communications	$2,500.00		$2,500.00		$5,000.00		$5,000.00	
5. Materials and Supplies	$1,500.00		$1,500.00		$6,500.00		$6,500.00	
6. Rentals								
7. Materials & Goods for Manufacture & Resale								
8. Miscellaneous								
Total Operating Expenditures	$6,000	$0	$8,000	$0	$15,500	$0	$15,500	$0

	FY 023		FY 024		FY 025		FY 026	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
C. Capital Outlay								
1. Library Resources	$250.00		$250.00		$250.00		$250.00	
2. Equipment		$4,500.00		$4,500.00				$0.00
Total Capital Outlay	$250	$4,500	$250	$4,500	$250	$0	$250	$0

	FY 023		FY 024		FY 025		FY 026	
	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time

D. Capital Facilities Construction or Major Renovation	$0.00							
E. Other Costs	On-going	One-time	On-going	One-time	On-going	One-time	On-going	One-time
Utilites								
Maintenance & Repairs								
Other	$25,696.44		$42,032.03		$52,540.04		$58,314.09	
Total Other Costs	$25,696	$0	$42,032	$0	$52,540	$0	$58,314	$0
TOTAL EXPENDITURES:	$156,633.69	$4,500	$259,603.24	$4,500	$286,456.67	$0	$298,775.72	$0
Net Income (Deficit)	-$14,307	-$4,500	-$24,163	-$4,500	$11,300	$0	$35,733	$0

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

II.4	Increased graduate fee by 5% per year. Tuition remained flat at 335.03 per credit.
III.A.2	Salary is increased by 3% each year. Fringe is calculated at 36.1% for faculty and non-classified and 56.2% for classified.
III.B.4	$2,500 per year for 1st & 2nd Year Communications and Marketing. $5,000 after 1st & 2nd year to support increased recruitment and enroll
III.B.5	$1,500 for engagement software, $2,000 for conference fees, $3,000 for accreditation fees
III.C.2	$2,000 for computer & $2,500 for desk, furniture, setup for two employees
III.F.3	ITRC Support fully online courses, Activity Fees, Tech Fee, and Facilities Fee

IDAHO STATE UNIVERSITY

SUBJECT

Discontinue Master of Arts in Theatre

APPLICABLE STATUTE, RULE, OR POLICY

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

BACKGROUND/DISCUSSION

The Master of Arts (MA) in Theatre has had extremely small enrollments for many years. At the same time, student interest and enrollments have increased for the undergraduate theatre program. The graduate program was designated for discontinuation as a result of the recent and ongoing program prioritization process.

IMPACT

All active MA students in the program have completed all required program courses and have finished their programs of study. One student is still working on her final thesis project but has completed all coursework and will be able to complete her degree. Hence, no teach-out is required. Other graduate programs in theatre are available in the state and region, including the University of Idaho, the University of Montana, and Utah State University for individuals who wish to pursue this course of study.

Faculty resources have already been redirected to the undergraduate program in Theatre. The two graduate assistant positions assigned to Theatre will be returned to the Graduate School for redistribution to other programs. Hence, any fiscal impact of discontinuing this program is expected to be minimal.

ATTACHMENTS

Attachment 1 – Idaho State University – Discontinue Master of Arts in Theatre

STAFF COMMENTS AND RECOMMENDATIONS

Board Policy III.G.3.c.i (3) requires Board approval of any graduate program discontinuation regardless of fiscal impact, prior to implementation. The proposal completed the program review process and was presented to the Council on Academic Affairs and Programs on July 8, 2021, and to the Committee on Instruction, Research, and Student Affairs on August 13, 2021. Board staff recommends approval.

BOARD ACTION

I move to approve the request by Idaho State University to discontinue the Master of Arts in Theatre.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Idaho State Board of Education

Proposal for Discontinuation

Date of Proposal Submission:	May 20, 2021
Institution Submitting Proposal:	Idaho State University
Name of College, School, or Division:	College of Arts and Letters
Name of Department(s) or Area(s):	Theatre and Dance

Program Identification for Proposed Discontinued Program:

Title:	Master of Arts in Theatre
Degree/Certificate:	MA
Method of Delivery:	100% face-to-face
CIP code:	50.0501
Proposed Discontinuation Date:	August 2021

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

- ☐ Undergraduate Program
- ☐ Undergraduate Certificate
- ☐ Administrative/Instructional Unit
- ☑ Graduate Program
- ☐ Graduate Certificate
- ☐ Other

CTE Program (check all that apply)

- ☐ Basic Technical Certificate
- ☐ Intermediate Technical Certificate
- ☐ Advanced Technical Certificate
- ☐ Associate of Applied Science Degree

College Dean (Institution)	Date
Graduate Dean **(as applicable)**	Date 05/27/21
FVP/Chief Fiscal Officer (Institution)	Date 05/27/21
Provost/VP for Instruction (Institution)	Date 05/28/21
President	Date

State Administrator, IDCTE	Date 6/22/21
Academic Affairs Program Manager	Date 6/24/2021
Chief Academic Officer, OSBE	Date 6/25/2021
Chief Financial Officer	Date
SBOE/Executive Director Approval	Date

1. Provide rationale for the discontinuance.

The MA in Theatre program has for many years had extremely small enrollments. Offering the program has often required scheduling graduate course sections with enrollments in the lower single digits. At the same time, the undergraduate Theatre program has seen increased interest and enrollments. Therefore, there is a need to reassign teaching resources from graduate offerings to undergraduate offerings. There simply is not enough demand to continue offering the MA in Theatre, and there are more fully resourced graduate level Theatre options available at other institutions in the state and region. Additionally, these other institutions typically offer an MFA rather than an MA as a graduate offering, and the MFA is a far more marketable degree.

In addition to the reasons above, the MA in Theatre program was designated as a program for discontinuation as a result of the recent and ongoing program health evaluation process.

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.

Students have never entered the program in cohorts and, as noted above, the number of active students at any one time has been very small for many years. This discontinuation was planned a number of years ago. At that time, coordination with admissions, the Graduate School, and the Registrar took place to prevent any new or inquiring students from pursuing or declaring in the Theatre MA program. All active MA students in the program wishing to complete have had opportunity to complete all required program courses and have now finished their programs of study. One student is still completing her final thesis project, but all graduate level Theatre coursework has been completed. She is grandfathered in through association with an earlier catalog, and program discontinuation will not prevent her from full completion.

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

There are no other graduate offerings at ISU for those interested in studying theatre.

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

See subpoint a. above.

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

As noted above, other Theatre graduate programs in the state and region offer the MFA rather than the MA degree. The MFA is the typical graduate degree in Theatre as it is far more marketable than the MA and is a terminal degree offering. Therefore, the programs below are "similar" in that they are graduate-level Theatre programs, but they are not MA programs.

Similar Programs offered by other Idaho Institutions and by Institutions in nearby states		
Institution Name	**Degree \Name and Level**	**Program Name and brief description if warranted**

University of Idaho	MFA	This program is offered both in a traditional, in-person format and as an online option.
University of Montana	MFA, Acting MFA, Directing	The Master of Fine Arts (MFA) degree in directing or music direction is a three-year graduate program that is centered on the director as an artist-practitioner who guides and manages the integration of diverse elements of theatrical technique and expression. The training of the director is a process of developing in the student a broad perspective of storytelling and dramatic action through the practice and study of production concept, collaboration with other theatre artists, examination of criticism and performative theory, and emphasis on developing a coherent individual aesthetic.
Utah State University	MFA	USU is the only university in the state with a master of fine arts program in theatre. It is also the only theatre program in the state with its own professional Equity theatre company, where students and professionals have the opportunity to work with the Old Lyric Repertory Company. The Theatre Arts Department at USU also hosts an impressive visiting artist series, where students have the opportunity to learn from renowned visiting professionals from all over the world. Graduate students in the department have many opportunities to present their design portfolios with the Kennedy Center American College Theatre Festival, and graduate students often win national awards. The MFA degree is a terminal degree in the design aspect of theatre. It is a three-year program in which students gain hands-on experience in one or more areas of focus, including set design, costume design, and lighting design. Secondary areas of study may include technical practice, sound design, properties design and/or scenic art. Specialization(s): Advanced Technical Practice: In this specialization, students work specifically on scene craft and technical direction. Design: In this specialization, students choose to focus on scenic design, costume design, and/or lighting design.

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

The only other Idaho institution that offers a graduate program in theatre is the University of Idaho (which offers an MFA as noted above).

Existing Similar Programs: Historical enrollments and graduate numbers								
Institution and Program Name	**Headcount Enrollment in Program**				**Number of Graduates From Program**			
	FY17	FY18	FY19	FY20 (most recent)	FY17	FY18	FY19	FY20 (most recent)
ISU	3	3	2	3	1	2	0	1
UI	31	42	35	64	12	7	18	16

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

There is no reason to expect that the discontinuance of the ISU MA in Theatre degree will have any impact on any other program. The degree is not a pathway to any other more advanced area of study. While the MA in Theatre was certainly in line with the broad institutional mission, the program does not in any specific way carry the mission, and so discontinuation of the program has no particular impact on the institutional mission.

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

As noted above, any resources made available through this discontinuation will be and essentially have been already redirected to covering other departmental and institutional needs. The Theatre undergraduate program has been growing and, therefore, in need of expanded resources (teaching, advising, etc.). The MA in Theatre program typically was supported with two Graduate Assistant (GA) positions, and those will now be available to the Graduate School for distribution as they see fit.

7. Fiscal Impact. Using the budget template provided, Identify amounts, if any, which would become available for redirection as a result of discontinuance *(e.g. loss of revenues, salary savings, journal or library resource savings, services & supplies savings, etc.)*

We do not anticipate any fiscal impact of this program discontinuation. As noted above, discontinuing the program will free up faculty from a small number of graduate course teaching assignments. However, with the growth of the undergraduate program, the teaching assignments will ultimately shift rather than be reduced. Additionally, the GA positions normally assigned to the MA in Theatre program will simply be available to the Graduate School for redistribution, so no net institutional savings will be realized.

SUBJECT

General Education Matriculation (GEM) Committee Appointments

REFERENCE

October 2014	The Board approved the initial membership of the General Education Matriculation Committee.
June 2016	The Board appointed Jana McCurdy (CWI), Dr. Margaret Johnson (ISU), and Kenton Bird (UI) to the GEM Committee.
December 2016	The Board appointed Dr. Joanne Tokle (ISU) and John Bieter (BSU) to the GEM Committee.
August 2017	The Board appointed Lori Barber, representing CEI, to the GEM Committee.
October 2017	The Board appointed Cher Hendricks, representing UI, to the GEM Committee.
April 2019	The Board appointed Dean Panttaja representing UI, and Whitney Smith-Schuler representing CSI to the GEM Committee.
June 2019	The Board appointed Greg Wilson representing CWI, replacing Jana McCurdy to the GEM Committee.
October 2019	The Board appointed Tiffany Seeley-Case representing CSI, replacing Whitney Smith-Schuler to the GEM Committee.
June 2020	The Board appointed Martin Gibbs representing LCSC, replacing Mary Flores to the GEM Committee.
June 2021	The Board appointed Cindy Hill representing ISU and Angela Sackett-Smith representing CWI to the GEM Committee.

APPLICABLE STATUTE, RULE, OR POLICY

Governing Policies and Procedures section III.N. General Education

BACKGROUND/DISCUSSION

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

Boise State University (BSU) has forwarded Dr. Candyce Reynolds' name for appointment to the GEM Committee to replace Dr. John Bieter who is returning to a faculty role at BSU.

North Idaho College (NIC) has forwarded Lloyd Duman's name for appointment to the GEM Committee to replace Larry Briggs who has retired from NIC.

IMPACT

The proposed appointment replaces BSU's and NIC's representatives on the GEM Committee.

ATTACHMENTS

Attachment 1 – General Matriculation Education Committee – Current Membership

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Candyce Reynolds, Ph.D. is the Director of University Foundations/General Education at Boise State University. She has an AB in Psychology and Social Welfare from the University of California, Berkeley and a PhD in Counseling Psychology from the University of Oregon. Prior to this position, she served as the chair of the Educational Leadership and Policy department, a faculty member and administrator in the general education program, and the assistant director of the counseling center, all at Portland State University. Her scholarship focuses on the role of reflection in learning and pedagogical strategies for facilitating integrative learning.

Dr. Lloyd Duman joined North Idaho College (NIC) in 1993. In addition to teaching English composition and literature courses, he has served in a number of roles over the course of his 28-year career at NIC. From 1995 – 2002, Lloyd coordinated the English as a Second Language Program for international students attending the college. He has served as the college's Principal Designated School Official (PDSO) and International Student Advisor since 1998. In 2003, after serving as the Assistant Chair for English and Modern Languages, Lloyd became the division chair, where he was retained for 17 years prior to transitioning to his current post as Interim Associate Dean for Instruction.

Lloyd is an experienced scholar-practitioner with a demonstrated history of working in higher education and other industries. Lloyd's doctoral work developed his skills in systems-thinking, instructional design, strategic planning, and workshop facilitation, real-time organizational assessments, and culture change strategies.

As a resilience-thinking leadership professional and advisor, Lloyd encourages NIC to focus on building adaptive capacity through cultivating a resilience-thinking leadership mindset. His collaborative focus, coupled with the ability to

translate strategic plans into resilient organization outcomes, can assist in building an organization that thrives even in the most disruptive environments.

Board staff recommends approval.

BOARD ACTION

I move to appoint Dr. Candyce Reynolds, representing Boise State University, to the General Education Matriculation Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to appoint Dr. Lloyd Duman, representing North Idaho College, to the General Education Matriculation Committee, effective immediately.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

State Board of Education
General Education Matriculation Committee

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

Greg Wilson is the General Education Coordinator at College of Western Idaho. Greg Wilson was appointed in **June, 2019.**

Tiffany Seeley-Case is the Dean of General and Transfer Education at College of Southern Idaho. Tiffany Seeley-Case was appointed in **October, 2019**

Martin Gibbs is the Dean of Liberal Arts & Sciences at Lewis-Clark State College. Martin Gibbs was appointed in **June, 2020.**

Angela Sackett-Smith is the Dean for General Education at College of Eastern Idaho. Angela Sackett-Smith was appointed in **June, 2021.**

Cindy Hill is Interim Vice Provost for Academic Affairs at Idaho State University. Cindy Hill was appointed in **June, 2021**.

Lloyd Duman is the Interim Dean of General Studies at North Idaho College. **Appointment is pending approval, August 2021.**

Candyce Reynolds is the Director of the Foundational Studies Program at Boise State University. **Appointment is pending approval, August 2021.**

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

Mandy Nelson is the Registrar at Boise State University, a representative from the Idaho Registrars Council, as an ex officio member.

Jonathan Lashley is the Associate Chief Academic Officer at the Office of the State Board of Education, who serves as Chair of the Committee as the designee of the Executive Director.

SUBJECT

Idaho Indian Education Committee Appointment

REFERENCE

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.
August 26, 2020	The Board approved the appointment of Dr. Mary Jane Miles.
April 2021	The Board approved reappointments for Mr. Sobotta, Dr. Force, Ms. James, Dr. Meyer, and Mr. LaSarte.
June 2021	The Board approved the reappointment of Tina Strong.

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
  - Nominations are submitted from the institution president
- One representative from each of the five tribal chairs or designee
- One representative from each of the five tribal education departments
- One representative from each of the two Bureau of Indian Education schools
  - Representatives must be a school board member, administrator, or designee
- One representative from the State Board of Education

All members are voting members.

The Nez Perce Tribal Executive Committee has forwarded Ms. Shirley J. Allman's name for appointment as the tribal chair designee on the Indian Education

Committee. A letter of support and tribal resolution from the Nez Perce Tribal Executive Committee is provided.

IMPACT

The proposed appointment replaces the Nez Perce Tribe tribal chair/designee representative on the committee.

ATTACHMENTS

Attachment 1 – Current Committee Membership
Attachment 2 – Nez Perce Tribal Executive Committee Tribal Resolution and letter

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Dr. Mary Jane Miles is no longer on the Nez Perce Tribal Executive Committee and Secretary Shirley J. Allman has been identified to replace Dr. Miles and serve as the tribal chair designee. If approved, Ms. Allman would complete Dr. Miles' term, which runs through June 30, 2023.

BOARD ACTION

I move to appoint Ms. Shirley J. Allman, representing the Nez Perce Tribal Chair to the Indian Education Committee effective immediately and expiring June 30, 2023.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

ATTACHMENT 1

STATE BOARD OF EDUCATION
Idaho Indian Education Committee

Tribal Representatives

Dr. Chris Meyer is the Director of Education for the Coeur d'Alene Tribal Education Department and serves as the Tribal Chairperson's designee for the Coeur d'Alene Tribe. Term: July 1, 2021 – June 30, 2026.

Jesse LaSarte is the Family Engagement Specialist for the Coeur d'Alene Tribe and serves as their Tribal Education Department representative. Term: July 1, 2021 – June 30, 2026.

Gary Aitken, Jr is the Tribal Chairman for the Kootenai Tribe of Idaho and serves as their Tribal Chair representative. Term: immediately – June 30, 2022.

Pending Recommendation – Tribal Education Department representative for the Kootenai Tribe.

Shirley J. Allman - Nez Perce Tribal Executive committee representative and serves as the Tribal Chairperson's designee. Term: immediately – June 30, 2023. **Pending Board approval**

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

Ladd Edmo is the Tribal Secretary of the Fort Hall Business Council and serves as their Tribal Chairperson representative. Term: immediately - June 30, 2022.

Jessica James is the Tribal Youth Education Program Manager for the Shoshone-Bannock Tribes and serves as their Tribal Education Department representative. Term: July 1, 2021 – June 30, 2026.

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

Pending Recommendation – 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, 2021 – June 30, 2026.

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

ATTACHMENT 1

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. 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.

Pending Recommendation - 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, 2021 – June 30, 2026.

Bob Sobotta, Jr. is the Director for Native American, Minority, and Veteran's Services at Lewis-Clark State College. Term: July 1, 2021 – June 30, 2026.

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 Multicultural 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. Term: July 1, 2017 – June 30, 2022.

Nez Perce

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

June 8, 2021

Bob Sobotta, 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 Mr. Sobotta:

On June 8, 2021, the Nez Perce Tribal Executive Committee appointed Secretary Shirley J. Allman as the Nez Perce Tribe's designated representative on the Idaho Indian Education Committee.

The Nez Perce Tribe appreciated Rev. Dr. Mary Jane Miles' representation on the Idaho Indian Education Committee and believes Secretary Allman is the best person to continue this important work as Dr. Miles steps down from her role on the Nez Perce Tribal Executive Committee.

Secretary Allman may be reached by phone at 208-621-3698 or by email at SAllman@nezperce.org. Thank you.

Sincerely,

Samuel N. Penney

Samuel N. Penney
Chairman

NP 21-278

RESOLUTION

WHEREAS, the Nez Perce Tribal Executive Committee has been empowered to act for and on behalf of the Nez Perce Tribe, pursuant to the Revised Constitution and By-Laws, adopted by the General Council of the Nez Perce Tribe, on May 6, 1961 and approved by the Acting Commissioner of Indian Affairs on June 27, 1961; and

WHEREAS, the Nez Perce Tribal Executive Committee (NPTEC) met in Special Session on May 10, 2021; and

WHEREAS, the authorization was delegated to form the NPTEC Subcommittees membership, meeting dates, times, Chairmen and Liaisons; and

WHEREAS, the NPTEC Chairman and Vice-Chairman are designated as standing members to all Subcommittees.

NOW, THEREFORE, BE IT RESOLVED, that the NPTEC approves the following Subcommittee meeting dates and times:

HUMAN RESOURCES (1st and 3rd Monday- 8:30 a.m. to 12:00 p.m.)

Rachel P. Edwards, Chairman, Ryan Oatman, Vice-Chairman, Liz Arthur-Attao, Arthur Broncheau, Quintin Ellenwood, Shirley J. Allman

Liaisons:

Family Services -	Ryan Oatman, Shirley J. Allman
Housing -	Liz Arthur-Attao, Rachel P. Edwards
Senior Citizens -	Liz Arthur-Attao, Quintin Ellenwood Arthur Broncheau
Veterans -	Quintin Ellenwood, Ryan Oatman
Education -	Ryan Oatman, Shirley J. Allman
Youth -	Quintin Ellenwood, Ryan Oatman
Boys & Girls Club -	Ryan Oatman, Delegate

NP 21-278

Shirley J. Allman, Alternate

Northwest Portland Area Indian Health Board - Rachel P. Edwards, Delegate
Ryan Oatman, Alternate

Healing Lodge - Liz Arthur-Attao, Delegate
Ryan Oatman, Alternate

Nimiipuu Health Liaisons - Rachel P. Edwards, Ryan Oatman

LAW & ORDER /INTERGOVERNMENTAL AFFAIRS (1st & 3rd Monday-2:00-4:30 p.m.)
Shirley J. Allman, Chairman, Arthur Broncheau, Vice-Chairman
Rachel P. Edwards, Liz Arthur-Attao, Ryan Oatman, Quintin Ellenwood

Liaisons:
Idaho Council of Indian Affairs - Samuel N. Penney, Shannon F. Wheeler

TERO - Quintin Ellenwood, Arthur Broncheau, Ryan Oatman

Law Enforcement - Ryan Oatman, Rachel P. Edwards

Prosecutor/Judicial Services - Arthur Broncheau, Ryan Oatman

Gaming Commission - Liz Arthur-Attao, Shirley J. Allman

Idaho Juvenile Justice Commission - Ryan Oatman, Delegate
Liz Arthur-Attao, Alternate

HERT - Ryan Oatman

NP 21-278

NATURAL RESOURCES (1st & 3rd Tuesday-8:30 a.m. to 12:00 p.m.)

Quintin Ellenwood, Chairman, Casey Mitchell, Vice-Chairman
Shannon F. Wheeler, Rachel P. Edwards, Arthur Broncheau, Shirley J. Allman, Ryan Oatman

Liaisons:

Cultural Resources - Quintin Ellenwood, Ryan Oatman, Casey Mitchell

Utility Board - Rachel P. Edwards, Shannon F. Wheeler

InterAgency Bison Management Plan - Quintin Ellenwood, Delegate
Casey Mitchell, Alternate

InterTribal Timber Council - Shannon F. Wheeler, Delegate
Casey Mitchell, Alternate

Emergency Response Team - Shannon F. Wheeler, Ryan Oatman

CRITFC:

CRITFC Officer - Quintin Ellenwood

In-Lieu/Treaty Fishing Access Committee - Arthur Broncheau, Delegate
Casey Mitchell, Alternate

Fish Co., LLC - Shannon F. Wheeler

Enforcement Committee - Arthur Broncheau, Delegate
Shannon F. Wheeler, Alternate

Pacific Salmon Commission Advisory- Quintin Ellenwood, Delegate
Casey Mitchell, Alternate

Lamprey Task Force - Casey Mitchell

Fish Management & Science - Casey Mitchell, Delegate
Quintin Ellenwood, Alternate

Housing - Arthur Broncheau, Delegate
Shannon F. Wheeler, Alternate

Columbia River Treaty Advisory Board- Shannon F. Wheeler, Delegate
Arthur Broncheau, Alternate

US v Oregon Management - Casey Mitchell, Delegate
Quintin Ellenwood, Alternate

Alternate: Fish & Wildlife Commission will be the alternate on all CRITFC Subcommittees only in the absence of NPTEC Members

LAND ENTERPRISE COMMISSION (1st & 3rd Tuesday-2:00 - 4:30 p.m.)

Shannon F. Wheeler, Chairman, Rachel P. Edwards, Vice-Chairman
Liz Arthur-Attao, Ryan Oatman, Quintin Ellenwood, Shirley J. Allman

Liaisons:

Horse Program - Shirley J. Allman, Quintin Ellenwood

InterTribal Agriculture Council - Ryan Oatman, Delegate
Liz Arthur-Attao, Alternate

Indian Land Working Group - Rachel P. Edwards, Liz Arthur-Attao, Quintin Ellenwood

BUDGET & FINANCE/CREDIT (1st & 3rd Wednesday - 8:30 a.m. - 12:00 p.m.)

Casey Mitchell, Chairman Liz Arthur-Attao, Vice-Chairman
Rachel P. Edwards, Quintin Ellenwood, Shirley J. Allman, Shannon Wheeler

Enterprise Board - Casey Mitchell, Liz Arthur-Attao

CDFI - Casey Mitchell, Liz Arthur-Attao

NP 21-278

CLIMATE CHANGE/ENERGY (3rd Wednesday - 2:00 p.m. - 4:00 p. m.)
Shannon F. Wheeler, Chairman, Casey Mitchell, Vice-Chairman
Arthur Broncheau, Ryan Oatman, Shirley J. Allman

BE IT FINALLY RESOLVED, that the above Subcommittees and reorganization do not preclude any NPTEC member from attending and participating in any Subcommittee meetings.

CERTIFICATION

The foregoing resolution was duly adopted by the Nez Perce Tribal Executive Committee meeting in Special Session, May 10, 2021 in the Richard A. Halfmoon Council Chambers, Lapwai, Idaho, a quorum of its Members being present and voting.

BY: _____
Shirley J. Allman, Secretary

ATTEST:

Samuel N. Penney
Samuel N. Penney, Chairman

IDAHO DIVISION OF VOCATIONAL REHABILITATION

SUBJECT

Idaho State Rehabilitation Council Membership (Council) Membership

REFERENCE

April 2018	Board appointed two current members to the Council and one new member.
June 2018	Board appointed two members to the Council.
August 2018	Board appointed one new member and re-appointed a former member to the Council.
June 2019	Board appointed three new members to the Council.
August 2019	Board appointed one new member to the Council.
October 2019	Board appointed one new member to the Council.
April 2020	Board appointed one new member and re-appointed two members to the Council.
June 2020	Board appointed four new members and re-appointed one member to the Council.
October 2020	Board appointed two new members to the Council.
June 2021	Board appointed one new member and re-appointed four members to the Council

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, Section IV.G.
Idaho Code § 33-2202
Idaho Code § 33-2303
Code of Federal Regulations 34 CFR § 361

BACKGROUND/DISCUSSION

Code of Federal Regulations (34 CFR § 361.17) sets out the requirements for the State Rehabilitation Council, including the appointment and composition of State Rehabilitation Councils. The regulations require members of state councils to be appointed by the Governor or, in the case of a state that under State law vests authority for the administration to an entity other than the Governor, the chief officer of that entity. Idaho Code § 33-2303 designates the State Board for Career Technical Education as that entity. Idaho Code § 33-2202 designates the State Board of Education as the State Board for Career Technical Education "for the purpose of carrying into effect any acts by Congress "affecting vocational rehabilitation."

Further federal regulations establish that the Council must be composed of at least fifteen (15) members, including:

i. At least one representative of the Statewide Independent Living Council, who must be the chairperson or other designee of the Statewide Independent Living Council;
ii. At least one representative of a parent training and information center established pursuant to section 682(a) of the Individuals with Disabilities Education Act;
iii. At least one representative of the Client Assistance Program established under 34 CFR part 370, who must be the director, or another individual recommended by the Client Assistance Program;
iv. At least one qualified vocational rehabilitation counselor with knowledge of, and experience with vocational rehabilitation programs who serves as an ex officio, nonvoting member of the Council if employed by the designated State agency;
v. At least one representative of community rehabilitation program service providers;
vi. Four representatives of business, industry, and labor;
vii. Representatives of disability groups that include a cross section of (A) Individuals with physical, cognitive, sensory, and mental disabilities; and (B) Representatives of individuals with disabilities who have difficulty representing themselves or are unable due to their disabilities to represent themselves;
viii. Current or former applicants for, or recipients of, vocational rehabilitation services;
ix. In a State in which one or more projects are carried out under section 121 of the Act (American Indian Vocational Rehabilitation Services), at least one representative of the directors of the projects;
x. At least one representative of the State educational agency responsible for the public education of students with disabilities who are eligible to receive services under this part and part B of the Individuals with Disabilities Education Act;
xi. At least one representative of the State workforce investment board; and
xii. The director of the designated State unit as an ex officio, nonvoting member of the Council.

Additionally, Federal Regulations specify that a majority of the council members must be individuals with disabilities who meet the requirements of 34 CFR § 361.5(b)(28) and are not employed by the designated State unit. Members are appointed for a term of no more than three (3) years, and each member of the Council may serve for not more than two consecutive full terms. A member appointed to fill a vacancy occurring prior to the end of the term must be appointed for the remainder of the predecessor's term. A vacancy in membership of the Council must be filled in the same manner as the original appointment, except the appointing authority may delegate the authority to fill that vacancy to the remaining members of the Council after making the original appointment.

The Council currently has two (2) appointments for Board consideration. The

Council is nominating Tim Blonsky as a representative of the Disability Groups and Stephanie Taylor-Silva as a representative of Former Applicant or Recipient of Vocational Rehabilitation Services.

IMPACT

The two (2) appointments will bring the Council membership to 18.

ATTACHMENTS

Attachment 1 – Current Council Membership
Attachment 2 – Tim Blonsky Nomination with Resume
Attachment 3 – Stephanie Taylor-Silva Nomination with Resume

STAFF COMMENTS AND RECOMMENDATIONS

The requested appointment meets the provisions of Board policy IV.G. State Rehabilitation Council, and the applicable Federal regulations.

Staff recommends approval

BOARD ACTION

I move appoint Tim Blonsky as a representative of the Disability Groups and Stephanie Taylor-Silva as a representative of Former Applicants or Recipient of Vocational Rehabilitation Services for three-year terms, effective immediately through June 30, 2024.

Moved by _____ Seconded by _____ Carried Yes_____ No_____

SRC Membership Composition

Members Shall Represent	Representation Required	Name	Region	Term	Term Ends	Voting Member	#
Former Applicant or Recipient of VR services	Minimum 1	Danielle Reff	Treasure Valley	1st	08/31/2023	Yes	1
Parent Training & Information Center	Minimum 1	Sarah Tueller	Treasure Valley	2nd	6/30/2024	Yes	2
Client Assistant Program	Minimum 1	Christine Meeuwsen	Treasure Valley	1st	Effective 7/12/2019 No term limit	Yes	3
Vocational Rehabilitation Counselor	Minimum 1	David White	Treasure Valley	1st	06/30/2024	**No**	4
Community Rehabilitation Program	Minimum 1	Pam Harris	Couer d'Alene	1st	06/30/2024	Yes	5
Business, Industry and Labor	Minimum 4	Vacant					6
		Darin Lindig	Treasure Valley	2nd	05/31/2024	Yes	7
		Ron Oberleitner	Treasure Valley	2nd	08/31/2023	Yes	8
		Paul Tierney	Treasure Valley	1st	08/31/2023	Yes	9
Disability Groups	No minimum or maximum	Janice Carson	Moscow	2nd	05/31/2023	**No**	10
		Vacant		2nd	02/28/2021	Yes	11
		Dave Maxwell	Treasure Valley	1st	06/30/2022	Yes	12
		Nathan Ogden	Treasure Valley	1st	08/31/2023	Yes	13
State Independent Living Council	Minimum 1	Mel Leviton	Treasure Valley	2nd	09/30/2021	Yes	14
Department of Education	Minimum 1	Randi Cole	Treasure Valley	1st (2nd term of Kendrick)	08/31/2023	**No**	15
Director of Vocational Rehabilitation	Minimum 1	Jane Donnellan	Treasure Valley	No end date		**No**	16
Idaho's Native American Tribes	Minimum 1	Ramona Medicine Horse	Blackfoot	No end date		Yes	17
Workforce Development Council	Minimum 1	James Pegram	Treasure Valley	1st	06/30/2024	Yes	18

STATE REHABILITATION COUNCIL NOMINATION FORM

Nominee's Name: Timothy Blonsky

Mailing Address: [redacted]

Home/Cell Phone: [redacted]

E-Mail: [redacted]

Please explain why you would like to serve on the State Rehabilitation Council

I have been asked to join as I can bring several things to the table. In my previous work in the state of Connecticut, I worked directly with Voc. Rehab as a community rehabilitation provider (CRP) in helping individuals with disabilities find and sustain employment. I worked with individuals across all demographics, including Deaf and Hard of Hearing as I am fluent in ASL. I came to Idaho to take on a position in which I am driving a federally funded Youth Apprenticeship Program through Idaho Business for Education. Our collaboration with Idaho's Voc Rehab system is a key to our efforts. I hope that I can contribute to the larger mission in being part of this council though my previous experiences, and through my current position with IBE.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: Town of Marlborough CT Economic Term Date: 2016-2018

Name: Town of Marlborough CT Economic Dev. Vice Chair Term Date: 2018-2020

Name: _____ Term Date: _____

Name: _____ Term Date: _____

How many hours per month would you be able to commit to State Rehabilitation Council activities?

☐ 1 to 3 hours ☒ 4 to 6 hours ☐ 7 to 9 hours ☐ 10 or more hours

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

☒ Yes ☐ No

RETURN TO:

IDAHO STATE REHABILITATION COUNCIL
ATTN: Council Secretary
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

[redacted]

Motivated, results-driven and collaborative leader with extensive experience in relationship development and account management. Proven track record of using cross-functional leadership, creativity, and entrepreneurial initiative to achieve results in dynamic environments.

Professional Experience:

Business Development/Program Manager, IBE, Boise, Idaho *September 2020 – Present*

- Oversight of Treasure and Magic Valley's Youth Apprenticeship Program
    - Responsible for developing business relationships from scratch in presenting Apprenticeship as a mean to develop a skilled workforce.
    - Helping IBE navigate Workforce System, WIOA, and One-Stop System and get a new program off the ground in its first fiscal year and Idaho's first foray in this Federally funded Apprenticeship Program.
    - Help team establish best practices in new CRM and Apprenticeship Data base in accordance with Federal PIRL guidelines.
- Built relationships with all ICTE's Schools to establish framework for facilitating and tracking apprenticeships set up during school (STRAP) or upon graduation.
- Joined Chamber and Professional Networking Groups in the Boise area.

Business Service Coordinator – Aerospace/Manufacturing, CWP, Hartford, CT *Feb 2016-September 2020*

- Responsible for oversight of the grant funded Manufacturing Sector Initiative
    - Developed and maintained strong relationships with over 150 Connecticut based manufacturing companies in the greater Hartford area
    - Successfully placed 500+ manufacturing job applicants
    - Facilitated over $1 Million in workforce incentives for employers in the Hartford region
- Tasked with building awareness of career opportunities in Connecticut's aerospace industry
    - Consistently present to the Chamber of Commerce, local high schools, and adult education centers
    - Developed a successful social media strategy across a variety of channels (Facebook, Instagram, Twitter, and LinkedIn) to raise awareness of the value of Workforce Development
- Published multiple articles for CWP's website, and publications like the Hartford Business Journal and AdvancedManufacturing.org. Established several media contacts and relationships with staff members of local and national politicians
- Proficient in CNC, Lathes, Bridgeport's, and Lean Manufacturing.

Career Coach, Mental Health Connecticut, West Hartford, CT *Feb 2015-Feb 2016*

- Charged with developing MHC's West Hartford Employment division while co-managing the Waterbury division
    - Successfully placed 25+ Deaf/Hard of Hearing/Autistic clients in sustainable employment
    - Responsible for developing and implementing an onboarding curriculum to ensure policy and procedural requirements were met
- Tasked with raising awareness of the value in hiring individuals with disabilities and disabled veterans
    - Increased awareness through networking events, social media, and meeting with local businesses

Connecticut Division Supervisor, New England Business Associates, Manchester, CT *Apr 2011-Feb 2015*

- Responsible for launching a division of NEBA dedicated to securing employment for people with disabilities and veterans, specializing in individuals on the Autism Spectrum.
    - Oversaw team (four direct reports) dedicated to client service and process management.
    - Annual budget ($150k) development and management
    - Built relationships with Vocational Rehabilitation and Developmental Disability Services.
- Tasked with relationship development across a variety of businesses within the state.
    - Secured placement for over 250 employment candidates at 150+ businesses
    - Provided ongoing support to employee and employer once candidate was placed.

- Successfully implemented business ideas into comprehensive business plans in accordance to SCORE standards

Employment Coordinator, Community Options of Connecticut, Farmington, CT *Oct 2010-Apr 2011*

- Developed a startup employment program for people with disabilities by matching candidates with full and part-time employment opportunities
- Provided leadership to and oversight of six direct reports
- Tasked with accelerating community engagement including networking at Chamber of Commerce events, social media outreach, and meeting with local businesses

Residential Manager, MARCH Inc. of Manchester, Manchester, CT *Jan 2009-Oct 2010*

- Responsible for following and adhering to strict compliance of State regulations to maintain licensing of the home in good standing
- Implemented and successfully managed a budget of $200,000
- Responsible for the development and direct supervision of twelve staff members

Education:

Springfield College *Springfield, MA*

- BA in Human Services

Volunteer Experience:

City of Hartford School System *Jul 2011-Jul 2013*

- ASL Instruction

Town of Marlborough CT

- Economic Development Commission Vice Chair (two appointed terms) *June 2016-September 2021*

Certificates:

CWDP – Certified Workforce Development Professional
CESP – Certified Employment Support Professional – expired 1/2019

Skills:

- Fluent in American Sign Language and lip reading
- Proficient in MS Word, Excel, Power Point and Access, online database systems.

Idaho Division of Vocational Rehabilitation

STATE REHABILITATION COUNCIL NOMINATION FORM

Nominee's Name: Stephanie Taylor-Silva

Mailing Address: [redacted]

Home/Cell Phone: [redacted] Work Phone: [redacted]

E-Mail: [redacted]

Please explain why you would like to serve on the State Rehabilitation Council

I am passionate about Vocational Rehabilitation. I am a former customer that was helped immensely by Voc. Rehab. Without the support of Voc. Rehab and my counselor John Case, I wouldn't be where I am today. I am passionate about advocacy and support for people with disabilities. I am a strong advocate in my community and state and feel that I could be a very valuable member to this committee. I am committed to serving others to the best I can.

What Boards, Commissions, Councils, or Task Forces, etc., have you previously, or currently served on?

Name: Region 7 Behavioral Health Board Term Date: 2023

Name: Behavioral Health Crisis Center Board Term Date: 2023

Name: Center for Hope Board Term Date: 2023

Name: Community Suicide Prevention Term Date: 2023

How many hours per month would you be able to commit to State Rehabilitation Council activities?

☒ 1 to 3 hours ☒ 4 to 6 hours ☐ 7 to 9 hours ☐ 10 or more hours

CFR 361.17(c)(1) Requires a majority of the Council members be individuals with disabilities. While your disclosure is voluntary, it would be a benefit to the Council in determining membership compliance.

Disability

☒ Yes ☐ No

RETURN TO:

IDAHO STATE REHABILITATION COUNCIL
ATTN: Council Secretary
650 West State Street, Room 150
P.O. Box 83720
Boise, Idaho 83720-0096

Stephanie Taylor-Silva

[redacted] | [redacted]
[redacted]

PROFESSIONAL PROFILE

Social Work and Criminology professional with a proven track record of successfully solving complex social issues with extensive experience speaking publicly on social issues. Heavily invested in mental health and substance abuse programs and treatment methods including sitting on various boards throughout Idaho. A demonstrated history of working with federal and state dignitaries and creating successful reentry transitions for returning citizens in Idaho. Brings a unique, first-hand perspective to mental health, substance abuse, criminal justice, and re-entry management.

Core Skills: Crisis Intervention • Criminal Justice • Community Outreach • Advocacy • Mental Health Suicide Prevention • Public Speaking • Government • Community Housing • Community Development Economic Development • Ex-Offender Reentry • Community Organization • Fundraising/Grant Writing Social Services • Interpersonal Communication

Awarded the National Excellence in AmeriCorps Award *for most exemplary service to the USA*
Awarded by the Federal Corporation for National and Community Services in Washington, D.C.

PROFESSIONAL EXPERIENCE

Stewards of Recovery; Idaho Falls, ID ***2021 - Present***
Clinical Mental Health and Addiction Intern

- Performs individual counseling, crisis intervention, substance abuse, and dual diagnosis consultation

Idaho Department of Correction (IDOC); Idaho Falls, ID ***2019 - Present***
Reentry Specialist

Acts as the liaison between 50+ agencies and organizations to supply clients with the resources to succeed, including the Idaho Department of Labor, Idaho Department of Health and Welfare, Vocational Rehab, US Department of Veterans Affairs, Bureau of Indian Affairs, US Citizenship and Immigration Services, State and Federal Courts, and SSA. Identifies and analyzes community trends and needs and formulates reentry plans. Interviews, assesses, and interacts with clients within a correctional and community setting.

- Supervises AmeriCorps VISTA Site Coordinator, 3 interns with IDOC District 7 Probation and Parole and assists in managing the district AmeriCorps VISTA program
- Developed 170+ re-entry plans and goals and explains them to staff, returning citizens, families, and community stakeholders
- Interviews and gathers information from returning citizens for LSI assessment scoring
- Develops and maintains relationships with 50+ organizations, elected officials including the Idaho State Lt. Governor, State Senators and Legislators, probation and parole officers, mental health professionals, substance abuse counselors, and judicial and legal professionals
- Develops resources to assist in clients' re-entry into the community and coordinates instructors to facilitate training
- Provides verbal and written direction to returning citizens on a one-to-one basis or group setting
- Apply for grants through community resources for the district and assist in oversight of district reentry grant through the Center for Hope

AmeriCorps VISTA – contracted by IDOC; Idaho Falls, ID *2017 - 2019*

Free2Succeed Community Mentor-site Coordinator

Assisted with regional development and implementation of Free2Succeed Community Mentoring program. Recruited, trained, developed, and supported mentors from the local community. Created program structure to develop a sustainable long-term program including policies and procedures within the probation and parole district.

- Partnered with 25+ organizations, thereby obtaining employment, healthcare, treatment, and legal aid for returning citizens returning to society
- Accelerated re-entry for 700+ returning citizens empowering them with community resources, relationship support, and housing
- Proved the program is reducing homelessness and poverty by analyzing housing, poverty, and recidivism data
- Fundraised more than $4,000 annually which was utilized for the annual Recover Out Loud event, which promoted offender diversity and inclusiveness in local communities
- Expanded mentor recruitment for a total of 82 mentors, with a consistent growth of 2 mentors/month
- Grew offender's support network by 3 people and 2 organizations month-over-month

Idaho Department of Correction; Idaho Falls, ID *2016*

Criminology Intern

Grew the Free2Succeed Mentorship Program, with leadership which provides resources, mentorship, and a support network to returning citizens returning to society. Empowered returning citizens with the skills and knowledge to navigate the criminal justice system.

- Broke down the stigma associated with criminal history through education, advocacy, and community collaboration
- Bridged the gap between community members and the Idaho Department of Correction, ultimately creating a long-term sustainable support system for 1000's of returning citizens returning to society
- Grew mentor recruitment by 35 people, and expanded returning citizens' support networks by 2 people and 1 organization per month

Human Dynamics and Diagnostics; Idaho Falls, ID *2017 - 2019*

Peer Support Specialist

- Generated Wellness Recovery Plans for 50 individuals suffering from mental illness and addictions, thereby healing and alleviating suffering to themselves and family members
- Educated individuals to better navigate the criminal justice system, probation and parole, and social services

Family Support Partner

- Coached 5 families on juvenile case plan implementation, ensuring family members understood their role in the child's Wellness Plan, including the Juvenile Criminal Justice System and education plans through school districts
- Coordinated with CPS, Idaho Juvenile Department of Corrections, Idaho Foster Care System, and PATH Idaho Treatment Program

Recovery Coach

- Empowered 50 people to utilize community resources and build rapport with their parole officers to implement successful recovery plans
- Conducted drug tests and provided results to parole officers, courts, and agency treatment team

Tueller Counseling; Idaho Falls, ID *2015 - 2017*

Peer Support Specialist

- Generated Wellness Recovery Plans for 50 individuals suffering from mental illness and addictions, thereby healing and alleviating suffering to themselves and family members
- Educated individuals to better navigate the criminal justice system, probation and parole, and social services

Family Support Partner

- Coached 5 families on juvenile case plan implementation, ensuring family members understood their role in the child's Wellness Plan, including the Juvenile Criminal Justice System and education plans through school districts
- Coordinated with CPS, Idaho Juvenile Department of Corrections, Idaho Foster Care System, and PATH Idaho Treatment Program

Recovery Coach

- Empowered 50 people to utilize community resources and build rapport with their parole officers to implement successful recovery plans

---

BOARD AND COMMITTEE MEMBERSHIP

Region 7 Behavioral Health Board (R7BHB) - IDHW DBH
Elected Board Member - Substance Use Health Advocate 2019 - Present

Behavioral Health Crisis Center
Appointed Board Member - Mental Health Advocate 2018 - Present

- Appointed by Bonneville County Commissioner

Center for Hope 2019 - Present
Elected Board Member - IDOC

- Strengthened re-entry programs with IDOC and assisted in developing a Peer Reentry Coach position

Community Suicide Prevention | Formally SPAN Idaho
Elected Board Member | Volunteer 2019 - Present

- Provides outreach and support to families that have lost a loved one to suicide, and suicide prevention training

Idaho Falls Police Department
Strategic Five-Year Plan Committee 2019

- Appointed by the Idaho Falls Mayor

EDUCATION

Northwest Nazarene University
Master of Social Work (In-progress)

- Dual Concentration: Clinical Mental Health and Addictions; Integrated Clinical and Community Practice

Idaho State University
B.A. General Studies: Sociology Concentration

- President of National Honor Society Mortar Board

A.A. Criminology

AWARDS

Excellence in AmeriCorps Award | *Federal Corporation for National and Community Services, Washington D.C.*

- Awarded for most exemplary service to the United States of America

Idaho Hometown Hero Award | *JRM Foundation for Humanity*
- Signed by Governor Brad Little

2019 Changing Life Award | *Eastern Idaho Community Action Partnerships*
- Selfless service to community and state positively changing lives

Mission Ambassador Award | *Idaho Meth Project*
- Relentless volunteer service educating Idahoans about Meth addiction and prevention

Regional Behavioral Health Advocate Award | *Region 7 Behavioral Health Board*
- Advocacy for mental illness awareness and recovery

Nominated Idaho Brightest Star | *Idaho Department of Labor*
- Volunteer service to the state of Idaho through numerous capacities

---

CERTIFICATIONS

- 7th District Citizen's Law Academy Graduate
- Mental Health Crisis Intervention
- Recovery Coach
- Certified Peer Support Specialist
- Certified Family Support Partner
- Motivational Interviewing
- Drug Testing
- Suicide Intervention
- Wellness Recovery Action Plan (W.R.A.P.)
- First Aid
- C.P.R.

PROJECTS

Criminal Justice Reform Group 2020 - Present
Group Member
- Developing criminal record rules and legislation in collaboration with state senators, representatives, judges, and the courts

Recover Out Loud 2018 - Present
Speaker | Event Director

Community Information Resource Fair 2017 - 2020
Community Event Coordinator

Community Conversation on Re-entry 2017 - 2019
Speaker | Event Coordinator

TED Talks – TEDx Idaho Falls 2018
Speaker

SUBJECT

2021 Curricular Materials Adoption

REFERENCE

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 adoption of 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 Resources as recommended by the Curricular Materials Selection Committee.
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.
August 2020	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, K-12 Computer Science, and career technical education (CTE).

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies & Procedures, Section V.B.8. 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.

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 instructional 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 and counseling, science, health, physical education, handwriting, literature, driver education, and limited English proficiency. In addition, 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
- 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.

The 2021 curricular materials review included K-12 computer science, K-12 English language learner, and driver's education. The review was held June 7-9, 2021, digitally via Zoom. Twenty-two (22) content area specialists assisted twelve (12) 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 help 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

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 118A, Idaho Code, school districts and charter schools may establish their own local curricular materials committees, these local committees may evaluate and select curriculum that is not on the Board approved list as long as the curriculum is aligned to the applicable subject area content standards.

Curricular materials are approved on a rotating calendar for a period of six (6) years or following changes to the subject area content standards.

BOARD ACTION

I move to approve the curricular materials and related instructional materials for K-12 computer science, K-12 English language learner, and driver's education, as submitted in Attachment 1.

Moved by_____ Seconded by_____ Carried Yes_____ No _____

2021 CURRICULAR MATERIALS REVIEW

Content Area	Publisher	Title	Grade Level	Recommendation
Driver's Education	AAA	How to Drive	9-12	Basic
Driver's Education	PassDriversEd	30 Hour Teen Driver Education Course	9-12	Not Recommended
Driver's Education	Savvas	Drive Right	9-12	Basic
Computer Science	Codelicious	Computer Science Fundamentals (formerly Programming 101)	6-8	Basic
ELL	Cengage	Reach Higher 1A & 1B	1	Comprehensive
ELL	Cengage	Reach Higher 2A & 2B	2	Comprehensive
ELL	Cengage	Reach Higher 3A & 3B	3	Comprehensive
ELL	Cengage	Reach Higher 4A & 4B	4	Comprehensive
ELL	Cengage	Reach Higher 5A & 5B	5	Comprehensive
ELL	Cengage	Reach Higher 6A & 6B	6	Comprehensive
ELL	Cengage	Time Zones Level Starter	6-8	Comprehensive
ELL	Cengage	Time Zones Level 1	6-8	Comprehensive
ELL	Cengage	Time Zones Level 2	6-8	Comprehensive
ELL	Cengage	Time Zones Level 3	6-8	Comprehensive
ELL	Cengage	Time Zones Level 4	6-8	Comprehensive
ELL	Cengage	Life Level 1	9-12	Comprehensive
ELL	Cengage	Life Level 2	9-12	Comprehensive
ELL	Cengage	Life Level 3	9-12	Comprehensive
ELL	Cengage	Life Level 4	9-12	Comprehensive
ELL	Cengage	Life Level 5	9-12	Comprehensive
ELL	Cengage	Life Level 6	9-12	Comprehensive
ELL	Lexia	Rosetta Stone English - English As a Second Language K-12	K-6	Component
ELL	Lexia	Rosetta Stone English - English As a Second Language K-12 Support	K-6	Component

ELL	Savvas	iLitELL	4-12	Comprehensive
ELL	Vista Higher Learning	Get Ready!	6-8	Comprehensive
ELL	Vista Higher Learning	Get Ready!	9-12	Comprehensive

*LEGEND
COMPREHENSIVE: A recommended program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards with minimal or no need for supplemental material.
BASIC: A recommended program which meets the focus, coherence, depth, and rigor of the Idaho Content Standards with some need for supplemental material.
COMPONENT: A program designed and intended to be used to supplement a comprehensive or basic program. A component program will support and/or enhance the focus, coherence, depth, and rigor of a comprehensive or basic program.
NOT RECOMMENDED: A program that does not meet the focus, coherence, depth, and rigor of the Idaho Content Standards.

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
Taylor Raney Term Expires: April 30, 2024	Idaho Higher Education Official
M. Michelle Southwick Term Expires: February 28, 2026	Idaho Public School Administrators Madison School District #321
Kelli Schroeder Term Expires: February 28, 2026	Idaho Public School Administrators Filer School District #413
Nathan Tracy Term Expires: February 28, 2026	Parent & Idaho Public School Administrators Jerome School District #261
Laree Jansen Term Expires: June 30, 2021	Parent
Ethan Sims Term Expires May 30, 2026	Parent
Stacey Jensen Term Expires: June 30, 2021	Certified Idaho Classroom Teacher Pocatello/Chubbuck School District #25

Committee Member	Stakeholder Group
John Stegmaier Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Boise School District #1
Robyn Hill Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Nampa School District #131
Shannon Kelly Term Expires: February 28, 2026	Certified Idaho Classroom Teacher Payette School District #371
Lisa Olsen Term Expires: April 30, 2024	Certified Idaho Classroom Teacher Bonneville Joint School District #93
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

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

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 kelseykeyes@boisestate.edu Deliveries Contact: Marlena Hooyboer marlenahooyboer@boisestate.edu
Brigham Young University–Idaho David O McKay Library, MCK 306 525 South Center Street (0405) Rexburg, ID 83460-0405	Holly Green 208-496-9539 greenh@byui.edu
College of Idaho Cruzen-Murray Library 2112 Cleveland Blvd Caldwell, ID 83605	Lance McGrath 208-459-5003 lmcgrath@collegeofidaho.edu

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 linshu@isu.edu
Lewis Clark State College Curriculum Library 500 8th Avenue Lewiston, ID 83501	Shannon Casteel 208-792-2229 scasteel@lcsc.edu
Northwest Nazarene University John Riley Library 623 S. University Boulevard Nampa, ID 83686-5897	Carol Poe 208-467-8616 cjpoe@nnu.edu
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 marcosv@uidaho.edu curriculumcenter@uidaho.edu **Request shipment boxes to be less than 50 lbs each

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

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Adoption of Praxis II Tests and Qualifying Scores for Content, Pedagogy, and Performance Assessments

REFERENCE

August 2018	Board approved Content, Pedagogy and Performance Assessments rubric and updated content area assessments and cut scores.
February 2020	Board approved Praxis II assessments and Idaho cut scores and amended the Content, Pedagogy and Performance Assessments rubric.
February 2021	Board accepted the Professional Standards Commission recommendation to approve amended Praxis II assessments and Idaho cut scores.
June 2021	Board accepted the Professional Standards Commission recommendation to approve amended Praxis II assessments and Idaho cut scores.

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.02.015.01.d - Standard Instructional Certificate
IDAPA 08.02.02.017.01 - Content, Pedagogy and Performance Assessment for Certification

BACKGROUND/DISCUSSION

One of the requirements for obtaining a Standard Instructional Certificate is that proficiency be shown in the area of endorsement being sought (IDAPA 08.02.02.015.01.d). Each candidate must meet or exceed the state qualifying score on the State Board of Education (Board) approved content area assessment. Praxis II – Subject Assessments have been selected as one of the Board-approved content area assessments. In accordance with IDAPA 08.02.02.017.01, the Professional Standards Commission (PSC) recommends these assessments and qualifying scores to the Board for approval.

The Standards Committee of the PSC reviewed proposed amendments to the list of Board-approved Praxis II assessments and qualifying scores on June 17, 2021. Proposed amendments include:

- All Teacher Leader Endorsements
  - Performance Assessment for Teacher Leaders (PATL)
- Teacher Leader – Literacy (K-12)
  - 5206 Teaching Reading
  - 5302 Reading Specialist
- Teacher Leader – Mathematics
  - 5164 Middle School Mathematics

- 5165 Mathematics

Additionally, the Standards Committee discussed and considered the addition of National Board for Professional Teaching Standards (NBPTS) certification for addition to the list of approved content, pedagogy, and performance assessments.

On June 18, 2021, the full PSC voted to recommend the Praxis II assessments and cut scores (Attachment 1) and the amended Content, Pedagogy, and Performance Assessments List (Attachment 2) to the State Board of Education for approval.

IMPACT

The adoption of the Performance Assessment for the Teacher Leader (PATL) assessment for the Teacher Leader endorsements will ensure program completers are adequately prepared to provide the leadership essential to helping other teachers and meeting the needs of students, schools, and the teaching profession.

Adding NBPTS certification to the list of approved content, pedagogy, and performance assessments acknowledges the effort necessary to receive NBPTS certification.

Approval of assessments and qualify scores ensures compliance with Idaho Administrative Code.

ATTACHMENTS

Attachment 1 – Praxis II Assessments and Cut Scores
Attachment 2 – Board Approved Content, Pedagogy, and Performance Assessments List

BOARD STAFF COMMENTS AND RECOMMENDATIONS

IDAPA 08.02.02.015 and 017 requires individuals seeking a standard instructional certificate and interim certification and IDAPA 08.02.02.021 as one of the alternate paths for adding endorsements to receive a qualifying score on a state approved content, pedagogy, or performance assessment. The PRAXIS II is a content area assessment approved by the Board in early 2000. Qualifying scores were set by the Board based on recommendations from the PSC at the December 2003 Board meeting, effective September 1, 2004. A few updates to the qualifying scores in individual subject areas were made at the June 2005, April 2006, June 2006, October 2006 and February 2018 Board meetings. Starting in 2019, updates have come to the Board more regularly. Consideration of the attached qualifying scores is part of the ongoing process to maintain updated qualifying scores on Board approved content, pedagogy or performance assessments.

BOARD ACTION

I move to approve the Praxis II assessments and qualifying scores as provided in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to approve National Board for Professional Teaching Standards certification as an approved content, pedagogy, and performance assessment as provided in Attachment 2.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

Standard Instructional Certificate

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
7010	All Subjects (Candidates can take 5001 OR 7811)	(K-8)	Elementary Education: 5002 Reading and Language Arts Subtest	157	157
			Elementary Education: 5003 Mathematics Subtest	157	157
			Elementary Education: 5004 Social Studies Subtest	155	155
			Elementary Education: 5005 Science Subtest	159	159
7010	All Subjects (Candidates can take 5001 OR 7811)	(K-8)	CKT Elementary Education: 7812 Reading and Language Arts Subtest	161	161
			CKT Elementary Education: 7813 Mathematics Subtest	150	150
			CKT Elementary Education: 7814 Science Subtest	154	154
			CKT Elementary Education: 7815 Social Studies Subtest	161	161
8222	American Government/Political Science	(5-9)	5089 Middle School Social Studies	149	-
7222		(6-12)	5931 Government/Political Science	149	149
7770	American Indian Language	(K-12)	-	-	-
7038	Bilingual Education	(K-12)	5362 English to Speakers of Other Languages	155	155
8421	Biological Science	(5-9)	5442 Middle School Science	152	152
7421		(6-12)	5235 Biology: Content Knowledge	139	-
7083	Blended Early Childhood Education/Early Childhood Special Education	(Birth-Grade 3)	5025 Early Childhood Education **OR** Elementary Subtests (See All Subjects 5001 or 7811)	156	156
			5691 Special Education: Preschool/Early Childhood	159	159
7014	Blended Elementary Education/Elementary Special Education	(Grade 4-6)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
8440	Chemistry	(5-9)	5442 Middle School Science	152	152
7440		(6-12)	5245 Chemistry: Content Knowledge	139	-
8144	Communication	(5-9)	5221 Speech Communication: Content Knowledge	143	-
7144		(6-12)			
8400	Computer Science	(5-9)	5652 Computer Science	149	149
7400		(6-12)			
9921	CTE - Agriculture Science & Technology	(6-12)	5701 Agriculture	147	147
9093	CTE - Business Technology Education	(6-12)	5101 Business Education: Content Knowledge	148	154
9400	CTE - Computer Science	(6-12)	5652 Computer Science	149	149
9401	CTE - Engineering	(6-12)	5051 Technology Education	154	159
9970	CTE - Family and Consumer Sciences	(6-12)	5122 Family and Consumer Sciences	153	153
9092	CTE - Marketing Technology Education	(6-12)	5561 Marketing Education	158	-
9981	CTE - Technology Education	(6-12)	5051 Technology Education	154	159
7030	Deaf/Hard of Hearing	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications	145	151
			5272 Special Education: Education of Deaf and Hard of Hearing Students	160	160
7019	Early Childhood Special Education	(Pre-K-3)	5025 Early Childhood Education OR Elementary Multiple Subtests (See All Subjects 5001 or 7811)	156	156
			5691 Special Education: Preschool/Early Childhood	159	159
8451	Earth and Space Science	(5-9)	5442 Middle School Science	152	152
7451		(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
8228	Economics	(5-9)	5089 Middle School Social Studies	149	-
7228		(6-12)	5911 Economics	150	150

Standard Instructional Certificate

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
8990	Engineering	(5-9)	5051 Technology Education	154	159
7990		(6-12)			
8120	English	(5-9)	5047 Middle School English Language Arts	164	164
7120		(6-12)	5038 English Language Arts: Content Knowledge	167	167
7126	English as a Second Language (ESL)	(K-12)	5362 English to Speakers of Other Languages	155	155
7036	Exceptional Child Generalist	(K-8)	5543 Special Education: Core Knowledge and Mild to Moderate Applications	153	158
7037		(6-12)	Elementary Subtests (See All Subjects 5001 or 7811)	See All Subjects	See All Subjects
7029		(K-12)			
8226	Geography	(5-9)	5089 Middle School Social Studies	149	-
7226		(6-12)	5921 Geography	153	-
8452	Geology	(5-9)	5442 Middle School Science	152	152
7452		(6-12)	5571 Earth and Space Sciences: Content Knowledge	144	-
7028	Gifted and Talented	(K-12)	5358 Gifted Education	157	157
8520	Health	(5-9)	5551 Health Education	155	-
7520		(6-12)			
7521		(K-12)			
8221	History	(5-9)	5089 Middle School Social Studies	149	-
7221		(6-12)	5941 World and U.S. History: Content Knowledge	141	-
8133	Humanities	(5-9)	-	-	-
7133		(6-12)			
8134	Journalism	(5-9)	5224 Journalism	153	153
7134		(6-12)			
7080	Junior ROTC	(6-12)	-		
7139	Literacy	(K-12)	5206 Teaching Reading	156	156
8320	Mathematics - Middle Level	(5-9)	5164 Middle School Mathematics	157	157
7300	Mathematics	(6-12)	5165 Mathematics	159	159
8820	Music	(5-9)	5113 Music: Content Knowledge	148	161
7820		(6-12)			
7810		(K-12)			
8420	Natural Science	(5-9)	5442 Middle School Science	152	152
7420		(6-12)	5435 General Science: Content Knowledge	149	-
7989	Online-Teacher	(Pre-K-12)	-	-	-
8510	Physical Education (PE)	(5-9)	5091 Physical Education: Content Knowledge	143	-
7512		(6-12)			
7511		(K-12)			
8430	Physical Science	(5-9)	5442 Middle School Science	152	152
7430		(6-12)	5485 Physical Science	157	157
8450	Physics	(5-9)	5442 Middle School Science	152	152
7450		(6-12)	5265 Physics: Content Knowledge	129	-
8231	Psychology	(5-9)	5391 Psychology	154	154
7231		(6-12)			
8453	Science - Middle Level	(5-9)	5442 Middle School Science	152	152
7200	Social Studies	(6-12)	5081 Social Studies: Content Knowledge	150	-
8220	Social Studies - Middle Level	(5-9)	5089 Middle School Social Studies	149	-

Standard Instructional Certificate

Endorsement Code	Endorsement	Content/ Grade Level	ETS Praxis II Subject Assessment	Idaho Cut Score	Multi State Cut Score
8229	Sociology	(5-9)	5952 Sociology	154	154
7229		(6-12)			
8236	Sociology/Anthropology	(5-9)	5952 Sociology	154	154
7236		(6-12)			
7297	Teacher Leader - Instructional Specialist (K-12)	-	Performance Assessment for Teacher Leaders (PATL)	42	-
7298	Teacher Leader - Literacy (K-12)	-	Performance Assessment for Teacher Leaders (PATL) + one of the following:	42	-
			5206 Teaching Reading (OR)	156	156
			5302 Reading Specialist	165	165
7299	Teacher Leader - Mathematics	-	Performance Assessment for Teacher Leaders (PATL) + one of the following:	42	-
			5164 Middle School Mathematics (OR)	157	157
			5165 Mathematics	159	159
7045	Teacher Leader - Special Education	-	Performance Assessment for Teacher Leaders (PATL)	42	-
7020	Teacher Librarian	(K-12)	5311 Library Media Specialist	151	-
8137	Theater Arts	(5-9)	5641 Theatre	148	-
7137		(6-12)			
8852	Visual Arts	(5-9)	5134 Art: Content Knowledge	151	158
7852		(6-12)			
7851		(K-12)			
7035	Visual Impairment	(Pre-K-12)	5354 Special Education: Core Knowledge and Applications	145	151
			5282 Special Education: Teaching Students with Visual Impairments	163	163
8700	World Language (All other languages not listed below)	(5-9)	5841 World Language Pedagogy	151	158
7700		(6-12)			
7710		(K-12)			
8702	World Language - American Sign Language	(5-9)	0634 American Sign Language Proficiency Interview (ASLPI) by Gallaudet	3 (score is equivalent to a 160 scale score)	160
7702		(6-12)			
7701		(K-12)			
8796	World Language - Chinese	(5-9)	5665 Chinese (Mandarin): World Language	164	164
7796		(6-12)			
7715		(K-12)			
8830	World Language - French	(5-9)	5174 French: World Language	156	162
7730		(6-12)			
7712		(K-12)			
8740	World Language - German	(5-9)	5183 German: World Language	157	163
7740		(6-12)			
7713		(K-12)			
7750	World Language - Latin	(K-12)	5601 Latin	152	-
8720	World Language - Spanish	(5-9)	5195 Spanish: World Language	163	168
7720		(6-12)			
7711		(K-12)			

Content, Pedagogy, and Performance Assessments

IDAPA 08.02.02.017 CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

<table>
<tr><th>Content</th><th>Pedagogy</th><th>Performance</th></tr>
<tr><td>• ETS Praxis II Subject Assessments</td><td rowspan="5">• Idaho Standards for Model Pre-Service Student Teaching Experience – State Specific Requirement</td><td rowspan="5">• Common Summative Assessment
○ Based on the Statewide Teacher Evaluation Framework
○ Overall rating of basic or higher
○ No components rated as unsatisfactory
○ Individualized Professional Learning Plan (IPLP)</td></tr>
<tr><td>• ETS Praxis Content Knowledge for Teaching (CKT) Assessments as they become available</td></tr>
<tr><td>• American Board Subject Area Exam (ABCTE)</td></tr>
<tr><td>• Out-of-state approved content area assessments</td></tr>
<tr><td>• Baccalaureate degree or higher from a regionally accredited institution in the specific content area in which the candidate is seeking an endorsement</td></tr>
<tr><td colspan="3">National Board for Professional Teaching Standards (NPBTS)</td></tr>
</table>

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Emergency Provisional Certificates Recommendations

REFERENCE

August 2020	Board approved one (1) provisional certificates for the 2020-21 school year.
December 2020	Board reviewed fifteen (15) provisional certificates for the 2020-21 school year. Fourteen (14) applications were approved and one (1) application was not approved.
February 2021	Board approved fifty-two (52) provisional certificates for the 2020-21 school year.
April 2021	Board approved thirteen (13) provisional certificates for the 2020-221 school year.
June 2021	Board reviewed six (6) provisional certificates for the 2020-21 school year. Five (5) applications were approved and one (1) application was not approved.

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code § 33-1201 and 33-1203

BACKGROUND/DISCUSSION

Two (2) emergency provisional applications were received by the State Department of Education by May 27, 2021 from the school districts listed below. These applications, for the 2021-22 school year, were reviewed by the Professional Standards Commission Authorizations Committee on June 17, 2021. Due to timelines for State Board of Education agenda items to be submitted to the Office of the State Board of Education, the earliest regularly scheduled Board Meeting for consideration is the August 2021 meeting. Emergency provisional applications allow a district/charter to request one-year emergency certification for a candidate who does not hold a current Idaho certificate/ credential, but who has the strong content background and some educational pedagogy, to fill an area of need that requires certification/endorsement. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district. Historical Provisional status has been added to candidates that have received provisional approvals in prior years, as there is nothing in rule that prohibits multiple provisionals.

Cassia County School District #151
Applicant Name: Nicholas Davis
Content & Grade Range: School Psychologist
Degree: BS Psychology

Declared Emergency: June 17, 2021 Cassia County School Board of Trustees declared an emergency exists for the 2021-22 school year. Mr. Davis was hired April 28, 2021.
Summary of Recruitment Efforts: There were six applicants and five interviews. Mr. Davis was the most qualified candidate. None of the other applicants had a credential. He is seeking a program through ISU. He was the best fit.
PSC Review: The Professional Standards Commission Authorizations Committee met June 17, 2021. The committee recommends Cassia County School District's request for Nicholas Davis without reservation.

Cassia County School District #151
Applicant Name: Sally Hall
Content & Grade Range: School Counselor
Degree: MA, Psychology, 6/2021
Declared Emergency: May 20, 2021 Cassia School District Board of Trustees declared an emergency exists for the 2021-22 school year. According to the application, Ms. Hall was hired April 19, 2021.
Summary of Recruitment Efforts: Ms. Hall was the best fit for the position. She is enrolling in NNU and has a Master's Degree, but is unable to get into the cohort until Fall 2022.
PSC Review: The Professional Standards Commission Authorizations Committee met June 17, 2021. The committee recommends Cassia County School District's request for Sally Hall without reservation.

IMPACT

If an emergency provisional certificate is not approved, the school district will have no certificated staff to serve in the position as required by Idaho Code § 33-1201 and funding could be impacted.

STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1201, Idaho Code, "every person who is employed to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian shall be required to have and to hold a certificate issued under the authority of the State Board of Education…." Section 33-1203, Idaho Code, prohibits the Board from authorizing standard certificates to individuals who have less than four (4) years accredited college training, except in "the limited fields of trades and industries, and specialists certificates of school librarians and school nurses." In the case of emergencies, which must be declared, "the state board may authorize the issuance of provisional certificates based on not less than two (2) years of college training."

Section 33-512(15), Idaho Code, defines substitute teachers as "as any individual who temporarily replaces a certificated classroom educator…." Neither Idaho Code, nor administrative rule, limits the amount of time a substitute teacher may be employed to cover a classroom. In some cases, school districts use a long-term

substitute prior to requesting provisional certification for the individual. In some cases, the individual that the school district is requesting emergency certification for has been in the classroom as a long-term substitute for the entire term. Salary Based Apportionment is calculated based on school district employee certification. A school district or charter school receives a lesser apportionment for non-certificated/classified staff than it receives for certificated staff. Substitute teachers are calculated at the lesser-classified staff rate.

A process for approving provisional certificates was approved by the Board at the April 2019 Regular Board meeting to limit the timeline for emergency provisional certificates to come to the Board. The approved provisions required requests, for the current school year, to come to the Board at no later than the April Regular Board meeting. The process was amended at the August 2019 Regular Board meeting to provide an extension of this timeframe "subject to extenuating circumstances" such as when an LEA loses a staff member after the January Commission meeting deadline. In order to meet the April Board meeting agenda material deadline in March of each year the certification request is required to be submitted in January to make it through the Commission/Department process. Based on the information provided, these requests do not meet the standard for approval after the April Regular Board meeting.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to issue one-year emergency provisional certificates for Nicholas Davis and Sally Hall to teach the content area and grade ranges at the specified school districts as provided herein for the 2021-22 school year.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

Appointments to the Professional Standards Commission

REFFERENCE

April 2017	Board approved one (1) appointment and three (3) reappointments to the Professional Standards Commission.
August 2017	Board approved one (1) appointment to the Professional Standards Commission.
April 2018	Board approved seven (7) appointments/reappointments to the Professional Standards Commission.
June 2018	Board approved one appointment to the Professional Standards Commission.
April 2019	Board approved seven (7) appointments to the Professional Standards Commission.
April 2020	Board approved four appointments to the Professional Standards Commission.
June 2020	Board approved one (1) appointment to the Professional Standards Commission.
April 2021	Board approved four (4) appointments to the Professional Standards Commission.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1252, Idaho Code

BACKGROUND/DISCUSSION

Section 33-1252, Idaho Code, sets forth criteria for membership on the Professional Standards Commission (PSC). The Commission consists of eighteen (18) members including one (1) from the State Department of Education (Department) and one (1) from the Division of Career Technical Education (Division). The remaining members shall be representative of the teaching profession of the state of Idaho, and not less than seven (7) members shall be certificated classroom teachers in the public school system and shall include at least one (1) teacher of exceptional children and at least one (1) in pupil personnel services. The Idaho School Superintendents' Association, the Idaho Association of Secondary School Principals, the Idaho Association of Special Education Administrators, the Idaho School Boards Association, the education departments of private colleges, and the colleges of letters and sciences of the institutions of higher education may submit nominees for (1) position each. The community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions.

The Idaho School Boards Association position on the PSC is available effective July 1, 2021. The Idaho School Boards Association has submitted three (3) nominees to fill this open position and recommends the reappointment of Karen Pyron to the position. Resumes for interested individuals are attached.

The Department and Division positions on the PSC are also available effective July 1, 2021. Pursuant to Section 33-1252(2), Idaho Code, three (3) nominations are not required for the appointment of Department and Division positions. The Department recommends the reappointment of Peter McPherson, and Division recommends the reappointment of Kristi Enger.

IMPACT

Board action allows for appointment of members to the Professional Standards Commission, solidifying membership for the 2021-2022 meeting year.

ATTACHMENTS

Attachment 1 – Current Professional Standards Commission Members
Attachment 2 – Resume for Karen Pyron
Attachment 3 – Resume for Anne Ritter
Attachment 4 – Resume for Quinn Perry
Attachment 5 – Email of endorsement for Kristi Enger

BOARD STAFF COMMENTS AND RECOMMENDATIONS

Pursuant to Section 33-1252(2), Idaho Code, "Except for the member from the staff of the State Department of Education, and the member from the staff of the Division of Career Technical Education, three (3) nominees for each position on the commission shall be submitted to the State Superintendent of Public Instruction, for the consideration of the State Board of Education. Any state organization of teachers whose membership is open to all certificated teachers in the state may submit nominees for positions to be held by classroom teachers; the Idaho Association of School Superintendents may submit nominees for one (1) position, the Idaho Association of Secondary School Principals may submit nominees for one (1) position; the Idaho association of elementary school principals may submit nominees for one (1) position; the Idaho School Boards Association may submit nominees for one (1) position; the Idaho Association of Special Education Administrators may submit nominees for one (1) position; the education departments of the private colleges of the state may submit nominees for one (1) position, the community colleges and the education departments of the public institutions of higher education may submit nominees for two (2) positions, and the colleges of letters and sciences of the institutions of higher education may submit nominees for one (1) position."

Additionally, Section 33-1252, Idaho Code, requires not less than seven (7) members be certificated classroom teachers in the public schools system and shall include at least one (1) teacher of exceptional children and at least one (1) teacher in pupil personnel services. While not required, historical practice has been to

identify whether a teacher serving on the commission is an elementary or secondary school teacher to assure a balance in the representation on the Commission.

At the June 2016 Regular Board meeting, the Board requested the Department to amend its practices when requesting nominations to the Professional Standards Commission. The new practice would be for the Department to reach out not only to the statutorily identified stakeholder groups, but to also reach out to other education community groups to allow individuals who are not connected to the standard communications process the opportunity to apply or submit nominations for open positions. Specifically, it was discussed that there was a need for educators who work with underserved populations to have the opportunity to serve on the committee. The Board's Indian Education Committee expressed an interest in nominating individual educators to the Commission if notified in advance of openings. The Indian Education Committee received notice of the opening on the commission, however, they had no additional nominations for individuals that met the required representative groups.

Original appointments are made for a term of three years. Appointments to fill vacant positions are made for the remainder of the term they are filling. This process helps to limit the number of new appointments that have to be made in a single year and helps to assure some continuity of membership on the Commission.

BOARD ACTION

I move to reappoint Karen Pyron as a member of the Professional Standards Commission, effective July 1, 2021, through June 30, 2024, representing Idaho school boards.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Peter McPherson as a member of the Professional Standards Commission, effective July 1, 2021, through June 30, 2024, representing the State Department of Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to reappoint Kristi Enger as a member of the Professional Standards Commission, effective July 1, 2021, through June 30, 2024, representing the Division of Career Technical Education.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

2020-2021 Member Roster

Chair, Kathy Davis
Classroom Teacher
St. Maries Joint School District #041

Iris Chimburas, Classroom Teacher
Lapwai School District #341

Steve Copmann, Secondary Principal
Cassia County School District #151

Kristi Enger
Idaho Career Technical Education

Mark Gorton, Classroom Teacher
Lakeland Joint School District # 272

Mark Haynal, Public Teacher Education
Lewis-Clark State College

Paula Kellerer, School Superintendent
Nampa School District #131

Ramona Lee, Special Education Administrator
West Ada School District #002

Peter McPherson
State Department of Education

Vice Chair, Mike Wilkinson
Pupil Service Staff
Twin Falls School District #411

Terah Moore, Private Teacher Education
College of Idaho

Jamee Nixon, College of Letters and Sciences
Northwest Nazarene University

Karen Pyron, School Board Member
Butte County School District #111

Elisa Saffle, Elementary Principal
Bonneville Joint School District #093

Marianne Sletteland, Exceptional Child Teacher
Potlatch School District #285

Charmaine VanBuskirk, Classroom Teacher
Lakeland Joint School District #272

Topher Wallaert, Classroom Teacher
Mountain Home School District #193

Emma Wood, Public Teacher Education
Idaho State University

Karen M. Pyron

Improving Performance • Enhancing Programs • Inspiring Systemic Change

P.O. Box 207 Arco, Idaho 83213
(208) 527-3066 (h) (208) 589-5879 (c)
pyrokare@gmail.com

EXPERIENCED EDUCATOR

…dedicated to assisting schools & universities meet today's educational challenges while inspiring a passion for school and classroom success and student growth and achievement

I am a visionary, progressive, & enthusiastic leader who embraces change and who creates optimal conditions for learning and growing. A certified educator with a Master's Degree, EdS, principal K-12 and superintendent endorsements, coupled with 37 years of experience instructing secondary education students, serving as elementary principal, directing federal programs and district superintendent. Background includes service on Idaho's Professional Standards Commission, Idaho teacher evaluation task force, and Idaho's 2007 National Distinguished Principal. **Currently**, I serve on the Butte County School Board, am an active member with ISBA and serve on the executive board; serve as a university supervisor of student teachers for ISU, and am on a sub-committee for Governor Little's task force, *Our Kids, Idaho's Future*.

SUMMARY OF QUALIFICATIONS

- An **enthusiastic, creative, and passionate educator** and administrator who believes that all schools can and must provide a learning environment that is stimulating, comforting and appropriate for all children to learn and schools to succeed
- **Specializations & Instructional Leadership includes**: 17 years administrative experience, including district superintendent; capability to collaborate and build relationships; state teacher evaluation task force; immersion training for National Principal Mentor program; leading teachers in professional development, including the Danielson model, Idaho Core / Instructional Coaches; Idaho Leads, ISEE support and teacher resources. Previous work with TIA, RTI, Danielson teacher evaluation model, SWPBS, Supplemental Educational Services, Title I. State RTI 2010-11 training; state training Danielson training for administrators. Training and implementation of SWPBS model
- **Administrative Engagement / Leadership:** Knowledge of and experience with the Danielson model and teacher improvement plans; builder of positive collaborative relationships; conflict management & resolution; district policies; budgets; legislative testimony; new career ladder / teacher licensure proposed changes; change agent and professional development coordinator
- **Leverage Resources / Strategic Collaborations** – Work closely with district and state leaders and community partners to encourage professional and community alliances and parental involvement. Knowing and networking people- - local, regional, state. Work with ISBA and testimony with state legislature; led school board in district policy development, budget and personnel issues
- Utilize a **visionary approach with consistency** to help teachers move students past the threshold of *not-knowing* to *knowing* and develop skills to their fullest extent; brought school from a "Year 2 Needs Improvement" to meeting AYP goals two successive years (out of school improvement); sustaining and building upon 4 & 5 star status
- **Current or recent affiliations** include membership on Idaho's Professional Standards Commission and Idaho's Teacher Evaluation Task Force; member Idaho Association of School Administrators, Idaho Association of Elementary School Principals; ISBA; past member of IAESP board
- **Participated on state program review team: BYU-I teacher education program**
- Attended 2011 **National Association of State Directors of Teacher Education and Certification** annual conference: Educator Boundaries & Social Media
- **National Principals Mentor Training and Certification Program**, March 2012
- **State Administrator training** for Danielson evaluation model, March – June 2012
- Attended **NAESP national conference 2012** featuring Charlotte Danielson, Rick Stiggins, Doug Reeves, Richard & Rebecca DuFour
- Attended Charlotte Danielson training held May 2014 @ ISU + follow-up trainings to current

HIGHLIGHTED PROFESSIONAL TEACHING AND ADMINISTRATIVE EXPERIENCES

MACKAY SCHOOL DISTRICT, MACKAY, IDAHO **JULY 2012 – JULY 2014**
SUPERINTENDENT

ARCO ELEMENTARY SCHOOL, ARCO, IDAHO **APRIL 1998 – AUGUST 31, 2011**
Elementary Principal

- Building Administrator, grades pre-school – 5, average 180 students.
- Visionary instructional leader of 15 certified teachers and 6-8 paraprofessionals
- Director of Title I, IIA, Supplemental Services
- Coordinated professional development and paraprofessional program

Highlighted Achievements

- Contributed to a significant increase in student performances on standardized testing, making AYP last two years and moving out of "school improvement" status (proficiency and above in reading and math averaged 96%)
- Provide instructional and administration leadership in a small school / district setting
- As superintendent, lead district in 4 & 5 star status and developing professional development opportunities for teachers; lead school board in policy development
- Served on state's Teacher Evaluation Task Force
- Active member, committees, and region president Idaho Association of Elementary School Principals; active with ISBA
- Enforced the "No Child Left Behind" Act through supplemental educational services.
- Named Idaho's 2007 elementary National Distinguished Principal. 2007
- Received ISBA Legislative Liaison Award 2013

BUTTE COUNTY SCHOOL DISTRICT, ARCO, IDAHO **August 1975 – April 1998**
Classroom Teacher

- Speech, English, Reading, and Debate Grades 6 - 12
- State and National speech and debate competitions
- Taught speech and reading via distance learning
- School-to-Work coordinator

COMMUNITY SERVICE

Board of Directors, Butte County Incubation Center
Foundation President, Lost Rivers Medical Center Foundation Board
Butte County Pretty City Committee Chair
Preceptor Alpha Tau, various leadership positions
Baptist Community Church, Council President
Arco Lady Lions, various leadership positions
Horizons
"Voice of the Pirates", announce starting line-ups, high school sports

EDUCATION

ED S., Educational Leadership, Idaho State University – 2003
M Ed, K-12 Administration (endorsement), Idaho State University - 1998
M Ed, Curriculum and Supervision, Idaho State University - 1981
B.S., Speech, **Secondary Education** Washington State University – 1974

ASSOCIATIONS & CERTIFICATIONS

Idaho Superintendent Endorsement
Idaho Principal Endorsement, K-12
Secondary Teacher Certification Speech, English, Reading, and Psychology
Idaho School Boards Association
Idaho Association of School Administrators
Idaho Association of Elementary School Principals (past regional president)
National Association of Elementary School Principals
American Association of Curriculum and Supervision
Idaho Education Association, 1975 – 2009
Board of Control, Idaho High School Activities Association, 1985 – 1995

ANNE RITTER
1270 West Beacon Light Road
Eagle, ID 83616

WORK EXPERIENCE:

September 1983- April 1992
Attorney at Law
Civil Litigation

September 1984-December 1991 (Part time)
Professor: Ventura and Santa Barbara Colleges of Law
Taught pretrial litigation techniques, fundamentals of legal research, remedies, agency and partnership, employment discrimination, case analysis and fundamentals of legal analysis

March-May 1983 (Part time)
Clerk for Los Angeles County Superior Court, Law and Motion

1976-1983
Teacher/ Test Coordinator
ABC Unified School District, Cerritos California
Taught reading, math, language and writing in a continuation high school.
Coordinated all state mandated proficiency tests, conferences and records.

1974-1976
Los Angeles County Superintendent of Schools
Juvenile Diversion Counselor

EDUCATION:

Western State University College of Law, Fullerton, California
Juris Doctor Cum Laude, December 1982
Class Standing 4/115
American Jurisprudence Awards: Criminal Law, Family Law, Wills, Corporations, Uniform Commercial Code
Law Review
Who's Who in American Colleges and Universities, 1982-83

University of Southern California
MSEd, Counseling August 1974

University of Redlands
BA, History, May 1973

COMMUNITY SERVICE:

Meridian Medical Arts Charter School
Board Member June 2015-present
Vice Chairman present

National School Boards Association
Pacific Regional Director April 2014-April 2016

West Ada Joint School District Number 2
Trustee, Zone 4 July 2002-present
Committee memberships: Graduation Standards, Alternative Graduation Standards, Gifted and Talented Education, Instructional Improvement, Internet Usage, Title 1 Parent Involvement, Continuous Improvement, Crisis Management Team
Vice Chairman July 2006-June 2015

Idaho School Boards Association
Region 3 Chairman 2005-2007, 2010
Region 3 Vice Chairman 2007-2009
President 2012-2013

Friends of the Eagle Library
Treasurer 1998-present
Book Sale Chairman 2000-present

QUINN PERRY

Providing political advocacy & resources for Idaho's public school and charter districts.

199 N Capitol Blvd Ste 503
Boise ID 83702
(208) 407-8644
quinn@idsba.org

EXPERIENCE

Idaho School Boards Association, Boise — *Policy & Government Affairs Director*

NOVEMBER 2017 - PRESENT

Oversee and research issues facing traditional and charter school districts; serves as a liaison for ISBA to the legislature, SDE, SBOE, & more; makes necessary updates to school policy manual; updates school districts on legislative issues that will impact them; public spea

Idaho Trial Lawyers Association, Boise— *Director of Communication*

APRIL 2012 - NOVEMBER 2017

Established the ITLA Street Law Clinic; graphic design and illustration services; political advocacy on consumer affairs issues; oversaw strategic planning; liaison to the 4th District Pro Bono Committee;

Dave Liddle & Associates, Boise— *Program Manager*

AUGUST 2008 - APRIL 2012

Implemented website content and design; Taught Cognitive Self Change and Substance Abuse Education courses; Handled all internal and external document requests;

EDUCATION

Boise State University — *BA Mass Communication & Journalism, Certificate of Public Relations*

AUGUST 2006 - DECEMBER 2012

VOLUNTEERISM

Winter Wildlands Alliance— *Event Volunteer*

NOVEMBER 2013 - PRESENT

Idaho Botanical Garden — *Garden Guild Volunteer*

AUGUST 2011 - DECEMBER 2015

SKILLS

Strategic Planning

Internal Communication

Membership & Relationship Management

Social Perceptiveness

Campaign & Project Development

Process Improvement

Legislative Advocacy

Public Speaking

AWARDS

Tommy Townsend Memorial Scholarship Recipient

Innovator of the Year 2017
National Association of Trial Lawyer Executives

Innovator of the Year 2015
Idaho Women Lawyers

From: Clay Long
To: Helen Henderson
Cc: Kristi Enger
Subject: RE: PSC Reappointment - please respond by 7/8, if possible
Date: Wednesday, July 7, 2021 10:35:45 AM
Attachments: image001.png
image002.png
image003.png
image004.png
image005.png

This message was sent from outside the organization. Please do not click links or open attachments unless you recognize the source of this email and know the content is safe.

Yes, please!

Clay

Clay Long
State Administrator
208-429-5530

IDAHO Divison of Career Technical Education

We prepare Idaho's youth and adults for high-skill, in-demand careers.

From: Helen Henderson <hhenderson@sde.idaho.gov>
Sent: Wednesday, July 7, 2021 9:58 AM
To: Clay Long <clay.long@cte.idaho.gov>
Cc: Kristi Enger <kristi.enger@cte.idaho.gov>
Subject: PSC Reappointment - please respond by 7/8, if possible
Importance: High

Hello, Clay-
The CTE representative position on the Professional Standards Commission is up for reappointment, and we plan to submit the appointment to the Board for consideration at their August meeting. Are you amenable to the reappointment of Kristi Enger to the PSC?
Kind regards-

Helen Henderson
Coordinator, Professional Standards Commission
Idaho State Department of Education
208.332.6879
http://www.sde.idaho.gov/cert-psc/

PROFESSIONAL STANDARDS COMMISSION

SUBJECT

University of Idaho – Idaho State Program Review Team Report and the Council for Accreditation of Educator Preparation (CAEP) Site Visit Report

REFERENCE

February 2014	Board accepted the University of Idaho Full Unit Review State Team Report
June 2017	Board accepted the University of Idaho Focused Visit State Team Report

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254 and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

The Professional Standards Commission (Commission) is tasked by the Board with conducting a full unit review of all Board-approved teacher preparation programs in Idaho on a seven (7) year cycle. The Commission convened a State Review Team of content experts from the fields of higher education and K-12 education and conducted a full unit review of University of Idaho's (UI) approved educator preparation programs on November 8 – 10, 2021. The State Team Review occurred concurrently with the accreditation review of UI's educator preparation programs by the Council for Accreditation of Educator Preparation (CAEP).

The State Review Team had expressed concerns with Career Technical Education Foundation Standards, which resulted in a recommendation of "Not Approved" for all career technical education preparation programs in the State Team Report (Attachment 1). UI responded to the recommendation in their rejoinder dated January 21, 2021 (Attachment 2), and, after additional review and consideration of their Career Technical programs, provided additional documentation dated June 3, 2021 (Attachment 3), to indicate UI is actively addressing the concerns raised in the State Team Review.

At its meeting on June 17, 2021, the Commission's Standards Committee reviewed the final report submitted by the State Review Team and voted to recommend the Board approve the State Team Report as written. University of Idaho submitted additional documentation for consideration by the Standards Committee at its June 17 meeting, which indicated University of Idaho has addressed concerns with the Career Technical Foundation Standards which the State Review Team had voted to not approve, which resulted in a rating of "Not Approved" for all degree-based career technical education programs. The Standards Committee determined the documentation brought forth by University

of Idaho provided sufficient evidence to merit a recommendation of "Conditionally Approved" for Career Technical Education Foundation Standards.

The recommendation of "Conditionally Approved" Career Technical Education Foundation Standards will result in ratings of "Conditionally Approved" for all degree-based career technical education programs. Programs Conditionally Approved are currently required to have a subsequent focused visit three years following the conditional approval.

IMPACT

The recommendations in this report will enable University of Idaho to continue to prepare teachers in degree-based career technical education programs while ensuring state teacher preparation standards are appropriately embedded in the programs.

ATTACHMENTS

Attachment 1 – University of Idaho Final State Review Team Report
Attachment 2 – University of Idaho Rejoinder to State Team Report
Attachment 3 – University of Idaho Additional Information regarding State Team Report, dated June 3, 2021

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 teach the state content standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

The current Board-approved accrediting body for teacher preparation programs is CAEP. On-site teacher preparation program full program reviews are conducted every seven (7) years in partnership with CAEP. During a concurrent visit, the CAEP team and the state team collaborate to conduct the review, with the team generating a report for the Board's consideration.

Pursuant to IDAPA 08.02.02.100.04, educator preparation programs are evaluated based on the certification standards every seven years. Focused reviews of state-specific, core teaching requirements are conducted in the interim, in a schedule not to exceed every third year following the full program review. These interim reviews are referenced as mid-cycle reviews. New complete programs and new endorsement area programs are reviewed at the time of application for consideration. Current practice is for the Commission to

review new programs and make recommendations to the Board regarding program approval 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 educator preparation standards for the applicable program and endorsement area. Educator preparation programs consist of two major parts, the core educator preparation required for all administrators, instructional staff, or pupil service staff and program/area specific preparation that is tied to the area of endorsement. Full program reviews evaluate the full program (core and endorsements areas) as a whole against the Board's core standards and the program specific standards. New program reviews for programs that have already been approved are generally specific to an endorsement area and evaluate against the standards for that specific endorsement area.

The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

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

BOARD ACTION

I move to adopt the State Review Team Report for University of Idaho as submitted in Attachment 1 and to grant approval for the University of Idaho's non-career technical education degree based programs for educator certification purposes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

AND

I move to accept the documentation submitted by University of Idaho and to grant conditional approval all degree-based Career Technical Education programs for certification purposes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT-FULL PROGRAM REVIEW
UNIVERSITY OF IDAHO
NOVEMBER 8-10, 2020

Micah Lauer, Team Chair
Stacey Jensen, Co-Chair
Dr. Heidi Curtis
Dr. Sherry Dismuke
Kristi Enger
Esther Henry
Dr. Michael Humphrey
Dr. Brenda Jacobsen
Rick Jordan
Dr. Jonathan Lord
Emalee Merrell
Dr. Terah Moore
Dr. Jackie Nygaard
Lisa Olsen
Dr. Sherawn Reberry
Holly Ripley
Dr. Keegan Schmidt
Marianne Sletteland
Gregory Taylor
Dr. Heather Van Mullem

Lisa Colón Durham, State Facilitator
Helen Henderson, State Facilitator

Professional Standards Commission

Idaho State Board of Education

Idaho State Department of Education

TABLE OF CONTENTS

Introduction **4**
Program Approval Recommendations **5**
State Program Approval Rubrics **9**
Idaho Core Teaching Standards **10**
State Specific Requirements **34**
Idaho Comprehensive Literacy Standards *34*
Pre-Service Technology Standards *43*
Idaho Standards for Model Preservice Student Teaching Experience *49*
Institutional Recommendations *49*
Idaho Standards for Bilingual Education and ENL (English as a New Language) Teachers **58**
Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers **72**
Idaho Foundation Standards for Career-Technical Teachers **90**
Idaho Standards for Agricultural Science and Technology Teachers *102*
Idaho Standards for Business Technology Teachers *106*
Idaho Standards for Family and Consumer Sciences Teachers *109*
Idaho Standards for Marketing Technology Teachers *118*
Idaho Standards for Technology Education Teachers *121*
Idaho Standards for Elementary Education Teachers **124**
Idaho Standards for English Language Arts Teachers **132**
Idaho Standards for Special Education Teachers **140**
Idaho Standards for Exceptional Child Generalists *140*
Idaho Standards for Health Teachers **152**
Idaho Standards for Literacy Teachers **160**
Idaho Standards for Mathematics Teachers **169**
Idaho Standards for Physical Education Teachers **179**
Idaho Foundation Standards for Science Teachers **191**
Idaho Standards for Biology Teachers *201*
Idaho Standards for Chemistry Teachers *204*
Idaho Standards for Earth and Space Science Teachers *209*
Idaho Standards for Physics Teachers *212*
Idaho Foundation Standards for Social Studies Teachers **215**
Idaho Standards for Economics Teachers *221*

Idaho Standards for Geography Teachers *224*
Idaho Standards for American Government/Political Science Teachers *227*
Idaho Standards for History Teachers *231*
Idaho Standards for Teacher Librarians **234**
Idaho Foundation Standards for Visual and Performing Arts Teachers **250**
Idaho Standards for Music Teachers *259*
Idaho Standards for Visual Arts Teachers *262*
Idaho Standards for World Languages Teachers **265**
Administrator Endorsements **278**
Idaho Foundation Standards for the Preparation of School Administrators *278*
Idaho Standards for School Superintendents *298*
Idaho Standards for Special Education Directors *302*

INTRODUCTION

The University of Idaho was founded in 1889 by an act of the 15th and last territorial legislature. As the state's land-grant research university, the University of Idaho's reach extends throughout the state beyond its main campus in Moscow. The university serves over 11,000 students with educational centers in Boise, Coeur d'Alene and Idaho Falls; nine Research and Extension centers; and Extension offices in 42 counties. The University of Idaho Teacher Education Program is offered through the College of Education, Health and Human Sciences.

The purpose of the on-site review was to determine if sufficient evidence was presented indicating that candidates at the University of Idaho meet state standards for initial certification. The review was conducted by a twenty-member state program approval team, accompanied by two state observers. 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 as well as individual program foundation and enhancement standards were reviewed.

Team members looked for applicable pieces of evidence provided by the institution to validate each standard. This evidence included but was not limited to: individual course syllabi and assignments, class assignments and reports, program course lists and requirements, videos of candidates teaching lessons, candidate evaluations, additional evaluations both formal and informal, and Praxis II test results. In addition to this documentation, team members conducted interviews with candidates, completers, university administrators, university faculty, PreK-12 principals and cooperating teachers. The following terms are defined by the Council for Accreditation of Educator Preparation (CAEP), a national educator preparation accrediting body, and used throughout this report.

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

PROGRAM APPROVAL RECOMMENDATIONS

Standards/Program	Recommendation	Notes
Idaho Core Teaching Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Idaho Comprehensive Literacy Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Pre-Service Technology Standards	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Idaho Standards for Model Preservice Student Teaching Experience	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
State Specific Requirements – Institutional Recommendations	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for (ENL) English as New Language	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Foundation Standards for Career-technical Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	
Idaho Standards for Agricultural Science and Technology Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*
Idaho Standards for Business Technology Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*
Idaho Standards for Family and Consumer Sciences Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*
Idaho Standards for Marketing Technology Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*

Standards/Program	Recommendation	Notes
Idaho Standards for Technology Education Teachers	☐ Approved ☐ Conditionally Approved ☒ Not Approved	*Not approved due to career-technical foundation standards*
Idaho Standards for Elementary Education Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for English Language Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Exceptional Child Generalists	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Health Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Literacy Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Mathematics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Physical Education Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Foundation Standards for Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Biology Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Chemistry Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Earth and Space Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Physics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

Standards/Program	Recommendation	Notes
Idaho Foundation Standards for Social Studies Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Economics Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Geography Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for American Government/Political Science Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for History Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Teacher Librarians	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Foundation Standards for Visual and Performing Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Music Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Visual Arts Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for World Languages Teachers	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for School Principals	☒ Approved ☐ Conditionally Approved ☐ Not Approved	
Idaho Standards for Superintendents	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

Standards/Program	Recommendation	Notes
Idaho Standards for Special Education Directors	☒ Approved ☐ Conditionally Approved ☐ Not Approved	

STATE PROGRAM APPROVAL RUBRICS

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

The following rubrics are used to evaluate the extent to which educator preparation programs prepare educators who meet the standards. The rubrics are designed to be used with each individual preparation program (e.g., Elementary, Special Education, English, 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
• The program provides evidence that candidates meet fewer than 75% of the indicators.	• The program provides evidence that candidates meet 75%-100% of the indicators • The program provides evidence candidates use assessment results in guiding student instruction (when applicable).	• The program provides evidence that candidates meet 100% of the indicators. • The program provides evidence of the use of data in program improvement decisions. • The program provides evidence of at least three (3) cycles of data of which must be sequential.

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.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 1. Evidence includes the Candidate Performance by InTASC Domain data set, case study rubrics, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDCI 310 case study rubrics
- EDSP 300 candidate work sample

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.

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.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 1. Evidence includes the Candidate Performance by InTASC Domain data set, candidate work samples, and intern and completer interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDSP 300 candidate work sample (lesson plan, specifically)
- Intern and completer interviews

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.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.3 Disposition		X	

1.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 2. Evidence includes the Candidate Performance by InTASC Domain data set, intern interviews, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern interviews
- EDSP 300 candidate work sample
- EDCI 302 candidate work sample

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.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 2. Evidence includes the Diversity Performance Report, the Candidate Performance by InTASC Domain data set, and candidate work samples.*

Sources of Evidence

- Diversity Performance Report (UI data warehouse)
- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDSP 300 candidate work sample
- EDCI 463 candidate work sample

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.

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.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.3 Disposition		X	

2.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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.

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

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		**X**	

3.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 3. Evidence includes the Candidate Performance by InTASC Domain data set, candidate work samples, and candidate, completer, and mentor interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDCI 463 candidate work sample
- EDCI 302 candidate work sample
- Candidate, completer, and mentor 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.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *The EPP provides sufficient evidence for indicators f, h, i, j, k, l, and m. Evidence included the Candidate Performance by InTASC Domain data set and candidate, completer, and mentor interviews. Evidence is insufficient for indicator g.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Candidate, completer, and mentor interviews

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.

Standard 3 Learning Environments	*Unacceptable*	*Acceptable*	*Exemplary*
3.3 Disposition		X	

3.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 4. Evidence includes candidate PRAXIS data, the Candidate Performance by InTASC Domain data set, and intern interviews.*

Sources of Evidence

- Candidate PRAXIS data (UI data warehouse)
- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern interviews

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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 4. Evidence includes the Candidate Performance by InTASC Domain data set, candidate lesson and unit plans, candidate reflections, and candidate interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Candidate lesson/unit plans

- Candidate reflections
- Candidate interviews

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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.3 Disposition		X	

4.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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.

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.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge	X		

5.1 Analysis – *The EPP provides sufficient evidence for indicators c, d, e, f, and h. Evidence included the Candidate Performance by InTASC Domain data set, candidate lesson plans, candidate work samples, candidate autobiographical essay, an assignment rubric, a course syllabus, and a candidate teaching video. Evidence is insufficient for indicators a, b, and g.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Lesson plans
- EDCI 410 candidate work sample
- EDCI 201 autobiographical essay
- EDCI 524 mini-review of literature evaluation rubric
- EDCI 410 course syllabus
- Burke candidate teaching video

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).

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.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance	X		

5.2 Analysis – *The EPP provides sufficient evidence for k, l, m, o, and p. Evidence included the Candidate Performance by InTASC Domain data set, the Digital Collaboration Performance Task assignment and reflection, and a candidate teaching video. Evidence is insufficient for indicators i, j, and n.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDUC 410 Digital Collaboration Performance Task and reflection
- Burke candidate teaching video

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.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.3 Disposition		X	

5.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.1 Knowledge		X	

6.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 6. Evidence includes the Candidate Performance by InTASC Domain data set, intern interviews, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern interviews
- EDCI 410 candidate work sample

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.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.2 Performance		X	

6.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 6. Evidence includes the Candidate Performance by InTASC Domain data set, candidate work samples, and TPA examples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)

- EDCI 410 candidate work sample
- EDCI 401 UITPA

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.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.3 Disposition		X	

6.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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 organizations, community members).

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 7. Evidence includes the Candidate Performance by InTASC Domain data set, candidate work samples, and intern interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDCI 463 candidate work sample
- Intern interviews

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.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 7. Evidence includes the Candidate Performance by InTASC Domain data set and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- EDCI 410 candidate work sample
- EDCI 302 candidate work sample (Curriculum mapping)

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.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.3 Disposition		X	

7.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSA's)

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.

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.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		**X**	

8.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 8. Evidence includes the Candidate Performance by InTASC Domain data set, intern interviews, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern interviews
- EDSP 300 candidate work sample

Performance

8(g) The teacher uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8(h) The teacher continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8(i) 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(j) 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(k) 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.

8(l) The teacher engages all learners in developing higher order questioning skills and metacognitive processes.

8(m) The teacher engages learners in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8(n) The teacher uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8(o) 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).

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		**X**	

8.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 8. Evidence includes the Candidate Performance by InTASC Domain data set, intern and completer interviews, and candidate work samples.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Intern and completer interviews
- EDSP 300 candidate work sample
- EDCI 463 candidate work sample
- EDCI 410 candidate work sample

Disposition

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.3 Disposition		X	

8.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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 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.

Standard 9 Professional Learning and Ethical Practices	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis – *The EPP provides sufficient indicators for a, b, d, and e. Evidence included the Candidate Performance by InTASC Domain data set, program completer interviews, candidate reflections, candidate lesson plans, intern interviews, and a course syllabus. Evidence is insufficient for indicator c.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Program completer Interviews
- Candidate reflections
- Candidate lesson plans
- Intern interviews
- EDCI 410 course syllabus

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.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance		X	

9.2 Analysis – *The EPP provides sufficient evidence for indicators f, g, h, i, and k. Evidence included the Candidate Performance by InTASC Domain data set, completer and mentor interviews, and the Google Map Creation Performance Task assignment and reflection. Evidence is insufficient for indicator j.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Completer and mentor interviews
- EDCI 410 Google Map Creation Performance Task and reflection

Disposition

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard 9 Professional Learning and Ethical Practices	*Unacceptable*	*Acceptable*	*Exemplary*
9.3 Disposition		X	

9.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

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.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		X	

10.1 Analysis – *The EPP provides sufficient evidence for all knowledge indicators for Standard 10. Evidence includes the Candidate Performance by InTASC Domain data set, field mentor interviews, and the weekly topics artifact.*

Sources of Evidence

- Candidate performance by InTASC Domain data set (UI data warehouse)
- Field mentor interviews
- EDCI weekly topics artifact

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.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		**X**	

10.2 Analysis – *The EPP provides sufficient evidence for all performance indicators for Standard 10. Evidence includes the Candidate Performance by InTASC Domain data set and field mentor and principal interviews.*

Sources of Evidence

- Candidate Performance by InTASC Domain data set (UI data warehouse)
- Field mentor interviews
- 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.

Standard 10 Leadership and Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
10.3 Disposition		X	

10.3 Analysis – *Dispositions are tracked through core coursework by candidates and EPP faculty. Additionally, mentors provide ratings twice per internship.*

Sources of Evidence

- Candidate responses (3 cycles of data)
- Final evaluator responses (3 cycles of data)
- Mentor responses (from CSAs)

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	1	9	
Performance	10	1	9	
Disposition	10		10	

Recommended Action on Idaho Core Teaching Standards

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

Areas for Consideration

- The EPP could consider identifying and collecting artifacts based on interdisciplinary approaches, creative thinking, critical thinking, and problem solving related to authentic local and global issues.
- The EPP could consider identifying and collecting artifacts that highlight learning experiences that engage learners in collaborative and self-directed learning.
- The EPP could consider identifying and collecting artifacts that highlight purposeful candidate engagement in identification and reflection of personal biases and their impact on learners and the learning environment.

STATE SPECIFIC REQUIREMENTS

IDAHO COMPREHENSIVE LITERACY STANDARDS

Standard I: Foundational Literacy Concepts. The teacher demonstrates knowledge of the following foundational concepts, including but not limited to: emergent literacy, concepts of print, phonological awareness, alphabetic principle, phonics, word recognition, fluency, linguistic development, English language acquisition, and home-to-school literacy partnerships. In addition, the candidate demonstrates the ability to apply concepts using research-based best practices in lesson planning and literacy instruction.

Knowledge

1(a) The teacher understands the importance of developing oral language, phonological awareness, phonemic awareness, and print concepts.

1(b) The teacher understands the components of decoding written language, including grade-level phonics and word analysis skills, and their impact on comprehension.

1(c) The teacher understands the development of fluency (prosody, rate, and accuracy) and its impact on beginning reading comprehension.

Standard 1 Foundational Literacy Concepts	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *The EPP provides sufficient evidence of meeting Standard 1. Through the 320 syllabus and Reading Portfolio that candidates demonstrated knowledge of phonological and phonetic awareness. We were able to find evidence that candidates understand emergent literacy and concepts of print through the EDCI 466 signature assignment. The EPP provided sufficient evidence through the 320 syllabus and lesson plans that candidates receive instruction in phonics and word analysis and that they can apply that understanding in the 466-signature assignment in the section. The 320 syllabus and 466 case study that candidates receive instruction in fluency and comprehension. They provide evidence that they understand the concepts in the 466-signature assignment in the section.*

Sources of Evidence

- Syllabus 320
- EDCI 466 signature assignment
- Reading portfolio
- EDCI 466 case study
- Lesson plans
- ICLA scores
- PRAXIS Elementary Reading pass rates

Performance

1(d) The teacher plans instruction that includes foundational literacy skills found in the Idaho Content Standards.

1(e) The teacher plans instruction to support literacy progression, from emergent to proficient readers, which includes decoding and comprehension skills.

1(f) The teacher selects and modifies reading instructional strategies and routines to strengthen fluency.

Standard 1 Foundational Literacy Concepts	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		**X**	

1.2 Analysis – *The EPP provides evidence in the 320 syllabi, reading portfolio, and lesson plans that candidates plan instruction in phonics or phonemic awareness. That evidence is strengthened by the addition of the EDCI 466 signature assignment. The EDCI case study and EDCI signature assignment provided evidence that candidates that take these courses can plan instruction that supports literacy progression for individual students based on student data on a range of reading skills. Additionally, The EDCI 466 case study and EDCI 466 signature assignment provided evidence that candidates can modify instruction for individual students.*

Sources of Evidence

- Reading portfolio
- EDCI 466 signature assignment
- EDCI case study
- Lesson plans

Standard II: Fluency, Vocabulary Development and Comprehension. The teacher demonstrates knowledge of fluency, vocabulary development, and reading comprehension strategies. The teacher demonstrates the ability to apply these components by using research-based best practices in all aspects of literacy and/or content area instruction. This includes the ability to: analyze the complexity of text structures; utilize a variety of narrative and informational texts from both print and digital sources; and make instruction accessible to all, including English Language Learners.

Knowledge

2(a) The teacher knows the characteristics of the various genres and formats of children's and adolescent literature.

2(b) The teacher recognizes the importance of using a variety of texts and formats to enhance students' understanding of topics, issues, and content.

2(c) The teacher understands text complexity and structures and the importance of matching texts to readers.

2(d) The teacher understands how to use instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2(e) The teacher understands how to use instructional strategies to promote vocabulary development for all students, including English language learners.

2(f) The teacher understands how a student's reading proficiency, both oral and silent, affects comprehension.

Standard 2 Fluency, Vocabulary, Development, and Comprehension	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		**X**	

2.1 Analysis – *Syllabi from EDCI 463 and 321 provide evidence of learning activities that demonstrate teacher candidates are familiar with a variety of genres in children and YA literature. Multiple sources of evidence were provided that both elementary and secondary candidates were able to create text sets or use texts to enhance students' knowledge of content.*

A variety of lesson plans demonstrate candidates' knowledge of strategies that promote critical thinking and both syllabi and lesson plans demonstrate candidates' knowledge of strategies that promote vocabulary development. Specific vocabulary skills were listed for language learners. strategies. The 466-signature assignment and the 466 case study highlighted elementary candidates' ability to understand the connection between fluency and comprehension; there was some evidence for secondary candidates in the 463 syllabus and lesson planning, but it was not as explicit.

While there was evidence That the elementary candidates did know how to look up and use Lexile Numbers to determine reading levels, there was no evidence that students knew how to determine text complexity or language demands for text types that students would engage with.

Sources of Evidence

- Syllabus (321 & 463)
- Lesson plans 463
- SQ lesson plans
- Writing blogs
- SQ Bookifies
- 466 signature assignment

Performance

2(g) The teacher identifies a variety of high-quality literature and texts within relevant content areas.

2(h) The teacher can develop lesson plans that incorporate a variety of texts and resources to enhance students' understanding of topics, issues, and content.

2(i) The teacher can analyze texts to determine complexity in order to support a range of readers.

2(j) The teacher selects and utilizes instructional strategies to promote critical thinking and deeper comprehension across all genres and text formats.

2(k) The teacher selects and utilizes instructional strategies to promote vocabulary development for all students, including English language learners.

2(l) The teacher uses oral and silent reading practices selectively to positively impact comprehension.

Standard 2 Fluency, Vocabulary, Development, and Comprehension	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis *– The 466-case study and 448 differentiated Lesson Plans made a strong case for candidates' ability to plan instruction that used high quality literature to develop content knowledge and featured lesson strategies that promote critical thinking, comprehension skills and vocabulary development for everyone. Lesson plans and case studies did show differentiation plans for language learners with scaffolds to access the content through other means.*

The evidence was insufficient to determine whether candidates know how to determine text complexity or language demands in order to match readers to text or develop specific learning targets and scaffolds for language learners in order to develop their ability to read text with high language demands and text complexity.

Sources of Evidence

- 466 case study
- SQ lesson plans
- Whitfield strategy presentation
- 448 differentiated lesson plan

Standard III: Literacy Assessment Concepts. The teacher understands, interprets, and applies informal and formal literacy assessment concepts, strategies, and measures. The teacher uses assessment data to inform and design differentiated literacy instruction. In addition, the

teacher demonstrates the ability to use appropriate terminology in communicating pertinent assessment data to a variety of stakeholders.

Knowledge

3(a) The teacher understands terms related to literacy assessment, analysis, and statistical measures.

3(b) The teacher understands types of formal, informal, formative, summative, and diagnostic literacy assessments, their uses, appropriate administration, and interpretation of results across a range of grade levels.

3(c) The teacher understands how to choose appropriate literacy assessments to determine the needs of the learner.

3(d) The teacher understands how to use literacy assessment results to inform and guide intervention processes.

3(e) The teacher knows how to measure and determine students' independent, instructional, and frustration reading levels.

3(f) The teacher understands Idaho state-specific literacy assessments and related proficiency levels.

Standard 3 Literacy Assessment Concepts	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis – *There is strong evidence that elementary candidates understand the vocabulary of literacy assessment and analysis. Course topics and assignments along with the ICLA test for Standard 3 indicate candidates understand a variety of literacy assessments and can match assessment types with the assessment purpose and use results to determine the needs of individual learners. The signature assignment from 466 and the case study show that candidates can measure a student's reading levels and use this to select appropriate texts. We did not see evidence that candidates understand state specific literacy assessments and proficiency levels.*

Sources of Evidence

- Literacy dictionary
- Syllabi 320, 322, 466
- EDCI 466 signature assignment
- ED CI 466 case study

Performance

3(g) The teacher appropriately selects, administers, and interprets results of a variety of formal, informal, formative, summative, and diagnostic literacy assessments.

3(h) The teacher utilizes literacy assessment results to inform and guide intervention processes.

3(i) The teacher can measure and determine students' independent, instructional, and frustration reading levels.

3(j) The teacher utilizes Idaho state-specific literacy assessments and related proficiency levels to inform planning and instruction.

Standard 3 Literacy Assessment Concepts	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *There is strong evidence that elementary candidates can administer and interpret results of a variety of literacy assessments. In the 466 signature assignment and case study candidates used assessment results to make instructional decisions regarding instruction and intervention. Candidates also used a student's reading level to select appropriate texts. There is not evidence that candidates understand state specific literacy assessments and proficiency levels. The interviews with mentors and principals indicated the importance of students participating in the whole RTI process for a student. This involved literacy intervention.*

Sources of Evidence

- 466 signature assignment
- 466 case study
- EDCI 408 RTI
- EDCI 321 journal

Standard IV: Writing Process. The teacher incorporates writing in his/her instructional content area(s). The teacher understands, models, and instructs the writing process, including but not limited to: pre- writing, drafting, revising, editing, and publishing. The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, purposes, and audiences. The teacher incorporates ethical research practices using multiple resources. The teacher fosters written, visual, and oral communication in a variety of formats. *(Applies to all endorsements that can be added to a Standard Instructional Certificate)*

Knowledge

4(a) The teacher understands writing as a complex communicative process that includes cognitive, social, physical, and developmental components.

4(b) The teacher understands the purpose and function of each stage of the writing process, including the importance of extensive pre-writing.

4(c) The teacher has an understanding of the role and range that audience, purpose, formats, features, and genres play in the development of written expression within and across all content areas.

4(d) The teacher understands how to conduct writing workshops and individual writing conferences to support student growth related to specific content areas.

4(e) The teacher understands how to assess content-area writing, including but not limited to writing types, the role of quality rubrics, processes, conventions, and components of effective writing.

4(f) The teacher understands the reciprocal relationship between reading, writing, speaking, and listening to support a range of writers, including English language learners.

4(g) The teacher understands how to help writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.

4(h) The teacher understands the impact of motivation and choice on writing production.

Standard 4 Writing Process	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *Recognizing that Standard 4 is a newer standard, it is evident the EPP has made significant efforts toward meeting the standard. The EPP is commended for adding a standalone required writing course for the elementary programs. This is unique across the nation. Overall, elementary candidates demonstrate knowledge of Standard 4.*

The secondary candidates had one week of writing instruction in their 463-course. Also commendable, the secondary candidates are required to take one advanced composition course. However, there is not evidence that these courses cover all the standard or indicators. In addition, neither elementary or secondary candidates take the Standard 4 ICLA test, so knowledge could not be determined through this test. Overall, lesson plans provided evidence that both sets of candidates are able to demonstrate knowledge of planning for writing instruction.

Sources of Evidence

- Syllabus 322 & 463
- Lesson plans for elementary and secondary
- Secondary requirement for an advanced comprehension course

Performance

4(i) The teacher engages writers in reading, speaking, and listening processes to address cognitive, social, physical, developmental, communicative processes.

4(j) The teacher utilizes the writing process and strategies to support and scaffold effective written expression within and across content areas and a range of writers.

4(k) The teacher structures frequent, authentic writing opportunities that encompass a range of tasks, formats, purposes, audiences, and digital technologies.

4(l) The teacher conducts writing workshops and writing conferences for the purpose of supporting student growth (including peer feedback/response).

4(m) The teacher assesses components of effective writing in the content-areas, including utilizing quality rubrics.

4(n) The teacher scaffolds instruction for a range of student writers.

4(o) The teacher helps writers develop competency in a variety of writing types: narrative, argument, and informational/explanatory.

4(p) The teacher utilizes choice to motivate writing production.

Standard 4 Writing Process	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Overall, elementary candidates demonstrated the ability to plan and assess writing across genres and teaching the writing process and traits of writing. Secondary candidate's lesson plans were narrowly focused on particular genres related to the discipline. This is closure to the type of writing instruction we would expect to see in secondary classrooms. However, they did not demonstrate competencies across genres, teaching process writing, or the ability to conduct writer's workshops. There is just enough evidence overall to give an acceptable rating.*

Sources of Evidence

- 322 lesson plan
- Oregon Trail lesson plan
- 463 lesson plan
- EDCI 466 signature assignment

Summary

Type of Standard	**Total Number of Standards**	**Unacceptable**	**Acceptable**	**Exemplary**
Knowledge	4		4	
Performance	4		4	

Areas for Consideration

- The evidence provided suggests a need for instruction and application in determining text complexity and language demands for both elementary and secondary candidates.
- The evidence provided suggest that elementary candidates may benefit from additional instruction in understanding and analyzing Idaho state specific literacy assessments and proficiency levels.
- The evidence suggests that the EPP should consider engaging candidates in the standard 4 ICLA
- The evidence suggests that the required course work for secondary candidates is narrowly focused on only one genre. This may limit candidate opportunity to understand the writing processes, multiple genres, text types, and assessment for writing.

Recommended Action on Idaho Comprehensive Literacy Standards

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

PRE-SERVICE TECHNOLOGY STANDARDS

ISTE STANDARDS FOR TEACHERS

Effective teachers model and apply the ISTE Standards for Students (Standards) 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

ISTE Standards for Teachers, Second Edition, ©2008, ISTE® (International Society for Technology in Education), iste.org All rights reserved.

1. ***Facilitate and inspire student learning and creativity - Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.***
   a. Promote, support, and model creative and innovative thinking and inventiveness
   b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
   c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
   d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

Standard 1	*Unacceptable*	*Acceptable*	*Exemplary*
Facilitate and Inspire Student Learning and Creativity		X	

Standard1 Analysis – *The EPP provides sufficient evidence through the EDCI 410 Syllabus and assignments that candidates meet Standard 1. The syllabi reiterate teacher dispositions that will carry these candidates through their career. Evidence demonstrates that students are learning to be reflective learners not only for their craft as a teacher, but also on the impact of student learning. Throughout the EDCI 401 syllabus and aligned artifacts the candidates receive instruction that advances their learning of digital tools in both face-to-face and virtual learning.*

Sources of Evidence

- EDCI 410 syllabus
- 410 Teaching with Tech rubric
- 410 Teaching with Tech assignment
- Interview

2. ***Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating***

contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards.

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

Standard 2	***Unacceptable***	***Acceptable***	***Exemplary***
Design and develop digital age learning experiences and assessments		**X**	

Standard 2 Analysis – *Artifacts show that the EPP provides learning experiences for candidates to design and develop digital age learning experiences and assessments throughout different courses. The assignments shared provide evidence that candidates can design, develop, and evaluate authentic learning experiences. The assessment pieces show that the candidates are learning different modalities for assessing their students, other than paper-pencil. The artifacts shared were from a variety of courses, and included assessments that were technological based, as well as other modalities. Interviews with completers provided evidence that candidates are expected and encouraged to think through different types of assessments. The candidates understand that there are different types of assessments. The candidates mentioned formative assessments, summative assessments, performance assessments and informal assessments. Candidates are taught to think-out-of-the-box, continue to learn and always implement the technologies/assessments that create equality for all students. The interviews also shared that the candidates/completers understand that diversity encompasses many different areas. The interviewees indicated that each course emphasized diversity in all senses -- thinking about cognitive levels, but also about race and culture.*

Sources of Evidence

- EDCI 410 syllabus
- 410 Digital Collaboration rubric
- 410 Digital Collaboration assignment
- 410 Digital Assessment rubric
- 410 Digital Assessment assignment
- 410 Digital Assessment reflection

- EDCI 408 lesson example (digital assignment/assessment)
- Interviews

3. ***Model digital age work and learning - Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.***

   a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations

   b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

   c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats

   d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

Standard 3	***Unacceptable***	***Acceptable***	***Exemplary***
Model digital age work and learning		X	

Standard 3 Analysis – *Provided evidence supports that candidates meet standard 3. Evidence was shown through the EDCI 410 rubric and associated assignments. Candidates are taught the fluency of technology systems and how to transfer that knowledge to new technologies. Collaboration tools were evident throughout the assignments, as well as candidates learning to be reflective practitioners. The 401 syllabus outlines multiple ways to model digital age work and learning. Interviews with initial completers explained the implementation of clinical experiences. The completers indicated that they were engaged every day with the application of designing, developing and implementing different lessons, after which they would be required to reflect upon the lesson. When asked specifically about technology, the completers indicated that technology is an important aspect of their program. They understood that not every lesson would lend itself to technology; however, they would work together to think through the alignment to existing technologies. Completers indicated that they are encouraged to think about technology and how that would create equity for their students.*

Sources of Evidence

- EDCI 410 syllabus
- 410 Google Map rubric
- 410 Google Map assignment/reflection
- Interviews

4. ***Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.***

a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources

b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources

c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information

d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

Standard 4	*Unacceptable*	*Acceptable*	*Exemplary*
Promote and model digital citizenship and responsibility		**X**	

Standard 4 Analysis – *The EPP submitted evidence aligned with Standard 4 and the individual indicators. Candidates are able to demonstrate their knowledge of promoting digital etiquette and responsible social interactions. This is evident throughout with the mention of digital citizenship and its importance to education. After reviewing Screencast evidence, it was evident that the candidates understand how to model the use of technology, while teaching the students a skill/task. The assignment also showed that the candidates understand the Danielson Framework from the reflections written which align to the different components. Each rubric provided clearly indicates the expectations of students and the relationship between the standards, learning and expectations of the candidates. The interviews also shared that the candidates/completers understand that diversity encompasses many different areas. The interviewees indicated that each course emphasized diversity in all senses -- thinking about cognitive levels, but also about race and culture.*

Sources of Evidence

- EDCI 410 syllabus
- 410 Teaching with Tech rubric
- 410 Teaching with Tech assignment
- 410 Website example rubric
- 410 Website example assignment
- 410 Screencast rubric
- 410 Screencast assignment
- Interviews

5. ***Engage in professional growth and leadership - Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.***

a. Participate in local and global learning communities to explore creative applications of technology to improve student learning

b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others

c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning

d. Contribute to the effectiveness, vitality, and self- renewal of the teaching profession and of their school and community

Standard 5	***Unacceptable***	***Acceptable***	***Exemplary***
Engage in professional growth and leadership		**X**	

Standard 5 Analysis – *Evidence provided demonstrates the EPP's alignment to this standard. The syllabi show that candidates are being provided a concrete introduction to the most commonly used technologies for engaging students. The EPP is clear to candidates that there are technologies developed frequently that will require additional learning and research on their part. The technologies taught are engaging for the candidates and model how they can effectively utilize the different tools for their own students as they transition to the classroom. It was noted that even though resources are discussed throughout the program, many times those candidates placed in smaller rural districts do not have access to the resources discussed. It was a discussion point throughout the interviews that the completers would like the instructors to have more knowledge about the current tools and trends being utilized within the school districts and understand that not all of the tools are affordable for school districts. Overall, candidates and completers feel prepared to complete research for resources and knowledgeable about how to integrate what they have with their students. The candidate interviews were all positive regarding their experiences with the EPP. They indicated that they each felt they were treated as an individual, but completed the requirements as a whole, learning together and becoming reflective practitioners. The portfolios shared exhibited the learnings of candidates and will provide a basis to showcase their work as they become completers.*

Sources of Evidence

- EDCI 410 syllabus
- 410 Teaching with Tech rubric
- 410 Teaching with Tech assignment
- 410 Website rubric
- 410 Website assignment
- 410 Google Map rubric
- 410 Google Map assignment
- Portfolio
- Interview

Summary: *The evidence provided shows the extent to which candidates are taught different components and modalities of technology. Through the interview process evidence was provided that candidates/completers were prepared to understand the different tools, resources, and applications for all areas from assessment to assignments to transitioning students between tasks. There was a camaraderie shared amongst the candidates/completers that indicated an in-depth understanding of moving from the standard expectation to the implementation of the standards. This also speaks to the cohort model of educating students; they understand how to be professional amongst colleagues through the program. The interviewees indicated that they felt prepared for anything that might come their way. This year of COVID changed everything for these candidates/completers, however, they felt prepared to shift as needed.*

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Standard	5		5	

Areas for Consideration

- Some evidence suggests that candidates have limited exposure to technology components expected of teachers entering the profession. Additional evidence provided suggests that opportunities to learn types of Learning Management Systems and Student Information Systems may be a benefit to candidates.
- Through the interviews the candidates/completers indicated that it was challenging to change their demonstration items to align to the different expectations in Blackboard and Taskstream.

Recommended Action on Pre-Service Technology Standards

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR MODEL PRESERVICE STUDENT TEACHING EXPERIENCE

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

The Idaho Standards for Model Preservice Student Teaching Experience are the standards for a robust student teaching experience for teacher candidates. Every teacher preparation program is responsible for ensuring a student teaching experience that meets the standards.

Standard 1: Mentor Teacher. The mentor teacher is the certified P-12 personnel responsible for day-to-day support of the student teacher in the student teaching experience.

1(a) The mentor teacher is state certified to teach the content for which the candidate is seeking endorsement.

1(b) The mentor teacher has a minimum of three years of experience teaching in the content area(s) for which the student teacher is seeking endorsement.

1(c) The mentor teacher demonstrates effective professional practice and evidence of dispositions of a professional educator, as recommended by the principal.

1(d) The mentor teacher is committed to mentor, co-plan, co-assess, and co-teach with the student teacher.

1(e) The mentor teacher is co-selected, prepared, evaluated, supported, and retained.

1(f) The experienced mentor teacher receives positive candidate and EPP supervisor evaluations.

Standard 1	*Unacceptable*	*Acceptable*	*Exemplary*
Mentor Teacher		**X**	

Standard 1 Analysis – *The EPP provided evidence that candidates meet the standard. The Fall 2020 placement list documented that most mentor teachers are certified in the same area the candidate is seeking endorsement in. Given the rural area around the EPP, this percentage match is fairly high. All mentors on this list had more than three years of experience. Mentor teachers were recommended by the principal or recruited by the EPP and received favorable reviews by teacher candidates. There was no evidence provided that supervisors review the mentors. Mentor teachers signed an agreement to participate, but this did not explicitly state they agreed to co-teach or co-plan. However, these activities were clearly articulated in the handbook, and in interviews several mentors mentioned that the EPP switched to a co-teaching model and that it was a benefit. Interviews also highlighted that professional development was available online for mentor teachers, but that they were not encouraged or required to take it.*

Sources of Evidence

- Fall 2020 placement list
- Handbook
- Agreement letter
- Mentor & principal interviews

Standard 2: Educator Preparation Program (EPP) Supervisor. The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.

2(a) The EPP supervisor has P-12 education certified field experience.

2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.

2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.

2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

Standard 2	***Unacceptable***	***Acceptable***	***Exemplary***
Educator Preparation Program (EPP) Supervisor		X	

Standard 2 Analysis –*The EPP provided evidence to demonstrate that candidates meet the standard. The EPP provided one letter inviting supervisors to a calibration session. The Director of Teacher Education reported that these meetings happen once a month. This EPP does not require supervisors to be Danielson certified or to attend Danielson training; instead they have chosen to engage their supervisors in their own training on the instrument. There was no evidence provided that the supervisors have P-12 certified field experience. Supervisors received favorable evaluations from their candidates on candidate evaluations. The role of supervisor was described in the handbook, but there was no evidence they demonstrated these dispositions, nor was there evidence of any additional supervisor professional development, support, or training from the EPP.*

Sources of Evidence

- Candidate evaluations of supervisors
- Handbook
- Letter of invitation to a calibration session

Standard 3: Partnership.

3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.

3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

Standard 3	*Unacceptable*	*Acceptable*	*Exemplary*
Partnership		X	

Standard 3 Analysis – *It was clear through the evidence provided that the EPP supports the cooperating teacher in their mentorship with candidates. Interviews indicated that the completers were prepared. They understand how to form relationships and understand how to read data, impacting the cooperating teacher to set the experience for the cooperative teacher. Additionally, the EPP has prepared both the cooperating teacher and the candidate with communication skills. It was mentioned during the interview that the candidates were able to share with the cooperating teacher aspects of using technology for data collection and communication. The Evaluation of Mentors indicates that there are successful mentors but also room for improvement. The insights provided from the candidates show/indicate where the program might encourage growth amongst the mentors. Interviews indicated that this is a cooperative situation and collaborative between the parties. Learning is happening on both sides throughout the partnership opportunities.*

Sources of Evidence

- Handbook for Cooperating Teachers/Internship
- Mentor Teacher Agreement
- Interviews

Standard 4: Student Teacher. The student teacher is the candidate in the culminating clinical field experience.

4(a) Passed background check

4(b) Competency in prior field experience

4(c) Passed all required Praxis tests

4(d) Completion of all relevant coursework

4(e) Possesses dispositions of a professional educator

Standard 4	*Unacceptable*	*Acceptable*	*Exemplary*
Student Teacher		X	

Standard 4 Analysis – *Through the evidence provided and interviews the EPP meets the criteria for student teachers. The evidence shows the process for background checks and the interns that submit applications. The interviews indicated that students come with the necessary background. It was stated that 1 in 10 students need intervention. The candidates come to the school district knowing how to form relationships and are prepared in understanding how to read data. Additionally, the candidates are able to communicate with parents and staff. It was stated during the interview process that the district partners appreciate the knowledge of completers and they are able to contribute to the learning of students.*

Sources of Evidence

- Background check file
- Sample completer file
- Interviews

Standard 5: Student Teaching Experience

5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework

5(b) At least three formative assessments by the mentor teacher

5(c) One common summative assessment based on state teacher evaluation framework

5(d) Performance assessment including influence on P-12 student growth

5(e) Recommended minimum 14 weeks student teaching

5(f) Development of an Individualized Professional Learning Plan (IPLP)

5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*

5(h) Relevant preparatory experience for an Idaho teacher's certificate

Standard 5	***Unacceptable***	***Acceptable***	***Exemplary***
Student Teaching Experience		X	

Standard 5 Analysis – *The EPP sets up candidates for a positive experience as identified through Interviews and other evidence. The sample completer file that was shared explores each area as it relates to meeting the requirements. From the interviews, the candidates, soon to be completers, or completers emphasized that the EPP worked to engage them, as well as their EPP supervisors and mentors throughout the process. Evidence is provided throughout that the completers have met the standards for Idaho initial certification. The completers have been taught the necessary components to begin teaching Idaho students.*

Sources of Evidence

- Interviews
- Sample completer file
- IPLP from completer
- Institutional recommendations

Summary: *Interviews with completers indicated that they felt supported, while being considered an individual. They were open and honest that their experience was personalized, but also aligned to the expectations of the EPP. The completers were complimentary of the program.*

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Model Preservice Student Teaching Experience Standards	5		5	

Areas for Consideration

- Candidates indicated that they would benefit from opportunities to meet other candidates throughout the program. Additionally, candidates indicated that they would benefit from meet and greets for those individuals that they would be interacting with throughout the program.
- Completers indicated that the EPP faculty have a wealth of knowledge; however, they made a suggestion that the EPP faculty should be apprised of current technology and research that is occurring in the school districts. There was discussion that programs should be updated to include information on how to adjust for the unexpected; create real-world experiences and application.
- Principals and mentor teachers indicated a desire for partnerships that had mutually beneficial results such as University methods & pedagogy that better aligned with the needs of the schools and their students.

Recommended Action on Model Preservice Student Teaching Experience Standards

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

INSTITUTIONAL RECOMMENDATIONS

All teacher candidates are expected to meet the Idaho Core Teacher Standards and the Foundation and Enhancement standards specific to their discipline area(s) at the "acceptable" level or above. Additionally, all teacher candidates are expected to meet the requirements defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Idaho educator preparation programs complete an Institutional Recommendation to the State Department of Education verifying that the candidate has met all the requirements as defined in State Board Rule (IDAPA 08.02.02: Rules Governing Uniformity).

Standard 1: State Board Approved Program - Educator preparation program had a State Board approved program for initial certification for each area of endorsement indicated on candidate's institutional recommendation.

Standard 1	*Unacceptable*	*Acceptable*	*Exemplary*
State Board Approved Program		X	

Standard 1 Analysis – *Audited institutional recommendations provide evidence that 36 out of 37 candidates for initial certification received endorsement(s) for a State Board approved program(s) from the EPP.*

Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.

Standard 2	*Unacceptable*	*Acceptable*	*Exemplary*
Content Knowledge Assessment		X	

Standard 2 Analysis –*Praxis II score reports provide evidence that the EPP takes a systematic approach to assure each candidate receives a passing score on a State Board approved content area assessment for each recommended area of endorsement.*

Standard 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.

Standard 3	*Unacceptable*	*Acceptable*	*Exemplary*
Pedagogy		X	

Standard 3 Analysis – *Audited completer transcripts and course lists provide evidence the EPP takes a systematic approach to assure each candidate demonstrates competency in pedagogy for each recommended area of endorsement.*

Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.

Standard 4	*Unacceptable*	*Acceptable*	*Exemplary*
Performance Assessment		X	

Standard 4 Analysis – *Summative assessment documents provide evidence the EPP takes a systematic approach to assure each recommended candidate receives a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.*

Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.

Standard 5	*Unacceptable*	*Acceptable*	*Exemplary*
Clinical Experience		X	

Standard 5 Analysis – *The Combined Practicum Experiences spreadsheet provides evidence that each recommended candidate is assigned to a school building(s) for clinical experience(s) that likely includes each recommended area of endorsement and grade range. Some candidate observation and evaluation documents and reflection documents provide evidence of clinical experience in each recommended area of endorsement and grade range. Taken in whole, it appears the EPP takes a systematic approach to ensure recommended candidates complete clinical experience in each recommended area of endorsement and grade range.*

Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.

Standard 6	*Unacceptable*	*Acceptable*	*Exemplary*
Student Achievement		X	

Standard 6 Analysis – *Examples of UITPA portfolios and the UITPA summary assessment report provide evidence the EPP ensures candidates have demonstrated the ability to produce measurable student achievement or student success and create student learning objectives. UITPA portfolios were much stronger than CTE candidate portfolios.*

Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).

Standard 7	*Unacceptable*	*Acceptable*	*Exemplary*
Individualized Professional Learning Plan		X	

Standard 7 Analysis – *Institutional recommendations and candidate IPLPs provide evidence the EPP has a system in place to ensure each recommended candidate has an individualized professional learning plan (IPLP).*

Standard 8: Adding Endorsements Only – Educator preparation program issued institutional recommendation once the content, pedagogy, and performance had been demonstrated by the candidate for each area of endorsement. For candidates that are adding endorsements, the program is not required to be a State Board approved program for initial certification.

Standard 8	*Unacceptable*	*Acceptable*	*Exemplary*
Adding Endorsement Only		X	

Standard 8 Analysis – *Institutional recommendations provide evidence the EPP takes a systematic approach to provide an institutional recommendation once the content, pedagogy, and performance have been demonstrated by the candidate for each area of endorsement.*

Standard 9: Administrator Certificates Only – Recommended candidate for an administrator certificate demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation.

Standard 9	*Unacceptable*	*Acceptable*	*Exemplary*
Administrator Certificates Only		X	

Standard 9 Analysis – *Administrator transcripts and EDAD 595 syllabus provide evidence the EPP ensures each recommended candidate for an administrator certificate has demonstrated proficiency in conducting accurate evaluations of instructional practice based upon the state's framework for evaluation.*

Summary

	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Institutional Recommendations	9		9	

Areas for Improvement

- Recommendation from last focused review and evidence tied to Standard 5 – Clinical Experience demonstrates the need for evidence that captures grade and subject area of each clinical experience.

Recommended Action on Institutional Recommendations

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR BILINGUAL EDUCATION AND ENL (ENGLISH AS A NEW LANGUAGE) TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the discipline taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1(a) The teacher understands the evolution, research, and current federal and state legal mandates of bilingual and ENL education.

1(b) The teacher understands and knows how to identify differences and the implications for implementation in bilingual and ENL approaches and models.

1(c) The teacher understands and is able to distinguish between forms, functions, and contextual usage of social and academic language.

1(d) (Bilingual only) The teacher possesses language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading and writing in English and the second target language necessary to facilitate learning in the content area(s) (Federal Requirement).

1(e) (ENL only) The teacher possesses the language proficiency at the advanced level as defined in the ACTFL Proficiency Guidelines in listening, speaking, reading, and writing, in English necessary to facilitate learning of academic language in the content area(s) (Federal Requirement).

1(f) (Bilingual only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of both English and the second target language.

1(g) (ENL only) The teacher understands the articulatory system, various registers, dialects, linguistic structures, vocabulary, and idioms of the English language.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *The EPP provided sufficient evidence to demonstrate that candidates meet standard 1.1. Teacher candidate interviews, lesson plans, and course syllabi provide evidence that candidates demonstrate performance of Knowledge 1a; 1b; 1c; 1d; 1e; 1f; and 1g. It should also be noted that the EPP goes over and beyond and includes evidence to support those standards that are uniquely classified as "bilingual" standards, even though the focus is ENL. Appropriate evidence indicates that the EPP values more than is expected for this component. Further evidence suggests that those completing the Praxis exams for the ESOL outperform national averages and score exceedingly high in foundations of linguistics; further recognition should include the quality*

of instruction in content area, noted from the depth and level of syllabi particularly for 448 ENL intro course.

Sources of Evidence

- Course syllabi, course projects
- Candidate lesson plans, candidate work samples, candidate performance on testing, UI modified lessons
- Interviews: EPP cultural diversity faculty and candidates

Performance

1(h) (Bilingual only) The teacher articulates key linguistic structures and exposes students to the various registers, dialects, and idioms of English and the second target language.

1(i) (ENL only) The teacher articulates linguistic structures and exposes students to the various registers, dialects, and idioms of the English language.

1(j) The teacher uses knowledge of language and content standards and language acquisition theory content areas to establish goals, design curricula and instruction, and facilitate student learning in a manner that builds on students' linguistic and cultural diversity.

1(k) The teacher demonstrates instructional strategies that an understanding of the variety of purposes that languages serve, distinguish between forms, functions, and contextual usage of social and academic language.

1(l) The teacher designs and implements activities that promote inter-cultural exploration, engaged observation, listening, speaking, reading, and writing.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *The EPP provided sufficient evidence to demonstrate that candidates meet standard 1.2. Candidate interviews, course assignments, and lesson plans provide evidence that teacher candidates demonstrate performance of 1h, 1i, 1j, 1k, and 1l. Concerning indicator 1j, there was significant and relevant output evidence that was well documented with performance data.*

Sources of Evidence

- Applicable course syllabi matched to student performance artifacts
- Candidate generated lesson plans, candidate work samples, candidate performance on testing, student case studies
- Interviews: candidates

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

2(a) The teacher understands the processes of language acquisition and development, and the role that culture plays in students' educational experiences.

2(b) The teacher understands the advantages of bilingualism, biliteracy, and multiculturalism.

Standard 2 Knowledge of Human Development and Learning	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *The EPP provided sufficient evidence that candidates meet standard 2.1. Course syllabi, including required coursework and interviews with the EPP faculty who support diversity and multiculturalism, are the primary indicators for meeting 2a and 2b.*

Sources of Evidence

- Syllabi and course assignments in the area of the second language acquisition
- ESOL Praxis output generated evidence
- EPP interview with diversity and multicultural faculty

Performance

2(c) The teacher plans and delivers instruction using knowledge of the role of language and culture in intellectual, social, and personal development.

2(d) The teacher integrates language and content instruction appropriate to the students' stages of language acquisition.

2(e) The teacher facilitates students' use of their primary language as a resource to promote academic learning and further development of the second language.

2(f) The teacher uses effective strategies and approaches that promote bilingualism, biliteracy, and multiculturalism.

Standard 2 Knowledge of Human Development and Learning	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – *The EPP has provided sufficient evidence that candidates meet standard 2.2 in the area of performance. Evidence here is primarily demonstrated through candidate generated final*

lesson plans, teacher candidate interview, and ESOL testing score reports. These plans include a reflective element and summative component that addresses 2c, 2d, 2e, and 2f and encompass the WIDA standards and "I can" indicators that support ENL preparation. Lessons demonstrate an acceptable inclusion content instruction appropriate to the students' stages of language acquisition coupled with use in a mainstream classroom.

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Output evidence ESOL praxis testing scores particularly in the area: Culture, page 7

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to learners with diverse needs

Knowledge

3(a) The teacher understands the nuances of culture in structuring academic experiences.

3(b) The teacher understands how a student's first language may influence second language production (ex: accent, code-switching, inflectional endings).

3(c) The teacher understands there is a distinction between learning disabilities/giftedness and second language development.

3(d) The teacher understands how and when to provide appropriate accommodations that allow students to access academic content.

Standard 3 Modifying Instruction for Individual Needs	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis – *The EPP provides sufficient evidence for indicators for 3a, 3b, 3c, and 3d to demonstrate that the program is designed to meet standard 3.1. Evidence includes candidate coursework, including lesson plan and reflective case studies, as well as interviews with teacher candidates.*

Sources of Evidence

- Final modified lesson plans and cases study
- Course syllabi
- Candidate interviews

Performance

3(e) The teacher promotes respect for diverse cultures by facilitating open discussion, treating all students equitably, and addressing individual student needs.

3(f) The teacher utilizes strategies that advance accuracy in students' language production and socio- culturally appropriate usage with an understanding of how these are influenced by the first language.

3(g) The teacher collaborates with other area specialists to distinguishes between issues of learning disabilities/giftedness and second language development.

3(h) The teacher provides appropriate accommodations that allow students to access academic content.

Standard 3 Modifying Instruction for Individual Needs	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		**X**	

3.2 Analysis – *The EPP provides sufficient evidence for indicators for performance in 3e, 3f, 3g, and 3h to demonstrate that the program is designed to meet standard 3.2. Specific data included testing scores ESOL praxis that provide evidence that teacher candidates are capable in performance indicators.*

Sources of Evidence

- ESOL Praxis testing scores particularly in the area: Foundations of Language Learning, page 5
- Course syllabi
- Course assignments

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

4(a) The teacher knows how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

4(b) The teacher has a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 4 Multiple Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *The EPP provided sufficient evidence to meet 4.1 through course syllabi and sample assignments for Intro to ESL, Methods to ENL, content methods, and language courses that offer*

specific evidence for indicators 4a and 4b. Evidence provides context that teacher candidates have opportunity to demonstrate an adequate understanding of how to adapt lessons, textbooks, and other instructional materials, to be culturally and linguistically appropriate to facilitate linguistic and academic growth of language learners.

Sources of Evidence

- Course syllabi and course assignments: case study, lesson planning, book trailer, and language culminating activity
- Candidate final differentiated lesson plans
- ESOL praxis testing scores particularly in the area: Planning and Implementing Instruction, page 6

Performance

4(c) The teacher selects, adapts, creates and uses varied culturally and linguistically appropriate resources related to content areas and second language development.

4(d) The teacher employs a repertoire of effective strategies that promote students' critical thinking and problem solving at all stages of language development.

Standard 4 Multiple Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis *– The EPP provided sufficient evidence through candidate interviews, coupled with course syllabus, course assignments, and the culminating final UI modified lesson plans, that provide evidence that candidates demonstrate performance of indicators 4c and 4d. Performance evidence demonstrates the candidates possess a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills to help support the process of language development. This evidence supports that candidates implement appropriate instructional techniques applied to language learners and meets 4.2.*

Sources of Evidence

- Candidate interviews
- Final modified lesson plans, some case studies
- Course syllabus

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

5(a) The teacher understands the influence of culture on student motivation and classroom management.

Standard 5	***Unacceptable***	***Acceptable***	***Exemplary***

Classroom Motivation and Management Skills			
5.1 Knowledge		X	

5.1 Analysis – *The EPP provided sufficient evidence through faculty interviews, course syllabus, and course assignments that candidates demonstrate performance of 5a that indicates the teacher understands the influence of culture on student motivation and classroom management and meets the spirit of standard 5.1.*

Sources of Evidence

- The culturally inclusive classroom management plan assignment
- Course syllabi for 302: Teaching in a Diverse Society
- EPP interview with diversity and multicultural faculty

Performance

5(b) The teacher demonstrates a culturally responsive approach to classroom management.

Standard 5 Classroom Motivation and Management Skills	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis – *The EPP provided sufficient evidence that candidates meet standard 5.2 through EPP faculty interviews, course syllabus, and course assignments Evidence shows that candidates demonstrate performance of 5a that indicates the teacher demonstrates the influence of culture on student motivation and classroom management.*

Sources of Evidence

- The culturally inclusive classroom management plan assignment
- Course syllabi for 302: Teaching in a Diverse Society
- EPP interview with diversity and multicultural faculty
- Candidate interviews

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

6(a) The teacher understands that language is a system that uses listening, speaking, reading, and writing for social and academic purposes.

6(b) The teacher understands how to design active and interactive activities that promote proficiency in the four domains of language.

6(c) The teacher understands the extent of time and effort required for language acquisition.

Standard 6 Communication Skills	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – *The EPP provided sufficient evidence for standard 6.1 through course language syllabi for Intro to ESL; Methods to ENL, content methods, candidate lesson plans, and the ESOL Praxis reports category III that offer specific evidence for 6a, 6b, and 6c. The evidence provides context that candidates use a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*

Sources of Evidence

- Language syllabi
- Targeted language lesson plans: with WIDA differentiation
- ESOL Praxis scores: Planning and Implementing Instruction

Performance

6(d) The teacher demonstrates competence in facilitating students' acquisition and use of language in listening, speaking, reading, and writing for social and academic purposes.

6(e) The teacher uses active and interactive activities that promote proficiency in the four domains of language.

6(f) The teacher communicates to students, their families, and stakeholders the extent of time and effort required for language acquisition.

Standard 6 Communication Skills	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis – *The EPP provided sufficient evidence to document acceptable performance through candidate generated lesson plans, interviews with candidates certifying in ENL and language, and specific evidence for 6a, 6b, and 6c. The evidence sources offer ample support of standard 6.2, that the teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Case study reflections from 437/447 (practicum)

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

7(a) The teacher understands how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 7 Instructional Planning Skills	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *The EPP provided sufficient evidence through intentional teaching of strategies and planning in Teaching in a Diverse Society, coupled with partnerships within the community, supported by interviews with faculty who teach signature courses, further supported by interview with teacher candidates to provide evidence for 7a. It was clear that teacher candidates had current and relevant frameworks with the program about how to incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the ELD Standards.*

Sources of Evidence

- Syllabi for Teaching in a Diverse society
- Candidate learning activities from Teaching in a Diverse Society
- Interviews: EPP diversity faculty and ENL candidates
- Community partnerships: CAMP, Diversity Dialogue, signature courses

Performance

7(b) The teacher creates and delivers lessons that incorporate students' diverse cultural backgrounds and language proficiency levels into instructional planning that aligns with the English Language Development Standards.

Standard 7 Instructional Planning Skills	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		X	

7.2 Analysis – *The EPP provided sufficient evidence to document acceptable performance through candidate generated lesson plans, interviews with candidates certifying in ENL, and course assignments in the form reflective case study reflections for 7a. Lesson plans identified how ENL candidates planned and incorporated students' diverse cultural backgrounds and language proficiency levels into instructional planning. Interviews with candidates revealed those lesson planning strategies that candidates most used and applied when teaching students of diverse*

backgrounds. Case study reflections addressed how candidates approached and thought about planning for diverse populations of learners, including using the ELD framework.

Sources of Evidence

- Modified UI teacher candidate generated lesson plans
- Candidate interviews
- Candidate case study reflections

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

8(a) The teacher understands variations in assessment of student progress that may be related to cultural and linguistic differences.

8(b) (Bilingual only) The teacher understands how to measure students' level of English language proficiency and second target language proficiency.

8(c) (ENL only) The teacher understands how to measure the level of English language proficiency.

8(d) The teacher understands the relationship and difference between levels of language proficiency and students' academic achievement.

8(e) The teacher is familiar with the state English language proficiency assessment.

8(f) The teacher knows how to interpret data and explain the results of standardized assessments to students with limited English proficiency, the students' families, and to colleagues.

8(g) The teacher understands appropriate accommodations for language learners being tested in the content areas.

8(h) The teacher understands how to use data to make informed decisions about program effectiveness.

Standard 8 Assessment of Student Learning	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – *The EPP provided sufficient evidence to meet this standard. Syllabi from ESL Methods course, the ESOL Praxis scores, required coursework, candidate lesson plans, and candidate interviews provide evidence that candidates demonstrate an adequate understanding of 8a, 8b, 8c, 8d, 8e, 8f, 8g, and 8h. Candidate interviews revealed the those prepared in ENL can articulate examples of ways they have made appropriate accommodations for language learners being, specifically in supports they have learned to*

provide for English learners. Lesson plans indicate appropriate planning and scaffolding that leads to accommodation for learners across ELD levels. The Praxis indicators show that those endorsed in the ENL endorsement fall within the 1st, 2nd, and 3rd quartiles of performance for assessment and evaluation, an acceptable indication.

Sources of Evidence

- ESOL Praxis: assessment and evaluation
- Teacher candidate interview
- ESL methods syllabi
- Candidate generated UI modified lesson plans, assessment plan

Performance

8(h) The teacher selects and administers assessments suited to the students' culture, literacy and communication skills.

8(i) The teacher uses a combination of observation and other assessments to make decisions about appropriate program services for language learners.

8(j) The teacher uses a combination of assessments that measure language proficiency and content knowledge respectively to determine how level of language proficiency may affect the demonstration of academic performance.

8(k) The teacher uses appropriate accommodations for language learners being tested in the content areas.

8(l) The teacher uses data to make informed decisions about program effectiveness.

Standard 8 Assessment of Student Learning	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis – *The EPP provided sufficient evidence of performance through candidate interviews, selected course assignments, and differentiated lesson plans. These sources of evidence provide documentation that candidates demonstrate performance of 8a, 8b, 8c, 8d, and 8e. Each of the listed pieces offer ample support that those prepared in the ENL program have opportunity to practice these assessment indicators. The completed SOLOM evaluation is a notable artifact that offers candidates experience to record and use uses data to make informed decisions about teaching impact.*

Sources of Evidence

- Student Profiles
- Completed SOLOM evaluation
- Candidate interviews
- Candidate assessment plan

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Knowledge

9(a) The teacher understands the necessity of maintaining an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Standard 9 Professional Commitment and Responsibility	***Unacceptable***	***Acceptable***	***Exemplary***
9.1 Knowledge		X	

9.1 Analysis – *The EPP provided sufficient evidence though syllabi for ESL Methods and Foundation of ENL courses and language syllabi, coupled with content midterms. These sources of evidence document that the program structure provides the framework for each candidate to understand the need to maintain advanced levels of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.*

Sources of Evidence

- Course syllabi for ESL Methods and Foundation of ENL courses
- Language syllabi: French and Spanish
- Candidate language performance midterms

Performance

9(b) The teacher maintains an advanced level of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.

Standard 9 Professional Commitment and Responsibility	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance		X	

9.2 Analysis – *The EPP provided sufficient evidence of performance though syllabi for ESL Methods and Foundation of ENL courses and language syllabi, coupled with content midterms. These sources of evidence document that candidates demonstrate performance of 9b, that the program structure helps the candidate maintain advanced levels of proficiency, according to the ACTFL guidelines, in the language(s) used for instruction.*

Sources of Evidence

- Course syllabi for ESL Methods and Foundation of ENL courses
- Language syllabi: French and Spanish
- Candidate language performance midterms

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

10(a) The teacher understands the benefits of family and community involvement in students' linguistic, academic, and social development.

10(b) The teacher understands the necessity of collegiality and collaboration to promote opportunities for language learners.

Standard 10 Partnerships	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		X	

10.1 Analysis – *The EPP provided sufficient evidence through the course syllabus for the ENL Methods, through the course assignment: Family and Community Collaboration Plan, and with interviews with the EPP diversity faculty and candidate interviews. These data points provide evidence that candidates demonstrate an adequate understanding of 10a and 10b.*

Sources of Evidence

- Course syllabus ENL Methods
- Course assignment: Family and Community Collaboration Plan
- Interviews: EPP diversity faculty and candidates

Performance

10(c) The teacher creates family and community partnerships that promote students' linguistic, academic, and social development.

10(d) The teacher collaborates with colleagues to promote opportunities for language learners.

10(e) The teacher assists other educators and students in promoting cultural respect and validation of students' and families' diverse backgrounds and experiences.

Standard 10 Partnerships	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		X	

10.2 Analysis – *The EPP provided sufficient evidence through the candidate generated Family and Community Collaboration Plan Projects, a course essay depicting the candidate's reflection of a community plan, and interviews conducted with candidates certifying in language and or ENL. All the aforementioned points provide evidence that candidates demonstrate performance of 10c, 10d, and 10e.*

Sources of Evidence

- Candidate generated Family and Community Collaboration Plan Projects
- Essay: community plan (teacher reflection)
- Interviews: candidates

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10		10	
Performance	10		10	

Recommended Action on Idaho Standards for Bilingual Education and ENL (English as a New Language) Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR BLENDED EARLY CHILDHOOD EDUCATION/EARLY CHILDHOOD SPECIAL EDUCATION TEACHERS

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

Knowledge

1(a) The early childhood educator knows that family systems are inextricably tied to child development.

1(b) The early childhood educator understands the typical and atypical development of infants' and children's attachments and relationships with primary caregivers.

1(c) The early childhood educator understands how learning occurs and that children's development influences learning and instructional decisions.

1(d) The early childhood educator understands pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

1(e) The early childhood educator understands the developmental consequences of toxic (strong, frequent, and/or prolonged) stress, trauma, protective factors and resilience, and the consequences on the child's mental health.

1(f) The early childhood educator understands the importance of supportive relationships on the child's learning, emotional, and social development.

1(g) The early childhood educator understands the role of adult-child relationships in learning and development.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *EPP provides sufficient evidence for indicators: 1a, 1b, 1c, 1d, 1e, 1f, and 1g to demonstrate that the program is designed to have its candidates understand how learners grow and develop and the variations of individual cognitive, linguistic, social, emotional, and physical areas.*

Sources of Evidence

- Family Systems Theory paper
- Syllabi: 210, 234, 235, 333, 340, 436, 480, 490, 497
- Praxis scores 5691
- Parent Child Philosophy paper

Performance

1(h) The early childhood educator identifies pre-, peri-, and postnatal development and factors, such as biological and environment conditions that affect children's development and learning.

1(i) The early childhood educator collaborates with parents, families, specialists and community agencies to identify and implement strategies to minimize the developmental consequences of toxic (strong, frequent, and/or prolonged) stress and trauma, while increasing protective factors and resilience.

1(j) The early childhood educator establishes and maintains positive interactions and relationships with the child.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		**X**	

1.2 Analysis – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to identify child development and factors, collaborate with parents, and maintain positive relationships with children.*

Sources of Evidence

- Mini take home assignments
- 490 developmental disability rubric
- Mini 7 assignment
- RR 6
- SL work
- Community Resource File
- IEP student work
- IFSP work sample & rubric

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 early childhood educator understands the continuum of medical care for premature development, low birth weight, children who are medically fragile, and children with special health care needs, and knows the concerns and priorities associated with these medical conditions as well as their implications on child development and family resources.

2(b) The early childhood educator understands variations of beliefs, traditions, and values across cultures and the effect of these on the relationships among the child, family, and their environments.

2(c) The early childhood educator knows the characteristics of typical and atypical development and their educational implications and effects on participation in educational and community environments.

2(d) The early childhood educator knows how to access information regarding specific children's needs and disability- related issues (e.g., medical, support, service delivery).

2(e) The early childhood educator knows about and understands the purpose of assistive technology in facilitating individual children's learning differences, and to provide access to an inclusive learning environment.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *EPP provides sufficient evidence for indicators: 2a, 2b, 2c, 2d, and 2e to demonstrate that the program is designed to have its candidates understand individuals' learning differences and diverse cultures and inclusive learning environments.*

Sources of Evidence

- Syllabi: 210, 234, 300, 340, 350, 480, 481, 490
- IEP student work
- Interviews with candidates and completers

Performance

2(f) The early childhood educator locates, uses, and shares information about the methods for the care of children who are medically fragile and children with special health care needs, including the effects of technology and various medications on the educational, cognitive, physical, social, and emotional behavior of children with disabilities.

2(g) The early childhood educator adapts learning, language, and communication strategies for the developmental age and stage of the child, and as appropriate identifies and uses assistive technology.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to utilize information for students with special health needs and adapt learning, language, and communication strategies.*

Sources of Evidence

- Community Resource File
- IEP student work
- IFSP student work & rubric
- Bb project explanation
- 333 LP sample
- Language Sample rubric

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 early childhood educator understands the importance and use of routines as a teaching strategy.

3(b) The early childhood educator knows that physically and psychologically safe and healthy learning environments promote security, trust, attachment, and mastery motivation in children.

3(c) The early childhood educator understands applicable laws, rules, and regulations regarding behavior management planning and plan implementation for children with disabilities.

3(d) The early childhood educator understands principles of guidance (co-regulation, self-monitoring, and emotional regulation), applied behavioral analysis and ethical considerations inherent in behavior management.

3(e) The early childhood educator understands crisis prevention and intervention practices relative to the setting, age, and developmental stage of the child.

3(f) The early childhood educator knows a variety of strategies and environmental designs that facilitate a positive social and behavioral climate.

3(g) The early childhood educator understands that the child's primary teacher is the parent.

3(h) The early childhood educator understands appropriate use of evidence-based practices that support development at all stages.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis – *EPP provides sufficient evidence for indicators: 3a, 3b, 3c, 3d, 3e, 3f, 3g, and 3h to demonstrate that the program is designed to have its candidates understand learning environments that support individual and collaborative learning.*

Sources of Evidence

- Syllabi: 234, 235, 325, 333, 480, 481, 497
- 333 .ppt file
- 497 Field Experience Handbook
- 333 Lesson Plan work sample
- Bb project explanation
- Rhythm & Beat lesson plan explanation

Performance

3(i) The early childhood educator promotes opportunities for all children in natural and inclusive settings.

3(j) The early childhood educator embeds learning objectives within everyday routines and activities.

3(k) The early childhood educator creates an accessible learning environment, including the use of assistive technology.

3(l) The early childhood educator provides training and supervision for the classroom paraprofessional, aide, volunteer, and peer tutor.

3(m) The early childhood educator creates an environment that encourages self-advocacy and increased independence.

3(n) The early childhood educator plans and implements intervention consistent with the needs of children.

3(o) The early childhood educator conducts functional behavior assessments and develops positive behavior supports and creates behavior intervention plans.

3(p) In collaboration with the parent, the early childhood educator applies evidence-based strategies that support development at all stages in home, community, and classroom environments.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to promote opportunities for all children, establish routines, incorporate technology, implement interventions, and create behavior plans.*

There was not a preponderance of evidence demonstrating the preparation of teacher candidates for the training and supervision of para-educators, aides or volunteers (3i).

Sources of Evidence

- Activity Matrix Student Sample

- Community Resource File
- IEP student work
- IFSP work sample and rubrics
- Bb Project explanation
- ELO student work sample
- 490 evaluation on a student
- CM student work sample
- 333 lesson plan sample
- EBP student sample
- 333 lab preparation sample
- Lab schedule AM preschool
- 325 signature assignments
- Individual guidance plan
- Carlos case study
- CFIS student sample
- 481 FBA and BIP samples

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The early childhood educator knows how children integrate domains of development (language, cognition, social and emotional, physical, and self-help) as well as traditional content areas of learning (e.g., literacy, mathematics, science, health, safety, nutrition, social studies, art, music, drama, movement).

4(b) The early childhood educator understands theories, history, and models that provide the basis for early childhood education and early childhood special education practices as identified in the National Association for the Education of Young Children (NAEYC) Standards for Early Childhood Professional Preparation Programs and the Council for Exceptional Children/Division of Early Childhood (CEC/DEC) Preparation Standards.

4(c) The early childhood educator understands the process of self-regulation that assists children to identify and cope with emotions.

4(d) The early childhood educator understands speech and language acquisition processes in order to support emergent literacy, including pre-linguistic communication and language development.

4(e) The early childhood educator understands the elements of play and how play assists children in learning.

4(f) The early childhood educator understands nutrition and feeding relationships so children develop essential and healthy eating habits.

4(g) The early childhood educator understands that children are constructing a sense of self, expressing wants and needs, and understanding social interactions that enable them to be involved in friendships, cooperation, and effective conflict resolutions.

4(h) The early childhood educator understands the acquisition of self-help skills that facilitate the child's growing independence (e.g., toileting, dressing, grooming, hygiene, eating, sleeping).

4(i) The early childhood educator understands the comprehensive nature of children's wellbeing in order to create opportunities for developing and practicing skills that contribute to healthful living and enhanced quality of life.

4(j) The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *The EPP provides sufficient evidence for indicators: 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 4i, and 4j to demonstrate that the program is designed to have its candidates understand the central concepts of inquiry and creates meaningful experiences for their learners.*

Sources of Evidence

- Syllabi: 210, 234, 235, 321, 333, 350, 435, 480, 481, 490, 497
- 490 evaluation on a student
- Mentor teacher evaluation

Performance

4(k) The early childhood educator demonstrates the application of theories and educational models in early childhood education and special education practices.

4(l) The early childhood educator applies developmentally appropriate practices to facilitate growth towards developmental milestones and emerging foundational skills.

4(m) The early childhood educator differentiates practices for the acquisition of skills in English language arts, science, mathematics, social studies, the arts, health, safety, nutrition, and physical education for children from birth through age 2, ages 3-5, and grades K-3.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to apply educational models and developmentally appropriate practices and differentiates practices for acquiring various academic skills.*

Sources of Evidence

- 333 lesson plan student work sample
- Child Analysis of Practice
- EBP student sample
- Mini take home assignments
- Obstacle Course lesson plan
- Praxis 5025
- Bb project explanation
- 490 evaluation on a student
- IEP student work
- IFSP work sample
- Individual Guidance Plan
- Rhythm and Beat lesson plan

Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The early childhood educator understands critical developmental processes and knows how to facilitate the growth and development of children birth through age 8.

5(b) The early childhood educator recognizes the role that social and emotional development plays in overall development and learning.

5(c) The early childhood educator knows the multiple factors that contribute to the development of cultural competence in young children birth through age 8.

5(d) The early childhood educator understands how to promote the development of executive functioning in children birth through age 8 (e.g., impulse control, problem solving, exploration).

5(e) The early childhood educator knows the importance of facilitating emergent literacy and numeracy.

5(f) The early childhood educator understands the essential functions of play and the role of play in the holistic growth and development of children birth through age 8.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – *The EPP provides sufficient evidence for indicators: 5a, 5b, 5c, 5d, 5e, and 5f to demonstrate that the program is designed to have its candidates understand how to connect concepts and use differing perspectives to engage learners.*

- 333 LP student work sample
- Syllabi: 210, 234, 235, 333
- 333 Social Emotional .ppt
- 333 STEM .ppt
- 333 Play .ppt
- Individual Guidance Plan
- 480 CLD .ppt
- LP AC01
- Fall 2019 Parent Play Night

Performance

5(g) The early childhood educator effectively creates and maintains an environment that facilitates overall growth and development of all children (e.g., routines, materials and equipment, schedules, building relationships, assistive technology).

5(h) The early childhood educator builds positive relationships with children and families and encourages cultural sensitivity among children to foster social and emotional development of all children.

5(i) The early childhood educator utilizes a play-based curriculum to facilitate the holistic development of all children and fosters the emergence of literacy, numeracy, and cognition.

5(j) The early childhood educator effectively utilizes explicit instruction to facilitate the development of executive functioning (e.g., impulse control, problem solving, exploration).

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – *Assignments, work samples, and rubrics provide evidence that candidates demonstrate the ability to create and maintain environments, build relationships, and utilize play-based curriculums and explicit instructional practices.*

Sources of Evidence

- 333 PL student work sample
- Environmental Rating Scale Rubric
- 333 class report sample
- IEP student work sample
- IFSP student work sample

- AM preschool schedule
- Bb project explanation
- Syllabus: 333?
- Rhythm and Beat lesson plan
- ESI screener
- Individual Guidance Plan
- LP AC02
- Observation documentation

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 early childhood educator understands the legal provisions, regulations, guidelines, and ethical concerns regarding assessment of children.

6(b) The early childhood educator knows that developmentally appropriate assessment procedures reflect children's behavior over time and rely on regular and periodic observations and record keeping of children's everyday activities and performance.

6(c) The early childhood educator knows the instruments and procedures used to assess children for screening, pre-referral interventions, referral, and eligibility determination for special education services or early intervention services for birth to three years.

6(d) The early childhood educator knows the ethical issues and identification procedures for children with disabilities, including children from culturally and linguistically diverse backgrounds.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.1 Knowledge		X	

6.1 Analysis – *The EPP provides sufficient evidence for indicators: 6a, 6b, 6c, and 6d, to demonstrate that the program is designed to have its candidates understand multiple methods of assessment and engage learners in their own growth.*

Sources of Evidence

- Syllabi: 235, 325, 333, 480, 481, 490, 497
- Individual Guidance Plan
- Praxis 5691
- Assessment Report student sample
- Resource file scoring sheet

- 210 Chapter 11 .ppt
- 480 CLD .ppt

Performance

6(e) The early childhood educator assesses all developmental domains (e.g., social and emotional, fine and gross motor, cognition, communication, self-help).

6(f) The early childhood educator ensures the participation and procedural safeguard rights of the parent/child when determining eligibility, planning, and implementing services.

6(g) The early childhood educator collaborates with families and professionals involved in the assessment process of children.

6(h) The early childhood educator conducts an ecological assessment and uses the information to modify various settings as needed and to integrate the children into those setting.

6(i) The early childhood educator uses a diverse array of assessment strategies to assess children depending on the purpose of assessment (e.g., observation, checklists, norm-referenced).

6(j) The early childhood educator demonstrates culturally or linguistically diverse assessment practices and procedures used to determine eligibility of a student.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.2 Performance		X	

6.2 Analysis – *Assignments, work samples, evaluations, syllabi, assessment scores, and rubrics provide evidence that candidates demonstrate the ability to assess developmental domains, ensure procedural safeguard rights, collaborate with stakeholders, and demonstrate culturally and linguistically diverse assessment practices.*

Sources of Evidence

- Assessment Report student sample
- Child Study Work
- Developmental Summary work sample
- Syllabi: 234, 333, 435,
- Student Sample Checklist
- 490 Evaluation of a student
- 480 IFSP .ppt
- 480 CLD .ppt
- IFSP work sample
- Mentor teacher evaluation
- Praxis 5691

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 early childhood educator understands theory and research that reflect currently recommended professional practice for engaging with families and children (from birth through age 2, ages 3-5, and grades K-3).

7(b) The early childhood educator has deep knowledge of the state-adopted early learning guidelines/standards and developmental indicators.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		**X**	

7.1 Analysis – *The EPP provides sufficient evidence for indicators: 7a and 7b to demonstrate that the program is designed to have its candidates understand how to support every student with various curricula, skills, and knowledge of the learner's community context.*

Sources of Evidence

- Syllabi: 210, 235, 333, 436, 480, 481, 497
- 333 lesson plan student sample & rubric
- Candidate and completer interviews

Performance

7(c) The early childhood educator designs meaningful child-initiated inquiry and integrated learning opportunities that are scaffolded for the developmental needs of all children.

7(d) The early childhood educator assists families in identifying their resources, priorities, and concerns in relation to their children's development and provides information about a range of family-oriented services based on identified resources, priorities, and concerns through the use of the Individualized Family Service Plans (IFSP) Individualized Education Programs (IEP).

7(e) The early childhood educator facilitates transitions for children and their families (e.g., hospital, home, Infant/Toddler programs, Head Start, Early Head Start, childcare programs, preschool, primary programs).

7(f) The early childhood educator analyzes activities and tasks and uses procedures for monitoring children's skill levels and progress.

7(g) The early childhood educator evaluates children's skill development in relation to developmental norms and state-adopted standards.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *Assignments, work samples, evaluations, syllabi, assessment scores, and rubrics provide evidence that candidates demonstrate the ability to assist families in identifying resources, facilitating transition for children and their families, monitoring progress, and evaluating children's skill development.*

Sources of Evidence

- 333d lesson plan student sample
- Bb project explanation
- Syllabi 481, 490 (2015)
- Rhythm and Beat lesson plan
- Praxis 5025, 5691
- IEP student work
- 480 IFSP .ppt
- IFSP student work sample
- 490 evaluation on a student
- Developmental summary student work sample
- 333 lesson plan student sample
- Observation documentation
- ESI screener

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 early childhood educator knows the characteristics of physical environments that must vary to support the learning of children from birth through age 2, ages 3-5, and grades K-3 (e.g., schedule, routines, transitions).

8(b) The early childhood educator understands the breadth and application of low and high assistive technology to support instructional assessment, planning, and delivery of instruction.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.1 Knowledge		X	

8.1 Analysis – *The EPP provides sufficient evidence for indicators: 8a and 8b to demonstrate that the program is designed to have its candidates understand how to use a variety of instructional strategies various content areas.*

Sources of Evidence

- Environmental Rating Scale
- Syllabi: 234, 333, 481, 490 (2015)
- Praxis 5025, 5691
- IEP student work

Performance

8(c) The early childhood educator uses developmentally appropriate methods to help children develop intellectual curiosity, solve problems, and make decisions (e.g., child choice, play, small group projects, open- ended questioning, group discussion, problem solving, cooperative learning, inquiry and reflection experiences).

8(d) The early childhood educator uses evidence-based instructional strategies (e.g., child choice, play, differentiation, direct instruction, scaffolding) that support both child-initiated and adult-directed activities.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis – *Assignments, work samples, evaluations, syllabus, assessment scores, and rubrics provide evidence that candidates demonstrate the ability to use developmentally appropriate methods, solve problems, make decisions, and utilize evidence-based practices.*

Sources of Evidence

- 333 lesson plan student work sample
- Bb project explanation
- Syllabus 333
- Rhythm and Beat lesson plan
- EBP student sample
- 490 evaluation on a student
- IEP student work sample and rubric
- Mentor teacher evaluation

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 early childhood educator understands the NAEYC Standards for Early Childhood Professional Preparation and the CEC/DEC Initial Preparation Standards.

9(b) The early childhood educator understands the code of ethics of the NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.

9(c) The early childhood educator understands the responsibilities as outlined in the Pre-Service Technology Standards (e.g., digital citizenship and ethical practice).

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.1 Knowledge		X	

9.1 Analysis – *The EPP provides sufficient evidence for indicators: 9a, 9b, and 9c to demonstrate that the program is designed to have its candidates understand professional, ethical practices, and reflect on their practice.*

Sources of Evidence

- Ethics and professionalism signature
- Syllabi: 235, 410, 480, 490 (2015)
- Professional Portfolio NAEYC Standards .ppt

Performance

9(d) The early childhood educator practices behavior congruent with the NAEYC Standards for Early Childhood Professional Preparation, CEC/DEC Initial Preparation Standards, and the Idaho Code of Ethics for Professional Educators.

9(e) The early childhood educator practices behavior as outlined in the Pre-Service Technology Standards (e.g. digital citizenship and ethical practice).

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance		X	

9.2 Analysis – *Assignments, work samples, evaluations, and rubrics provide evidence that candidates demonstrate the ability to comport themselves congruently with NAEYC, CEC/DEC, and the Idaho Code of Ethics for Professional Educators.*

Sources of Evidence

- DEC recommended practices assessment
- Ethics and professionalism signature

- 490 evaluation on a student
- Mentor teacher evaluation
- 410 Google Map assignment sample and rubric
- 410 Teach assignment sample and rubric
- 410 website assignment sample and rubric

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 early childhood educator knows about state and national professional organizations (e.g., NAEYC and CEC/DEC.

10(b) The early childhood educator knows family systems theory and its application to the dynamics, roles, and relationships within families and communities.

10(c) The early childhood educator knows community, state, and national resources available for children and their families.

10(d) The early childhood educator understands the role and function of the service coordinator and related service professionals in assisting families of children.

10(e) The early childhood educator knows basic principles of administration, organization, and operation of early childhood programs (e.g., supervision of staff and volunteers, and program evaluation).

10(f) The early childhood educator knows the rights and responsibilities of parents, students, teachers, professionals, and programs as they relate to children with disabilities.

10(g) The early childhood educator understands how to effectively communicate and collaborate with children, parents, colleagues, and the community in a professional and culturally sensitive manner.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		X	

10.1 Analysis – *The EPP provides sufficient evidence for indicators: 10a, 10b, 10c, 10d, 10e, 10f, and 10g to demonstrate that the program is designed to have its candidates understand how to accept leadership roles and take responsibility for student learning and collaborate with community partners, families, and other school professionals.*

Sources of Evidence

- Ethics and professionalism signature

- Syllabi: 210, 235, 333, 340, 436, 480, 481, 490, 497
- Professional portfolio NAEYC standards .ppt
- EHS evaluation
- Praxis 5691
- Community Resource File
- 490 EI evaluation
- IFSP student sample
- CH 14 assessment
- IEP student work sample
- Fa 2019 conference report
- Parent teacher conference AC01

Performance

10(h) The early childhood educator demonstrates skills in communicating, consulting and partnering with families and diverse service delivery providers (e.g., home services, childcare programs, school, community) to support the child's development and learning.

10(i) The early childhood educator identifies and accesses community, state, and national resources for children and families.

10(j) The early childhood educator advocates for children and their families.

10(k) The early childhood educator creates a manageable system to maintain all program and legal records for children.

10(l) The early childhood educator encourages and assists families to become active participants in the educational team, including setting instructional goals for and charting progress of children.

10(m) The early childhood educator demonstrates respect, honesty, caring, and responsibility in order to promote and nurture an environment that fosters these qualities.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		X	

10.2 Analysis – *Assignments, work samples, evaluations, and rubrics provide evidence that candidates demonstrate the ability to partner with families and community partners, advocate for families, and assist families to become active participants in the educational team.*

Sources of Evidence

- EHS Evaluation--Internship
- IEP student work
- Mentor teacher evaluation

- NAEYC ethics student signature
- Praxis 5691
- Community resource file
- 490 evaluation of a student
- IFSP student work sample
- 333 Communication assignment
- Mini take home assignments
- Newsletter AC01
- Parent teacher Conference AC01
- Fall 2019 conference report
- SL student work sample
- Child study student work

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10		10	
Performance	10		10	

Recommended Action on Idaho Standards for Blended Early Childhood Education/Early Childhood Special Education Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR CAREER-TECHNICAL TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught, and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1(a) The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.

1(b) The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.

1(c) The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.

1(d) The teacher understands industry trends and labor market needs.

1(e) The teacher understands workplace leadership models.

1(f) The teacher understands the philosophical principles and the practices of professional-technical education.

1(g) The teacher understands the importance of student leadership qualities in technical program areas.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples provide evidence for indicators (a), (b), (c), (d), and (f) and demonstrate that candidates have an adequate understanding of the basic technological principles and processes, the integration of basic academic skills and advanced technology, industry logistics and processes, industry trends and labor market needs, and the philosophy and practices of professional-technical education.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Performance

1(h) The teacher maintains current technical skills and seeks continual improvement.

1(i) The teacher demonstrates specific occupational skills necessary for employment.

1(j) The teacher uses current terminology, industry logistics, and procedures for the occupational area.

1(k) The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).

1(l) The teacher writes and evaluates occupational objectives and competencies.

1(m) The teacher uses a variety of technical instructional resources.

1(n) The teacher assesses the occupational needs of the community.

1(o) The teacher facilitates experiences designed to develop skills for successful employment.

1(p) The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities).

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance	X		

1.2 Analysis – *Candidate interviews, candidate work samples, and faculty lesson plans evidence that candidates demonstrate performance of Indicators (j), (n), and (o) in terms of an adequate understanding of industry terminology and logistics, the need to assess the occupational needs of the community, and the inclusion of experiences designed to develop skills for successful employment. The remaining indicators are not evidenced by the candidate work samples provided because those samples represent postsecondary-level assignments or InSpIRE to Educate training for LOS instructors.*

Sources of Evidence

- CTE 410 Technology & Society candidate work sample

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Knowledge

4(a) The teacher understands the entry-level skills in the occupation.

4(b) The teacher understands workplace culture and ethics.

4(c) The teacher understands how to provide students with realistic occupational and/or work experiences.

4(d) The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.

4(e) The teacher understands how occupational trends and issues affect the workplace.

4(f) The teacher understands how to integrate academic skills into technical content areas.

4(g) The teacher understands the role of innovation and entrepreneurship in the workplace.

4(h) The teacher understands integration of leadership training, community involvement, and personal growth into instructional strategies.

Standard 4 Multiple Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *Syllabi, candidate interviews, and candidate work samples provide evidence that candidates demonstrate an adequate understanding of a variety of instructional strategies to develop student learning in terms of entry-level skills in the occupation, workplace culture and ethics, realistic occupational experiences, incorporating trade professionals, occupational trends, and leadership training and community involvement.*

Sources of Evidence

- Syllabi and assignment rubrics
- CTE 410 Case Study candidate work sample
- CTE 430 Leadership in CTSOs candidate work sample
- Interviews with Agricultural Science & Technology initial program candidates

Performance

4(i) The teacher models appropriate workplace practices and ethics.

4(j) The teacher discusses state guidelines to aid students in understanding the trends and issues of an occupation.

4(k) The teacher integrates academic skills appropriate for each occupational area.

4(l) The teacher uses simulated and/or authentic occupational applications of course content.

4(m) The teacher uses experts from business, industry, and government as appropriate for the content area.

4(n) The teacher develops a scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.

4(o) The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.

4(p) The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.

Standard 4 Multiple Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance	X		

4.2 Analysis – *Relevant candidate work samples appear to be associated with requirements of InSpIRE to Educate Occupational Specialist training and/or a postsecondary program rather than a secondary degree-based program. Evidence did not support that candidates demonstrate performance of a variety of instructional strategies to develop student learning.*

Sources of Evidence

- No applicable evidence was provided

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

7(a) The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.

7(b) The teacher knows how to identify community and industry expectations and access resources.

Standard 7 Instructional Planning Skills	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *Syllabi and assignment rubrics provide evidence that candidates are expected to demonstrate an adequate understanding of planning and preparing instruction based upon knowledge of subject matter, students, the community, and curriculum goals.*

Sources of Evidence

- Syllabi and assignment rubrics
- Interviews with Agricultural Science & Technology initial program candidates

Performance

7(c) The teacher designs instruction that aligns with secondary and postsecondary curricula that develops technical competencies.

7(d) The teacher designs instruction to meet community and industry expectations.

Standard 7 Instructional Planning Skills	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance	X		

7.2 Analysis – *The candidate work sample to demonstrate that candidates plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals is for a postsecondary-level program. Therefore, itis not applicable. No additional evidence provided applies to this standard.*

Sources of Evidence

- No applicable evidence was provided

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

8(a) The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.

8(b) The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify curriculum and make program improvement.

8(c) The teacher understands how evaluation connects to instruction.

Standard 8 Assessment of Student Learning	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – *Syllabi, an assignment rubric, and candidate work samples provide evidence that candidates demonstrate an adequate understanding of formal and informal assessment*

strategies to evaluate and advance student performance and to determine program effectiveness.

Sources of Evidence

- Syllabi
- CTE 413 lesson plan rubric
- CTE 420 Assessment Portfolio candidate work sample

Performance

8(d) The teacher writes and evaluates occupational goals, objectives, and competencies.

8(e) The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.

8(f) The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.

Standard 8 Assessment of Student Learning	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance	X		

8.2 Analysis – *Candidate lesson plans addressed Indicators (d) and (e), to some degree, that candidates plan and prepare instruction based upon knowledge of subject matter, students, the community, and curriculum goals. Another candidate work sample provided was for a postsecondary-level program, therefore not applicable. There was insufficient evidence to support this standard.*

Sources of Evidence

- Candidate lesson plans

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.

Knowledge

9(a) The teacher understands the value and impact of having a professional development plan.

9(b) The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.

Standard 9 Professional Commitment and Responsibility	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge	X		

9.1 Analysis – *Interviews with Agricultural Science & Technology initial candidates provide evidence that candidates understand the need for a professional development plan and how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry. The other evidence was a candidate work sample or a postsecondary-level program, therefore not applicable. The standard is not adequately supported by the evidence provided.*

Sources of Evidence

- Interviews with Agricultural Science & Technology initial program candidates

Performance

9(c) The teacher collaborates with an administrator to create a professional development plan.

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.

Standard 9 Professional Commitment and Responsibility	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance	X		

9.2 Analysis – *Interviews with Agricultural Science & Technology initial candidates demonstrate an adequate understanding for an ongoing professional development plan and reference to how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry. The candidate work sample evidence provided to demonstrate the knowledge element of this standard is for a postsecondary-level program, therefore not applicable. The standard is not adequately supported by the evidence provided.*

Sources of Evidence

- Interviews with Agricultural Science & Technology initial program candidates

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

10(a) The teacher knows the contributions of advisory committees.

10(b) The teacher understands the importance of using the employment community to validate occupational skills.

10(c) The teacher understands how to effect change in professional-technical education and in the occupational area taught.

10(d) The teacher knows about professional organizations within the occupational area.

10(e) The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.

10(f) The teacher understands the structure of state-approved PTSOs.

10(g) The teacher understands the ideas, opinions, and perceptions of business and industry.

Standard 10 Partnerships	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge	X		

10.1 Analysis – *Assignment rubrics and candidate lesson plans are limited in demonstrating that candidates have an adequate understanding of Indicators (a), (b), and (f) as related to advisory committees, the validation of occupational skills, and understanding the contributions of business and industry. The majority of indicators are not supported by evidence.*

Sources of Evidence

- Assignment rubrics
- Candidate lesson plans

Performance

10(h) The teacher establishes and uses advisory committees for program development and improvement.

10(i) The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.

10(j) The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.

10(k) The teacher participates in appropriate professional organizations.

10(l) The teacher cooperatively constructs articulation agreements.

10(m) The teacher incorporates an active state-approved PTSO in his or her program.

10(n) The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.

Standard 10 Partnerships	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance	X		

10.2 Analysis – *Candidate interviews indicate that Agricultural Science & Technology initial candidates actively demonstrate Indicators (m) and (n). The candidate work sample to demonstrate the performance element of this standard is for a postsecondary-level program. Therefore, it is not applicable. The Technical Advisory Meeting minute samples predominantly addressed Occupational Specialist certificated areas and were limited in their consideration. The standard is not adequately supported by the evidence provided.*

Sources of Evidence

- Interviews with Agricultural Science & Technology initial candidates

Standard 11: Learning Environment - The teacher creates and manages a safe and productive learning environment.

Knowledge

11(a) The teacher understands how to 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.

11(h) The teacher understands how to incorporate PTSOs as intracurricular learning experiences.

Standard 11 Learning Environment	*Unacceptable*	*Acceptable*	*Exemplary*
11.1 Knowledge		X	

11.1 Analysis – *Syllabi and assignment rubrics provide evidence that candidates are expected to understand how to create and manage a safe and productive classroom and lab learning environment. The candidate work sample to demonstrate the performance element of this standard is for a postsecondary-level program, therefore not applicable.*

Sources of Evidence

- CTE 492 Philosophy of Teaching Business rubric
- CTE 472 Teaching and Learning in Organizations course syllabi

Performance

11(i) The teacher ensures that facilities, materials, and equipment are safe to use.

11(j) The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.

11(k) The teacher demonstrates effective management skills in the classroom and laboratory environments.

11(l) The teacher models and reinforces effective work and safety habits.

11(m) The teacher incorporates PTSOs as intra-curricular learning experiences.

Standard 11 Learning Environment	***Unacceptable***	***Acceptable***	***Exemplary***
11.2 Performance	X		

11.2 Analysis – *The single candidate work sample to support this standard is for a postsecondary-level program, therefore not applicable. A lack of evidence contributes to this standard resulting in an unacceptable rating.*

Sources of Evidence

- No applicable evidence was provided

Standard 12: Workplace Preparation - The teacher prepares students to meet the competing demands and responsibilities of the workplace.

Knowledge

12(a) The teacher understands workplace employability skills and related issues.

12(b) The teacher understands the issues of balancing work and personal responsibilities.

12(c) The teacher understands how to promote career awareness.

Standard 12 Workplace Preparation	***Unacceptable***	***Acceptable***	***Exemplary***
12.1 Knowledge		X	

12.1 Analysis – *Assignment rubrics, candidate work samples, and candidate lesson plans provide evidence that candidates are expected to understand workplace employability skills, work-life balance, and the promotion of career awareness.*

Sources of Evidence

- Assignment rubrics
- Candidate work samples
- Candidate lesson plans

Performance

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.

Standard 12 Workplace Preparation	***Unacceptable***	***Acceptable***	***Exemplary***
12.2 Performance	X		

12.2 Analysis – *Candidate lesson plans address Indicators (d) and (f) to a limited degree, demonstrating that candidates address and employ workplace employability skills, and/or provide opportunities for career awareness and exploration as defined by the indicators. The standard is not adequately supported by the evidence provided.*

Sources of Evidence

- Candidate lesson plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8	2	6	
Performance	8	8	0	

Areas for Improvement

- The evidence was unclear as to how the standards and related indicators purposefully align to the evidence.
- Evidence included work samples that were not applicable to the foundation standards for Career Technical Education programs, mainly through evidence associated with the InSpIRE to Educate program specific to onboarding Limited Occupational Specialist (LOS) instructors. This review, however, is specifically focused on Degree Based Career Technical prepared educators, who are held to more robust expectations. Therefore, the InSpIRE-specific evidence is not applicable. Additionally, some of the evidence offered in support throughout the Foundational Standards represents postsecondary-level

programs, not the secondary-level programs to which the Degree Based Career Technical candidate is specific.

Recommended Action on Idaho Foundation Standards for Career Technical Teachers

☐ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☒ Not Approved

IDAHO STANDARDS FOR AGRICULTURAL SCIENCE AND TECHNOLOGY TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1(a) The teacher understands biological, physical, and applied sciences relative to practical solutions for the agricultural industry.

1(b) The teacher knows about production agriculture.

1(c) The teacher knows plant and animal science, agricultural business management, and agricultural mechanics, as well as computer and other technology related to these areas.

1(d) The teacher understands and has experience in one or more of the following specialized occupational areas:

a. Agricultural production and marketing
b. Agricultural equipment and supplies
c. Agriculture product processing
d. Ornamental horticulture and turf grass management (e.g. floriculture, greenhouse management)
e. Agricultural business planning and analysis
f. Natural resource management
g. Environmental science
h. Forestry
i. Small animal production and care

1(e) The teacher understands how to advise, oversee and operate a local FFA chapter and how it relates to the Idaho State and National FFA organizations.

1(f) The teacher understands how to organize and implement supervised agricultural experience programs including but not limited to working with parents, students, adults, and employers.

1(g) The teacher is familiar with the administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

Standard 1 Knowledge of Subject Matter	*Unacceptable*	*Acceptable*	*Exemplary*
1.1 Knowledge		**X**	

1.1 Analysis – *Degree program depth in science and agricultural content, candidate instructional units, other candidate work samples, and candidate interviews provide evidence that candidates understand specialized agriculture areas, life science content, production agriculture, animal science, agriculture business management, agriculture mechanics, technology and computers in agriculture, FFA, SAE, and related administrative duties associated with being an agriculture education instructor.*

Sources of Evidence

- Degree program requirements and related syllabi
- Candidate instructional units and work samples
- Interviews with Agricultural Science & Technology initial candidates

Performance

1(h) The teacher applies natural and physical science principles to practical solutions.

1(i) The teacher discusses production agriculture.

1(j) The teacher discusses and demonstrates, as appropriate, content and best practices of plant and animal science; agricultural business management; and agricultural mechanics; and integrates computer and other technology related to these areas.

1(k) The teacher advises, oversees and operates a local FFA chapter in relationship to the Idaho State and National FFA organizations.

1(l) The teacher organizes and implements supervised agricultural experience programs including but not limited to working with parents, students, adults and employers.

1(m) The teacher observes administrative duties related to being a secondary agriculture teacher (e.g., extended contract, state reporting procedures, FFA, and SAE).

Standard 1 Knowledge of Subject Matter	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		**X**	

1.2 Analysis – *Degree program depth in science and agricultural content, candidate instructional units, other candidate work samples, and candidate interviews provide evidence that candidates demonstrate introductory-mastery performance in specialized agriculture areas, life science content, production agriculture, animal science, agriculture business management, agriculture mechanics, technology and computers in agriculture, FFA, SAE, and related administrative duties associated with being an agriculture education instructor.*

Sources of Evidence

- Degree program requirements and related syllabi
- Candidate instructional units and work samples
- Interviews with Agricultural Science & Technology initial candidates

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Recommended Action on Idaho Standards for Agricultural Science and Technology Teachers

☐ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☒ Not Approved

As the CTE Foundational Standards were not approved, the Agricultural Science and Technology Enhancement Standards cannot be approved.

IDAHO STANDARDS FOR BUSINESS TECHNOLOGY TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1(a) The teacher possesses a foundational level of knowledge about a broad range of business subjects, for example, accounting, business law, communications, economics, information systems, international business, management, marketing, and office administration.

1(b) The teacher possesses knowledge in areas related to business, career education, entrepreneurship, interrelationships in business, mathematics, and personal finance.

1(c) The teacher possesses knowledge of appropriate technology.

1(d) The teacher understands how to advise, oversee and operate a local Business Professionals of America (BPA) chapter and how it relates to the Idaho State and National BPA organizations.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples provide evidence that candidates have an adequate understanding of the central concepts, tools of inquiry, and structures of the content area(s) taught, and create learning experiences that make these aspects of subject matter meaningful for learners.*

Sources of Evidence

- Syllabi and assignment rubrics:
  - CTE 464 Career Guidance and Transition to Work
  - CTE 495 Office Procedures
  - CTE 492 Business & Marketing Ed Methods
  - CTE 430 Leadership and CTSO

Performance

1(e) The teacher demonstrates industry-standard skill levels required by the endorsement, for example, in accounting, business technology and office procedures.

1(f) The teacher effectively delivers business and business technology content at the junior high, middle school, and/or secondary levels.

1(g) The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

1(h) The teacher integrates BPA through intracurricular approaches in the business program of study.

Standard 1 Knowledge of Subject Matter	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance	X		

1.2 Analysis –*Candidate work samples and faculty lesson plans demonstrate limited performance of indicators. Evidence is limited due to lack of recent completers.*

Sources of Evidence

- Syllabi and assignment rubrics:
  - CTE 495 Office Procedures
  - CTE 492 Business & Marketing Ed Methods
  - CTE 430 Leadership and CTSO

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Recommended Action on Idaho Standards for Business Technology Teachers

☐ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☒ Not Approved

As the CTE Foundational Standards were not approved, the Business Technology Education Enhancement Standards cannot be approved.

IDAHO STANDARDS FOR FAMILY AND CONSUMER SCIENCES TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1(a) The teacher understands the significance of family and its impact on the well-being of children, adults, and society and the multiple life roles and responsibilities in family, career, and community settings.

1(b) Teacher understands the impact of families' multiple roles within the home, workplace and community.

1(c) The teacher knows of community agencies and organizations that provide assistance to individuals and families.

1(d) The teacher understands how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

1(e) The teacher understands the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

1(f) The teacher understands the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, cultural and economic needs of individuals, families, and industry; along with practices to encourage wellness for life.

1(g) The teacher understands the design, selection, and care of textiles and apparel products.

1(h) The teacher understands housing, design, furnishings, technology, and equipment needs for individuals, families, and industry.

1(i) The teacher understands consumer economic issues and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

1(j) The teacher understands resource conservation and environmental issues in relation to family and community health.

1(k) The teacher understands the nature of the profession and knows of careers related to family and consumer sciences.

1(l) The teacher understands how social media can influence communication and outcomes between individuals, family members, and community connections.

1(m) The teacher understands how to incorporate Family, Career and Community Leaders of America (FCCLA) as intra-curricular learning experiences.

Standard 1 Knowledge of Subject Matter	*Unacceptable*	*Acceptable*	*Exemplary*
1.1 Knowledge		**X**	

1.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples for Indicators (a) through (m)demonstrate that candidates have an adequate understanding of the central concepts, tools of inquiry, and structures of the content area(s) taught, and create learning experiences that make these aspects of subject matter meaningful for learners.*

Sources of Evidence

- Syllabi and assignment rubrics:
  - FCS 251 Survey of FCS
  - FCS 340 Parent-Child Relationships
- Candidate work samples

Performance

1(n) The teacher demonstrates a command of instructional methodology in the delivery of family and consumer sciences content at the middle and secondary school levels.

1(o) The teacher integrates Family, Career and Community Leaders of America, FCCLA into family and consumer sciences instruction.

1(p) The teacher validates the significance of family and its impact on the well-being of children, adults, individuals and society and the multiple life roles and responsibilities in family, work career, and community settings.

1(q) The teacher selects and creates learning experiences that include the impact of families' multiple roles within the home, workplace and community.

1(r) The teacher knows of community agencies and organizations that provide assistance to individuals and families.

1(s) The teacher selects and creates learning experiences that include how interpersonal relationships, cultural patterns, and diversity affect individuals, families, community, and the workplace.

1(t) The teacher promotes the roles and responsibilities of parenting and factors that affect human growth and development across the life span.

1(u) The teacher incorporates the science and practical application involved in planning, selecting, preparing, and serving food according to the principles of sound nutrition, and cultural and economic needs of individuals, and families, and industry; along with practices to encourage wellness for life.

1(v) The teacher demonstrates the design, selection, and care of textiles and apparel products.

1(w) The teacher demonstrates housing, design, furnishings, technology, and equipment needs for individuals, and families, and industry.

1(x) The teacher integrates consumer economic issues about and behavior for managing individual and family resources to achieve goals at various stages of the life cycle.

1(y) The teacher integrates resource conservation and environmental issues in relation to family and community health.

1(z) The teacher maintains an awareness of the nature of the profession and knows of careers related to family and consumer sciences.

1(aa) The teacher selects and creates learning experiences on how social media can influence communication and outcomes between individuals, family members, and community connections.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance	X		

1.2 Analysis –*Candidate work samples and faculty lesson plans provide limited evidence that candidates demonstrate performance of Indicators (n) through indicator (aa). Evidence is limited due to lack of recent completers.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

2(a) The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, physical, emotional and moral development.

Standard 2 Knowledge of Human Development and Learning	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples evidence Indicator (a) as demonstration that candidates have an adequate understanding of how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Performance

2(b) The teacher develops lessons which focus on progressions and ranges of individual variation within intellectual, social, physical, emotional and moral development and their interrelationships.

Standard 2 Knowledge of Human Development and Learning	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance	X		

2.2 Analysis –*Candidate work samples and faculty lesson plans provide limited evidence that candidates demonstrate performance of Indicator (b). Evidence is limited due to lack of recent completers.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Knowledge

5(a) The teacher understands individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 5 Classroom Motivation and Management Skills	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – *Assignment rubrics, and candidate work samples aligned with indicator (a) demonstrate that candidates have an adequate understanding of individual and group motivation and behavior, a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Assignment rubrics
- Candidate work samples

Performance

5(b) The teacher promotes individual and group motivation and behavior and creates a student centered learning environment that encourages positive social interaction, active engagement in learning, exploration of adaptive solutions, and self-motivation.

Standard 5 Classroom Motivation and Management Skills	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance	X		

5.2 Analysis –*Candidate work samples provide limited evidence that teacher candidates demonstrate performance of indicator (b). Some evidence submitted is inapplicable as it comes from LOS or InSpIRE to Educate programs. Overall evidence is limited due to lack of recent completers.*

Sources of Evidence

- Candidate work samples

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Knowledge

7(a) The teacher understands how to apply knowledge about the current subject matter, learning theory, instructional strategies, curriculum development, evaluation, and child and adolescent development to meet curriculum goals using family and consumer sciences national standards and other resources.

7(b) The teacher understands how program alignment across grade levels and disciplines maximizes learning.

Standard 7 Instructional Planning Skills	*Unacceptable*	*Acceptable*	*Exemplary*
7.1 Knowledge		X	

7.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples for indicators (a) and (b)demonstrate that candidates have an adequate understanding planning and preparing instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Performance

7(c) The teacher maximizes such elements as instructional materials; individual student interests, needs, and aptitudes; technology and community resources in planning instruction that creates an effective bridge between curriculum goals and students learning.

Standard 7 Instructional Planning Skills	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance	X		

7.2 Analysis –*Two candidate work samples provide limited evidence that candidates demonstrate performance of indicator (c). Some evidence submitted is not applicable as it comes from LOS or InSpIRE to Educate programs. Overall evidence is limited due to a lack of completers.*

Sources of Evidence

- Candidate work samples

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

8(a) The teacher understands formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 8 Assessment of Student Learning	*Unacceptable*	*Acceptable*	*Exemplary*
8.1 Knowledge		X	

8.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples for indicator (a) demonstrate that candidates understand, use, and interpret formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.*

Sources of Evidence

- Syllabi and assignment rubrics
- Candidate work samples

Performance

8(b) The teacher uses and interprets formal and informal comprehensive and industry assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 8 Assessment of Student Learning	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance	X		

8.2 Analysis – *Candidate work samples provide limited evidence that candidates demonstrate performance of indicator (b). Overall evidence is limited due to a lack of completers.*

Sources of Evidence

- Candidate work samples

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.

Knowledge

9(a) The teacher understands how to research and select relevant professional development aligned to curriculum and industry standards.

Standard 9 Professional Commitment and Responsibility	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge	X		

9.1 Analysis – *The evidence submitted in support of indicator (a) does not demonstrate that candidates have an adequate understanding of how a teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continually engaged in purposeful mastery of the art and science of teaching.*

Sources of Evidence

- No applicable evidence was provided

Performance

9(b) The teacher participates in continual relevant professional development in order to stay current in content areas.

Standard 9 Professional Commitment and Responsibility	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance	X		

9.2 Analysis – *Candidate work samples provide limited evidence that candidates demonstrate performance of indicator (b). Evidence is limited in part due to a lack of completers.*

Sources of Evidence

- No applicable evidence was provided

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6	1	5	
Performance	6	6	0	

Recommended Action on Idaho Standards for Family and Consumer Sciences Teachers

☐ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☒ Not Approved

As the CTE Foundational Standards were not approved, the Family and Consumer Sciences Enhancement Standards cannot be approved.

IDAHO STANDARDS FOR MARKETING TECHNOLOGY TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1(a) The teacher possesses a foundational level of knowledge about a broad range of business subjects for example, accounting, business law, communications, economics, information systems, international business, management, marketing, merchandising, and retailing.

1(b) The teacher possesses knowledge in areas related to marketing, for example, business technology, career education, entrepreneurship, mathematics, personal finance, and interrelationships in business.

1(c) The teacher possesses knowledge of appropriate technology.

1(d) The teacher understands how to advise, oversee, and operate a local DECA/Collegiate DECA professional-technical student organization as a part of the state and national organization, and its intra-curricular role in marketing education.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, assignment rubrics, and candidate work samples demonstrate that candidates have an adequate understanding of the central concepts, tools of inquiry, and structures of the content area(s) taught, and create learning experiences that make these aspects of subject matter meaningful for learners.*

Sources of Evidence

- Syllabi and assignment rubrics:
  - CTE 430 Introduction to Retailing for Marketing Ed
  - CTE 413 Introduction to Marketing
  - CTE 495 Admin Management & Procedures
  - CTE 430 Leadership and CTSO

Performance

1(e) The teacher demonstrates industry-standard skill levels required by the endorsement, for example accounting, advertising, coordination techniques, and promotions.

1(f) The teacher effectively delivers marketing content at the junior high, middle school and/or high school levels.

1(g) The teacher demonstrates the efficient use of technology to accomplish tasks related to business and industry.

1(h) The teacher embeds DECA/Collegiate DECA activities and curriculum through an intracurricular approach within the marketing program of study.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance	X		

1.2 Analysis – *Metrics for the recent five years indicate a low number of completers. Candidate work samples and faculty lesson plans provide limited evidence that candidates demonstrate performance of the indicators. Limited evidence is in part due to lack of recent completers.*

Sources of Evidence

- Syllabi and assignment rubrics:
  - CTE 430 Introduction to Retailing for Marketing Ed
  - CTE 413 Introduction to Marketing

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Recommended Action on Idaho Standards for Marketing Technology Education Teachers

☐ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☒ Not Approved

As the CTE Foundational Standards were not approved, the Marketing Technology Education Enhancement Standards cannot be approved.

IDAHO STANDARDS FOR TECHNOLOGY EDUCATION TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the content area(s) taught and creates learning experiences that make these aspects of subject matter meaningful for learners.

Knowledge

1(a) The teacher has a basic understanding of contemporary communications; manufacturing; power, energy, and transportation; construction; electronics; computer systems; and other relevant emerging technologies.

1(b) The teacher understands the operation and features of a computer-aided design and computer-aided manufacturing systems.

1(c) The teacher understands the principles and concepts of engineering design, technology and the associated mathematics and science concepts.

1(d) The teacher knows the classical and contemporary elements, principles, and processes of structural systems.

1(e) The teacher understands industry logistics, technical terminologies and procedures for the technology occupational area.

1(f) The teacher understands the importance of team dynamics and the project management process when working in the technology occupational areas.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		**X**	

1.1 Analysis – *Syllabi, assignment rubrics, candidate instructional plans, and candidate work samples provide evidence that candidates demonstrate an adequate understanding of the technologies associated with technology education, computer-aided design and manufacturing systems, structural systems, technology industries, and project management teams.*

Sources of Evidence

- Syllabi and project rubrics
- CTE 410 Technology and Society candidate work sample

Performance

1(g) The teacher demonstrates the basic skills that support the fields of communications; manufacturing; power, energy, and transportation; construction; electronics; computer technology and other relevant emerging technologies.

1(h) The teacher demonstrates how to install, maintain, and troubleshoot computers and peripheral equipment, telecommunications equipment, and other related technology applications.

1(i) The teacher demonstrates architectural and mechanical drafting and developmental skills.

1(j) The teacher demonstrates the various phases of the engineering design process.

1(k) The teacher creates opportunities for students to work collaboratively in teams and practice the project management processes related to the technology occupational areas.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance	X		

1.2 Analysis –*Candidate work samples provide limited evidence that candidates demonstrate performance of the technologies associated with technology education, maintaining computer are related technologies, engineering design systems, and project management teams. Evidence is limited in part due to lack of recent completers.*

Sources of Evidence

- Candidate work samples

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities to meet students' diverse needs and experiences.

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop student learning.

Standard 5: Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster learning and communication skills.

Standard 7: Instructional Planning Skills - The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, curriculum goals, and instructional strategies.

Standard 8: Assessment of Student Learning - The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Standard 11: Safety - The teacher creates and manages classroom/laboratories that are clean, orderly, safe, and accessible to all students.

Standard 12: Career Readiness - The teacher prepares students to meet the demands and responsibilities of the workplace.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1	1		

Recommended Action on Idaho Standards for Technology Education Teachers

☐ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☒ Not Approved

As the CTE Foundational Standards were not approved, the Technology Education Enhancement Standards cannot be approved.

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.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Required course syllabi for elementary education candidates, required course assignments, as well as candidate interviews provide sufficient evidence that candidates understand how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.*

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- 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.

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.

2(b) The teacher understands culturally responsive pedagogy and the necessity of utilizing it to create the most inclusive learning environment.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge		X	

2.1 Analysis – *Required course syllabi, classroom management plans/rubrics, required course assignments, and interviews indicate that there is sufficient evidence that candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Lesson plan evidence was extremely helpful.*

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

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.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		X	

2.2 Analysis – *Candidate interviews, case study assignments, and rubrics provide sufficient evidence that candidates use understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards. Candidate interviewees were able to easily recall several incidences each where they were able to understand individual differences and provide inclusive learning environments not only in internships but also in various practicum assignments.*

Sources of Evidence

- U of I portal evidence
- Required course assignments/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.

Knowledge

3(a) The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis – *Required course syllabi, course assignments, and classroom management plans provide sufficient evidence that candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

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.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *Specific course assignments, classroom management plans, and candidate interviews provide sufficient evidence that candidates work with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Minimal evidence was found regarding creating environments that encourage positive social interactions and self-motivation within the evidence; however, teacher candidates were able to speak to these during interviews.*

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- Candidate interviews

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

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 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.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – *Required course syllabi, provided Praxis scores, required course assignments, and candidate interviews provide evidence that candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Candidates spoke very positively about various methods coursework they were required to teach and had found useful. It was mentioned that some wished they had received more robust instruction in STEM areas. Minimal evidence was provided to demonstrate purposeful STEM integration within the curriculum areas.*

Sources of Evidence

- Praxis scores for reading, social studies, science and math
- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

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.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – *Required course work assignments and candidate interviews, provide evidence that candidates understand the central concepts, tools of inquiry, and structures of the discipline(s) they teach and create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. Required coursework provided evidence that candidates assessed their students' level of mastery of the content; however, it was limited in follow-up information demonstrating how candidates would assure mastery of the content.*

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- 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.

Knowledge

5(a) The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – *Required course syllabi and candidate lesson plans provide sufficient evidence that candidates 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.*

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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) The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *Sample lesson plans, unit plans, case studies, and interviews provide sufficient evidence that teacher candidates 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.*

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- 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.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance		X	

8.2 Analysis – *Sample lesson plans, unit plans, and candidate interviews provide sufficient evidence that candidates understand and use 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. Candidate interviews provided great insight into how many different instructional strategies candidates had been able to use in practicums, internships, and role playing within required courses. Candidates also spoke highly of different strategies that were modeled by their instructors at the EPP.*

Sources of Evidence

- U of I portal evidence
- Required course assignments/rubrics
- Candidate interviews

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands the significance of engaging in collaborative data-driven decision making.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		**X**	

10.1 Analysis – *Required course syllabi, interviews, course assignments, and sample lesson plans provide sufficient evidence that candidates seek appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession. Candidate interviews were very beneficial for providing evidence for this standard.*

Sources of Evidence

- U of I portal evidence
- Required course syllabi
- Required course assignments/rubrics
- Candidate interviews

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6		6	
Performance	5		5	

Recommended Action on Idaho Standards for Elementary Education Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR ENGLISH LANGUAGE ARTS TEACHERS

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

Performance

1(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.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		**X**	

1.2 Analysis – *Course syllabi, course catalog requirements, unit plans, and lesson plans provide evidence that candidates demonstrate performance of knowledge of developmental levels in reading, writing, listening, speaking, and viewing (1a); understand how adolescents read poetry, informational text, and literature (1b); and know how to have adolescents compose texts in a wide range of genres and formats (1c).*

Sources of Evidence

- Course syllabi
- Course catalog requirements
- Candidate unit plans
- Candidate lesson plans

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.

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.

Standard 2 Learning Difference	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – *Course syllabi, candidate work samples, and unit plans provide evidence that candidates demonstrate performance of Standard 2a, the knowledge of different theories and research needed to plan instruction, and Standard 2b, the design and implementation of instruction that includes students' linguistic and cultural backgrounds.*

Sources of Evidence

- Syllabi
- Candidate work samples
- Unit 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.).

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *Course syllabi, candidate unit plans, and lesson plans provide evidence that candidates demonstrate performance of Standard 3(a) through using data to determine connections from literature to the students, by engaging their students through small and large group discussions, and by using some project based learning strategies.*

Sources of Evidence

- Course syllabi
- Candidate unit plans
- Candidate lesson plans

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).

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

4.2 Analysis – *Candidate unit plans, course syllabi, Praxis scores, and lesson plans provide evidence that candidates demonstrate performance of being able to teach from a variety of texts (4a); model the use of standard English conventions—grammar, usage, mechanics (4b); utilize a range of formal and informal texts, including concrete poems (4c); and use strategies to help students acquire and apply vocabulary of general academic and domain specific words (4d).*

Sources of Evidence

- Candidate unit plans
- Course syllabi

- Lesson plans
- Praxis scores

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.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – *Course syllabi, candidate unit plans, and lesson plans provide evidence that candidates demonstrate performance designing and implementing instruction of language conventions (5a), critical engagement with complex issues (5b), various types of texts and media for depth and breadth (5c), and speaking and listening to become critical and active collaborators (5d).*

Sources of Evidence

- Course syllabi
- Candidate unit plans
- Lesson plans

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Performance

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.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.2 Performance		X	

6.2 Analysis – *Candidate interviews, mentor teacher interviews, unit plans, and lesson plans provide evidence that candidates demonstrate performance of designing a range of authentic assessments (6a), select appropriate reading assessments based on student interests (6b), design assessments that promote student development as writers (6c), and differentiate instruction based on multiple kinds of assessments (6d).*

Sources of Evidence

- Candidate interviews
- Mentor teacher interviews
- Unit plans
- Lesson plans

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.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		X	

7.2 Analysis – *Praxis scores, candidate unit plans, and lesson plans provide evidence that candidates demonstrate performance of curriculum integration (7a), creating standards based curriculum utilizing current theory and research (7b), generating collaborative approaches and contemporary technologies (7c), and utilize a range of different texts (7d).*

Sources of Evidence

- Praxis scores
- Candidate unit plans
- Lesson plans

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Performance

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.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance		X	

8.2 Analysis – *Candidate interviews, unit plans, and lesson plans provide evidence that candidates demonstrate performance of planning and implementing instruction based on ELA curricular requirements and community contexts (8a).*

Sources of Evidence

- Candidate interviews
- Unit plans
- Lesson plans

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Performance

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.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance		X	

9.2 Analysis – *UITPA Reflection, accreditation sample, and lesson plans provide evidence that candidates demonstrate performance of ongoing professional learning, evaluating practice, and adapting practice to meet the various needs of learners (9a).*

Sources of Evidence

- UITPA reflection
- Lesson plans
- Accreditation sample

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.

Standard 10 Leadership and Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance		X	

10.2 Analysis – *The accreditation sample, UITPA reflection, and lesson plans provide evidence that candidates demonstrate performance of collaboration with colleagues, readiness for leadership, and ongoing professional development (10a).*

Sources of Evidence

- Accreditation sample
- UITPA reflection
- Lesson plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	0			
Performance	10		10	

Recommended Action on Idaho Standards for English Language Arts Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

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.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		**X**	

1.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate understanding of how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. The following indicators had sufficient evidence, including information from candidates: 1a, 1b, and 1c.*

Sources of Evidence

- EDSP 423-Working with Family
- EDSP 448-Teaching Philosophy
- EDSP 520-Observation Paper

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.

Standard 1 Learner Development	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		X	

1.2 Analysis – *Candidate assignments provide evidence that candidates can perform adequately with their understanding of how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. The following indicators had sufficient evidence, including information from candidates: 1d, and 1e.*

Sources of Evidence

- ESDP 430-Multiple Means Action and Expression
- EDSP 448-Instructional Modifications
- EDSP 448-Social Skills and Behavior

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).

Standard 2 Learning Environments	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge		X	

2.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of creating 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. The following indicators had sufficient evidence, including information from candidates: 2a, 2b, 2c, and 2d.

Sources of Evidence

- EDSP 325-Assignment 2
- EDSP 325-Assignment 3
- EDSP 325-Assignment 4

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.

Standard 2 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		**X**	

2.2 Analysis – *Candidate assignments provide evidence that candidates can perform adequately with their knowledge of 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. The following indicators had sufficient evidence, including information from candidates: 2e, 2f, 2g, and 2h.*

Sources of Evidence

- EDSP 448-Planning Instructional Assessment
- EDSP 548-Classroom Organization Plan
- EDSP 540-Competency 7

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.

Standard 3 Curricular Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		**X**	

3.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. The following indicators had sufficient evidence: 3a, 3b, and 3c.*

Sources of Evidence

- EDSP 448-Math Lesson Plan
- EDSP 548-Curriculum Review
- EDSP 548-Instructional Modifications

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.

Standard 3 Curricular Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		**X**	

3.2 Analysis – *Interviews with program completers and candidates and candidate assignments all provide evidence that candidates can perform adequately in general and specialized curricula to individualize learning for individuals with exceptionalities. The following indicators had sufficient evidence, including information from candidates: 3d, 3e, and 3f.*

Sources of Evidence

- EDSP 597-Intern and Teaching Performance Assessment: Task 1
- EDSP 597-Intern and Teaching Performance Assessment: Task 2
- Candidate interviews

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.

Standard 4 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of multiple methods of assessment*

and data-sources in making educational decisions. The following indicators had sufficient evidence: 4a, 4b, 4c, 4d, 4e, 4f, and 4g.

Sources of Evidence

- EDSP 448-Planning Instruction and Assessment
- EDSP 540-Competency 7
- EDSP 448-Instructional Modifications

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.

Standard 4 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

4.2 Analysis – *Interviews with program completers and candidates and candidate assignments all provide evidence that candidates can perform adequately with multiple methods of assessment and data-sources in making educational decisions. The following indicators had sufficient evidence, including information from candidates: 4h, 4i, 4j, 4k, and 4l.*

Sources of Evidence

- EDSP 540-Competency 7
- EDSP 597-Intern and Teaching Performance Assessment-Task 3: Assessment of Student Work
- Candidate interviews

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. 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(e) The teacher knows how to teach to mastery and promotes generalization of learning for individuals with exceptionalities.

5(f) The teacher knows how to teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

5(g) 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(h) The teacher understands available technologies routinely used to support and manage all phases of planning, implementing, and evaluating instruction.

Standard 5 Instructional Planning and Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		**X**	

5.1 Analysis – *Signature assignments, course syllabi, and standard course matrix all provide evidence that candidates know how to select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities. The following indicators had sufficient evidence: 5a, 5b, 5c, 5d, 5e, 5f, and 5g.*

Sources of Evidence

- EDSP 448-Instructional Modifications
- EDSP 448-Planning Instruction and Assessment
- EDSP 430-Assistive Technology Plan

Performance

5(i) 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(j) 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(k) The teacher matches their communication methods to an individual's language proficiency and cultural and linguistic differences.

5(l) 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(m) 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(n) The teacher personalizes instructional planning within a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Standard 5 Instructional Planning and Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		**X**	

5.2 Analysis – *Interviews with program completers and candidates and candidate assignments all provide evidence that candidates know how to select, adapt, and use a repertoire of evidence-based instructional strategies and interventions to advance learning of individuals with exceptionalities. The following indicators had sufficient evidence, including information from candidates: 5i, 5j, 5k, 5l, 5m, and 5n.*

Sources of Evidence

- EDSP 540-Competency 7
- EDSP 597-Intern and Teaching Performance Assessment-Task 1: Lesson Plans
- EDSP 597-Intern and Teaching Performance Assessment- Task 2: Instruction
- Candidate interviews

Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and 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.

Standard 6 Professional Learning and Ethical Practices	***Unacceptable***	***Acceptable***	***Exemplary***
6.1 Knowledge		X	

6.1 Analysis – *Signature assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. The following indicators had sufficient evidence: 6a, 6b, 6c, 6d, and 6e.*

Sources of Evidence

- EDSP 350-Speech/Language Assignment
- EDSP 448-Universal Design for Learning and Danielson
- EDSP 423-Assignment 5, Working with Families

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.

Standard 6 Professional Learning and Ethical Practices	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis – *Program candidate assignment and candidate interviews show that candidates all perform adequately in Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession. The following indicators had sufficient evidence, including information from candidates: 6f, 6h, and 6i. The indicators were mostly met by candidate interviews.*

Sources of Evidence

- EDSP 597-Intern and Teaching Performance Assessment-Task 1: Lesson Plans
- Candidate interviews
- Exceptional Child Praxis scores

Standard 7: Collaboration – The teacher will collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Knowledge

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.

Standard 7 Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
7.1 Knowledge		X	

7.1 Analysis – *Program candidate assignments, course syllabi, and standard course matrix all provide evidence that candidates have adequate knowledge of collaboration to address the needs of individuals with exceptionalities across a range of learning experiences. The following indicators had sufficient evidence: 7a, 7b, 7c, 7d, 7e, and 7f.*

Sources of Evidence

- EDSP 423-Signature Assignment 1, Fundamentals of Collaboration
- EDSP 423-Signature Assignment 4, Working with Families, Paraeducators, and Communities
- EDSP 548-Classroom Organization Plan

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.

7(i) The teacher involves individuals with exceptionalities and their families collaboratively in all aspects of the education of individuals with exceptionalities.

Standard 7 Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		X	

7.2 Analysis – *Program candidate assignment and candidate interviews show that candidates all candidates perform adequately in collaboration to address the needs of individuals with exceptionalities across a range of learning experiences. The following indicators had sufficient evidence, including information from candidates: 7g, 7h, 7i. The indicators were mostly met by candidate interviews.*

Sources of Evidence

- EDSP 597-Intern and Teaching Performance Assessment, Task 2: Instruction
- Candidate interviews

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7		7	
Performance	7		7	

Areas for Consideration

- Performance standards could be supported with additional information from summative portfolios and/or student teaching evaluations from mentor teachers.
- Performance evidence could be supported with additional evidence related to working with paraeducators, families, and communities.

Recommended Action on Idaho Standards for Exceptional Child Generalists

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR HEALTH 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.

Knowledge

3(a) The teacher understands developmentally appropriate practices that engage students in health-enhancing behaviors.

3(b) The teacher knows strategies to help students develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors (National Health Education Standards, 2nd Edition-American Cancer Society).

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis –*Course syllabi, content rubrics, instructor feedback, and candidate lesson plans provide evidence that candidates demonstrate an adequate understanding of working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Course syllabi
- Content rubrics
- Instructor feedback
- Candidate lesson plans

Performance

3(c) The teacher encourages students to incorporate positive health-enhancing behaviors inside and outside the school setting.

3(d) The teacher helps students learn and use personal and social behaviors that promote positive relationships (e.g., avoiding abusive relationships, using refusal skills, setting life goals, and making healthy decisions).

Standard 3 Learning Environments	*Unacceptable*	*Acceptable*	*Exemplary*
3.2 Performance		X	

3.2 Analysis – *Candidate interviews, projects, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Candidate interviews
- Candidate projects
- Work samples
- Lesson plans

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 Elementary and Secondary methods for teaching health literacy to include the following content areas of health:; Alcohol, Tobacco, & Other Drugs; Nutrition & Physical Activity; Injury Prevention & Safety; Mental, Emotional & Social Health; Prevention & Control of Disease; Consumer & Community Health; Growth, Development & Family Life; and Environmental Health.

4(b) The teacher understands the following health risk behaviors: Tobacco, Alcohol, and Other Drug use; Sexually Transmitted Diseases (STDs), including sexual behaviors resulting in human immunodeficiency virus (HIV), and unplanned pregnancies; Poor Dietary Behaviors; Lack of or Excessive Physical Activity; and Behaviors resulting in Intentional Injury.

4(c) The teacher understands the relationship between health education content areas and youth risk behaviors.

4(d) The teacher understands how to implement Idaho Content Standards for Literacy in Technical Subjects (Health) for grades 6-12.

4(e) The teacher understands Elementary and Secondary methods for teaching Health Skills to include: Analyzing Influences; Accessing Information; Interpersonal Communication; Decision Making; Goal Setting; Practicing Health Behaviors; and Advocacy.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – *Course syllabi, candidate projects, lesson plans, and instructor feedback provide evidence that candidates demonstrate an adequate understanding of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Sources of Evidence

- Course syllabi
- Candidate projects
- Lesson plans
- Instructor feedback

Performance

4(f) The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – *Candidate lesson plans, projects, Praxis scores and interviews provide evidence that candidates demonstrate performance of the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Sources of Evidence

- Candidate lesson plans
- Candidate projects
- Praxis scores
- 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.

Knowledge

5(a) The teacher recognizes that student jargon and slang associated with high-risk behaviors is ever changing.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.1 Knowledge		**X**	

5.1 Analysis – *Course syllabi, instructor feedback, and candidate work samples provide evidence that candidates demonstrate an adequate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- Course syllabi
- Instructor feedback
- Candidate work samples

Performance

5(b) The teacher identifies and defines student jargon/slang associated with high-risk behaviors and translates this jargon/slang into terminology appropriate to the educational setting.

5(c) The teacher facilitates responsible decision making, goal setting, and alternatives to high-risk behaviors that enhance health.

5(d) The teacher creates a respectful and safe learning environment that is sensitive to controversial health issues.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		**X**	

5.2 Analysis – *Candidate lesson plans, work samples and interviews provide evidence that candidates demonstrate performance of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- Candidate lesson plans
- Candidate work samples
- Candidate interviews

Standard #6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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 how positive evidence based community health values and practices play a role in the planning process.

7(b) The teacher understands how to access valid, appropriate health information and health-promoting products and services, as it relates to the planning process.

7(c) The teacher understands the influence of culture, media, technology, and other factors on health, as it relates to the planning process.

7(d) The teacher knows when and how to access valid health resources and collaborate with others to support student learning (e.g., special educators, related service providers, language learner specialists, librarians, media specialists, community organizations).

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *Course syllabi, assignment rubrics, candidate lesson plans, projects, and interviews provide evidence that candidates demonstrate an adequate understanding of planning 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.*

Sources of Evidence

- Course syllabi
- Assignment rubrics
- Candidate lesson plans
- Candidate projects
- Candidate interviews

Performance

7(e) The teacher modifies instruction to reflect current health-related research and local health policies.

7(f) The teacher accesses valid, appropriate health information and health-promoting products and services.

7(g) The teacher analyzes the influence of culture, media, technology, and other factors on health and imbeds them in the planning process.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *Candidate lesson plans, projects, presentations, work samples, and interviews provide evidence that candidates demonstrate performance of planning 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.*

Sources of Evidence

- Candidate lesson plans
- Candidate projects
- Candidate presentations
- Candidate work samples
- Candidate interviews

Standard #8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows the laws and codes specific to health education and health services to minors.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis – *Course syllabi, discussion boards, instructor feedback, and interviews provide evidence that candidates demonstrate an adequate understanding of engaging in ongoing professional learning, use of 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 adapting practice to meet the needs of each learner.*

Sources of Evidence

- Course syllabi

- Discussion boards
- Instructor feedback
- Candidate interviews

Performance

9(b) The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance		X	

9.2 Analysis – *Candidate lesson plans, work samples, and interviews provide evidence that candidates demonstrate performance of engaging in ongoing professional learning, use of 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 adapting practice to meet the needs of each learner.*

Sources of Evidence

- Candidate lesson plans
- Candidate work samples
- Candidate interviews

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher understands methods of advocating for personal, family, and community health (e.g., letters to editor, community service projects, health fairs, health races/walks).

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		X	

10.1 Analysis *– Course syllabi, candidate projects, work samples, and interviews provide evidence that teacher candidates demonstrate an adequate understanding of seeking 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.*

Sources of Evidence

- Course syllabi
- Candidate projects
- Candidate work samples
- Candidate interviews

Performance

10(b) The teacher advocates for a positive school culture toward health and health education.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		X	

10.2 Analysis – *Candidate work samples, projects, and interviews provide evidence that teacher candidates demonstrate performance of seeking 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.*

Sources of Evidence

- Candidate work samples
- Candidate projects
- Candidate interviews

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	6		6	
Performance	6		6	

Recommended Action on Idaho Standards for Health Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR LITERACY TEACHERS

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

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

1(a) Demonstrate knowledge of developmental progressions for reading and writing and how these interface with assessment and instruction to meet diverse needs of students.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *Lesson plans, a case study, and journal reflections provide evidence that candidates are taught the developmental progressions for reading and writing and how these progressions interface with assessment and instruction (1a).*

Sources of Evidence

- Lesson plans
- Case study
- Journal reflections

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

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

2(a) Model fair-mindedness, empathy, and ethical behavior when teaching students and working with other professionals.

2(b) Demonstrate an understanding of the ways in which diversity influences the reading and writing development of students, especially those who struggle to acquire literacy skills and strategies.

2(c) Provide students with linguistic, academic, and cultural experiences that link their communities with the school.

2(d) Adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to acquire literacy skills and strategies.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		X	

2.2 Analysis – *Three (3) separate Institutional Recommendation packets provide evidence of signed Code of Behavior attestations for ethical behavior and criminal background checks (2a). ELL student profiles developed in class explain a candidate's understanding of the influences of diversity in a student's life and how that influenced reading and writing development (2b).The book trailer assignment allowed students to connect their community with the school (2c), while having the candidate adapt instructional materials to meet the language proficiency skills of English learners and students (2d).*

Sources of Evidence

- Institutional Recommendation packets
- ELL student profile work
- Book trailer assignment

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

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

3(a) Arrange instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities and support teachers in doing the same.

3(b) Modify the arrangements to accommodate students' changing needs.

3(c) Create supportive social environments for all students, especially those who struggle to acquire literacy skills and strategies.

3(d) Create supportive environments where English learners are encouraged and given many opportunities to use English.

3(e) Understand the role of routines in creating and maintaining positive learning environments for reading and writing instruction using traditional print, digital, and online resources.

3(f) Create effective routines for all students, especially those who struggle to acquire literacy skills and strategies.

Standard 3 Learning Environments	*Unacceptable*	*Acceptable*	*Exemplary*
3.2 Performance		X	

3.2 Analysis – *Lesson plan for the book trailer assignment and a case study of a specific child in the classroom setting provided evidence of knowing how to create positive social environments to encourage reading (3a, b, c, d), while the Whitfield strategy facilitation and final lesson plan showed the importance of creating effective routines and maintaining positive learning environments (3e, f).*

Sources of Evidence

- Lesson plan
- Case study
- Whitfield strategy facilitation
- Final lesson plan

Standard 4: Content Knowledge - The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

4(a) Interprets major theories of reading and writing processes and development to understand the needs of all readers in diverse contexts.

4(b) Analyzes classroom environment quality for fostering individual motivation to read and write (e.g., access to print, choice, challenge, and interests).

4(c) Reads and understands the literature and research about factors that contribute to reading success (e.g., social, cognitive, and physical).

4(d) Demonstrates knowledge of and a critical stance toward a wide variety of quality traditional print, digital, and online resources.

4(e) Demonstrates knowledge of variables of text complexity and use them in the analysis of classroom materials.

4(f) Demonstrates knowledge of literacy skills and strategies demanded for online reading, comprehension and research.

4(g) Demonstrates knowledge of the key concepts of literacy components and their interconnections as delineated in the Idaho Content Standards to include, but may not be limited to; Reading (Reading for Literature , Reading for Informational text, and

Reading Foundational Skills) based on grade level appropriateness and developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Several different course syllabi, student work samples, ELL student profiles, Praxis scores, Whitfield strategy facilitation, writing strategy facilitation, various lesson plans, and reflection journals provide evidence that the EPP has provided adequate content knowledge for the candidates to demonstrate performance standards 4a-g.*

Sources of Evidence

- Course syllabi, student work samples
- ELL student profiles, Praxis scores
- Whitfield strategy facilitation
- Writing strategy facilitation
- Lesson plans, reflection journals

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Knowledge

5(a) Understands how literacy (reading and writing) occurs across all subject disciplines

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis—*Praxis scores, candidate interviews, course syllabi, and lesson plans provide evidence that candidates demonstrate an adequate understanding of how literacy occurs across grade levels and subject disciplines (5a).*

Sources of Evidence

- Praxis scores
- Lesson plans, course syllabi
- Candidate interviews

Performance

5(b) Plans instruction addressing content area literacy according to local, state, and/or national standards.

5(c) Uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

5(d) Incorporates all aspects of literacy across content areas for instructional planning.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis – *Candidate lesson plans, interviews, and UDL lesson plans provide evidence that candidates demonstrate performance of content area literacy (5b), uses digital resources appropriately (5c), and incorporates literacy in English Language Arts instructional planning (5d).*

Sources of Evidence

- Candidate interviews
- Lesson plans
- UDL lesson plans

Standard 6: Assessment - The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards.

Performance

6(a) Demonstrate an understanding of the literature and research related to assessments and their uses and misuses.

6(b) Demonstrate an understanding of established purposes for assessing the performance of all readers, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.

6(c) Recognize the basic technical adequacy of assessments (e.g., reliability, content, and construct validity).

6(d) Explain district and state assessment frameworks, proficiency standards, and student benchmarks.

6(e) Administer and interpret appropriate assessments for students, especially those who struggle with reading and writing.

6(f) Use multiple data sources to analyze individual readers' performance and to plan instruction and intervention.

6(g) Analyze and use assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.

6(h) Demonstrate the ability to communicate results of assessments to teachers and parents.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis – *Candidate interviews, course syllabi, lesson plans, case studies, and Praxis scores provide evidence that candidates demonstrate an understanding of the purpose of assessments, use multiple forms of assessment types, and administer, interpret, and communicate the results of assessments for students, colleagues, and parents (6a-h).*

Sources of Evidence

- Candidate interviews, course syllabi
- Lesson plans, case studies
- Praxis scores

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

7(a) Demonstrate an understanding of the research and literature that undergirds literacy instruction for all pre-K–12 students including the range of text types recommended by the Idaho Content Standards.

7(b) Develop and implement the curriculum to meet the specific needs of students who struggle with reading literacy.

7(c) Provide differentiated instruction and instructional materials, including traditional print, digital, and online resources that capitalize on diversity.

7(d) Develop instruction anchored in the concepts of text complexity that is developmentally appropriate, with special attention to struggling literacy learners and diverse learners.

7(e) Develop instruction that includes rich and diverse experiences in digital environments to help all learners, especially struggling readers/writers, to be successful in New Literacies.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *Praxis scores, candidate unit plans, and lesson plans provide evidence that candidates demonstrate performance of curriculum integration (7a), creating standards based curriculum utilizing current theory and research (7b), generating collaborative approaches and contemporary technologies (7c), and utilizing a range of different texts (7d).*

Sources of Evidence

- Praxis scores
- Candidate unit plans
- Lesson plans

Standard 8: Instructional Strategies - The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

8(a) Selects and modifies instructional strategies, approaches, and routines based on professional literature and research.

8(b) Provide appropriate in-depth instruction for all readers and writers, especially those who struggle with reading and writing.

8(c) As needed, adapt instructional materials and approaches to meet the language-proficiency needs of English learners and students who struggle to learn to read and write.

8(d) Use a variety of grouping practices to meet the needs of all students, especially those who struggle with reading and writing.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance		X	

8.2 Analysis – *Praxis scores, numerous lesson plans, candidate interviews, course syllabi, differentiated lesson plans, and the Whitfield strategy facilitation demonstrate that candidates understand and use various instructional and in-depth strategies, and adapt materials while using a variety of grouping practices to build the skills of students who struggle to read and write.*

Sources of Evidence

- Praxis scores, lesson plans
- Candidate interviews, course syllabi
- Differentiated lesson plans
- Whitfield strategy facilitation

Standard 9: Professional Learning and Ethical Practice - The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards

Performance

9(a) Promote the value of reading and writing in and out of school by modeling a positive attitude toward reading and writing with students, colleagues, administrators, and parents and guardians.

9(b) Demonstrate effective use of technology for improving student learning.

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance		X	

9.2 Analysis – *Journal reflections, candidate interviews, lesson plans, and literature circles provide evidence of the candidate's ability to model a positive attitude toward reading and writing (9a), while lesson plans, teaching with technology projects and rubrics show how the effective use of technology can improve student learning (9b).*

Sources of Evidence

- Journal reflections, candidate interviews
- Lesson plans, literature circles
- Teaching with technology projects and rubrics

Standard 10: Leadership and Collaboration - The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*For the purposes of these standards, the term "literacy" includes reading, writing, listening, speaking, viewing, and language as aligned to the Idaho Content Standards Performance

Performance

10(a) Demonstrate the ability to hold effective conversations (e.g., for planning and reflective problem solving) with individuals and groups of teachers, work collaboratively with teachers and administrators.

10(b) Demonstrate an understanding of local, state, and national policies that affect reading and writing instruction.

10(c) Collaborate with others to build strong home-to-school and school-to-home literacy connections.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		X	

10.2 Analysis – *Candidate interviews, reflection journals, course syllabus, and a reading portfolio demonstrate the understanding of policies (10b) that affect literacy instruction and demonstrate the ability to hold effective conversations with others (10a). Case studies and UDL lesson plans demonstrate ways to build strong home-to-school and school-to-home literacy connections (10c).*

Sources of Evidence

- Candidate interviews, reflection journals
- Course syllabus, reading portfolio
- Case studies, UDL lesson plans

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Target
Knowledge	1		1	
Performance	9		9	

Recommended Action on Idaho Standards for Literacy Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR MATHEMATICS TEACHERS

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

Knowledge

1(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.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, candidate coursework samples, required course assignments, and candidate interviews provide sufficient evidence that candidates have the knowledge necessary to understand how students grow and develop mathematical understanding, the existence of variability among students, and how to design developmentally appropriate and challenging learning experiences.*

Sources of Evidence

- Course syllabi (EDCI 434, Math/Hist 388, Math 175)
- Candidate course work samples
- Required course assignments
- Candidate interviews

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.

Standard 1 Learner Development	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		X	

1.2 Analysis – *Candidate lesson plans, candidate reflections, syllabi, candidate work samples, and candidate interviews provide sufficient evidence that candidates are prepared to demonstrate their understanding of how students grow and develop mathematical understanding, the existence of variability among students, and how to design developmentally appropriate and challenging learning experiences.*

Sources of Evidence

- Candidate lesson plans
- Candidate reflections
- Syllabi
- Candidate course work samples

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.

2(b) The teacher knows how to use assessment data and appropriate interventions for students.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge		X	

2.1 Analysis – *Candidate lesson plans, course syllabi, candidate reflections, student work samples, and candidate interviews provide sufficient evidence that candidates acquire knowledge of understanding individual differences and how to ensure inclusive learning environments.*

Sources of Evidence

- Candidate lesson plans
- Course syllabi
- Candidate reflections
- Student work samples
- Candidate interviews

Performance

2(c) The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		X	

2.2 Analysis – *Required course assignments, candidate reflections, lesson plan template, candidate lesson plans, and candidate interviews provide sufficient evidence that candidates demonstrate through performance their understanding of individual differences and how to ensure inclusive learning environments that enable each learner to meet high standards.*

Sources of Evidence

- Required course assignments
- Candidate reflections
- Lesson plan template
- Candidate 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.

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 infernal) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.

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.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – *Program requirements, required course assignments, course syllabi, candidate course work samples, Praxis exam scores, candidate lesson plans, and candidate exam provide sufficient evidence that candidates understand central concepts, tools of inquiry, and structures of mathematics.*

Sources of Evidence

- Required course assignments
- Program requirements
- Course syllabi
- Candidate course work samples
- Praxis exam scores
- Candidate lesson plans
- Candidate exam

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.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – *Candidate course work samples, candidate lesson plans, candidate exam, required course assignments, and candidate interviews provide sufficient evidence that candidates understand central concepts, tools of inquiry, and structures of mathematics and can use that knowledge to create learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Sources of Evidence

- Candidate course work samples
- Candidate lesson plans
- Candidate exam
- Required course assignments
- 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.

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.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – *Course syllabi, Praxis exam scores, candidate course work samples, candidate lesson plans, required course assignments, and candidate interviews provide sufficient evidence that candidates develop the knowledge to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- Course syllabi
- Praxis exam scores
- Candidate course work samples
- Candidate lesson plans
- Required course assignments
- Candidate interviews

Performance

5(b) The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – *Candidate reflection on assignment, candidate assignment sample, candidate quiz, and candidate interviews provide sufficient evidence that candidates 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.*

Sources of Evidence

- Candidate reflection on assignment
- Candidate assignment sample
- Candidate quiz
- Candidate interviews

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

6(a) The teacher knows how to assess students' mathematical reasoning.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – *Syllabi, required coursework, candidate interviews, and candidate lesson plans provide evidence that candidates demonstrate an adequate understanding of knowledge necessary to use 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.*

Sources of Evidence

- Syllabi
- Required coursework
- Candidate interview
- Candidate lesson plans

Performance

6(b) The teacher assesses students' mathematical reasoning.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis –*Candidate produced rubric, sample student work, candidate reflection, and candidate lesson plans provide evidence that candidates demonstrate an understanding of how to use 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. The performance evidence would be strengthened by sharing evidence from student teaching performance.

Sources of Evidence

- Candidate produced rubric
- Sample student work
- Candidate reflection
- Candidate lesson plans

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.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *Course syllabi, course quiz candidate sample, candidate course work sample, and candidate lesson plans provide sufficient evidence that candidates have the knowledge 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.*

Sources of Evidence

- Course syllabi
- Course quiz candidate sample
- Candidate course work sample
- Candidate lesson plans

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.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *Candidate lesson plans and candidate reflections provide evidence that candidates can 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. The evidence would be strengthened by having additional performance data from student teaching experience.*

Sources of Evidence

- Candidate lesson plans
- Candidate reflections

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.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.1 Knowledge		X	

8.1 Analysis – *Course syllabi, candidate course quiz sample, candidate course work sample, required course assignments, and candidate interviews provide evidence that candidates have the knowledge to use 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.

Sources of Evidence

- Course syllabi
- Candidate course quiz sample
- Candidate course work sample
- Required course assignments
- Candidate interviews

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.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis – *Required course assignments, candidate lesson plans, candidate assignment reflection, candidate created activities, candidate course exams, candidate lesson reflection and candidate interviews provide evidence that teacher candidates are able to use 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.*

Sources of Evidence

- Required course assignments
- Candidate lesson plans
- Candidate assignment reflection
- Candidate created activities
- Candidate course exams
- Candidate lesson reflection
- Candidate interviews

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7	0	7	0
Performance	7	0	7	0

Areas for Consideration

- Although document evidence was adequate to demonstrate that candidates possess assessment techniques for 6-12 mathematics students, candidate interviews demonstrated that assessment techniques for mathematics had not been internalized.
- The performance evidence would be strengthened by sharing more evidence from clinical experiences that are intentionally provided and documented throughout the program (from early in the program through student teaching).
- Providing evidence for how data is used to make improvements in the program would strengthen the performance on the program review.
- During candidate interviews, candidates expressed a desire for more focus on developing teaching methods earlier in the program to give context to why the higher-level mathematics courses they are taking are relevant.

Recommended Action on Idaho Standards for Mathematics Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR PHYSICAL 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.

Performance

1(a) The teacher assesses the skillful movement, physical activity, and exercise and fitness levels of students; designs developmentally appropriate instruction; and extends learning through collaboration with communities, colleagues, families and other professionals.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *Candidate unit plans, work samples, interviews, and observations provide evidence that candidates demonstrate performance of understanding 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 designing and implementing developmentally appropriate and challenging learning experiences.*

Sources of Evidence

- Candidate unit plans
- Candidate work samples
- Candidate interviews
- Observations

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

Performance

2(a) The teacher provides opportunities that incorporate individual differences (e.g., various physical abilities and limitations, culture, and gender) in skillful movement, physical activity, exercise and fitness to help students gain physical competence and confidence.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – *Candidate lesson plans, curriculum development, observations, and interviews provide evidence that candidates demonstrate performance of understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.*

Sources of Evidence

- Candidate lesson plans
- Candidate curriculum development
- Observations
- 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 knows how to help students cultivate responsible personal and social behaviors that promote positive relationships and a productive environment in physical education and physical activity settings.

3(b) The teacher knows how to engage students in learning about the use of technology operations, concepts, and applications pertinent to healthy active lifestyles (e.g., heart rate monitors, pedometers, global positioning systems, computer software, social media).

3(c) The teacher understands principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis –*Course syllabi, candidate lesson plans, work samples, interviews, and mentor evaluations provide evidence that candidates demonstrate an adequate understanding of working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Course syllabi
- Candidate lesson plans
- Candidate work samples
- Candidate interviews
- Mentor evaluations

Performance

3(d) The teacher implements strategies and activities to promote positive peer relationships (e.g., caring, mutual respect, support, safety, sportsmanship, and cooperation).

3(e) The teacher uses strategies to motivate students to participate in physical activity inside and outside the school setting.

3(f) The teacher utilizes principles of effective management in indoor and outdoor physical education and physical activity settings.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *Observations, candidate work samples, and interviews provide evidence that candidates demonstrate performance of working with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Observations
- Candidate work samples
- Candidate interviews

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

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 relationship between skillful movement, physical activity, exercise, fitness, health outcomes, well-being and quality of life.

5(b) The teacher understands that daily physical activity provides opportunities for enjoyment, challenge, self-expression, and social interaction.

5(c) The teacher understands the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise physiology, bio-mechanics, psychosocial aspects of physical activity).

5(d) The teacher knows the appropriate rules, etiquette, instructional cues, tactics (skills and strategies) and techniques for a variety of physical education activities (e.g.,

aquatics, sports, games, lifetime activities, dance, rhythmical activities, and outdoor/adventure activities).

5(e) The teacher understands cultural, historical, and philosophical dimensions of physical education and physical activity.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.1 Knowledge		X	

5.1 Analysis –*Course syllabi, instructor feedback, candidate work samples, lesson plans, and curriculum rubrics provide evidence that candidates demonstrate an adequate understanding of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- Course syllabi
- Instructor feedback
- Candidate work samples
- Candidate lesson plans
- Curriculum rubrics

Performance*

5(f) The teacher instructs students about the relationship between skillful movement, physical activity, fitness, health outcomes, well-being and quality of life.

5(g) The teacher instructs students in the rules, tactics, (skills, and strategies) and techniques of a variety of physical activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

5(h) The teacher instructs students in the scientific foundation of physical activity (e.g., motor behavior and development, human anatomy and physiology, exercise philosophy, biomechanics, psychosocial aspects of physical activity).

5(i) The teacher fosters student reflection regarding cultural, historical and philosophical dimension of physical education and physical activity.

5(j) The teacher demonstrates improvement and maintains a health enhancing level of physical fitness and physical activity throughout the program.

5(k) The teacher facilitates technical demonstration and effective performance (tactics and techniques), in a variety of physical education activities (e.g., aquatics, sports, games, lifelong activities, dance, rhythmical activities, and outdoor/adventure activities).

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis –*Candidate lesson plans, interviews, observations, and instructor feedback provide evidence that candidates demonstrate performance of how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Observations
- Instructor feedback

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 appropriate assessment protocols sensitive to student needs.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis –*Course syllabi, candidate unit plans, lesson plans, and interviews provide evidence that candidates demonstrate an adequate understanding of using 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.*

Sources of Evidence

- Course syllabi
- Candidate unit plans
- Candidate lesson plans
- Candidate interviews

Performance

6(b) The teacher demonstrates appropriate assessment protocols sensitive to student needs.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis –*Instructor feedback, candidate unit plans, lesson plans, and interviews provide evidence that candidates demonstrate performance of using 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.*

Sources of Evidence

- Instructor feedback
- Candidate unit plans
- Candidate lesson plans
- Candidate interviews

Standard #7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher knows a variety of management routines (e.g., time transitions, environment, students/staff, equipment) and instructional strategies to maximize physical education activity time and student success.

7(b) The teacher knows how to expand the curriculum utilizing a variety of offerings, through the use of family engagement, school activities, and community resources (e.g., family fitness night, parks, golf courses, climbing walls, multi-use facility agreements, and service organizations).

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.1 Knowledge		X	

7.1 Analysis –*Course syllabi, instructor feedback, candidate unit and lesson plans, and interviews provide evidence that candidates demonstrate an adequate understanding of planning 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.*

Sources of Evidence

- Course syllabi
- Instructor feedback

- Candidate unit plans
- Candidate lesson plans
- Candidate interviews

Performance

7(c) The teacher applies a variety of management routines (e.g., time, transitions, environment, students/staff, equipment) and curricular/instructional strategies to maximize physical education activity and student success.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		X	

7.2 Analysis –*Observations, instructor feedback, candidate unit and lesson plans, and interviews provide evidence that candidates demonstrate performance of planning 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.*

Sources of Evidence

- Observations
- Instructor feedback
- Candidate unit plans
- Candidate lesson plans
- 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.

Knowledge

8(a) The teacher knows multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis –*Course syllabi, candidate lesson plans, work samples, and interviews provide evidence that candidates demonstrate an adequate understanding of using 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.

Sources of Evidence

- Course syllabi
- Candidate lesson plans
- Candidate work samples
- Candidate interviews

Performance

8(b) The teacher utilizes multiple curricular/instructional models (e.g., sport education, teaching personal and social responsibility, outdoor education, peer teaching, fitness and wellness education, teaching games for understanding, adventure education, movement education)

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis –*Candidate curriculum map, projects, lesson plans, and interviews provide evidence that candidates demonstrate performance of using 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.*

Sources of Evidence

- Candidate curriculum maps
- Candidate projects
- Candidate lesson plans
- Candidate interviews

Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher knows how one's own personal skillful movement, physical activity, exercise, and fitness competence and understands its impact on teaching and student motivation.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis –*Course syllabi, candidate interviews, and work samples provide evidence that candidates demonstrate an adequate understanding of engaging in ongoing professional learning and use 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.*

Sources of Evidence

- Course syllabi
- Candidate interviews
- Candidate work samples

Performance

9(b) The teacher reflects on one's own personal skillful movement, physical activity, exercise, and fitness competence and its impact on teaching and student motivation.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance		X	

9.2 Analysis –*Candidate work samples, interviews, and instructor feedback provide evidence that candidates demonstrate performance of engaging in ongoing professional learning and using 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 adapting practice to meet the needs of each learner.*

Sources of Evidence

- Candidate work samples
- Instructor feedback
- Candidate interviews

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Knowledge

10(a) The teacher knows how to promote and advocate for healthy active schools involving physical education, physical activity before, during, and after the school day, and staff, family and community involvement.

10(b) The teacher knows how to promote and advocate for physical education and physical activity to students, staff, administrators, parents, school boards and community partners.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		**X**	

10.1 Analysis –*Candidate projects, lesson plans, interviews, and instructor feedback and evaluations provide evidence that candidates demonstrate an adequate understanding of seeking 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.*

Sources of Evidence

- Candidate projects
- Candidate lesson plans
- Candidate interviews
- Instructor feedback
- Instructor evaluations

Performance

10(c) The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		**X**	

10.2 Analysis –*Candidate projects, interviews, mentor teacher feedback, and instructor feedback provide evidence that candidates demonstrate performance of seeking 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.*

Sources of Evidence

- Candidate projects
- Candidate interviews

- Mentor teacher feedback
- Instructor feedback

Standard #11: Safety - The teacher provides a safe physical education learning environment.

Knowledge

11(a) The teacher understands the inherent risks involved in physical activity.

11(b) The teacher recognizes safety considerations when planning and providing instruction.

11(c) The teacher recognizes factors that influence safety in physical activity settings (e.g., skill, fitness, developmental level of students, equipment, attire, facilities, travel, and weather).

11(d) The teacher recognizes the level of supervision required for the health and safety of students in all locations (e.g., teaching areas, locker rooms, off-campus).

11(e) The teacher understands school policies regarding the emergency action plan, student injury medical treatment, and transportation.

11(f) The teacher understands the appropriate steps when responding to safety situations.

11(g) The teacher knows cardiopulmonary resuscitation (CPR) and first aid.

Standard 11 Safety	***Unacceptable***	***Acceptable***	***Exemplary***
11.1 Knowledge		X	

11.1 Analysis –*Candidate lesson plans, interviews, work samples, course syllabi, and instructor feedback provide evidence that candidates demonstrate an adequate understanding of providing a safe physical education learning environment.*

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Candidate work samples
- Course syllabi
- Instructor feedback

Performance

11(h) The teacher documents safety issues when planning and implementing instruction to ensure a safe learning environment.

11(i) The teacher informs students of the risks associated with physical activity.

11(j) The teacher instructs students in appropriate safety procedures for physical activity and corrects inappropriate actions.

11(k) The teacher identifies and corrects potential hazards in physical education and physical activity facilities and equipment.

11(l) The teacher maintains CPR and first aid certification.

Standard 11 Safety	*Unacceptable*	*Acceptable*	*Exemplary*
11.2 Performance		X	

11.2 Analysis –*Candidate lesson plans, interviews, mentor teacher feedback, and instructor evaluations provide evidence that teacher candidates demonstrate performance of providing a safe physical education learning environment.*

Sources of Evidence

- Candidate lesson plans
- Candidate interviews
- Mentor teacher feedback
- Instructor evaluations

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8		8	
Performance	10		10	

Recommended Action on Idaho Standards for Physical Education Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR SCIENCE TEACHERS

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

Knowledge

1(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.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 1. Primary evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' Both knowledge indicators are thoroughly evidenced revealing a candidate's ability to grasp disciplinary core ideas and common misconceptions in developing candidate learning.*

Sources of Evidence

- Science standards matrix document
- Multiple agenda assignments
- Syllabus for EDCI 433
- Praxis score results

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.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *There is sufficient evidence of candidate performance for indicators 1 and 2. The lesson plan, assessment assignment, and research project each demonstrated how a teacher candidate deals with common misconceptions or partial understandings in scientific disciplinary*

core ideas. As well, the evidence provided was sufficient to reflect how a candidate utilizes common practices and crosscutting concepts to allow candidates to develop core scientific ideas.

Sources of Evidence

- 410 Digital Assessment
- PIRP research project
- Biodiversity lesson plan

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

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

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

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).

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 4. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' All five (5) knowledge indicators are thoroughly evidenced revealing a candidate's ability to know central concepts, tools of inquiry, and structures of their scientific discipline. Furthermore, the evidence provided supports a candidate's knowledge in making the discipline accessible and meaningful to varied learners as they strive for mastery.*

Sources of Evidence

- Science standards matrix document
- Multiple agenda assignments
- Syllabus for EDCI 433
- Praxis score results

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).

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *There is sufficient evidence of candidate performance for indicators 4f through 4j. The lesson plans, assessments, and research projects each provided evidence of how a candidate implements lessons, uses diverse examples, utilizes core ideas from science. Furthermore, the evidence provided was sufficient to reflect how a candidate guides and models for candidates through inquiry-based learning.*

Sources of Evidence

- PIRP Disappearing Frogs
- Lesson plans, inquiry lesson
- Peer Inquiry Research

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.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.1 Knowledge		X	

5.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard Five. Evidence is provided through Praxis results, EDCI 433 course syllabus and numerous assignments from EDCI 433 titled 'agenda assignments'. The knowledge indicator is thoroughly evidenced revealing a candidate's ability apply science and engineering practices in proposing, investigating, and evaluating solutions to problems.*

Sources of Evidence

- Science standards matrix document
- Multiple agenda assignments
- Syllabus for EDCI 433
- Praxis score results

Performance

5(b) The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis – *There is sufficient evidence of candidate performance for indicator 5a. The lesson plans, assessments, and research projects each provided evidence of how a candidate designs lessons, provides diverse examples, and utilizes application of science core ideas.*

Sources of Evidence

- Project inquiry
- Peer inquiry lesson
- Moth lesson

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.

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.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 8. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' The knowledge indicators are thoroughly evidenced revealing a candidate's ability to implement, research, apply mathematics and technology, and communicate Science and Engineering practices in teaching core science standards.*

Sources of Evidence

- Science standards matrix document
- EDCI 433 A3 PIRP (research assignment with technical writing)
- Syllabus for EDCI 433
- Praxis score results

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.

Standard 8 Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance		X	

8.2 Analysis – *There is sufficient evidence of candidate performance for indicators 8e through 8g. The lesson plans, assessments, and research projects each provided evidence of how a candidate designs lessons, provides diverse examples, and utilizes application of science core ideas. In particular, the candidates show implementation of science in their design, research application, and the ability to utilize mathematics concepts in their analysis of scientific data.*

Sources of Evidence

- Project inquiry
- Assessment assignment
- Lesson plan-Skeleton

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.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 9. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of current research on learning science and the value of research in science that is current.*

Sources of Evidence

- Science standards matrix document
- Syllabus for EDCI 433
- Praxis score results

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.

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance		**X**	

9.2 Analysis – *There is sufficient evidence of candidate performance for indicators 9c through 9d. The lesson plans, assessments, and research projects each provided evidence of how a candidate incorporates research and scientific findings into instructional design.*

Sources of Evidence

- Peer inquiry lesson plan
- Peer inquire research lesson plan
- 410 Digital Assessment

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).

Standard 11 Safety	*Unacceptable*	*Acceptable*	*Exemplary*
11.1 Knowledge		X	

11.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 11. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of chemical safety, safety procedures, and the ethical treatment of living organisms needed in the science classroom appropriate to their area of licensure.*

Sources of Evidence

- EDCI 433 W10 agenda
- Biology, Earth/Space/Science, Chemistry and Physics Praxis scores
- EDCI 433 syllabus

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).

Standard 11 Safety	*Unacceptable*	*Acceptable*	*Exemplary*
11.2 Performance		X	

11.2 Analysis – *There is sufficient evidence of candidate performance for indicators 11g through 11l, except for indicator 11j. The lesson plans, assessments, and research projects each provided evidence of how a candidate implements safe laboratory practices. What is not provided is evidence of candidate work in dealing with ethical decision making with respect to the treatment of all living organisms.*

Sources of Evidence

- Unit plan: Chemical Measurements
- Lesson plan: Skeleton
- Praxis scores

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.

Standard 12 Laboratory and Field Activities	***Unacceptable***	***Acceptable***	***Exemplary***
12.1 Knowledge		X	

12.1 Analysis – *Sufficient evidence demonstrates that candidates meet Standard 12. Evidence is provided through Praxis results, EDCI 433 course syllabus, and numerous assignments from EDCI 433 titled 'agenda assignments.' The knowledge indicators are thoroughly evidenced revealing a candidate's understanding laboratory and field techniques as well strategies to continue to develop these skills.*

Sources of Evidence

- EDCI 433 W6 agenda
- Biology, Earth/Space/Science, Chemistry and Physics Praxis scores
- EDCI 433 syllabus

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.

Standard 12 Laboratory and Field Activities	*Unacceptable*	*Acceptable*	*Exemplary*
12.2 Performance		X	

12.2 Analysis – *There is sufficient evidence of candidate performance for indicators 12a and 12b. The lesson plans, assessments, and research projects each provided evidence of how a candidate implements laboratory and field activities.*

Sources of Evidence

- Peer inquiry lesson plan
- Peer inquire research lesson plan
- Unit plan: Chemical Measurements

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	7		7	
Performance	7		7	

Areas for Consideration

- All core content knowledge appears to be covered in one class, EDCI 433. The same candidate examples were used across each standard for each indicator. Knowledge evidence could be further strengthened by submitting examples of candidate work that that draw from a variety of courses within the education program and show growth in each standard.

Recommended Action on Idaho Foundation Standards for Science Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR BIOLOGY TEACHERS

Standard 1: 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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *Sufficient evidence is provided that candidates meet Standard 4. Evidence is provided through coursework in BIOL 114, 115,213, and 421. Evidence includes exams, syllabi, laboratory assignments, and a knowledge map. The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of central concepts and tools of inquiry to ensure that learners are able to master the content.*

Sources of Evidence

- *Syllabi for BIOL 114, 115, 213, 421*
- Exams in BIOL 114, 115, 213, 421
- Unit assignments, BIOL 113

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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *There is sufficient evidence of candidate performance for indicators 4e through 4h. The candidates prepared lesson plans that engage learners in biological theory, structure, and function; the interdependent relationships in ecosystems; and heredity and biological adaptation.*

Sources of Evidence

- PIRP project inquiry lesson
- PIRP lesson plan for peer project
- PIRP project lesson plan reflection research report
- PIRP peer inquiry research project

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1		1	
Performance	1		1	

Areas for Consideration

- The evidence provided covered all indicators necessary. Knowledge evidence could be further strengthened by showing candidate growth within the standard and amongst the indicator evidence.

Recommended Action on Idaho Standards for Biology Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR CHEMISTRY TEACHERS

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

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

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

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *Sufficient evidence is provided that candidates meet Standard 4. Evidence is provided through coursework in CHEM 111, 112, 277, 278, 372 and others. Evidence includes exams, syllabi, assignments, handouts, and problem sets. The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of central concepts and tools of inquiry to ensure learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Sources of Evidence

- Syllabi from multiple courses ranging from CHEM 111 to CHEM 372.
- Chemistry course exams
- Chemistry problem sets
- Chemistry unit plans

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.

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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

4.2 Analysis – *The EPP provided sufficient evidence for all indicators to demonstrate candidate performance. The evidence was provided through several means. Evidence for 10 of the indicators (indicators 4s-4aa, and 4gg) were provided in SharePoint. A unit plan, unit portfolio, assessment assignment, lesson plans, and digital assignment tasks provided a breadth of performance evidence for these 10 indicators. Evidence for the other eight (8) indicators (indicators 4bb-4ff and 4hh-4jj) was not available in SharePoint, but the review team was able to find sufficient evidence for them in candidate interviews.*

Sources of Evidence

- Candidate interviews
- Unit plan portfolio: You are living

- Unit plan: Chemical Measurements
- 410 Digital Assessment assignment
- Digital Assessment task
- Gas Laws worksheet

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 Consideration

- The performance indicators for Standard 4 are limited to a few specific examples. This limited performance evidence could be strengthened by showing candidate work that exemplifies candidate growth in the program over time and reveals how candidate lesson planning is improving or become more dynamic throughout time in the program. Given that chemistry has 18 indicators for performance, it would be helpful to have some candidate work that addresses a majority of indicators.

Recommended Action on Idaho Standards for Chemistry Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *Sufficient evidence is provided to show that candidates demonstrate an adequate understanding of Standard 4. Evidence includes syllabi, exams, assignments, journal entries, presentations, and candidate lesson plans in GEOL 102, 111, 212, 313, and 345. The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of the fundamental principles of Earth's place in the universe and Earth's systems, including the relationship of humans with its systems.*

Sources of Evidence

- Syllabi in GEOL 102, 111, 212, 313, and 345
- Assignments in GEOL 102, 111, and 345

- Exams in GEOL 111 and 345
- Written reports in GEOL 102, 111, 212, and 345
- Journal entries in GEOL 102

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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

4.2 Analysis – *Sufficient evidence in the form of Peer Inquiry Research Projects is provided to show that candidates demonstrate adequate performance in all three (3) indicators in Standard 4. The performance indicators are sufficiently evidenced to show that a candidate's knowledge of the fundamental principles of Earth's place in the universe and its systems ensure learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

Sources of Evidence

- PIRP Impacts of Dams
- PIRP Renewable/Nonrenewable Energy
- PIRP Seasonal Weather Patterns
- PIRP Weather and Student Focus
- PIRP Biodiversity Research

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	

Recommended Action on Idaho Standards for Earth and Space Science Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR PHYSICS TEACHERS

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

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

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

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *Sufficient evidence is provided to show that candidates demonstrate an adequate understanding of Standard 4. Evidence includes syllabi, exams, assignments, and candidate lesson plans in PHYS 103, 211, 212, 213, and 305. The knowledge indicators are thoroughly evidenced revealing a candidate's understanding of the fundamental principles of physics and the application of mathematics in the discipline.*

Sources of Evidence

- Syllabi from PHYS 212 and 213
- Exams from PHYS 103, 211, 212, 213, and 305

- Assignments from PHYS 211, 212, and 213
- Activities from PHYS 211
- Candidate lesson plans from EDCI 404

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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Sufficient evidence demonstrates candidate performance in the three (3) indicators for Standard 4. Evidence includes lesson plans, completer interviews, and initial program field monitor interviews. The performance indicators show that a candidate's knowledge of physics principles and the application of mathematics to physics problems assure mastery of the content and ensure learning experiences that make physics accessible and meaningful for learners.*

Sources of Evidence

- Lesson from EDCI 404
- PIRP Biodiversity research
- Completer interview
- Initial program field monitor interview

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	

Recommended Action on Idaho Standards for Physics Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR SOCIAL STUDIES TEACHERS

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

Knowledge

1(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.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *The EPP provides sufficient evidence that candidates understand the influences and impacts on student learning through their course EDCI 432. Rubrics show candidates are graded on their knowledge to support students with different needs, and lesson plans that demonstrate the candidates have thought about the challenges to different students' needs (1b).*

Sources of Evidence

- Lesson Plans (1, 2, & 3)- demonstrate the teacher has thought about challenges to different student needs.
- Course syllabus EDCI 432- design and implement lessons that are developmentally appropriate for a diverse group of learners.
- History Lesson Plan Rubric (4 & 5)- support for students with different needs & knowledge of students' prior learning experiences

Performance

1(c) The teacher provides opportunities for learners to engage in civic life, politics, and government.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *Candidates demonstrate proficiency of this standard through lesson plans on civic life, politics, and government. Candidate interviews show knowledge of incorporating this into the classroom with mock elections, town halls, etc. (1c).*

Sources of Evidence

- Several Lesson Plans- Election Process, Political Process & Third Parties, Three Branches of Government.
- 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 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.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – *The EPP demonstrates a broad knowledge base for social studies through their Social Studies Endorsement requirements. Candidates have shown they have also met this indicator with their success on the Praxis II exams in general social studies, economics and history. Candidates have also shown their knowledge through lesson plans on cultures, economics and other civilizations (4d) while using social studies concepts such as, primary and secondary sources (4g).*

Sources of Evidence

- Social Studies endorsement requirements
- Praxis II Scores- General Social Studies, Economics & History
- Several lesson plans

Performance

4(h) The teacher compares and contrasts various governments and cultures in terms of their diversity, commonalties, and interrelationships.

4(i) The teacher incorporates methods of inquiry and scholarly research into the curriculum.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – *EDCI-432 shows that candidates are taught Historical Inquiry Approach, while the lesson plans provided demonstrate candidates have understood and can performed these methods (4i).*

Sources of Evidence

- TPA lesson plan Phillips 2-research Mesopotamia
- PoliSci lesson plan 4-local election research
- EDCI 432- lesson plan 1-What is culture

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.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.1 Knowledge		X	

5.1 Analysis – *The EPP provides several courses to teach candidates knowledge on current events and historical knowledge through the Social Studies endorsement requirements. The candidates demonstrate this knowledge in the lesson plans on the EU, NATO (current) and historic cultural perspectives (5a). They also demonstrate this knowledge by using and analyzing primary and secondary sources (5b). Candidates have provided excellent examples on modern and historic voting and elections, plus image and document analysis.*

Sources of Evidence

- Lesson Plans-EU, NATO
- History lesson plan 15-uses images, and primary sources
- UITPA 401-recorded lesson #2
- Social Studies endorsement requirements

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.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis – *Candidates' lesson plans demonstrate their application on historical thinking, and current topics such as cultural pluralism (5d). Lesson plans show great use of interpreting primary and secondary sources with the use of maps and images (5e).*

Sources of Evidence

- PoliSci lesson plan 4-learning about elections and voting helps students understand cultural pluralism.
- History lesson plan 14-read secondary sources and draw map
- History lesson plan 15-uses images, and primary sources

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 strategies for clear and coherent reading, speaking, listening, and writing within the context of social studies, consistent with approved 6-12 standards.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – *The EPP provides candidates with strategies for reading, speaking, listening, and writing in the social studies context with the EDCI-463 Literacy Methods course. In this course they use the UDL-Universal Design for Learning Template to facilitate candidate use of these strategies. The candidates demonstrate their knowledge of these strategies in the creation of their lesson plans with examples of reading, writing, and speaking (debate).*

Sources of Evidence

- Course syllabus-EDCI 463 Literacy Methods
- History lesson plan 1-Women's Suffrage reading primary sources and debate
- UDL-Universal Design for Learning template and lesson plans

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.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		X	

8.2 Analysis – *Through several lesson plan examples the candidates show their ability to foster reading, speaking, listening, and writing in the social studies content. Several strategies and types*

of resources were used. Candidate reflection shows that students needed more discussion (speaking and listening) and made the adjustment to meet student needs in later classes.

Sources of Evidence

- PoliSci lesson plan 3-reading and speaking
- SS MS reflection-students needed to work together to discuss ideas
- History lesson plan 1-Women's Suffrage reading primary sources and debate

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	

Recommended Action on Idaho Foundation Standards for Social Studies Teachers

☒ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR 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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *The EPP provided sufficient evidence to support the indicators (4a-4h) for this standard through Economics specific course endorsement requirements and that those are being met through the several course syllabi. Candidates demonstrate knowledge through successful completion of the Praxis II exam.*

Sources of Evidence

- Course endorsement requirements-demonstrates growth of candidates
- Course syllabi-shows specific requirements to meet those goals
- Praxis II scores

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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Candidates demonstrate their performance of the indicators for this standard through their lesson plans. Candidate work such as Philosophy of Teaching Business essay shows understanding of many of these indicators (4i, 4j, 4m).*

Sources of Evidence

- Lesson plans-pros/cons of credit
- Philosophy of Teaching Business-candidate essay
- Econ mid-global economy, government policies

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	

Recommended Action on Idaho Standards for Economics Teachers

☒ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *The EPP provides sufficient evidence to support indicators 4a & 4b for this standard through Geography specific course endorsement requirements and that those are being met through the several course syllabi. Candidates demonstrate their knowledge by incorporating the 5 themes of Geography into the lesson plans (4a).*

Sources of Evidence

- Course endorsement requirements-demonstrates growth of candidates
- Several course syllabi-shows specific requirements to meet those goals
- Several lesson plans-EDCI 432 lesson plan 1, lesson plan 2

Performance

4(c) The teacher uses past and present events to interpret political, physical, and cultural patterns.

4(d) The teacher connects the earth's dynamic physical systems to its impact on humans.

4(e) The teacher connects population dynamics and distribution to physical, cultural, historical, economic, and political circumstances.

4(f) The teacher connects the earth's physical systems and varied patterns of human activity to world environmental issues.

4(g) 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).

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

4.2 Analysis – *Candidates demonstrate proficiency of this standard through lesson plans that show understanding of cultural patterns (4c) and geographic resources (4f). Candidate interviews reenforced this with use of maps, GIS, and Google Earth. Candidates have performed successfully on the Praxis II exam, Social Studies-Geography subcategory.*

Sources of Evidence

- Several lesson plans-EDCI 432 lesson plan 1, lesson plan 2, lesson plan 3
- Praxis II-Social Studies-Geography subcategory
- UITPA 401-recorded lesson #1
- 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.

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	

Recommended Action on Idaho Standards for Geography Teachers

☒ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR AMERICAN GOVERNMENT/POLITICAL SCIENCE TEACHERS

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

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

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

Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

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.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

4.1 Analysis – *The EPP provides sufficient evidence to support indicators 4a-4h for this standard through Government/Political Science specific course endorsement requirements and that those are being met through the several course syllabi. POLS 449 provides four (4) specific writing assignments that meet this indicator. The IKEEP program supports the understanding of tribal governments (4d) and their shared powers with the U.S.*

Sources of Evidence

- Course endorsement requirements-demonstrates growth of candidates
- Several course syllabi-shows specific requirements to meet those goals
- Specific course assignments-POLS 449 Written Assignments
- IKEEP inclusion

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.

Standard 4 Content Knowledge	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

4.2 Analysis – *Lesson plans provided by candidates demonstrate their performance to understand current and historical aspects of the U.S. political system and government (4j). This is reinforced from candidate interviews about course work in Geopolitics and American policy (4k & 4l).*

Sources of Evidence

- Several lesson plans-PoliSci lesson 1, 2, 3, 4
- History TPA lesson plans-1, 2, 3
- 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.

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 Consideration

- Candidates stated they do not practice "civil discourse" in their course work. This could model for them identifier 4(m) "The teacher engages learners in civil discourse and promotes its use in a democratic society" to be able to later use it in their classroom.

Recommended Action on Idaho Standards for American Government/Political Science Teachers

☒ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR 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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *The EPP provides sufficient evidence to support indicators 4a-4h for this standard through History specific course endorsement requirements and that those are being met through the several course syllabi. Candidates demonstrate knowledge through successful completion of the Praxis II exam.*

Sources of Evidence

- Course endorsement requirements-demonstrates growth of candidates
- Several course syllabi-shows specific requirements to meet those goals
- Praxis scores

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.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Candidates' course work demonstrates their ability to use chronological and thematic concepts (4i). This is reenforced with several lesson plans that show the use of primary and secondary sources (4n) in examining historical issues such as gender and national origin (4j). Candidate interviews discussed how they can use primary sources to incorporate underrepresented groups into the teaching of History. History 290 the Historian's Craft develops candidates' ability to teach research and analysis of historical events (4m).*

Sources of Evidence

- Course work-Hist 112 Book Critique
- Several lesson plans-History Lessons 1-13
- 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.

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	

Recommended Action on Idaho Standards for History Teachers

☒ Approved

☐ Conditionally Approved

- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR TEACHER LIBRARIANS

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 librarian is an effective teacher with knowledge of learners and learning.

1(b) The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

1(c) The teacher librarian recognizes the importance of developmentally appropriate and challenging learning experiences.

Standard 1 Learner Development	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates demonstrate an adequate understanding of how learners grow and develop, while recognizing cognitive, linguistic, social, emotional, and physical differences.*

Sources of Evidence

- Syllabi
- Course assignments
- Course lecture notes
- Candidate coursework

Performance

1(d) The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse developmental, cognitive, social, emotional, and linguistic needs of K-12 students and their communities.

1(e) The teacher librarian collaborates with all members of the learning community to help meet individual learner needs.

1(f) The teacher librarian supports the staff by locating and providing resources that enable members of the learning community to become effective users of ideas and information.

1(g) The teacher librarian, independently and in collaboration with other teachers, designs and implements developmentally appropriate and challenging learning experiences.

Standard 1 Learner Development	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		X	

1.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, projects, and assessments, provide evidence that candidates can demonstrate performance of lessons and practices that support learner growth and development, recognizing cognitive, linguistic, social, emotional, and physical differences, and can implement appropriate and challenging learning experiences.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

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 librarian is aware of and respects the diverse cultures within the entire learning community.

2(b) The teacher librarian is aware of reading and information materials in a variety of formats that support the diverse cultural needs of K-12 students and their communities.

2(c) The teacher librarian recognizes the importance of culturally significant learning experiences.

Standard 2 Learning Differences	*Unacceptable*	*Acceptable*	*Exemplary*
2.1 Knowledge		X	

2.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the importance of inclusive learning environments that acknowledge individual differences, diverse cultures and communities, and enable each learner to meet high standards.*

Sources of Evidence

- Syllabi
- Course assignments

- Course lecture notes
- Course lesson plans

Performance

2(d) The teacher librarian develops a collection of reading and information materials in a variety of formats that support the diverse cultures and communities of K-12 students.

2(e) The teacher librarian works with all members of the learning community to help determine and locate appropriate materials to respect their cultural diversity.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis – *Candidate and Completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates can demonstrate the importance of inclusive learning environments that acknowledge individual differences, diverse cultures and communities, and enable each learner to meet high standards.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments
- Final projects

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 librarian has an understanding of evolving library spaces that provide a positive, productive learning environment, with enough time and space for all members of the learning community to access and utilize resources and technology.

3(b) The teacher librarian knows the importance of a balanced, organized, and varied library collection that supports curricula, fulfills diverse student, staff, and community needs, and brings a global perspective into the school environment.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.1 Knowledge		X	

3.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the importance of working with others to create learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- Syllabi
- Course lesson plans
- Candidate coursework
- Candidate resource lists

Performance

3(c) The teacher librarian creates a positive environment to promote and model the habit of lifelong reading and learning.

3(d) The teacher librarian supports flexible, open access for library services.

3(e) The teacher librarian demonstrates the ability to develop solutions for addressing physical, social and intellectual barriers to equitable access to resources and services.

3(f) The teacher librarian facilitates access to information in a variety of formats.

3(g) The teacher librarian organizes, allocates, and manages the library resources, facilities, and materials to foster a user-friendly environment.

3(h) The teacher librarian provides a respectful, positive, and safe climate.

3(i) The teacher librarian models and facilitates the effective use of current and emerging digital tools and technology.

3(j) The teacher librarian proactively manages the unpredictable traffic flow, accounting for academic visits, drop-in traffic, and patron visits during non-instructional times, enforcing school expectations while maintaining a positive climate.

Standard 3 Learning Environments	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance	X		

3.2 Analysis –*Sufficient evidence was not provided to show that teacher candidates can demonstrate the importance of working with others to create learning environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation. Candidate and completer interviews provided some information not found in the artifacts, and some supporting evidence was found in the documentation for other standards. However, evidence was limited or missing for indicators (d), (e), (f), (h), and (j).*

Sources of Evidence

- Candidate and completer interviews
- Candidate reflections and responses

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 librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

4(b) The teacher librarian understands the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

4(c) The teacher librarian is familiar with a wide range of children's, young adult, and professional literature in multiple formats and languages to support reading for information, pleasure, and lifelong learning.

4(d) The teacher librarian understands the process of cataloging and classifying library materials using professional library standards.

4(e) The teacher librarian understands the process of information retrieval and resource sharing.

4(f) The teacher librarian understands management techniques, including time management and supervision that ensure the efficient operation of the school library.

4(g) The teacher librarian understands the principles of basic budget planning and collection development (e.g., selection, processing, and discarding). The teacher librarian understands the grant application process.

4(h) The teacher librarian understands the importance of policies and procedures that support teaching and learning in school libraries.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the central concepts, tools of inquiry, and structures of information literacy and library use, and creates learning experiences that make the school library accessible and meaningful for learners to assure mastery across content areas. The lesson plans and lecture notes provided as evidence in this standard are particularly strong and were instrumental in ensuring that this standard earned an acceptable rating.*

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans
- Course readings and assignments

Performance

4(i) The teacher librarian adheres to the legal and ethical tenets expressed in the ALA Policy on Confidentiality of Library Records, Privacy: An Interpretation of the Library Bill of Rights, and the ALA Code of Ethics.

4(j) The teacher librarian teaches and models the concepts of information literacy (e.g., reading, information, media, computer, and visual literacies).

4(k) The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

4(l) The teacher librarian catalogs and classifies library materials using professional library standards.

4(m) The teacher librarian initiates and participates in resource sharing with public, academic, and special libraries, and with networks and library consortia.

4(n) The teacher librarian organizes, allocates, and manages the library resources, facilities, time, activities, and materials to provide a broad range of opportunities for learning.

4(o) The teacher librarian administers and trains staff to ensure an effective school library program.

4(p) The teacher librarian utilizes best practices to plan and budget resources in a fiscally responsible manner.

4(q) The teacher librarian uses professional publications that provide guidance in the selection of quality materials and to maintain current awareness of the emerging in the library field.

4(r) The teacher librarian develops, implement, and evaluate policies and procedures that support teaching and learning in school libraries.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

4.2 Analysis – *Candidate interviews, work samples, and reflections provide minimal but acceptable evidence that candidates can successfully implement the central concepts, tools of*

inquiry, and structures of information literacy and library use, and can create learning experiences that make the school library accessible and meaningful for learners to assure mastery across content areas.

Sources of Evidence

- Candidate interviews
- Candidate resource lists
- Candidate reflections

Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher librarian understands the scope and sequence of curricula, how they interrelate, and the information resources needed to support them.

5(b) The teacher librarian has a wide range of cross-curricular interests and a broad set of interdisciplinary research skills.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge	X		

5.1 Analysis – *There was not sufficient evidence to demonstrate that candidates understand how to connect concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. With only two artifacts provided in this standard, artifacts from other standards and candidate/completer interviews provided additional necessary evidence for indicator 5(a). No appropriate evidence for 5(b) was provided or found elsewhere.*

Sources of Evidence

- Course lesson plan

Performance

5(c) The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

5(d) The teacher librarian models multiple strategies for students, other teachers, and administrators to locate, evaluate, and ethically use information for specific purposes.

5(e) The teacher librarian reads, recommends, and promotes a wide and diverse range of children's and young adult literature in multiple formats that reflect cultural diversity to foster habits of creative expression and support reading for information, pleasure, and lifelong learning.

5(f) The teacher librarian determines collection development needs based on a variety of input, including curricula, patron input, circulation statistics, and professional reading.

5(g) The teacher librarian promotes appropriate use of relevant and reliable information and instruction technologies.

Standard 5 Application of Content	*Unacceptable*	*Acceptable*	*Exemplary*
5.2 Performance		X	

5.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates can connect concepts and differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments
- Candidate and completer 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 librarian understands many methods of assessing the library program.

6(b) The teacher librarian has an awareness of a wide variety of formative and summative assessment strategies.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision making.*

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans

- Course readings and assignments

Performance

6(c) The teacher librarian communicates and collaborates with students, teachers, administrators, and community members to develop a library program that aligns resources, services, and standards with the school's mission.

6(d) The teacher librarian makes effective use of data and information to assess how the library program addresses the needs of diverse communities.

6(e) The teacher librarian collaborates with other teachers to create student assessment opportunities in a variety of formats.

Standard 6 Assessment	***Unacceptable***	***Acceptable***	***Exemplary***
6.2 Performance		**X**	

6.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates can successfully perform multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide decision making.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments
- Candidate and completer interviews

Standard 7: Planning for Instruction - The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Knowledge

7(a) The teacher librarian understands how to develop and implement the school library mission, goals, objectives, policies, and procedures that reflect the mission, goals, and objectives of the school.

7(b) The teacher librarian understands effective principles of teaching and learning in collaborative partnership with other educators.

7(c) The teacher librarian acknowledges the importance of participating in curriculum development.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.1 Knowledge		X	

7.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand 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.*

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans
- Course readings and assignments

Performance

7(d) The teacher librarian develops and implements the school library mission, goals, objectives, policies, and procedures.

7(e) The teacher librarian identifies appropriate services, resources, and technology to meet diverse learning needs.

7(f) The teacher librarian includes a variety of reading and information materials in instruction and prompts students through questioning techniques to improve performance.

7(g) The teacher librarian collaborates with other teachers as they create, implement, and evaluate lessons, and models the use of information tools to meet the developmental and individual needs of diverse students.

7(h) The teacher librarian uses appropriate print and/or electronic instructional resources to design learning experiences.

7(i) The teacher librarian models, shares, and promotes effective principles of teaching and learning in collaborative partnership with other educators.

7(j) The teacher librarian engages in school improvement processes by offering professional development to other educators as it relates to library and information use.

Standard 7 Planning for Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
7.2 Performance		X	

7.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates can successfully 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.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

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 librarian understands how twenty-first century literacy skills support the learning needs of the school community.

8(b) The teacher librarian recognizes that the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources will support researching, learning, creating, and communicating in a digital society.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand 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.*

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans
- Course readings and assignments

Performance

8(c) The teacher librarian designs and adapts relevant learning experiences that engage students in authentic learning through the use of digital tools and resources.

8(d) The teacher librarian stimulates critical thinking through the skillful use of questioning techniques, and guides students and staff in the selection of materials and information for reading, writing, viewing, speaking, listening, and presenting.

8(e) The teacher librarian provides opportunities to foster higher order thinking skills and metacognition.

8(f) The teacher librarian provides access to information from a variety of sources to enrich learning for students and staff.

8(g) The teacher librarian uses appropriate instructional resources in a variety of formats to design learning experiences.

8(h) The teacher librarian employs strategies to integrate multiple literacies with content curriculum.

8(i) The teacher librarian integrates the use of emerging technologies as a means for effective and creative teaching and to support K-12 students' conceptual understanding, critical thinking and creative processes.

8(j) The teacher librarian collaborates with classroom teachers to reinforce a wide variety of reading instructional strategies to ensure K-12 students are able to create meaning from text.

8(k) The teacher librarian serves all members of the learning community as facilitator, coach, guide, listener, trainer, and mentor.

Standard 8 Instructional Strategies	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		**X**	

8.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that teacher candidates can successfully use 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.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- 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 librarian understands the documents and policies that promote intellectual freedom and freedom of expression.

9(b) The teacher librarian understands the parameters of information access, resource sharing, and ownership based on principles of intellectual freedom and copyright guidelines.

9(c) The teacher librarian understands confidentiality issues related to library records.

9(d) The teacher librarian recognizes the importance of evaluating practice for improvement of the school library program.

Standard 9 Professional Learning and Ethical Practice	***Unacceptable***	***Acceptable***	***Exemplary***
9.1 Knowledge		**X**	

9.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the importance of engaging in ongoing professional learning and using 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).*

Sources of Evidence

- Syllabi
- Lecture notes
- Course lesson plans
- Course readings and assignments

Performance

9(e) The teacher librarian practices the ethical principles of the profession, advocates for intellectual freedom and privacy, and promotes and models digital citizenship and responsibility.

9(f) The teacher librarian educates the school community on the ethical use of information and ideas.

9(g) The teacher librarian uses evidence-based research to collect, interpret, and use data to improve practice in school libraries.

9(h) The teacher librarian models a strong commitment to the profession by participating in professional growth and leadership opportunities through membership in library associations, attendance at professional conferences, reading professional publications, and exploring Internet resources.

9(i) The teacher librarian uses professional publications to keep current in the field and to assist in the selection of quality materials.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.2 Performance		X	

9.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates successfully engage in ongoing professional learning; use evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others; and adapt his/her practice to meet the needs of each learner.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

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 librarian understands various communication and public relations strategies.

10(b) The teacher librarian understands the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

10(c) The teacher librarian recognizes the value of sharing expertise with others in the field.

Standard 10 Leadership and Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
10.1 Knowledge		X	

10.1 Analysis – *Syllabi, required coursework, professors' lesson plans and lecture notes, and candidate coursework provide evidence that candidates understand the need to seek appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.*

Sources of Evidence

- Syllabi
- Lecture notes

- Course lesson plans
- Course readings and assignments

Performance

10(d) The teacher librarian models and promotes lifelong reading for purposes of seeking information, knowledge, pleasure, and learning.

10(e) The teacher librarian collaborates with colleagues to enhance the learning environment through improved communication techniques.

10(f) The teacher librarian works with colleagues to empower students with effective communication techniques and strategies.

10(g) The teacher librarian advocates for the school library program and the library profession.

10(h) The teacher librarian participates in decision-making groups to continually improve library services.

10(i) The teacher librarian participates on collaborative teaching teams as a peer or leader to integrate information skills, provide access to resources, and promote effective use of technology across the curriculum.

10(j) The teacher librarian demonstrates the ability to establish connections with other libraries and to strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information.

10(k) The teacher librarian articulates the role and relationship of the school library program's impact on student academic achievement within the context of current educational initiatives.

10(l) The teacher librarian identifies stakeholders within and outside the school community who impact the school library program.

10(m) The teacher librarian advocates for school library and information programs, resources, and services.

10(n) The teacher librarian seeks to share expertise with others through in-service, local conferences and other venues.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		X	

10.2 Analysis – *Candidate and completer interviews, as well as candidate coursework samples, papers, and assessments, provide evidence that candidates seek appropriate leadership roles and opportunities to take responsibility for student learning; to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth; and to advance the profession.*

Sources of Evidence

- Required coursework
- Candidate reflections and responses
- Assessments

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	10	1	9	
Performance	10	1	9	

Areas for Improvement

- Several Standards addressed library materials in "a variety of formats." Based on the evidence provided and candidate/completer interviews, this was limited to: online databases, or websites found through search engines. Evidence could be strengthened by including a wider variety of materials: graphic novels, informational texts, e-books, audio books, podcasts, and so on.
- Digital tools and emerging technology were mentioned across several standards, and evidence indicates that this is interpreted to mean databases, social media, or library management software. Candidate/completer interviews, coupled with the evidence provided, suggest that more information about and practice with online and digital presentation and collaboration tools, especially for use with students, could be included in the program (e.g., Jamboard, Slido, Padlet, Canva, Flipgrid).
- Evidence provided in Standard 3.2 and elsewhere suggests that the program could be strengthened by an increased focus on a student-centered school library, for example, "creating a positive, safe, supportive, inviting environment; managing traffic flow throughout the school day (full classes as well as drop-in traffic) in a way that fosters positive relationships while still supporting school policies; analyzing and addressing access for those with physical, emotional, or intellectual barriers; offering flexible scheduling and broad, open access to the library."

Recommended Action on Idaho Standards for Teacher Librarians

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO FOUNDATION STANDARDS FOR VISUAL AND PERFORMING ARTS TEACHERS

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

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

Knowledge

2(a) The teacher understands the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students.

Standard 2 Learning Differences	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates demonstrate an adequate understanding of the impact of the arts on students with exceptional needs, including those associated with disabilities, giftedness, second language acquisition, and at-risk students. The candidate interview provided evidence from the music department.*

Sources of Evidence

- ED 436 lesson portfolio
- EDCI 325 lesson plan
- Interview with candidates
- MUST 383 syllabus

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 history and foundation of arts education.

4(b) The teacher understands the processes and content of the arts discipline being taught.

4(c) The teacher understands how to observe, describe, interpret, critique, and assess the arts discipline being taught.

4(d) The teacher understands the cultural, historical, and contemporary contexts surrounding works of art.

4(e) The teacher understands that the arts communicate, challenge, and influence culture and society.

4(f) The teacher understands the aesthetic purposes of the arts and that arts involve a variety of perspectives and viewpoints.

4(g) The teacher understands how to select and evaluate a range of artistic subject matter and ideas appropriate for students' personal and/or career interests.

4(h) The teacher understands connections between art curriculum and vocational opportunities.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates demonstrate an adequate understanding* of *central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content while creating environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.*

Sources of Evidence

- EDCI 436 digital teaching portfolios
- 9-week unit plan
- MUST 383 group project
- MUST syllabus for 383 and 386

Performance

4(i) The teacher instructs, demonstrates, and models technical and expressive proficiency in the particular arts discipline being taught.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

***4.2* Analysis --** *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates instruct, demonstrate, and model technical and expressive proficiency in the particular arts discipline being taught.*

Sources of Evidence

- Multiple art syllabi: 110, 121, 205, 436
- EDCI 325 lesson plan
- Idaho Teacher Candidate Evaluation
- MUST 445 lesson plan

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Knowledge

5(a) The teacher understands the relationships between the arts and how the arts are vital to all content areas.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis -- *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates 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.*

Sources of Evidence

- EDCI 325 lesson plan
- 436 digital portfolio and rubric
- MUST syllabus 383
- MUST group project 383

Performance

5(b) The teacher engages students in identifying relationships between the arts and other content areas.

5(c) The teacher instructs students in making observations, interpretations, and judgments about their own artworks and the works of other artists.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis-- *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates engage students in identifying relationships between the arts and other content areas and making observations, interpretations, and judgments about their own artworks and the works of other artists.*

Sources of Evidence

- MUST 445 lesson plan
- Etching video of lesson
- Teacher candidate interview

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 assessment strategies specific to creating, performing, and responding.

6(b) The teacher understands how arts assessments strategies (e.g., portfolio, critique, performance/presentation) specific to the arts enhance evaluation, as well as student knowledge and performance.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis -- *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates understand assessment strategies specific to creating, performing, and responding. The candidate interview provided evidence from the music department.*

Sources of Evidence

- Teacher candidate interviews
- EDCI 325 lesson
- Multiple EDCI 436 portfolios

Performance

6(c) The teacher assesses student work specific to creating, performing, and responding.

Standard 6 Assessment	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates understand assessment strategies specific to creating, performing, and responding. The candidate interview provided evidence from the music department.*

Sources of Evidence

- Teacher candidate interview
- Digital teaching portfolios
- Rubrics

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 that instructional planning for the arts teacher includes acquisition and management of materials, technology, equipment, and use of physical space.

Standard 7 Planning for Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates plan for the arts by including acquisition and management of materials, technology, equipment, and use of physical space.*

Sources of Evidence

- Praxis scores
- Dry point etching lesson
- MUST 383 syllabus
- MUST lesson plan template
- Teacher candidate interviews

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Knowledge

9(a) The teacher understands regulations regarding copyright laws.

Standard 9 Professional Learning and Ethical Practice	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis — *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates engage 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.*

Sources of Evidence

- Teacher candidate interviews
- Art Praxis scores
- MUST 385 syllabus

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 appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners.

10(b) The teacher understands the unique relationships between the arts and their audiences.

Standard 10 Leadership and Collaboration	*Unacceptable*	*Acceptable*	*Exemplary*
10.1 Knowledge		X	

10.1 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates understand appropriate administrative, financial, management, and organizational aspects specific to the school/district arts program and its community partners, and the unique relationships between the arts and their audiences.*

Sources of Evidence

- Donor's Choice assignment
- Art syllabus 110
- Multiple syllabi from MUST

Performance

10(a) The teacher promotes the arts for the enhancement of the school, the community, and society.

10(b) The teacher selects and creates art exhibits and performances that are appropriate for different audiences.

Standard 10 Leadership and Collaboration	***Unacceptable***	***Acceptable***	***Exemplary***
10.2 Performance		X	

10.2 Analysis – *Syllabi, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates promote the arts for the enhancement of the school, the community and society and creates art exhibits and performances that are appropriate for different audiences.*

Sources of Evidence

- ART syllabus 110
- Reflection on art class
- MUST syllabi 465 and 466

Standard 11: Safety and Management - The teacher creates a safe, productive physical learning environment, including management of tools, supplies, equipment, and space.

Knowledge

11(a) The teacher knows the procedures for safely handling, operating, storing, and maintaining the tools and equipment appropriate to his or her arts discipline.

11(b) The teacher understands the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.

Standard 11 Safety and Management	***Unacceptable***	***Acceptable***	***Exemplary***
11.1 Knowledge		X	

11.1 Analysis – *Syllabi, teacher candidate interviews, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates know the procedures for safely handling, operating, storing, and maintaining the tools and equipment*

appropriate to his or her arts discipline and understand the use and management of necessary performance and exhibit tools and equipment specific to his or her discipline.

Sources of Evidence

- Teacher candidate interview
- Art lesson plans
- Multiple MUST syllabi

Performance

11(a) The teacher established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.

11(b) The teacher manages the simultaneous activities that take place daily in the arts classroom.

Standard 11 Safety and Management	***Unacceptable***	***Acceptable***	***Exemplary***
11.2 Performance		X	

11.2 Analysis – *Syllabi, teacher candidate interviews, required coursework, candidate lesson plans, candidate instructional units, and candidate papers provide evidence that candidates established procedures that ensure students have the skills and knowledge necessary to accomplish tasks safely.*

Sources of Evidence

- Teacher candidate interview
- MUST syllabi 385 and 386
- Etching lesson video

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	8		8	
Performance	5		5	

Areas for Consideration

- While there are no areas of improvement at the program level, there are areas in Standards 5 and 9 that would benefit from additional evidence.

Recommended Action on Idaho Foundation Standards for Visual and Performing Arts Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR MUSIC 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.

Performance

4(a) The teacher is able to prepare students for musical performance, including:

- Singing, alone and with others, a varied repertoire of music.
- Performing on instruments, alone and with others, a varied repertoire of music.
- Reading and notating music

4(b) The teacher is able to teach students how to create music, including:

- Improvising melodies, variations, and accompaniments.
- Composing and arranging music within specified guidelines.

4(c) The teacher is able to prepare students to respond to musical works, including the following:

- Listening to, analyzing, and describing music.
- Evaluating music and music performances.

4(d) The teacher is able to prepare students to make musical connections, including:

- Understanding relationships between music, the other arts, and disciplines outside the arts.
- Understanding music in relation to history and culture.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		**X**	

***4.2* Analysis –** *A review of the candidate interviews, audio recordings, work samples, and lesson plans provide evidence that candidates demonstrate understanding 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 while addressing cultural differences and allowing for individual and group collaboration.*

Sources of Evidence

- Candidate interview
- Audio recordings
- MUS 445 lesson plans

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) The teacher is able to demonstrate how to apply music content knowledge in the following settings: general music, music theory, music technology, guitar, keyboard, and performing ensembles.

Standard 5 Application of Content	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis –*A review of the candidate interviews, audio recordings, work samples, and lesson plans provide evidence that candidates are able to demonstrate how to apply music content knowledge in the following settings: general music, music theory, music technology, guitar, keyboard, and performing ensembles.*

Sources of Evidence

- Candidate interviews
- Audio recordings
- MUS 445 lesson plans

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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				
Performance	2		2	

Areas for Consideration

- While there are no areas of improvement at the program level, there are areas in Standards 4 regarding connections to history and culture, responding to musical works, and varied repertoire of music that would benefit from additional evidence.

Recommended Action on Idaho Standards for Music Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR VISUAL ARTS TEACHERS

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

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

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

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Knowledge

4(a) The teacher understands a variety of media, styles, and techniques in multiple art forms.

4(b) The teacher has knowledge of individual artists' styles and understands the historical and contemporary movements and cultural contexts of those works.

4(c) The teacher understands the elements and principles of art and how they relate to art making and art criticism.

4(d) The teacher understands how to use the creative process (brainstorm, research, rough sketch, final product, and reflection).

4(e) The teacher understands the value of visual arts as they relate to everyday experiences.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		**X**	

4.1 Analysis – *Syllabi provide evidence that candidates demonstrate an adequate understanding of various media styles and techniques in multiple art forms, individual artist's styles and movements, elements and principles of art and art criticism, the creative process, and the value of visual arts.*

Sources of Evidence

- Art 100 syllabus: World Art and Culture
- Art 110 syllabus: Integrated Art

- Drawing 1 syllabus

Performance

4(f) The teacher applies a variety of media, styles, and techniques in multiple art forms.

4(g) The teacher instructs students in individual artist styles and understands historical and contemporary movements and cultural contexts of those works.

4(h) The teacher applies the elements and principles of art and how they relate to art making and art criticism.

4(i) The teacher demonstrates how to use the creative process (brainstorm, research, rough sketch, final product).

4(j) The teacher provides opportunities for students to collect work over time (portfolio) to reflect on their progress, and to exhibit their work.

Standard 4 Content Knowledge	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Syllabi, work samples, and lesson plans provide evidence that candidates can apply a variety of media, styles, and techniques in multiple art forms; instruct individual artist styles and understand historical and contemporary movements and cultural contexts of those works; apply the elements and principles of art and how they relate to art making and art criticism; and demonstrate how to use the creative process (brainstorm, research, rough sketch, final product).*

Sources of Evidence

- Printmaking lesson plans
- Art 100 syllabus: World Art and Culture
- Art syllabus 303: Contemporary Art and Theory

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	

Recommended Action on Idaho Standards for Visual Arts Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR WORLD LANGUAGES TEACHERS

Standard 1: Knowledge of Subject Matter - The teacher understands the central concepts, tools of inquiry, and structures of the disciplines taught and creates learning experiences that make these aspects of subject matter meaningful for students.

Knowledge

1(a) The teacher knows the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Guidelines for listening, speaking, reading, and writing.

1(b) The teacher knows the target culture(s) in which the language is used.

1(c) The teacher understands key linguistic structures particular to the target language and demonstrates the way(s) in which they compare to English communication patterns.

1(d) The teacher knows the history, arts, and literature of the target culture(s).

1(e) The teacher knows the current social, political, and economic realities of the countries related to the target language.

1(f) The teacher understands how the U.S. culture perceives the target language and culture(s).

1(g) The teacher understands how the U.S. is perceived by the target language culture(s).

1(h) The teacher understands the stereotypes held by both the U.S. and target cultures and the impacts of those beliefs.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *The EPP provides sufficient evidence to demonstrate that the program is designed to meet Standard 1.1. Spanish and French language syllabi, including course and program requirement descriptors, candidate content language praxis scores, and course assignments including samples of content language midterms, provide evidence that candidates demonstrate an adequate understanding of 1a, 1b, 1c, 1d, 1e, 1f, 1g, and 1h.*

Sources of Evidence

- Spanish and French language requirements/catalogue descriptors
- Language content Praxis
- Language course content performance

Performance

1(i) The teacher demonstrates advanced level speaking, reading and writing proficiencies as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages.

1(j) The teacher incorporates into instruction the following activities in the target language: listening, speaking, reading, writing, and culture.

1(k) The teacher promotes the value and benefits of world language learning to students, educators, and the community.

1(l) The teacher uses the target language extensively in formal, informal, and conversational contexts and provides opportunities for the students to do so.

1(m) The teacher provides opportunities to communicate in the target language in meaningful, purposeful activities that simulate real-life situations.

1(n) The teacher systematically incorporates culture into instruction.

1(o) The teacher incorporates discussions of the target culture's contributions to the students' culture and vice-versa.

1(p) The teacher encourages students to understand that culture and language are intrinsically tied.

Standard 1 Knowledge of Subject Matter	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance		X	

1.2 Analysis – *The EPP provides sufficient evidence to demonstrate that the program is designed to meet Standard 1.2. Course syllabi for language, diversity, and methods; language syllabi; candidate lesson plans; candidate performance; and interviews conducted with the EPP diversity faculty and program candidates provide evidence that t candidates demonstrate an adequate performance of Standard 1. Interviews and evidence confirmed that the program offered "inclusive and culturally responsive pedagogy that built on the foundations addressing content areas." Multiple evidence sources support that candidates demonstrate an adequate performance of standard 1.2, specific performance indicators for 1a, 1b, 1c, 1d, 1e, 1f, 1g, and 1h. 1i, 1j, 1k, 1l, 1m, 1n, 1o, and 1p.*

Sources of Evidence

- Praxis for Spanish and French: language competency performance exam scores
- EPP interview; candidate interview
- Candidate lesson plans
- Course syllabi

Standard 2: Knowledge of Human Development and Learning - The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development.

Knowledge

2(a) The teacher understands that the process of second language acquisition includes the interrelated skills of listening, speaking, reading, and writing.

2(b) The teacher understands that cultural knowledge is essential for the development of second language acquisition.

2(c) The teacher understands the skills necessary to create an instructional environment that encourages students to take the risks needed for successful language learning.

2(d) The teacher knows the methodologies and theories specific to second language acquisition.

2(e) The teacher knows university/college expectations of world languages and the life-long benefits of second-language learning.

Standard 2 Knowledge of Human Development and Learning	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *The EPP provided sufficient evidence to meet Standard 2.1. Course syllabi, including required coursework, Spanish and French Praxis scores, and interviews with candidates are the primary sources of evidence for indicators 2a, 2b, 2c, 2d, and 2e. The evidence shows that candidates demonstrate an adequate understanding.*

Sources of Evidence

- Course syllabi: 437 and 447; course assignments and lesson plans
- Content competency: Praxis
- Interview with candidates

Performance

2(f) The teacher uses a variety of instructional strategies that incorporate culture, listening, reading, writing and speaking in the target language.

2(g) The teacher integrates cultural knowledge into language instruction.

2(h) The teacher builds on the language learning strengths of students rather than focusing on their weaknesses.

2(i) The teacher uses cognates, expressions, and other colloquial techniques common to English and the target language to help further the students' understanding and fluency.

2(j) The teacher explains the world language entrance and graduation requirements at national colleges/universities and the general benefits of second language learning.

Standard 2 Knowledge of Human Development and Learning	*Unacceptable*	*Acceptable*	*Exemplary*
2.2 Performance		X	

2.2 Analysis – *The EPP provided sufficient evidence to meet Standard 2.2. Lesson plans generated in the methods course and taught in the practicum, chapter reflections associated with the methods course, interviews with the Language teacher candidates are the primary sources of evidence for indicators 2f, 2g, 2h, 2i, and 2j. The evidence sources support that teacher candidates demonstrate performance of standard 2.2.*

Sources of Evidence

- Lesson plans
- Candidate interviews
- Chapter Reflections (CERs)

Standard 3: Modifying Instruction for Individual Needs - The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to students with diverse needs.

Knowledge

3(a) The teacher understands that gender, age, socioeconomic background, ethnicity, sexual orientation, religious beliefs and other factors play a role in how individuals perceive and relate to their own culture and that of others.

3(b) The teacher understands that students' diverse learning styles affect the process of second-language acquisition.

Standard 3 Modifying Instruction for Individual Needs	*Unacceptable*	*Acceptable*	*Exemplary*
3.1 Knowledge		X	

3.1 Analysis – *The EPP provides sufficient evidence for indicators for 3a and 3b that demonstrate the program is designed to meet Standard 3.1. Evidence includes interviews with the EPP diversity faculty, candidate interviews, and the methods syllabus. During the interview with the EPP diversity faculty, specific attention was brought to the Diversity Dialogue, a webinar that the faculty designed that was available to all UI students; this particular resource was referenced by all language teacher candidates as being purposeful. The aforementioned evidence sources support that candidates demonstrate an adequate understanding of 3.1.*

Sources of Evidence

- EPP interview: diversity dialogue, webinar, partnerships
- Candidate interview
- Secondary Methods syllabus

Performance

3(c) The teacher plans learning activities that enable students to grasp the significance of language and cultural similarities and differences.

3(d) The teacher differentiates instruction to incorporate the diverse needs of the students' cognitive, emotional and psychological learning styles.

Standard 3 Modifying Instruction for Individual Needs	***Unacceptable***	***Acceptable***	***Exemplary***
3.2 Performance		X	

3.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 3.2. Candidate interviews, practicum and practicum reflections, and lesson plans for Spanish and French provide evidence that candidates demonstrate performance of 3c and 3d.*

Sources of Evidence

- Lesson plans evidenced from Spanish and French
- Practicum 447
- Candidate interview

Standard 4: Multiple Instructional Strategies - The teacher understands and uses a variety of instructional strategies to develop students' critical thinking, problem solving, and performance skills.

Knowledge

4(a) The teacher understands that world languages methodologies continue to change in response to emerging research.

4(b) The teacher understands instructional practices that balance content-focused and form-focused learning.

4(c) The teacher knows instructional strategies that foster higher-level thinking skills such as critical- thinking and problem solving.

Standard 4 Multiple Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
4.1 Knowledge		X	

***4.1 Analysis –**: The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 4.1. Course syllabi for the methods, required coursework including chapter reflections, and candidate lesson plans provide evidence that candidates demonstrate an adequate understanding of 4a, 4b, and 4c. The methods syllabus outlines a set of topics that includes instructional strategies to develop students' critical thinking, problem solving, and performance skills in teaching foreign language. The assigned chapter reflections support thought and understanding regarding teaching foreign language specific instructional strategies.*

Sources of Evidence

- Lesson plans
- Chapter reflections from methods course
- Methods course syllabus

Performance

4(d) The teacher uses a variety of instructional strategies based on current research to enhance students' understanding of the target language and culture.

4(e) The teacher remains current in second-language pedagogy by means of attending conferences, maintaining memberships in professional organizations, reading professional journals, and/or on-site and on-line professional development opportunities.

4(f) The teacher incorporates a variety of instructional tools such as technology, local experts, and on-line resources to encourage higher-level thinking skills.

Standard 4 Multiple Instructional Strategies	*Unacceptable*	*Acceptable*	*Exemplary*
4.2 Performance		X	

***4.2 Analysis –** The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 4.2. Candidate interviews, chapter reflections, practicum reflection, and lesson plans provide evidence that candidates demonstrate performance of indicators 4d, 4e, and 4f.*

Sources of Evidence

- Lesson plans
- Chapter reflections

- Practicum reflections
- Candidate interviews

Standard 5: Classroom Motivation and Management Skills - Classroom Motivation and Management Skills - The teacher understands individual and group motivation and behavior and creates a learning environment that encourages positive social interaction, active engagement in learning, and self- motivation.

Knowledge

5(a) The teacher understands that, due to the nature of second-language acquisition, students need additional instruction in positive group/pair work and focused practice.

5(b) The teacher knows current practices of classroom management techniques that successfully allow for a variety of activities, such as listening and speaking, that take place in a world language classroom.

Standard 5 Classroom Motivation and Management Skills	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 5.1. Course syllabi, required coursework including the chapter reflections for the methods course, and the culturally inclusive classroom management plan provide evidence that candidates demonstrate an adequate understanding of indicators 5a and 5b.*

Sources of Evidence

- Culturally inclusive classroom management plan from EDCI 302
- Syllabi: Methods and Teaching in a Diverse Society
- Chapter reflections

Performance

5(c) The teacher implements classroom management techniques that use current research-based practices to facilitate group/pair interactions and maintain a positive flow of instruction.

Standard 5 Classroom Motivation and Management Skills	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 5.2. Interviews with candidates and EPP diversity faculty, culturally inclusive*

classroom management plans, and lesson plans constructed in the methods course and taught in the practicum provide evidence that candidates demonstrate performance of 5c.

Sources of Evidence

- Interviews: Candidates and EPP diversity faculty
- Lesson plans
- Culturally inclusive classroom management plans

Standard 6: Communication Skills - The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.

Knowledge

6(a) The teacher understands of the extension and broadening of previously gained knowledge in order to communicate clearly in the target language.

Standard 6 Communication Skills	*Unacceptable*	*Acceptable*	*Exemplary*
6.1 Knowledge		X	

6.1 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 6.1. Course syllabi for the methods course, required coursework assignments including the chapter reflections for the methods course, and interviews with candidates provide evidence that candidates demonstrate an adequate understanding of the indicator, extending and broadening of previously gained knowledge in order to communicate clearly in the target languages of French and Spanish.*

Sources of Evidence

- Candidate interviews
- Chapter reflection assignment
- Syllabus for Methods

Performance

6(b) The teacher uses a variety of techniques to foster fluency within the target language such as dialogues, songs, open-ended inquiry, non-verbal techniques, guided questions, modeling, role-playing, and storytelling.

Standard 6 Communication Skills	*Unacceptable*	*Acceptable*	*Exemplary*
6.2 Performance		X	

6.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 6.2. Candidate interviews, practicum reflections, and lesson plans provide evidence that the candidate uses a variety of techniques to foster fluency within the target*

language. The interviews revealed that each candidate had adopted a specific technique modeled from a faculty member as a purposeful to accomplish indicator 6b.

Sources of Evidence

- Lesson plans
- Candidate interviews
- Practicum reflections

Standard 7: Instructional Planning Skills -The teacher plans and prepares instruction based on knowledge of subject matter, students, the community, and curriculum goals.

Knowledge

7(a) The teacher understands how to incorporate the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

7(b) The teacher knows how to design lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines that enhance student understanding of the target language and culture.

7(c) The teacher knows how to design lesson plans that incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 7 Instructional Planning Skills	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 7.1. Candidate interviews, practicum reflections, lesson plans, and course syllabi for the Methods class and for the Teaching in a Diverse Society class provide evidence that candidates demonstrate an adequate understanding of indicators 7a, 7b, and 7c.*

Sources of Evidence

- Lesson plans
- Practicum reflections
- Candidate interviews
- Course syllabi: Methods and Teaching in a Diverse Society

Performance

7(d) The teacher incorporates the ACTFL Standards for Foreign Language Learning of communication, cultures, connections, comparisons, and communities into instructional planning.

7(e) The teacher designs lesson plans based on ACTFL Standards, research-based practices, and a variety of proficiency guidelines, which enhance student understanding of the target language and culture.

7(f) The teacher designs lesson plans which incorporate the scaffolding necessary to progress from basic level skills to appropriate critical and higher order thinking skills.

Standard 7 Instructional Planning Skills	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		**X**	

7.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 7.2. Candidate interviews, practicum reflections, lesson plans, and course syllabi for the Methods class and for the Teaching in a Diverse Society class provide evidence that candidates demonstrate an adequate understanding of indicators 7d, 7e, and 7f. The interviews revealed that each candidate had adopted a specific teaching technique modeled from a faculty member as a purposeful instructional strategy applied within the discipline. Each strategy identified in the interview was grounded in second language research-based practice.*

Sources of Evidence

- Lesson plans
- Practicum reflections
- Candidate interviews (one favorite activity)

Standard 8: Assessment of Student Learning -The teacher understands, uses, and interprets formal and informal assessment strategies to evaluate and advance student performance and to determine program effectiveness.

Knowledge

8(a) The teacher understands the ACTFL Proficiency Guidelines for listening, speaking, reading, and writing.

8(b) The teacher has the skills to assess proficiency in listening, speaking, reading, writing and culture, which is based on a continuum.

8(c) The teacher understands the importance of assessing the content and the form of communication.

Standard 8 Assessment of Student Learning	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		**X**	

8.1 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 8.1. Methods course syllabus, required coursework including chapter reflections,*

candidate lesson plans, and candidate interviews, specifically about rubric construction and assessment design, provide evidence that candidates demonstrate an adequate understanding of indicators 8a, 8b, and 8c.

Sources of Evidence

- Methods syllabus
- Chapter reflections
- Candidate interviews (rubric discussion)
- Lesson plans

Performance

8(d) The teacher motivates the students to reach level-appropriate proficiency based on ACTFL Proficiency Guidelines for listening, speaking, reading, writing, and culture.

8(e) The teacher employs a variety of ways to assess listening, speaking, reading, writing, and culture, using both formative and summative assessments.

8(f) The teacher constructs and uses a variety of formal and informal assessment techniques, including tests in the primary and target languages, to enhance knowledge of individual students, evaluate student performance and progress, and modify teaching and learning strategies.

8(g) The teacher appropriately assesses for both the content and form of communication.

Standard 8 Assessment of Student Learning	***Unacceptable***	***Acceptable***	***Exemplary***
8.2 Performance		**X**	

8.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 8.2. The practicum reflections that accompany the methods course and placement, coupled with candidate generated lesson plans involving speaking, reading, writing, and listening exercises in French and Spanish, and the assignments generated within the methods course, particularly the chapter reflections and the task of leading and evaluating the discussion, provide evidence that candidates demonstrate performance specifically on indicators 8d, 8e, 8f, and 8g.*

Sources of Evidence

- Practicum reflection
- Lesson plans
- Chapter reflections

Standard 9: Professional Commitment and Responsibility - The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.

Standard 10: Partnerships - The teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.

Knowledge

10(a) The teacher knows about career and other life-enriching opportunities available to students proficient in world languages.

10(b) The teacher knows how to provide opportunities for students and teachers to communicate with native speakers.

10(c) The teacher is able to communicate to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

10(d) The teacher understands the effects of second language study on first language.

Standard 10 Partnerships	***Unacceptable***	***Acceptable***	***Exemplary***
10.1 Knowledge		**X**	

10.1 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 10.1. Methods course syllabus, required coursework including chapter reflections and leading the discussion, and content encountered in the practicum reflections holistically revealed that program offered opportunity for candidates to interact in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and their well-being. These sources provide evidence that candidates demonstrate an adequate understanding of indicators 10a, 10b, 10c, and 10d.*

Sources of Evidence

- Methods syllabus
- Chapter discussion and discussion lead assignment
- Practicum reflections

Performance

10(e) The teacher informs students and the broader community of career opportunities and personal enrichment that proficiency in a second language provides in the United States and beyond its borders.

10(f) The teacher provides opportunities for students to communicate with native speakers of the target language in person or via technology.

10(g) The teacher encourages students to participate in community experiences related to the target culture.

10(h) The teacher communicates to the students, parents, and community members the amount of time and energy needed for students to be successful in acquiring a second language.

Standard 10 Partnerships	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance		X	

10.2 Analysis – *The EPP provides sufficient evidence that demonstrates the program is designed to meet Standard 10.2. Candidate interviews, practicum reflections that accompany the methods course and placement, coupled with the assignments generated within the methods course provide evidence that candidates demonstrate performance of 10e, 10f, 10g, and 10h. During the interview, candidates also supplied evidence of traveling and teaching abroad. This particular experience is a high-impact practice that more fully shapes candidates and also supports the spirit of meeting Standard 10.*

Sources of Evidence

- Practicum reflection
- Candidate interviews
- Chapter reflections

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	9		9	
Performance	9		9	

Recommended Action on Idaho Standards for World Languages Teachers

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

ADMINISTRATOR ENDORSEMENTS

IDAHO FOUNDATION STANDARDS FOR THE PREPARATION OF SCHOOL ADMINISTRATORS

Standard 1: School Culture - The School Administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Knowledge: The School Administrator:

1(a) Understands the importance of eliciting feedback that measures the school and community perceptions.

1(b) Understands laws and policies regarding school safety and prevention by creating a detailed school safety plan, which addresses potential physical and emotional threats.

1(c) Understands disciplinary policies and multiple strategies for intervention that occur prior to removal of students.

1(d) Understands methods for responding to conflict.

Standard 1 School Culture	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		**X**	

1.1 Analysis – *Knowledge standard 1: School Climate is acceptable with evidence in (a), (b), and (c). There are some gaps in evidence for this standard, with no evidence of (d) regarding methods of responding to conflict. Indicator (b) specifically references "a detailed school safety plan" which was not evident in any of the evidence provided.*

Sources of Evidence

- EDAD 513 final exam paper (special education law)
- EDAD 535 rubric for School Budget Plan
- EDAD 598 School Internship Handbook
- EDAD 530 Law Handbook

Performance: The School Administrator:

1(e) Demonstrates ability to disaggregate school climate data to collaboratively engage faculty, staff, students, and parents in identifying concerns or threats to school safety.

1(f) Demonstrates ability to proactively engage staff in conflict resolution.

1(g) Demonstrates ability to establish rules and related consequences designed to keep students safe.

1(h) Demonstrates ability to individually and/or collaboratively monitor school climate by gathering data about student and staff perceptions.

1(i) Demonstrates ability to connect appropriate strategies and solutions to known barriers to promote a school culture of excellence, equity, and safety across all school settings.

1(j) Demonstrates ability to use data to monitor and improve school climate.

1(k) Demonstrates ability to collaborate with instructional staff and parents in creating opportunities to safely examine and address barriers to a school culture, embracing diversity.

Standard 1 School Culture	***Unacceptable***	***Acceptable***	***Exemplary***
1.2 Performance	X		

1.2 Analysis – *All relevant evidence for this standard was tied to indicators (h), (i), (j), and (k). There was evidence in the ability to monitor and improve school climate, collaborate with staff and parents to embrace diversity, and the ability to monitor school climate with a staff survey. There was no evidence about conflict resolution, reflection on school climate data usage, or establishing rules and consequences to keep students safe.*

Sources of Evidence

- EDAD 598 Principalship Internship presentation
- EDAD 528 Final Signature assignment
- EDAD 570 sample work
- EDAD 533 final paper

Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Knowledge: The School Administrator:

2(a) Understands the importance of making organizational decisions based upon the mission and vision of the school and district.

2(b) Understands effective communication strategies.

2(c) Understands the importance of the school improvement plan and adjusting it based on data, including input from district and school staff.

Standard 2 Communication	***Unacceptable***	***Acceptable***	***Exemplary***
2.1 Knowledge		X	

2.1 Analysis – *An understanding of using mission and vision to make organizational decisions is evident in multiple candidate assignments related to this standard. Culminating projects in many*

classes engage candidates in reflecting on communication when leading through change and making data driven decisions. Additional evidence of all components 2(a) and (c) are found in course syllabi as outcomes for success.

Sources of Evidence

- EDAD 528 Signature paper
- EDAD 528 final paper rubric
- EDAD 533 & 534 syllabi
- EDAD 534 Personal Leadership Vision

Performance: The School Administrator:

2(d) Demonstrates ability to develop and monitor school goals, programs, and actions to ensure that they support the school's vision and mission.

2(e) Demonstrates ability to develop and facilitate a clear, timely communication plan across the school's departments to support effective and efficient school operations.

2(f) Demonstrates ability to lead and engage school staff and stakeholders, using multiple communication strategies.

2(g) Demonstrates ability to ensure that stakeholders have meaningful input in the school's vision and mission, aligning with academic and social learning goals for students.

Standard 2 Communication	***Unacceptable***	***Acceptable***	***Exemplary***
2.2 Performance		X	

2.2 Analysis –*Candidates show in comprehensive papers and portfolios their ability to communicate effectively. Utilizing school and district policies, candidates were able to articulate plans to engage stakeholders in multiple areas such as school finance, diverse student inclusion, and reflections on their own personal leadership vision. The reflection was supported with theory and research in many instances. In summative portfolios, candidates are able to show multiple forms of effective communication with both internal and external stakeholders.*

Sources of Evidence

- EDAD 598 Principalship Internship presentation
- EDAD 535 School Finance Final paper
- EDAD 534 Personal Leadership Vision paper

Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Knowledge: The School Administrator:

3(a) Understands the importance of inviting community input and using the input to inform decisions

3(b) Understands cultural diversity and its importance in the schools learning community.

Standard 3 Advocacy	*Unacceptable*	*Acceptable*	*Exemplary*
3.1 Knowledge		X	

3.1 Analysis – *Engaging stakeholders is a difficult task, and maybe more difficult to try to project in the future for candidates. In this standard, the EPP provides evidence that candidates reflected on the importance of seeking community input, from students to school and district staff and the wider community. As candidates thought about advocacy, they also were able to reflect on the diversity in their communities inclusive of racial and ethnic diversity as well as academic diversity and poverty.*

Sources of Evidence

- EDAD 534/544 syllabi
- EDAD 534 weekly readings
- EDAD 533 mini-paper/final
- EDAD 598 Internship Handbook
- EDAD 570 final paper

Performance: The School Administrator:

3(c) Demonstrates the ability to develop and implement opportunities for involving community in school activities that support teaching and learning.

3(d) Demonstrates the ability to promote appreciation and understanding of diverse cultural opportunities and integrate them in the schools learning community.

Standard 3 Advocacy	*Unacceptable*	*Acceptable*	*Exemplary*
3.2 Performance		X	

3.2 Analysis – *The EPP provides evidence that demonstrates as candidates designed plans for involving the community in school activities supporting teaching and learning, they reflected on opportunities for parents to participate with students with special needs and ways to encourage families of poverty and other underserved populations to increase engagement. Summative portfolios show evidence of community engagement activities within the internships that were successful and appropriate to performance in this standard.*

Sources of Evidence

- EDAD 513 student final paper
- EDAD 598 Director of Special Education & Principalship presentations
- EDAD 533 mini-paper/final

Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Knowledge: The School Administrator:

4(a) Understands the importance of providing staff equal access to opportunities for learning, leadership, and advancement.

4(b) Understands the importance of developing and implementing distributed leadership as part of the process of shared governance.

4(c) Understands the importance of developing and using Professional Learning Plans to encourage professional growth and expand competencies.

Standard 4 Shared Leadership	***Unacceptable***	***Acceptable***	***Exemplary***
4.1 Knowledge		X	

4.1 Analysis – *Shared leadership is vital to school administrators to allow for expanded growth among faculty and staff. Evidence for this standard was sufficient with the program designing opportunities for candidates to show their knowledge in multiple classes throughout the program. One piece of evidence showed the presence of Professional Learning Plans (PLP) or reflection on the importance of those plans as a requirement in the state of Idaho.*

Sources of Evidence

- EDAD 528 final assignment
- EDAD 534 & 584 syllabi
- EDAD 584 Negotiations Agreement critique

Performance: The School Administrator:

4(d) Demonstrates the ability to use Professional Learning Plans to provide feedback on professional behavior to teachers and other staff and remediates behavior as needed.

4(e) Demonstrates the ability to create structured opportunities for instructional staff and other staff to expand leadership through the use of reflections, mentoring, feedback, and learning plans.

Standard 4 Shared Leadership	***Unacceptable***	***Acceptable***	***Exemplary***
4.2 Performance		X	

4.2 Analysis – *Performance indicators for this standard are strong when candidates show the ability to created structured opportunities for instructional staff and others to expand leadership opportunities. Candidates were able to reflect on the prospect of encouraging and providing*

feedback to future staff. Regarding the use of Professional Learning Plans, using the presentation given by this candidate as a model for future candidates in the program would be excellent.

Sources of Evidence

- EDAD 533 Philosophy of Inclusive Leadership paper
- EDAD 598 Director of Special Education Internship presentation
- EDAD 528 Negotiation assignment critique

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge: The School Administrator:

5(a) Understands the importance of prioritizing the use of school time to ensure that staff activities focus on improvement of student learning and school culture.

5(b) Understands the importance of prioritizing school time to ensure that student activities are focused on high leverage activities and school priority areas as delineated by the School Improvement Plan.

5(c) Applies project management to systems throughout the school and systematic monitoring and collaboration with stakeholders.

5(d) Understands the importance of clear and consistent processes and systems to manage change.

5(e) Understands the importance of school staff and other stakeholders adhering to established processes and procedures.

Standard 5 Priority Management	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		X	

5.1 Analysis – *Evidence of knowledge for this standard comes from syllabus objectives, weekly readings, papers, and rubrics. EPP faculty instruction along with research and reflection from candidates both show the importance of prioritizing teaching and learning as vital to the school culture. As candidates plan to set goals to improve school culture, there is also evidence of processes and systems to help manage change. Summative papers reference school, district, and state initiatives such as the School Improvement Plan.*

Sources of Evidence

- EDAD 533 Philosophy of Inclusive Leadership paper
- EDAD 534 weekly readings
- EDAD 534 syllabus
- EDAD 535 School Finance final paper & rubric

Performance: The School Administrator:

5(f) Demonstrates the ability to manage projects using lists of milestones and deadlines, and document the impact of change.

5(g) Demonstrates the ability to apply project management to systems and systematically monitor and collaborate with stakeholders.

Standard 5 Priority Management	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		X	

5.2 Analysis – *Both theoretical and practical evidence are provided to demonstrate these performance standards. In both the Conceptual Framework and School Finance paper, candidates show action plans for leadership change management and the ability to articulate ideas for engaging stakeholders. In the summative Internship Presentations, artifacts show evidence of candidates doing some of these things throughout their clinical experiences.*

Sources of Evidence

- EDAD 598 Internship presentation examples
- EDAD 528 Conceptual Framework for Leading Change in Curriculum & Instruction
- EDAD 535 School Finance final paper

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Knowledge: The School Administrator:

6(a) Understands emerging issues and trends impacting families, school, and community.

6(b) Understands available resources in the community.

6(c) Understands the value of transparency regarding decision making and the allocation of resources.

6(d) Understands the importance of seeking input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 6 Transparency	***Unacceptable***	***Acceptable***	***Exemplary***
6.1 Knowledge		X	

6.1 Analysis – *Evidence for indicators (a), (c), and (d), show candidates have access to knowledge regarding current issues and trends in education which impact families, school, and the community. It was harder to determine the knowledge candidates had about resources in the community (b). Overall, this standard is met with the evidence provided.*

Sources of Evidence

- EDAD 534 Documentary assignment
- EDAD 513 Final Student Sample (Special Education)
- EDAD 535 Budget Plans
- EDAD 533 Philosophy of Inclusive Leadership paper

Performance: The School Administrator:

6(e) Provides rationale for decisions regarding the allocation of resources.

6(f) Develops a plan that solicits input from all stakeholders to create and sustain a culture of collaboration, trust, learning, and high expectation.

Standard 6 Transparency	***Unacceptable***	***Acceptable***	***Exemplary***
6.2 Performance		X	

6.2 Analysis – *Evidence for performance in this standard is met for all indicators. Signature assignments about budget and collaborative leadership show deep reflection for School Administrator candidates' future practice. The artifacts show use of the knowledge learned in courses and engaging with practicing administrators.*

Sources of Evidence

- EDAD 535 Budget Plans
- EDAD 533 Philosophy of Inclusive Leadership paper
- EDAD 528 Conceptual Framework of Leading Curriculum and Instruction

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Knowledge: The School Administrator:

7(a) Understands the roles of leadership.

7(b) Understands the impact of education on personal and professional opportunities, social mobility, and a democratic society.

7(c) Understands the political, social, cultural, and economic systems and processes that support and impact education.

7(d) Understands effective models and strategies of leadership as applied to the larger political, social, cultural, and economic contexts of education.

Standard 7 Leadership Renewal	***Unacceptable***	***Acceptable***	***Exemplary***
7.1 Knowledge		X	

7.1 Analysis – *Knowledge of Standard 7 was shown in opportunities for candidates to engage in course work, interviews with practitioners, discussions with colleagues, and scholarly reading. It was clear in the syllabi for courses that EPP faculty planned for candidates to explore the impact of education and the systems and processes that support education in multiple contexts.*

Sources of Evidence

- EDAD 587 Superintendent Interview assignment
- EDAD 571 readings
- EDAD 509 discussion board examples
- EDAD 534 syllabus

Performance: The School Administrator:

7(e) Creates and implements an individual professional learning plan.

7(f) Enhances leadership skills through collaboration with colleagues and professional development.

7(g) Uses feedback, surveys, and evaluations that inform professional development and improve professional practice by consistently monitoring progress.

7(h) Communicates results of self-reflection after evaluating his/her own practice and consults with evaluator, adjusting accordingly.

7(i) Uses self-reflection and data that are aligned to school and district vision and/or needs to drive improvement in leadership skills, school culture, and student learning.

Standard 7 Leadership Renewal	***Unacceptable***	***Acceptable***	***Exemplary***
7.2 Performance		X	

7.2 Analysis – *As a candidate in an educational leadership program, it is difficult to meet every single indicator about continuous improvement in school administration, as they have not even had the job yet. Candidate work shows some practical experience with these indicators as part of their clinical internship. Specifically, the Director of Special Education example showed multiple parts of how candidates use the Professional Learning Plan as required by the State of Idaho. Candidates were able to meet some of the collaboration indicators by working with candidate colleagues and engaging with practitioners in the field.*

Sources of Evidence

- EDAD 534 Final assignment-Inquiry
- EDAD 513 Student Sample Final (Special Education)
- EDAD 598 Director of Special Education and Principal Internship presentations

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Knowledge: The School Administrator:

8(a) Understands operational policies and procedures.

8(b) Understands human resources management.

8(c) Understands sound fiscal operations principles and issues.

8(d) Understands facilities maintenance and principles regarding use of space and educational suitability.

8(e) Understands legal issues impacting personnel, management, and operations.

8(f) Understands ethical frameworks and perspectives.

8(g) Understands the Idaho Professional Code of Ethics and the Idaho Administrators Code of Conduct.

8(h) Understands policies and laws related to school and district.

Standard 8 Accountability	***Unacceptable***	***Acceptable***	***Exemplary***
8.1 Knowledge		X	

8.1 Analysis – *This standard was supported by diverse pieces of evidence. Candidates from the EPP can show multiple ways in which they show understanding of human resources, legal and ethical frameworks, fiscal considerations, and operational policies and procedures. Candidates can gain knowledge through course materials and interactive discussion boards where they can reflect on their learning. Assignments and handbooks also show knowledge of the standards.*

Sources of Evidence

- EDAD 513 Discussion questions
- EDAD 584 Syllabus
- EDAD 595 Due Process assignment & Human Resources Protocols
- EDAD 535 Budget Plans
- EDAD 593 YouTube/video links
- EDAD 595 Non-Certified Graphic Organizer & Supplemental Contracts assignment
- EDAD 530 Law Handbook example

Performance: The School Administrator:

8(i) Demonstrates the ability to create a site budget that allocates available fiscal, personnel, space, and material resources in an appropriate legal and equitable manner.

8(j) Demonstrates the ability to develop a budget that appropriately utilizes federal funds and grant allocations.

Standard 8 Accountability	*Unacceptable*	*Acceptable*	*Exemplary*
8.2 Performance		X	

8.2 Analysis – *Diversity in types of evidence is shown in this performance standard. Budgetary issues are shown in candidates' performance for this standard. In all of the selected evidence, candidates are crafting plans based on engagement with practitioners in the field and with course content. The artifacts are supported by research in most instances. In this standard, there is also a rigorous objective assessment in the form of a final exam where candidates have the opportunity to show knowledge and performance in one place.*

Sources of Evidence

- EDAD 584 Negotiation Scenarios & Responses
- EDAD 586 Building a Superintendent Budget
- EDAD 586 Final exam

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Knowledge: The School Administrator:

9(a) Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

9(b) Understands the principles of effective instruction, differentiated instruction, learning theories, motivation strategies, and positive classroom management.

9(c) Understands student growth and development.

9(d) Understands adult learning and professional development.

9(e) Understands the change process for systems, organizations, and individuals.

9(f) Understands the essential role of technology in education.

Standard 9 Innovation	*Unacceptable*	*Acceptable*	*Exemplary*
9.1 Knowledge		X	

9.1 Analysis – *Finding innovative and creative solutions to problems within the limits of the law is a good skill for a school administrator. Candidates in this program have a variety of opportunities provided by faculty to gain knowledge in indicators (a), (b), (c), (d), and (e). It was less clear in the evidence how candidates gain knowledge in the essential roles of technology in the classroom (f). There was no provided evidence or triangulation in candidate interviews of the knowledge of how to best utilize technology in practice.*

Sources of Evidence

- EDAD 571 Student Sample Final (EL Learners)
- EDAD 594 Rubric
- EDAD 534 Weekly readings
- EDAD 594 Discussion questions
- EDAD 528 Signature assignment: Conceptual Framework for Curriculum and Instruction
- EDAD 534 Syllabus

Performance: The School Administrator:

9(g) Provides opportunities for staff to utilize research based strategies to refine curriculum implementation and encourage purposeful innovation.

9(h) Engages instructional staff in collaborative analysis to plan for continuous academic improvement.

9(i) Ensures innovation adheres to all local, state, and federal laws and policies and regulations.

Standard 9 Innovation	***Unacceptable***	***Acceptable***	***Exemplary***
9.2 Performance		**X**	

9.2 Analysis – *Candidates were able to demonstrate with their reflective writings how they would encourage purposeful innovation in a school setting. Often these reflections were more in the physical space of the classroom or facility rather than in innovative spaces, but showed some new ways of encouraging innovation.*

Sources of Evidence

- EDAD 598 Director of Special Education Internship presentation
- EDAD 593 Bond Levy paper
- EDAD 593 Turf vs. Grass student paper
- EDAD 533 Inclusive Leadership student paper

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge: The School Administrator:

10(a) Understands that each student can learn and that varied and data-informed learning goals are an important part of the process.

10(b) Understands how to enhance the school culture and instructional programs through research, best practice, and curriculum design.

10(c) Understands the effective use of assessment and evaluation.

10(d) Understands how to develop, implement, and evaluate co-curricular and extracurricular programs that enhance student growth and character development.

Standard 10 Instructional Vision	*Unacceptable*	*Acceptable*	*Exemplary*
10.1 Knowledge		X	

10.1 Analysis – *There are many opportunities for candidates to gain knowledge in Standard 10 and show an instructional vision. In this standard, candidates were able to show evidence of knowledge with formal research about school culture and instructional programs. Additionally, candidates were able to reflect on plans to make data-driven decisions regarding curriculum design. Candidates also were able to gain valuable practice in interrater reliability as part of the Danielson Evaluation System adopted by the state of Idaho for all educators.*

Sources of Evidence

- EDAD 570 Cumulative final assessment
- EDAD 594 Rubric
- EDAD 534 Principalship assessment rubric
- EDAD 595 Video Evidence Collection assignment
- EDAD 594 Master Coding assignment

Performance: The School Administrator:

10(e) Provides time, space, and opportunities for instruction.

10(f) Ensures instruction is aligned to adopted curriculum and Idaho content standards including provisions for time and resources.

10(g) Promotes an instructional vision that includes the process of curriculum alignment in collaboration with a systematic, continuous process to fully align the curriculum horizontally and vertically with the standards.

10(h) Creates an action plan for instructional improvement designed to increase student achievement.

Standard 10 Instructional Vision	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance		X	

10.2 Analysis – *Candidates in clinical internship experiences were able to show areas where they were working with P-12 educators and students to increase student achievement by aligning curricula. Candidates also were able to reflect on the current curricula in their own school systems to show horizontal and vertical alignment. Evidence for all of these components show a commitment to provide time and space for instruction.*

Sources of Evidence

- EDAD 598 Principalship Internship presentation
- EDAD 528 Conceptual Framework for Leading Change in Curriculum & Instruction
- EDAD 513 Final paper

Standard 11: High Expectations - The School Administrator sets high expectations for all students academically, behaviorally, and in all aspects of student well-being.

Knowledge: The School Administrator:

11(a) Understands the difference between, and the appropriate use of formative and summative assessments.

11(b) Understands the process for developing common formative benchmark assessments or rubrics.

11(c) Understands how to use data to guide student instruction and tiered intervention.

11(d) Understands how to identify at risk students.

11(e) Understands the laws and regulations associated with special student populations.

11(f) Understands the importance of collaboration and the critical role principals play in establishing high expectations for student learning.

11(g) Understands the role that frequent collaboration plays in analyzing student growth data to identify critical content achievement gaps.

11(h) Understands various intervention strategies to be implemented to close achievement gaps.

11(i) Understands multiple methods for monitoring and documenting instructional practices including behavioral supports.

11(j) Understands the importance of implementing a comprehensive approach to learning that integrates researched based practices to address the whole child.

11(k) Understands essential components in the development and implementation of individual education programs, adhering to state and federal regulations.

Standard 11 High Expectations	***Unacceptable***	***Acceptable***	***Exemplary***
11.1 Knowledge		X	

11.1 Analysis – *Candidates have a solid grasp on understanding laws and regulations associated with school populations. Evidence for identifying at-risk students and utilizing tiered instruction was evident in signature assignments. Knowledge was prevalent for indicators (a), (c), (d), (e), (f), (g), (h), (j), and (k). Harder to provide in a theoretical way for candidates is the sense of how to develop common formative assessments or rubrics (b), and how to monitor and document*

instructional practices including behavioral supports (i). Evidence is sufficient for the overall knowledge part of this standard.

Sources of Evidence

- EDAD 598 Assessment rubric
- EDAD 528 Conceptual Framework for Leading Curriculum & Instruction
- EDAD 513 Final sample
- EDAD 513 Syllabus

Performance: The School Administrator:

11(l) Uses data to guide instruction and develop/implement appropriate interventions and student improvement plans.

11(m) Has used observation and evaluation methods to supervise instructional personnel.

11(n) Conducts student response teams that integrate research based practices to address the whole child and also seeks advice of psychologists, nurses, social workers, learning disabilities and gifted and talented specialists, speech and language pathologists, and other experts who can help address student needs.

Standard 11 High Expectations	***Unacceptable***	***Acceptable***	***Exemplary***
11.2 Performance		X	

11.2 Analysis – *Evidence for all performance indicators for Standard 11 was sufficient. Interviews with clinical supervisors shows some attention to mentoring candidates in evaluation and supervision so candidates can be successful in the field. Evidence in internship presentation portfolios shows an attention to the whole child and working collaboratively with school personnel to ensure success.*

Sources of Evidence

- EDAD 528 Final paper
- EDAD 570 Research
- EDAD 595 Master Coding assignment
- EDAD 598 Principal and Director of Special Education Internship presentation

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge: The School Administrator:

12(a) Understands that the evaluation process is used to improve instructional practice.

12(b) Understands the use of multiple measures of student performance data to improve classroom instruction.

12(c) Understands the role of professional learning plans during the evaluation process, using self-reflection, student growth goals and formative and summative conversations at the beginning and ending of the year to improve teacher effectiveness.

Standard 12 Continuous Improvement of Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
12.1 Knowledge		**X**	

12.1 Analysis – *Evidence in signature assignment requirements and syllabi provide the knowledge for Standard 12. Candidates have the opportunity to learn about the evaluation process and how it can be used to inform instructional practice and use research to refine curriculum implementation.*

Sources of Evidence

- EDAD 528 Syllabus
- EDAD 598 Internship Handbook
- EDAD 594 Weekly readings
- EDAD 528 Signature assignment
- EDAD 598 Director of Special Education Internship presentation

Performance: The School Administrator:

12(d) Collaborates with staff and teachers to create individualized professional learning plans and encourages staff to incorporate reflective goal setting practices prior to the school year.

12(e) Collects formative assessment and student growth data during the course of the school year to inform summative evaluation and instructional goal setting.

12(f) Uses data to inform school wide professional development.

Standard 12 Continuous Improvement of Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
12.2 Performance		**X**	

12.2 Analysis – *Evidence was sufficient for performance measures in this standard. Candidates were able to show collaboration with staff in clinical practice to engage in goal setting. While it is difficult for pre-service administrators to collect wide varieties of data, signature assignments in curriculum and instruction show theoretically what they would plan to do when they are in the*

administrative positions. Superintendent internship presentations showed evidence of using data to support school wide professional development.

Sources of Evidence

- EDAD 598 Superintendent Internship presentation
- EDAD 528 Signature assignment
- EDAD 513 Signature assignment

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Knowledge: The School Administrator:

13(a) Understands laws and policies governing staff evaluation.

13(b) Understands the Idaho adopted framework for teaching.

13(c) Understands differentiated tools for evaluation of all staff.

13(d) Understands effective instructional supervision, evaluation, and due process.

Standard 13 Evaluation	*Unacceptable*	*Acceptable*	*Exemplary*
13.1 Knowledge		X	

13.1 Analysis – *There are multiple opportunities for candidates to engage with EPP faculty to understand the policies and laws governing staff evaluation and how to show compliance with said laws. Candidates are taught the Idaho state approved evaluation process authored by Charlotte Danielson. There is clear evidence to prove this knowledge standard is met.*

Sources of Evidence

- EDAD 587 Syllabus
- EDAD 595 Danielson Book and resources
- EDAD 587 Lesson Plan Matrix

Performance: The School Administrator:

13(e) Assesses all staff performance with accuracy and consistency.

13(f) Creates processes to provide formative and summative evaluation feedback to staff and teachers, informing them of the effectiveness of their classroom instruction and ways to improve their instructional practices using data to inform professional development.

Standard 13 Evaluation	*Unacceptable*	*Acceptable*	*Exemplary*
13.2 Performance		X	

13.2 Analysis – *While it can be difficult for administrator candidates to show performance in supervision and evaluation, candidates were able to show this in a number of ways to meet this performance standard. Candidates were able to engage in some informal observations, walk-throughs, and evaluations as part of their clinical practice. Additionally, as part of a course, candidates were able to show inter-rater reliability when using the Danielson Framework with video examples. Evidence is sufficient to meet this standard.*

Sources of Evidence

- EDAD 595 student work (domain 2/3)
- EDAD 595 Video Evidence Assignment
- EDAD 598 Internship presentations

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Knowledge: The School Administrator:

14(a) Understands laws regarding highly qualified requirements for teachers.

14(b) Understands laws and policies governing hiring and retaining personnel.

14(c) Understands multiple interview strategies and techniques for hiring teachers.

14(d) Understands the process and research based practices of mentoring.

Standard 14 Recruitment and Retention	***Unacceptable***	***Acceptable***	***Exemplary***
14.1 Knowledge		X	

14.1 Analysis – *Evidence was provided to support all indicators in this standard. EPP faculty engage candidates in assignments and readings in courses to show understanding about the importance of hiring and retaining highly qualified staff.*

Sources of Evidence

- EDAD 594 Syllabus
- EDAD 594 Weekly readings
- EDAD 595 Human Resource Protocols
- EDAD 598 Internship Handbook

Performance: The School Administrator:

14(e) Demonstrates appropriate use of hiring procedures in accordance with accepted practices/policies.

14(f) Creates a model for an effective school environment where staff is valued, teams are supported, and achievements are consistently celebrated.

14(g) Creates a comprehensive mentoring or coaching program designed to provide systems where teachers are supported in an individualized mentoring or coaching program.

Standard 14 Recruitment and Retention	*Unacceptable*	*Acceptable*	*Exemplary*
14.2 Performance		X	

14.2 Analysis – *Performance standard evidence is sufficient to meet Standard 14. Candidates are mentored through their clinical internship experiences by EPP faculty and clinical supervisors. They are afforded the opportunity to engage with practitioners in the field who also provide advice and mentoring. While this is harder to find in the evidence, it was expressed by interviews with both the candidate who was currently in the program and EPP faculty interviews. Candidates were able to engage in hiring practice in clinical partnerships as well.*

Sources of Evidence

- EDAD 598 Internship presentations
- EDAD 595 Human Resources Protocols
- EDAD 594 Case study

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	14	0	14	0
Performance	14	1	13	0

Areas for Consideration

- EPP showed no evidence of reflection on the appropriate use of technology beyond the tools needed to be an online student. While COVID-19 has pointed out an inequity issue in Idaho, school administrators still need to be able to reflect on the use of technology in a classroom and in an entire school.
- Discipline interventions beyond students with special needs and entire school safety plans were not present in the evidence provided. School administrators need the tools from their EPP programs to be effective leaders in the area of school safety. Additionally, in the area of conflict resolution, evidence was lacking.

Recommended Action on Idaho Foundation Standards for the Preparation of School Administrators

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR SCHOOL SUPERINTENDENTS

Standard 1: Superintendent Leadership - The superintendent is the catalyst and the advocate for an effective school community; demonstrates an enhanced knowledge, thorough understanding, and performance within all six standards listed in the Idaho Foundation Standards for School Administrators; and is prepared to lead a school system with increasing organizational complexity.

Knowledge

1(a) The superintendent understands the dynamics of systemic change within school districts.

1(b) The superintendent understands the importance of questioning, innovation, and innovative thinking in order to create new educational cultures and maximize system efficiency, effectiveness, and accountability.

1(c) The superintendent knows the breadth of P-12 curriculum and instructional programs.

1(d) The superintendent knows the importance of planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

1(e) The superintendent understands how to facilitate processes and activities to establish and maintain an effective and efficient governance structure for school districts.

1(f) The superintendent knows the role of local, regional, state, national and international partnerships in the development of educational opportunities and support services for students.

1(g) The superintendent understands the district's role in and responsibility for employee induction, career development, and enhancement.

1(h) The superintendent understands the organizational complexity of school districts, drawing from systems and organizational theory.

1(i) The superintendent understands the dynamics of collective bargaining, mediation, arbitration, and contract management.

1(j) The superintendent knows the importance of district-wide policy development and effective implementation.

1(k) The superintendent understands the responsibility and need to promote strategies for continuous reassessment and improved performance for each student, school, and the district as a whole.

1(l) The superintendent understands the responsibility and need for planning, maintaining, and budgeting for adequate school facilities, personnel, support services, and effective instructional programs.

1(m) The superintendent understands the importance of developing and fostering a productive relationship with the board.

1(n) The superintendent understands importance of working effectively in the political environment at district, local, and state levels.

Standard 1 Superintendent Leadership	***Unacceptable***	***Acceptable***	***Exemplary***
1.1 Knowledge		X	

1.1 Analysis – *Though this is a standard with a really large number of indicators, the EPP provided evidence in support of the standard, especially for indicators (b), (d), (e), (g), (i), (j), (k), (l), (m), and (n). Superintendent candidates are able to show their knowledge with personnel, policies, career development, facilities, instructional programming, and working in a variety of political environments.*

Sources of Evidence

- EDAD 587 Syllabus
- EDAD 598 Internship Handbook
- EDAD 584 Interest Based Bargaining assignment
- EDAD 593 Funding Campaign assignment

Performance

1(o) The superintendent promotes district-wide innovation and change through the application of a systems approach.

1(p) The superintendent facilitates processes and engages in activities to promote an effective and efficient governance structure for school districts.

1(q) The superintendent fosters, creates, and sustains local, regional, state, national, and international partnerships as needed to enhance the opportunities for all learners.

1(r) The superintendent creates a system by which all employees have opportunities to seek career development and enhancement.

1(s) The superintendent advises the board of trustees on legal, ethical, and current educational issues and provides/encourages ongoing professional development.

1(t) The superintendent works effectively within the organizational complexity of school districts.

1(u) The superintendent develops and monitors the system for policy development and implementation in all facets of district operations.

1(v) The superintendent develops and implements effective plans to manage district fiscal, capital, and human resources.

Standard 1 Superintendent Leadership	*Unacceptable*	*Acceptable*	*Exemplary*
1.2 Performance		X	

1.2 Analysis – *Performance on this standard is met through reflective practice utilizing the knowledge and with clinical experiences. Candidates are well-versed in laws and policies and the ethical necessity of following those. Candidates reflect on engaging stakeholders and building structures for future personnel to succeed and grow within their districts.*

Sources of Evidence

- EDAD 584 final exam
- EDAD 598 Internship presentations
- EDAD 587 Superintendent Student Entry Plan

Standard 2: Communication - The School Administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The School Administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Standard 4: Shared Leadership - The School Administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Standard 6: Transparency - The School Administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The School Administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability – The School Administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation – The School Administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The School Administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	1	0	1	0
Performance	1	0	1	0

Areas for Improvement

- See the note above about reflection for Superintendent candidates in the clinical practice presentations.

Recommended Action on Idaho Standards for School Superintendents

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

IDAHO STANDARDS FOR SPECIAL EDUCATION DIRECTORS

Standard 1: School Culture - The administrator establishes a safe, collaborative, and supportive culture ensuring all students are successfully prepared to meet the requirements for tomorrow's careers and life endeavors.

Standard 2: Communication - The administrator is proactive in communicating the vision and goals of the school or district, the plans for the future, and the successes and challenges to all stakeholders.

Standard 3: Advocacy - The administrator advocates for education, the district and school, teachers, parents, and students that engenders school support and involvement.

Standard 4: Shared Leadership - The administrator fosters shared leadership that takes advantage of individual expertise, strengths, and talents, and cultivates professional growth.

Standard 5: Priority Management - The School Administrator organizes time and delegates responsibilities to balance administrative/managerial, educational, and community leadership priorities.

Knowledge:

5(a) The special education director knows about curriculum, instruction, school activities, and environments to increase program accessibility for students with special needs.

5(b) The special education director understands the special education processes and procedures required by federal and state laws and regulations and by school district policies.

5(c) The special education director understands how to manage workflow and access resources to meet the needs of staff, students, and parents.

5(d) The special education director understands the use of technology in referral processes, IEP Individual Education Plan development, and records management.

Standard 5 Priority Management	***Unacceptable***	***Acceptable***	***Exemplary***
5.1 Knowledge		**X**	

5.1 Analysis – *There is sufficient evidence to show the performance indicators for this standard have been met. Artifacts demonstrate that candidates have opportunities to learn from EPP faculty, practitioners in the field, and theory within course work and clinical experiences.*

Sources of Evidence

- EDAD 580 syllabus
- EDAD 598 course schedule
- EDAD 580 discussion board examples

Performance:

5(e) The special education director advocates for and implements curriculum, instruction, activities, and school environments that are accessible to special populations.

5(f) The special education director implements the special education processes and procedures required by federal, state and school district policies.

5(g) The special education director advocates for, seeks, and directs resources to meet staff, student and parent needs.

Standard 5 Priority Management	***Unacceptable***	***Acceptable***	***Exemplary***
5.2 Performance		**X**	

5.2 Analysis – *There is sufficient evidence to show the performance indicators for this standard have been met. Candidates are able to articulate the best practices for working with students with special needs in theory and put them in to practice in internships. Collaboration across the school is evident in the Internship experiences.*

Sources of Evidence

- EDUC 513 student final paper
- EDUC 580 final project
- EDUC 598 Director of Special Education Internship eresentation example

Standard 6: Transparency - The administrator seeks input from stakeholders and takes all perspectives into consideration when making decisions.

Standard 7: Leadership Renewal - The administrator strives to continuously improve leadership skills through, professional development, self-reflection, and utilization of input from others.

Standard 8: Accountability - The administrator establishes high standards for professional, legal, ethical, and fiscal accountability.

Standard 9: Innovation - The administrator seeks and implements innovative and effective solutions that comply with general and special education law.

Standard 10: Instructional Vision - The administrator ensures that instruction is guided by a shared, research-based instructional vision that articulates what students do to effectively learn the subject.

Knowledge:

10(a) The special education director understands the concept and best practices of least restrictive environment.

10(b) The special education director understands the importance of post-school outcomes and articulates a full range of services and supports for students with disabilities ages three to twenty-one to maximize their potential.

10(c) The special education director understands the importance of collaboration to provide general education targeted interventions.

Standard 10 Instructional Vision	*Unacceptable*	*Acceptable*	*Exemplary*
10.1 Knowledge		X	

10.1 Analysis – *There is sufficient evidence to show the performance indicators for this standard have been met. Candidates have opportunities to engage with colleagues in discussion board in classes to show their understanding of LRE, transition plans, and collaboration across the school or district to meet the needs of students.*

Sources of Evidence

- EDAD 580 discussion board examples
- EDAD 580 required readings
- EDAD 580 and 598 syllabi

Performance:

10(d) The special education director collaborates with community, staff, and students to explain and implement the concepts and goals of best practice in the least restrictive environment.

10(e) The special education director engages in district planning processes that cultivate a shared vision for meeting the needs of all learners.

Standard 10 Instructional Vision	*Unacceptable*	*Acceptable*	*Exemplary*
10.2 Performance		X	

10.2 Analysis – *There is sufficient evidence to show the performance indicators for this standard have been met. Candidates are able to use knowledge to articulate best practices in least restrictive environment, IEPs, and collaboration across schools and districts to assist students with special needs in meeting goals.*

Sources of Evidence

- EDAD 580 final project
- EDAD 580 Characteristics of HPS Crosswalk
- EDAD 598 Director of Special Education Internship presentation

Standard 11: High Expectations - The School Administrator sets high expectation for all students academically, behaviorally, and in all aspects of student well-being.

Standard 12: Continuous Improvement of Instruction – The School Administrator uses teacher/administrator evaluation and other formative feedback mechanisms to continuously

improve teacher/administrator effectiveness. The School Administrator also aligns resources, policies, and procedures toward continuous improvement of instructional practice guided by the instructional vision.

Knowledge:

12(a) The special education director knows instructional and behavioral strategies for meeting the needs of special populations.

12(b) The special education director knows how to plan, write, implement, and access Individual Education Programs.

12(c) The special education director understands the role of assistive and adaptive technology and related services in instruction.

12(d) The special education director understands community-based instruction and experiences for students.

12(e) The special education director understands how to use data to determine instructional needs and to develop professional training to meet those needs.

12(f) The special education director understands statewide assessment policies.

Standard 12 Continuous Improvement of Instruction	***Unacceptable***	***Acceptable***	***Exemplary***
12.1 Knowledge		X	

12.1 Analysis – *Syllabi, activities in class, and required readings are evidence this standard has been met. Candidates have the opportunity to learn about implementing IEPs, community-based instruction, and using data to determine instructional needs.*

Sources of Evidence

- EDAD 580 discussion board examples
- EDAD 580 required readings
- EDAD 580 and 598 syllabi

Performance:

12(g) The special education director serves as a resource for staff and administration concerning instructional and behavioral strategies for meeting the needs of special populations as well as allocating appropriate resources.

12(h) The special education director ensures that data is used to provide appropriate individualized educational programs and supports, and develops and implements services in school and community environments.

12(i) The special education director ensures the fulfillment of federal and state requirements related to the instruction and assessment of special populations.

Standard 12 Continuous Improvement of Instruction	*Unacceptable*	*Acceptable*	*Exemplary*
12.2 Performance		X	

12.2 Analysis – *There is sufficient evidence to show the performance indicators for this standard have been met. Candidates have a firm grasp on federal and state requirements and how to assist and support faculty and staff to meet the needs of students with special needs.*

Sources of Evidence

- EDAD 580 final project
- EDAD 580 Characteristics of HPS Crosswalk
- EDAD 598 Director of Special Education Internship presentation

Standard 13: Evaluation – The School Administrator demonstrates proficiency in assessing teacher performance based upon the Idaho adopted framework for teaching.

Standard 14: Recruitment and Retention - The School Administrator recruits and maintains a high quality staff.

Summary

Type of Standard	Total Number of Standards	Unacceptable	Acceptable	Exemplary
Knowledge	3	0	3	0
Performance	3	0	3	0

Recommended Action on Idaho Standards for Special Education Directors

☒ Approved

☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program

☐ Not Approved

University of Idaho

January 21, 2021

The University of Idaho (the EPP) appreciates the opportunity to respond to the state report following the full review of educator preparation programs in November 2020. This rejoinder focuses solely on the "Unacceptable" performance components of the "Not Approved" Career-Technical Education (CTE) programs. While gaps existed in the initially-presented evidence, responses to data requests demonstrate an acceptable level of proficiency for CTE core indicators.

For reference, the EPP created a digital data request process to support state reviewers with their virtual task. A SharePoint portal provided initial access to all program evidence gathered in support of the standards/indicators. As reviewers identified needs for additional evidence, they submitted a request via an online form. The EPP then responded to each tracked request, supplying the necessary details via email, referencing a shared Google Drive space in which the reviewers could access additional files. EPP staff sent the email to the requesting reviewer and copied the review team chairs and SDE contacts.

As shown in the report, reviewers discarded any evidence with a suspected connection to the InSpIRE grant program or course work not required of all CTE candidates. CTE faculty use the same assignment templates across both programs. Thus, some templates submitted included the InSplRE program logo. Evidence with "INSPIRE" in the filename did stem from the grant and was ineligible for consideration. However, all other evidence should have been considered. Unfortunately, reviewers never clarified with EPP staff that some evidence pertained exclusively to the grant, nor did they indicate that additional evidence provided was insufficient during the final briefing prior to the Exit Interview. The following examples further illustrate EPP concerns:

Standard 1 Performance. Reviewers listed "CTE 410 Technology & Society candidate work sample" as their source of evidence and indicated other work samples were inadmissible due to foci on postsecondary instruction. However, not referenced in analyses were several other initially-provided evidentiary pieces addressing this standard, including student work samples.

Standard 4 Performance. Reviewers indicated, "No applicable evidence was provided," suggesting the evidence provided was specific to the InSpIRE Limited Occ. Specialist program. On the contrary, evidence provided for this standard came from a variety of traditional course work.

Standard 7 Performance. EPP records indicate an email was sent on 11/9/2020 at 5:13 PM PDT with a link to a Google Drive folder including nearly a dozen lesson plans and student portfolios; however, reviewers never acknowledged receipt of this evidence and did not reference the materials in the final report. This additional evidence included lesson plans and portfolios required of candidates enrolled in the traditional CTE program.

COLLEGE OF EDUCATION, HEALTH AND HUMAN SCIENCES • OFFICE OF THE DEAN
875 Perimeter Drive MS 3080, Moscow ID 83844-3080 | coe@uidaho.edu • uidaho.edu/ed | 208-885-6772

Standard 8 Performance. Reviewers indicated evidence was found to support these performance indicators but requested more. EPP records show an email sent on 11/9/2020 at 5:19 PM PDT providing assessment portfolios and lesson plans aligned to each Standard 8 Performance indicator via the shared Google Drive. However, reviewers did not acknowledge receipt or reference additional evidence in the final report.

Standard 9 Knowledge and Performance. Reviewers indicated student interviews as an evidence source but did not acknowledge or reference the initial evidence provided via SharePoint, including multiple student work samples or additional student development plans supplied upon request. EPP records indicate providing additional evidence on 11/9/2020 at 5:27 PM PDT.

Standard 10 Performance. Reviewers discounted the initially-provided work sample due to a focus on postsecondary contexts. This determination is unfortunate, as the evidence demonstrates candidate capacity to meet indicators regardless of education level. EPP records also indicate providing reviewers with additional evidence on 11/9/2020 at 5:59 PM PDT. These specific examples included samples of advisory committee minutes (10h), demonstrating cooperation with educators (10i), interaction with business, etc. (10j), and participation in professional organizations (10k). Reviewers did not acknowledge receipt of these materials or reference them in the final report.

Standard 11 Performance. Reviewers referenced a single candidate work sample supporting this standard but discounted its value due to a postsecondary context. EPP records show an email sent on 11/9/2020 at 5:59 PM PDT providing three additional lesson plans demonstrating safe use of facilities, materials, and equipment (11i), teacher instruction and modeling of safety procedures, etc. (11j), and effective management skills for classroom and laboratory environments (11k). Reviewers did not acknowledge receipt of these materials or reference them in the final report.

Standard 12 Performance. Reviewers deemed candidate lesson plans, referenced as the only evidentiary piece supporting this standard, limited in scope. However, the lesson plans demonstrated the designing of instruction on employability skills (12d) through resume writing. The plans also exhibited candidates providing applied opportunities for career awareness and exploration (12f). EPP records do not indicate an individual request for additional evidence to support Indicators 12d, 12e, or 12f.

Clear gaps existed in the initially-provided evidence for the CTE program as indicated by the need to respond to additional requests; however, the EPP asserts that reviewers did not adequately examine the evidence provided following reviewers' requests. As evidenced by the tracking process used to support this unprecedented virtual review, the EPP requests the denial of approval of the CTE program to be changed to "conditional" approval and looks forward to demonstrating an overwhelming case for full approval at the mid-cycle review.

Sincerely,

Tonia Dousay, Ph.D.
Associate Dean of Accreditation and Inclusion

Taylor Raney, Ph.D.
Director of Teacher Education

COLLEGE OF EDUCATION, HEALTH AND HUMAN SCIENCES • OFFICE OF THE DEAN
875 Perimeter Drive MS 3080, Moscow ID 83844-3080 | coe@uidaho.edu • uidaho.edu/ed | 208-885-6772

TO: Idaho Professional Standards Commission

FROM: University of Idaho Director of Teacher Education, Dr. Taylor Raney

DATE: June 3, 2021

SUBJECT: University of Idaho Career Technical Education Program Review

This memo includes several documents and links relating to the recent on-site review of Career and Technical Education (CTE) programs at the University of Idaho. As one can read in the review report, the team had several questions leaving them unable to recommend ongoing approval of the CTE programs. The program disputes and addresses some of these concerns in the rejoinder. However, having completed the review process and a more thorough understanding of sound evidence principles, program faculty also recognize an opportunity to better demonstrate alignment to the standards. The purpose of this memo and accompanying documentation is to request conditional approval for all of these programs. Please note that program groupings below reflect that the Agriculture Science and Technology Education program meets CTE foundation standards differently.

Career Technical Education: Business Technology, Family & Consumer Sciences, Marketing Technology, and Technology Education

These programs, housed in the College of Education, Health and Human Sciences, seek conditional approval of CTE foundation standards based on the evidence and program alignment provided. For the endorsements, however, the programs are requesting conditional approval based on a lack of completers.

CTE Program Alignment: This document articulates how the programs meet CTE foundation standards. Links are available within each indicator to the evidence. Highlighted in yellow are courses required of all CTE candidates. The program ensures that all candidates meet some indicators through different courses. For example, the assignments listed for *Standard 4, Performance Indicator 3* represent three courses covering all CTE options (see <Catalog attachments>). The program faculty identified eight indicators needing attention in the CTE foundation courses.

CTE Catalog Rewrite: Program faculty used this experience to identify further how to better align CTE foundation course requirements with the standards, including addressing the weak indicators identified in red. This document demonstrates the new alignment. This work parallels current efforts to align course requirements to the latest iteration of standards. Proposed program changes will go through the UI internal curriculum change process over the 2021-22 academic year.

CTE Business Tech and **CTE Marketing Tech**: While the request is for conditional approval based on lack of completers, program faculty prepared these documents using the evidence from available completers.

Career Technical Education: Agriculture Science and Technology (Ag Ed)
This program, housed in the College of Agriculture and Life Sciences, seeks conditional approval of CTE foundation standards based on the evidence provided. The enhancement standards for this endorsement have been met, per the review team's analysis in November 2020. Ag Ed meets the CTE foundation standards through different courses than the other endorsement areas, thus the separate documentation.

Ag Ed CTE Foundation Standards: The document linked HERE articulates how the Ag Ed program meets the CTE foundation standards. As Ag Ed faculty are not proposing substantive changes, this portrayal is not on the PSC document but is extensive in demonstrating meeting those standards. Links provided within the document direct users to relevant evidence.

Thank you for your consideration of these clarifications. I look forward to discussing them with you in person at the PSC Standards Committee meeting on June 17.

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	University of Idaho	**Date of Submission**	6/3/21
New Program Name		**Certification/Endorsement**	CTE

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☒ No ☐ If yes, on what date was the Proposal Form submitted to the State Board of Education? Not applicable

Section I: Please document how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the PSC webpage). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1 Learner Development	S1K1The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.	CTE 426 Job and Task Analysis Activity CTE 430 Syllabus CTE 430 Calendar CTE 472 Lesson Plan (specific to safety) CTE 492 Lesson Plan
	S1K2 The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.	CTE 430 Flipped lesson plan for introduction of CTSO CTE 472 STEM integration lesson plan CTE 492 Flipped lesson plan
	S1K3 The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.	CTE 426 Job and Task Analysis Activity CTE 464 Lesson Plan CTE 472 Occupational Skill Lesson Plan in their area
	S1K4 The teacher understands industry trends and labor market needs.	CTE 426 Development of DACUM chart CTE 430 Criticality surveys CTE 430 Industry Analysis
	S1K5	CTE 351 Textbook chapter ("Leaders who influence CTE curriculum development") CTE 430 Leadership of CSTO lesson

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S1K6 The teacher understands the philosophical principles and the practices of professional-technical education.	CTE 351 Syllabus CTE 351 Philosophy of CTE CTE 492 Philosophy of CTE instruction
	S1K7 The teacher understands the importance of student leadership qualities in technical program areas.	CTE 351 Leadership Assignment CTE 430 CTSO leadership responsibilities PPT (candidate taught)
	S1P1 The teacher maintains current technical skills and seeks continual improvement.	CTE 426 Job/Task Analysis with incumbent industry representative CTE 472 Lesson Plan CTE 492 Lesson Plan
	S1P2 The teacher demonstrates specific occupational skills necessary for employment.	CTE 464 Lesson Plan CTE 472 occupational skill CTE 492 Lesson plan (tech) State evaluation of course/work for industry hours
	S1P3 The teacher uses current terminology, industry logistics, and procedures for the occupational area.	CTE 426 job/task analysis CTE 464 lesson plan CTE 472 recorded lesson demonstrating occupational skill CTE 492 lesson plan
	S1P4 The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).	CTE 430 Lesson plan CTE 430 CTSO Planning CTE 431 summary of CTSO event participation
	S1P5 The teacher writes and evaluates occupational objectives and competencies.	CTE 426 Job/Task Analysis CTE 464 lesson plan CTE 472 lesson plan demonstrating occupational skill
	S1P6 The teacher uses a variety of technical instructional resources	CTE 351 final exam CTE 351 teaching philosophy CTE 351 Final Exam Rubric CTE 351 Professional Teaching Philosophy
	S1P7 The teacher assesses the occupational needs of the community.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity CTE 430 criticality surveys CTE 430 community resources
	S1P8 The teacher facilitates experiences designed to develop skills for successful employment.	CTE 420 analysis of learner's component of assessment portfolio CTE 430 advisor interview CTE 431 summary of CTSO event(s)
	S1P9 The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities)	CTE 430 community resources CTE 464 lesson plan assignment 1 CTE 464 lesson plan assignment 2
Standard 4 Content Knowledge	S4K1 The teacher understands the entry-level skills in the occupation. (Engineering Tech)	CTE 472 occupational skill CTE 492 Lesson Plan

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		CTE 492 syllabus
	S4K2 The teacher understands workplace culture and ethics.	CTE 464 lesson plan CTE 492 Philo of Teaching CTE 495 Syllabus Lesson Plan: Workplace
	S4K3 The teacher understands how to provide students with realistic occupational and/or work experiences.	CTE 464 lesson plan CTE 492 Lesson Plan
	S4K4 The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.	CTE 426 Job and Task Analysis Activity CTE 426 Curriculum Portfolio--Advisory Committee CTE 430 Community resources CTE 430 advisor interview CTE 430 exceptional student interview re: inclusion
	S4K5 The teacher understands how occupational trends and issues affect the workplace.	CTE 351 textbook chapter "Issues and Trends Impacting the Future and Growth of CTE" (syllabus) CTE 430: Workforce Trends CTE 492 Advisory Board assignment
	S4K6 The teacher understands how to integrate academic skills into technical content areas.	CTE 464 lesson plan CTE 415 Portfolio CTE 492 lesson plan
	S4K7 The teacher understands the role of innovation and entrepreneurship in the workplace. (Engineering Tech)	CTE 472 lesson plan (entrepreneur opportunity and employability) CTE 492 lesson plan
	S4K8 The teacher understands the integration of leadership training, community involvement, and personal growth into instructional strategies.	CTE 492 Lesson Plan CTE 464 lesson plan re: personal growth CTE 492 community resources assignment
	S4P1 The teacher models appropriate workplace practices and ethics.	CTE 464 lesson plan CTE 472 CTSO integration lesson plan CTE 492 setting classroom expectations assignment
	S4P2 The teacher discusses state guidelines to aid students in understanding the trends and issues of occupation.	CTE 351 textbook chapter "Issues and Trends Impacting the Future and Growth of CTE" (syllabus) CTE 430: Workforce Trends CTE 492 Advisory Board assignment
	S4P3 The teacher integrates academic skills appropriate for each occupational area	CTE 415 Portfolio CTE 492 LP Excel CTE 472 occupational skill

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		CTE 492 lesson plan
	S4P4 The teacher uses simulated and/or authentic occupational applications of course content.	CTE 426 Job and Task Analysis Activity CTE 472 occupational skill Portfolio
	S4P5 The teacher uses experts from business, industry, and government as appropriate for the content area.	CTE 351 Final exam CTE 351 teaching philosophy CTE 492: Community Resources
	S4P6 The teacher develops scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.	CTE 464 lesson plan CTE 472 lesson plan CTE 492 lesson plan
	S4P7 The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.	CTE 420 analysis of learner's component of assessment portfolio CTE 464 lesson plan CTE 492 lesson plan
	S4P8 The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible. (Engineering Tech)	CTE 472 lesson plan (entrepreneur opportunity and employability) CTE 492 lesson plan
Standard 7 Planning for Instruction	S7K1 The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.	CTE 430: Course Calendar CTE 431: Course Syllabus CTE 430: Fundamentals of CTSO Lesson Plan
	S7K2 The teacher knows how to identify community and industry expectations and access resources.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 492: Community Resources CTE 430: CTSO Event Timeline CTE 430: Timeline Checklist
	S7P1 The teacher designs instruction that aligns with secondary and postsecondary curricula that develop technical competencies.	CTE 492: Basics of Access Lesson Plan CTE 492: Excel Lesson Plan CTE 492: Records Mgmt.
	S7P2 The teacher designs instruction to meet community and industry expectations.	CTE 426 Job & Task Analysis CTE 492: Mock Interview Lesson Plan CTE 464: Workplace Environment Lesson Plan CTE 464: Workplace Ethics Lesson Plan
Standard 8 Instructional Strategies	S8K1 The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.	CTE 464: Career Exploration Lesson Plan CTE 464: Course Calendar CTE 464 Entering the Workplace Lesson Plan

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S8K2 The teacher knows how to conduct a follow-up survey of graduates and how to use the information to modify the curriculum and make program improvement. (Business)	CTE 420 Assessment Portfolio
	S8K3 The teacher understands how evaluation connects to instruction.	CTE 420 Assessment Portfolio CTE 472 Lesson Plans CTE 430: Evaluation CTE 492: Course Portfolio 1, 2 & 3
	S8P1 The teacher writes and evaluates occupational goals, objectives, and competencies.	CTE 472 Lesson Plans CTE 464: Lesson Plan CTE 464: Networking Lesson Plan
	S8P2 The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.	CTE 472 Lesson Plans CTE 420 Assessment Portfolio
	S8P3 The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 492: Course Portfolio 1, 2 & 3 CTE 430: Criticality Survey
Standard 9 Professional Learning and Ethical Practice	S9K1 The teacher understands the value and impact of having a professional development plan.	CTE 472 PDP Submission
	S9K2 The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.	CTE 351 Professional Teaching Philosophy CTE 351 Course Syllabus CTE 430 TAC Advisory Journals
	S9P1 The teacher collaborates with an administrator to create a professional development plan.	EDCI 401 PDP Submission
	S9P2 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.	CTE 351 Professional Teaching Philosophy CTE 351 Rubric: Teaching Philosophy
Standard 10 Leadership and Collaboration	S10K1 The teacher knows the contributions of advisory committees.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 430: TAC Advisory Journals
	S10K2 The teacher understands the importance of using the employment community to validate occupational skills.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity CTE 430: Workforce Trends
	S10K3 The teacher understands how to effect change in professional-technical education and in the occupational area taught.	CTE 351 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity
	S10K4 The teacher knows about professional organizations within the occupational area.	CTE 492: Course Calendar CTE 492: Course Syllabus

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S10K5 The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs. (business)	CTE 426 Curriculum Portfolio
	S10K6 The teacher understands the structure of state-approved PTSOs.	CTE 426 Curriculum Portfolio CTE 430 Annual Budget (CTSO) CTE 430 Lesson Plan: Introduction to CTSOs
	S10K7 The teacher understands the ideas, opinions, and perceptions of business and industry.	CTE 431 Curriculum Portfolio--Advisory Committee CTE 431 Job and Task Analysis Activity
	S10P1 The teacher establishes and uses advisory committees for program development and improvement.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 430 Advisory Board CTE 492: Community Resources
	S10P2 The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.	CTE 430: Lesson Plan: BPA in English
	S10P3 The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 430: Advisory Board CTE 430: BPA Lesson Plan
	S10P4 The teacher participates in appropriate professional organizations.	CTE 351—Professional Organizations CTE 492: Course Syllabus
	S10P5 The teacher cooperatively constructs articulation agreements.	CTE 426 Curriculum Portfolio--Advisory Committee
	S10P6 The teacher incorporates an active state-approved PTSO in his or her program.	CTE 430 CTSO Lesson Plan CTE 430 CTSO Event Planning Lesson Plan
	S10P7 The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.	CTE 430: CTSO Advisor Interview CTE 430: BPA Lesson Plan
	S11K1 The teacher understands how to dispose of waste materials.	CTE 472 Safety Lesson Plan
	S11K2 The teacher understands how to care for, inventory, and maintain materials and equipment.	CTE 472 occupational skill CTE 430 Mock Budget
	S11K3 The teacher understands safety contracts and operation procedures.	CTE 431 Safety Contract Assignment
	S11K4 The teacher understands legal safety issues related to the program area.	CTE 431 Safety Contract Assignment
	S11K5 The teacher understands the safety requirements necessary to conduct laboratory and field activities.	CTE 431 Safety Contract Assignment CTE 431 Safety Lesson Plan CTE 492: Classroom Rules & Policies
Standard 11	S11K6 The teacher understands time and organizational skills in laboratory management. (Engineering Tech)	CTE 492: Lesson Plan 1 CTE 492: Lesson Plan 2 CTE 492: Lesson Plan 3

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S11K7 The teacher is aware of safety regulations at school and work sites.	CTE 431Safety Contract Assignment CTE 431 Safety Lesson Plan
	S11K8 The teacher understands how to incorporate PTSOs as intracurricular learning experiences.	CTE 431 Safety Lesson Plan CTE 430: BPA Facts CTE 430: BPA in English CTE 430: Tips for Success (BPA)
	S11P1 The teacher ensures that facilities, materials, and equipment are safe to use.	CTE 431 Safety Contract Assignment
	S11P2 The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.	CTE 431 Safety Contract Assignment
	S11P3 The teacher demonstrates effective management skills in the classroom and laboratory environments.	CTE 431 Safety Contract Assignment CTE 431 Safety Lesson Plan CTE 492: Classroom Rules & Policies CTE 492: Expectations Lesson Plan
	S11P4 The teacher models and reinforces effective work and safety habits.	CTE 431 Safety Contract Assignment CTE 431 Safety Lesson Plan
	S11P5 The teacher incorporates PTSOs as intra-curricular learning experiences.	CTE 430: Integration of CTSOs Lesson Plans 1, 2 & 3
Standard 12	S12K1 The teacher understands workplace employability skills and related issues.	CTE 431 Safety Contract Assignment CTE 431 Safety Lesson Plan CTE 464 Course Syllabus CTE 464 Course Calendar CTE 464: Lesson Mock Interviews
	S12K2 The teacher understands the issues of balancing work and personal responsibilities.	CTE 351 CTSO Module CTE 492 Lesson Plan
	S12K3 The teacher understands how to promote career awareness.	CTE 351 Agents of Growth Module CTE 464 Course Syllabus CTE 464 Course Calendar
	S12P1 The teacher designs instruction that addresses employability skills and related workplace issues.	CTE 472 occupational skill CTE 464: Career Exploration Lesson Plan CTE 464: Entering the Workplace Lesson Plan CTE 464: Ethics Lesson Plan
	S12P2 The teacher discusses how to balance demands between work and personal responsibilities.	CTE 351 CTSO Module
	S12P3 The teacher provides opportunities for career awareness and exploration.	CTE 351 CTSO Module CTE 464: Career Exploration Lesson Plan CTE 464: Entering the Workplace Lesson Plan CTE 464: Ethics Lesson Plan

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.

Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules.

CTE 351 Principles and Philosophy of Career and Technical Education
CTE 420 Assessment in Contextual Learning Environments
CTE 426 Occupational Analysis and Curriculum Development
CTE 430 Leadership and Student Organizations
CTE 431 Supervising CTE Student Organizations
CTE 464 Career Guidance and Transitioning to Work
CTE 472 Teaching and Learning in Organizations
CTE 484 Internship in Career and Technical Education Teaching
CTE 492 Business and Marketing Education Methods

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

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

Career and Technical Education (B.S.Ed.)

Required course work includes the university requirements (see regulation J-3) and the following courses. A 2.75 GPA is required for graduation.

General Career and Technical Education Requirements		
CTE 351	Principles and Philosophy of Career and Technical Education	3
CTE 430	Leadership and Student Organizations	2
CTE 431	Supervising CTE Career and Technical Student Organizations	1-3
CTE 464	Career Guidance and Transitioning to Work	3
Options		
Select one of the following options:		45-87
Business and Marketing Education		
Engineering and Technology Education		
Family and Consumer Sciences		
Workforce Training and Development		
Total Hours		**54-98**

A. Business and Marketing Education Option

The Business and Marketing Education option is for students interested in teaching business, marketing, and business technology subjects at the high school or post-secondary level. Completers of this option may apply for Idaho secondary teacher certification with endorsements in business technology, marketing technology, and usually economics (based on selected electives).

Requirements include the General Career and Technical Education Requirements, the satisfactory completion of the PRAXIS II Content Area Exam, and the following:

ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3

BLAW 265	Legal Environment of Business	3
BUS 190	Integrated Business and Value Creation	3
COMM 101	Fundamentals of Oral Communication	2
CTE 413	Retail Merchandising for Marketing Education	3
CTE 415	Productivity Software in Business Education	3
or CTE 419	Database Applications and Information Management	
CTE 416	Website Design and Development	3
or CTE 460	Desktop Publishing	
CTE 418	Teaching Economics and Personal Finance	3
CTE 484	Internship in Career and Technical Education Teaching	10
CTE 492	Business and Marketing Education Methods	3
CTE 495	Administrative Technology Management and Procedures	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDCI 401	Internship Seminar	1
EDCI 410	Technology, Teaching and Learning	2
EDCI 463	Literacy Methods for Content Learning	3
EDSP 300	Educating for Exceptionalities	3
ENGL 313	Business Writing	3
FCS 448	Consumer Economic Issues	3
MATH 143	College Algebra [1]	3
or STAT 251	Statistical Methods	
MHR 310	Leading Organizations and People [1]	3
or MHR 311	Introduction to Management	
MKTG 321	Marketing	3
PSYC 101	Introduction to Psychology	3

or PSYC 305	Developmental Psychology	
Select 6 credits of Accounting, Business, Economics or CTE electives		6
Total Hours		**87**

[1] *This mathematics elective is in addition to the General Education Mathematics requirements. Students must complete a total of 6 credits.*

Courses to total 128 credits for this degree

Note: Students interesting in obtaining a teaching endorsement in Economics need to ensure that 3 credits of the designated elective credits are in economics, finance or accounting, see an advisor for details.

B. Workforce Training and Development Option

This option is designed for those teachers in secondary trade and industrial programs who wish to teach in post-secondary professional-technical programs. Requirements include the General Career and Technical Education Requirements and the following:

CTE 420	Assessment in Contextual Learning Environments	3
CTE 426	Occupational Analysis and Curriculum Development	3
CTE 447	Diverse Populations and Individual Differences (Max 3 credits)	2-3
CTE 472	Teaching and Learning in Organizations	3
Select one approved course in computer literacy		3
Career and Technical electives approved by advisor to total 128		
CTE 200	Seminar	
CTE 203	Workshop	
CTE 204	Special Topics	
CTE 299	Directed Study	
CTE 400	Seminar	
CTE 403	Workshop	
CTE 404	Special Topics	

CTE 418	Teaching Economics and Personal Finance	
CTE 499	Directed Study	
Additional requirements for Secondary Teaching Certificate include the following: [1]		
COMM 101	Fundamentals of Oral Communication	2
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDCI 302	Teaching Culturally Diverse Learners	3
EDCI 401	Internship Seminar	1
EDCI 463	Literacy Methods for Content Learning	3
EDSP 300	Educating for Exceptionalities	3
EDCI 485	Secondary Internship	10-15
or CTE 484	Internship in Career and Technical Education Teaching	
PSYC 101	Introduction to Psychology	3
or PSYC 305	Developmental Psychology	
Total Hours		**45-51**

[1] *Additional requirements for CTE Occupational Education students seeking an Idaho Secondary Teaching Certificate include the satisfactory completion of the PRAXIS II Content Area Test, and* COMM 101*.*

Courses to total 128 credits for this degree

C. Engineering and Technology Education Option

Requirements include the General Career and Technical Education Requirements, the satisfactory completion of the PRAXIS II Content Area Exam, and the following:

ASM 107	Beginning Welding	3
ASM 202	Agricultural Shop Practices	3
COMM 101	Fundamentals of Oral Communication	2
CTE 130	Introduction to Electricity and Electronics	3
CTE 353	Manufacturing Systems	3

CTE 370	Transportation & Engineering Technologies	3
CTE 410	Technology & Society	3
CTE 415	Productivity Software in Business Education	3
CTE 416	Website Design and Development	3
CTE 426	Occupational Analysis and Curriculum Development	3
CTE 462	Communication Technology	3
CTE 481	Computer-Integrated and Robotics Manufacturing Technologies	3
CTE 484	Internship in Career and Technical Education Teaching	10
CTE 494	Senior Project	3
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDCI 302	Teaching Culturally Diverse Learners	3
EDCI 463	Literacy Methods for Content Learning	3
EDSP 300	Educating for Exceptionalities	3
ENGL 317	Technical Writing	3
MATH 143	College Algebra	3
PHYS 111	General Physics I	3
PHYS 111L	General Physics I Lab	1
PHYS 112	General Physics II	3
PHYS 112L	General Physics II Lab	1
PSYC 101 or PSYC 305	Introduction to Psychology Developmental Psychology	3
Total Hours		**80**

Courses to total 129 credits for this degree

D. Family and Consumer Sciences Option

CTE 420	Assessment in Contextual Learning Environments	3

CTE 426	Occupational Analysis and Curriculum Development	3
CTE 447	Diverse Populations and Individual Differences	3
or EDCI 302	Teaching Culturally Diverse Learners	
CTE 484	Internship in Career and Technical Education Teaching	10-14
or AGED 498	Internship	
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDCI 401	Internship Seminar	1
EDCI 410	Technology, Teaching and Learning	2
EDCI 463	Literacy Methods for Content Learning	3
EDSP 300	Educating for Exceptionalities	3
FCS 105	Individual and Family Development	3
FCS 123	Textiles	3
or FCS 419	Dress and Culture	
FCS 205	Concepts in Human Nutrition	3
FCS 234	Infancy and Early Childhood	3
FCS 236	Directed Early Childhood Laboratory Experience	3
FCS 251	Survey of FCS Professions	1
FCS 270	Scientific Principles of Food Preparation	3
FCS 275	Experimental Foods Lab	2
FCS 340	Parent-Child Relationships in Family and Community	3
or FCS 445	Issues in Work and Family Life	
FCS 346	Personal and Family Finance and Management	4
or FCS 448	Consumer Economic Issues	
FCS 428	Housing America's Families	3
Select one of the following:		3-4
AGED 452	Methods of Teaching Agriculture	
CTE 472	Teaching and Learning in Organizations	

Total Hours	**68-73**

Courses to total 120 credits for this degree

1. Graduates work with others to create environments that support individual and collaborative learning and that encourage positive social interaction, active engagement in learning, and self-motivation.
2. Graduates understand and use multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the graduates′ of Career and Technical Education and learners′ decision-making.

Career and Technical Education (B.S.Ed.)

- REQUIREMENTS
- LEARNING OUTCOMES

Required course work includes the university requirements (see regulation J-3) and the following courses. A 2.75 GPA is required for graduation.

Code	Title	Hours
General Career and Technical Education Requirements		
COMM 101	Fundamentals of Oral Communication	2
CTE 351	Principles and Philosophy of Career and Technical Education	3
CTE 420	Assessment in Contextual Learning Environments	3
CTE 426	Occupational Analysis and Curriculum Development	3
CTE 430	Leadership and Student Organizations	2
CTE 431	Supervising CTE Career and Technical Student Organizations	1-3
CTE 464	Career Guidance and Transitioning to Work	3
CTE 472	Teaching and Learning in Organizations	3
CTE 484	Internship in Career and Technical Education Teaching	10
CTE 492	Business and Marketing Education Methods	3
EDCI 201	Contexts of Education	3
EDCI 301	Learning, Development, and Assessment	3
EDCI 302	Teaching Culturally Diverse Learners	3
EDCI 401	Internship Seminar	1
EDCI 410	Technology, Teaching and Learning	2
EDCI 463	Literacy Methods for Content Learning	3
EDSP 300	Educating for Exceptionalities	3
Options		
Select one of the following options:		45-87
Business and Marketing Education		
Engineering and Technology Education		
Family and Consumer Sciences		
Workforce Training and Development		
Total Hours		**54-98**

Course List

A. Business and Marketing Education Option

The Business and Marketing Education option is for students interested in teaching business, marketing, and business technology subjects at the high school or post-secondary level. Completers of this option may apply for Idaho secondary teacher certification with endorsements in business technology, marketing technology, and usually economics (based on selected electives).

Requirements include the General Career and Technical Education Requirements, the satisfactory completion of the PRAXIS II Content Area Exam, and the following:

Code	Title	Hours
ACCT 201	Introduction to Financial Accounting	3
ACCT 202	Introduction to Managerial Accounting	3
BLAW 265	Legal Environment of Business	3
BUS 190	Integrated Business and Value Creation	3
~~COMM 101~~	~~Fundamentals of Oral Communication~~	~~2~~
CTE 413	Retail Merchandising for Marketing Education	3
CTE 415 or CTE 419	Productivity Software in Business Education Database Applications and Information Management	3
CTE 416 or CTE 460	Website Design and Development Desktop Publishing	3
CTE 418	Teaching Economics and Personal Finance	3
~~CTE 484~~	~~Internship in Career and Technical Education Teaching~~	~~10~~
~~CTE 492~~	~~Business and Marketing Education Methods~~	~~3~~
CTE 495	Administrative Technology Management and Procedures	3
ECON 201	Principles of Macroeconomics	3
ECON 202	Principles of Microeconomics	3
~~EDCI 201~~	~~Contexts of Education~~	~~3~~
~~EDCI 301~~	~~Learning, Development, and Assessment~~	~~3~~
~~EDCI 401~~	~~Internship Seminar~~	~~1~~
~~EDCI 410~~	~~Technology, Teaching and Learning~~	~~2~~
~~EDCI 463~~	~~Literacy Methods for Content Learning~~	~~3~~
~~EDSP 300~~	~~Educating for Exceptionalities~~	~~3~~
ENGL 313	Business Writing	3
FCS 448	Consumer Economic Issues	3

Code	Title	Hours
MATH 143	College Algebra [1]	3
~~or STAT 251~~	~~Statistical Methods~~	
MHR 310	Leading Organizations and People [1]	3
or MHR 311	Introduction to Management	
MKTG 321	Marketing	3
PSYC 101	Introduction to Psychology	3
or PSYC 305	Developmental Psychology	
~~Select 6 credits of Accounting, Business, Economics or CTE electives~~		~~6~~
Total Hours		51~~87~~

Course List

[1] *This mathematics elective is in addition to the General Education Mathematics requirements. Students must complete a total of 6 credits.*

Courses to total ~~128~~ 120 credits for this degree

~~*Note: Students interesting in obtaining a teaching endorsement in Economics need to ensure that 3 credits of the designated elective credits are in economics, finance or accounting, see an advisor for details.*~~

B. Workforce Training and Development Option

This option is designed for those teachers in secondary trade and industrial programs who wish to teach in post-secondary professional-technical programs. Requirements include the General Career and Technical Education Requirements and the following:

Code	Title	Hours
~~CTE 420~~	~~Assessment in Contextual Learning Environments~~	~~3~~
~~CTE 426~~	~~Occupational Analysis and Curriculum Development~~	~~3~~
CTE 447	Diverse Populations and Individual Differences (Max 3 credits)	2-3
~~CTE 472~~	~~Teaching and Learning in Organizations~~	~~3~~
Select one approved course in computer literacy		3
Career and Technical electives approved by advisor to total ~~128~~ 120		
CTE 200	Seminar	
CTE 203	Workshop	
CTE 204	Special Topics	
CTE 299	Directed Study	
CTE 400	Seminar	

Code	Title	Hours
CTE 403	Workshop	
CTE 404	Special Topics	
CTE 418	Teaching Economics and Personal Finance	
CTE 499	Directed Study	
Additional requirements for Secondary Teaching Certificate include the following: [1]		
~~COMM 101~~	~~Fundamentals of Oral Communication~~	~~2~~
~~EDCI 201~~	~~Contexts of Education~~	~~3~~
~~EDCI 301~~	~~Learning, Development, and Assessment~~	~~3~~
~~EDCI 302~~	~~Teaching Culturally Diverse Learners~~	~~3~~
~~EDCI 401~~	~~Internship Seminar~~	~~1~~
~~EDCI 463~~	~~Literacy Methods for Content Learning~~	~~3~~
~~EDSP 300~~	~~Educating for Exceptionalities~~	~~3~~
~~EDCI 485~~	~~Secondary Internship~~	~~10-15~~
~~or CTE 484~~	~~Internship in Career and Technical Education Teaching~~	
PSYC 101	Introduction to Psychology	3
or PSYC 305	Developmental Psychology	
Total Hours		45~~45-51~~

Course List

[1] *Additional requirements for CTE Occupational Education students seeking an Idaho Secondary Teaching Certificate include the satisfactory completion of the PRAXIS II Content Area Test, and* COMM 101*.*

Courses to total 128 credits for this degree

C. Engineering and Technology Education Option

Requirements include the General Career and Technical Education Requirements, the satisfactory completion of the PRAXIS II Content Area Exam, and the following:

Code	Title	Hours
ASM 107	Beginning Welding	3
ASM 202	Agricultural Shop Practices	3
~~COMM 101~~	~~Fundamentals of Oral Communication~~	~~2~~
CTE 130	Introduction to Electricity and Electronics	3
CTE 353	Manufacturing Systems	3
CTE 370	Transportation & Engineering Technologies	3
CTE 410	Technology & Society	3
CTE 415	Productivity Software in Business Education	3
CTE 416	Website Design and Development	3
~~CTE 426~~	~~Occupational Analysis and Curriculum Development~~	~~3~~

Code	Title	Hours
CTE 462	Communication Technology	3
CTE 481	Computer-Integrated and Robotics Manufacturing Technologies	3
~~CTE 484~~	~~Internship in Career and Technical Education Teaching~~	~~10~~
CTE 494	Senior Project	3
~~EDCI 201~~	~~Contexts of Education~~	~~3~~
~~EDCI 301~~	~~Learning, Development, and Assessment~~	~~3~~
~~EDCI 302~~	~~Teaching Culturally Diverse Learners~~	~~3~~
~~EDCI 463~~	~~Literacy Methods for Content Learning~~	~~3~~
~~EDSP 300~~	~~Educating for Exceptionalities~~	~~3~~
ENGL 317	Technical Writing	3
MATH 143	College Algebra	3
PHYS 111	General Physics I	3
PHYS 111L	General Physics I Lab	1
PHYS 112	General Physics II	3
PHYS 112L	General Physics II Lab	1
PSYC 101 or PSYC 305	Introduction to Psychology Developmental Psychology	3
Total Hours		50~~80~~

Course List

Courses to total ~~129~~ 120 credits for this degree

D. Family and Consumer Sciences Option

Code	Title	Hours
~~CTE 420~~	~~Assessment in Contextual Learning Environments~~	~~3~~
~~CTE 426~~	~~Occupational Analysis and Curriculum Development~~	~~3~~
~~CTE 447~~ ~~or EDCI 302~~	~~Diverse Populations and Individual Differences~~ ~~Teaching Culturally Diverse Learners~~	~~3~~
~~CTE 484~~ ~~or AGED 498~~	~~Internship in Career and Technical Education Teaching~~ ~~Internship~~	~~10-14~~
~~EDCI 201~~	~~Contexts of Education~~	~~3~~
~~EDCI 301~~	~~Learning, Development, and Assessment~~	~~3~~
~~EDCI 401~~	~~Internship Seminar~~	~~1~~
~~EDCI 410~~	~~Technology, Teaching and Learning~~	~~2~~
~~EDCI 463~~	~~Literacy Methods for Content Learning~~	~~3~~
~~EDSP 300~~	~~Educating for Exceptionalities~~	~~3~~
FCS 105	Individual and Family Development	3
~~FCS 123~~ or FCS 419	~~Textiles~~ Dress and Culture	3

Code	Title	Hours
FCS 205	Concepts in Human Nutrition	3
FCS 234	Infancy and Early Childhood	3
FCS 236	Directed Early Childhood Laboratory Experience	3
FCS 251	Survey of FCS Professions	1
FCS 270	Scientific Principles of Food Preparation	3
FCS 275	Experimental Foods Lab	2
FCS 340	Parent-Child Relationships in Family and Community	3
or FCS 445	Issues in Work and Family Life	
FCS 346	Personal and Family Finance and Management	4
or FCS 448	Consumer Economic Issues	
FCS 428	Housing America's Families	3
~~Select one of the following:~~		~~3-4~~
~~AGED 452~~	~~Methods of Teaching Agriculture~~	
~~CTE 472~~	~~Teaching and Learning in Organizations~~	
FCS, CTE, or other advisor-approved electives		12
Total Hours		**43~~68-73~~**

Course List

Courses to total 120 credits for this degree

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	University of Idaho	**Date of Submission**	June 3, 2021
New Program Name		**Certification/Endorsement**	Business endorsement

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☐ No ☐ If yes, on what date was the Proposal Form submitted to the State Board of Education? *Click or tap to enter a date.*

Section I: Please document how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

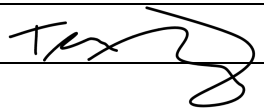
Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the PSC webpage). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1 Learner Development	S1K1	CTE 413-01 CTE 492_01 (Fall 2020, Billing) CTE_492-01_Calendar (Fall, 2020, Billing)
	S1K2	CTE 418-01(Spring, 2021, Billing) CTE 464-01 (Spring 2021, Billing) Budgeting.pdf
	S1K3	BME Flipped LP Google Task Lists Signature_Assignment_Weebly_Overview_CTE430_FA2019
	S1K4	CTE_430-01_Calendar(Fall2019,Billing) CTE_431_Summary_Assignment_Instructions CTE_431_SupervisingCTSOs_Syllabus(Spring 2018, Billing) Fundamentals_of_CTSO_LP_Example Fundamentals_of_DECA_LP_Example
	S1P1	Excel.pdf Records_Mgmt.pdf
	S1P2	Global_Tech.pdf Op_Cost.pdf Promo_Mix.pdf

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S1P3	Excel.pdf Portfolio.pdf
	S1P4	Fundamentals_of_CTSO_LP_Example Integration_of_CTSO_1 LP01.pdf

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.

IDAPA 08.02.02 does not include language specific to the Business Technology Endorsement. Please refer to the document entitled "CTE Catalog Rewrite" for the course requirements.

Signature of College Chair/Director/Dean		**Date**	6/2/21
Signature of Graduate Chair/Director/Dean, or other official (if applicable)		**Date**	

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

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	University of Idaho	**Date of Submission**	6/3/21
New Program Name		**Certification/Endorsement**	Marketing Tech Endorsement

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☒ No ☐ If yes, on what date was the Proposal Form submitted to the State Board of Education? Not applicable

Section I: Please document how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the PSC webpage). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1 Learner Development	S1K1	CTE 413-01 CTE 413-01 Retail Calendar CTE 492-01 Calendar
	S1K2	CTE 413 Retail Calendar CTE 464-01 Calendar CTE 418 EconPerFinc Calendar
	S1K3	CTE 415 01(Fall 2020) Billing CTE 415 01 Calendar (Fall 2020) Billing Literature Review Hill Signature Assignment Rubric CTE 415
	S1K4	CTE 430 01(Fall 2019) Billing CTE 430 01 Calendar (Fall 2019) Billing Relationship of CTSOs to CTE Program
	S1P1.	MKT Changing Times Op Cost Promo Mix
	S1P2.	Retail Brand Mgmt. Retail Branding Retail Segmentation

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S1P3.	Lesson Plan Portfolio
	S1P4	Advisor Detailed Annual Calendar (ADAC) Assignment DECA 2019-2020 Mock Budget Fundamentals of DECA LP Example POA Assignment

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.

IDAPA 08.02.02 does not include language specific to the Marketing Technology Endorsement. Please refer to the document entitled "CTE Catalog Rewrite" for the course requirements.

Signature of College Chair/Director/Dean		**Date**	6/3/21
Signature of Graduate Chair/Director/Dean, or other official (if applicable)		**Date**	

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

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	University of Idaho	**Date of Submission**	6/3/21
New Program Name		**Certification/Endorsement**	CTE

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☒ No ☐ If yes, on what date was the Proposal Form submitted to the State Board of Education? Not applicable

Section I: Please document how the program will cover the knowledge and performance standards outlined in the *Idaho Standards for Initial Certification of Professional School Personnel*. Pupil Personal Preparation programs will only need to address content specific standards.

Directions: The table below includes the name of each standard. Complete the table by adding the specific knowledge and performance enhancement standards that are applicable to the new program. Please be as detailed as possible regarding how the new program aligns with current standards. Do not link to outside documents or websites. If you wish to include supporting documents, please condense into one document with a clear title and explanation of how the information supports the request. This request form must be submitted at least two weeks before the next scheduled Professional Standards Commission (PSC) meeting (schedule can be found on the PSC webpage). Request forms missing dated signatures will not be considered. Pupil Personal Preparation programs will need to revise the standards to address the content specific standards. Standards can be found in the *Idaho Standards for Initial Certification of Professional School Personnel.*

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
Standard 1 Learner Development	S1K1The teacher understands basic technological principles, processes, and skills such as design and problem solving, team decision making, information gathering, and safety.	CTE 426 Job and Task Analysis Activity CTE 430 Syllabus CTE 430 Calendar CTE 472 Lesson Plan (specific to safety) CTE 492 Lesson Plan
	S1K2 The teacher understands how basic academic skills and advanced technology can be integrated into an occupational learning environment.	CTE 430 Flipped lesson plan for introduction of CTSO CTE 472 STEM integration lesson plan CTE 492 Flipped lesson plan
	S1K3 The teacher understands industry logistics, technical terminologies, and procedures for the occupational area.	CTE 426 Job and Task Analysis Activity CTE 464 Lesson Plan CTE 472 Occupational Skill Lesson Plan in their area
	S1K4 The teacher understands industry trends and labor market needs.	CTE 426 Development of DACUM chart CTE 430 Criticality surveys CTE 430 Industry Analysis
	S1K5	CTE 351 Textbook chapter ("Leaders who influence CTE curriculum development") CTE 430 Leadership of CSTO lesson

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S1K6 The teacher understands the philosophical principles and the practices of professional-technical education.	CTE 351 Syllabus CTE 351 Philosophy of CTE CTE 492 Philosophy of CTE instruction
	S1K7 The teacher understands the importance of student leadership qualities in technical program areas.	CTE 351 Leadership Assignment CTE 430 CTSO leadership responsibilities PPT (candidate taught)
	S1P1 The teacher maintains current technical skills and seeks continual improvement.	CTE 426 Job/Task Analysis with incumbent industry representative CTE 472 Lesson Plan CTE 492 Lesson Plan
	S1P2 The teacher demonstrates specific occupational skills necessary for employment.	CTE 464 Lesson Plan CTE 472 occupational skill CTE 492 Lesson plan (tech) State evaluation of course/work for industry hours
	S1P3 The teacher uses current terminology, industry logistics, and procedures for the occupational area.	CTE 426 job/task analysis CTE 464 lesson plan CTE 472 recorded lesson demonstrating occupational skill CTE 492 lesson plan
	S1P4 The teacher incorporates and promotes leadership skills in state-approved Professional-Technical Student Organizations (PTSO).	CTE 430 Lesson plan CTE 430 CTSO Planning CTE 431 summary of CTSO event participation
	S1P5 The teacher writes and evaluates occupational objectives and competencies.	CTE 426 Job/Task Analysis CTE 464 lesson plan CTE 472 lesson plan demonstrating occupational skill
	S1P6 The teacher uses a variety of technical instructional resources	CTE 351 final exam CTE 351 teaching philosophy CTE 351 Final Exam Rubric CTE 351 Professional Teaching Philosophy
	S1P7 The teacher assesses the occupational needs of the community.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity CTE 430 criticality surveys CTE 430 community resources
	S1P8 The teacher facilitates experiences designed to develop skills for successful employment.	CTE 420 analysis of learner's component of assessment portfolio CTE 430 advisor interview CTE 431 summary of CTSO event(s)
	S1P9 The teacher informs students about opportunities to develop employment skills (e.g., work-study programs, internships, volunteer work, and employment opportunities)	CTE 430 community resources CTE 464 lesson plan assignment 1 CTE 464 lesson plan assignment 2
Standard 4 Content Knowledge	S4K1 The teacher understands the entry-level skills in the occupation.	CTE 472 occupational skill CTE 492 Lesson Plan

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		CTE 492 syllabus
	S4K2 The teacher understands workplace culture and ethics.	CTE 464 lesson plan CTE 492 Philo of Teaching CTE 495 Syllabus Lesson Plan: Workplace
	S4K3 The teacher understands how to provide students with realistic occupational and/or work experiences.	CTE 464 lesson plan CTE 492 Lesson Plan
	S4K4 The teacher knows how to use education professionals, trade professionals, and research to enhance student understanding of processes, knowledge, and safety.	CTE 426 Job and Task Analysis Activity CTE 426 Curriculum Portfolio--Advisory Committee CTE 430 Community resources CTE 430 advisor interview CTE 430 exceptional student interview re: inclusion
	S4K5 The teacher understands how occupational trends and issues affect the workplace.	CTE 351 textbook chapter "Issues and Trends Impacting the Future and Growth of CTE" (syllabus) CTE 430: Workforce Trends CTE 492 Advisory Board assignment
	S4K6 The teacher understands how to integrate academic skills into technical content areas.	CTE 464 lesson plan Portfolio CTE 492 lesson plan
	S4K7 The teacher understands the role of innovation and entrepreneurship in the workplace.	CTE 472 lesson plan (entrepreneur opportunity and employability) CTE 492 lesson plan
	S4K8 The teacher understands the integration of leadership training, community involvement, and personal growth into instructional strategies.	CTE 492 Lesson Plan CTE 464 lesson plan re: personal growth CTE 492 community resources assignment
	S4P1 The teacher models appropriate workplace practices and ethics.	CTE 464 lesson plan CTE 472 CTSO integration lesson plan CTE 492 setting classroom expectations assignment
	S4P2 The teacher discusses state guidelines to aid students in understanding the trends and issues of occupation.	CTE 351 textbook chapter "Issues and Trends Impacting the Future and Growth of CTE" (syllabus) CTE 430: Workforce Trends CTE 492 Advisory Board assignment
	S4P3 The teacher integrates academic skills appropriate for each occupational area	Portfolio CTE 492 LP Excel CTE 492 lesson plan

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S4P4 The teacher uses simulated and/or authentic occupational applications of course content.	CTE 426 Job and Task Analysis Activity CTE 472 occupational skill Portfolio
	S4P5 The teacher uses experts from business, industry, and government as appropriate for the content area.	CTE 351 Final exam CTE 351 teaching philosophy CTE 492: Community Resources
	S4P6 The teacher develops scope and sequence of instruction related to the students' prior knowledge and that aligns with articulation requirements and course competencies.	CTE 464 lesson plan CTE 472 lesson plan CTE 492 lesson plan
	S4P7 The teacher integrates instructional strategies and techniques that accommodate prior student knowledge.	CTE 420 analysis of learner's component of assessment portfolio CTE 464 lesson plan CTE 492 lesson plan
	S4P8 The teacher discusses innovation and the entrepreneurial role in the workforce and incorporates them where possible.	CTE 472 lesson plan (entrepreneur opportunity and employability) CTE 492 lesson plan
Standard 7 Planning for Instruction	S7K1 The teacher recognizes the scope and sequence of content and PTSOs across secondary and postsecondary technical curricula.	CTE 430: Course Calendar CTE 431: Course Syllabus CTE 430: Fundamentals of CTSO Lesson Plan
	S7K2 The teacher knows how to identify community and industry expectations and access resources.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 492: Community Resources CTE 430: CTSO Event Timeline CTE 430: Timeline Checklist
	S7P1 The teacher designs instruction that aligns with secondary and postsecondary curricula that develop technical competencies.	CTE 492: Basics of Access Lesson Plan CTE 492: Excel Lesson Plan CTE 492: Records Mgmt.
	S7P2 The teacher designs instruction to meet community and industry expectations.	CTE 426 Job & Task Analysis CTE 492: Mock Interview Lesson Plan CTE 464: Workplace Environment Lesson Plan CTE 464: Workplace Ethics Lesson Plan
Standard 8 Instructional Strategies	S8K1 The teacher knows how to use information about a student's progress, including assessments, to evaluate work-readiness.	CTE 464: Career Exploration Lesson Plan CTE 464: Course Calendar CTE 464 Entering the Workplace Lesson Plan
	S8K2 The teacher knows how to conduct a follow-up survey of graduates and how to use the information to	CTE 420 Assessment Portfolio

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	modify the curriculum and make program improvement.	
	S8K3 The teacher understands how evaluation connects to instruction.	CTE 420 Assessment Portfolio CTE 472 Lesson Plans CTE 430: Evaluation CTE 492: Course Portfolio 1, 2 & 3
	S8P1 The teacher writes and evaluates occupational goals, objectives, and competencies.	CTE 472 Lesson Plans CTE 464: Lesson Plan CTE 464: Networking Lesson Plan
	S8P2 The teacher develops clear learning objectives and creates and integrates appropriate assessment tools to measure student learning.	CTE 472 Lesson Plans CTE 420 Assessment Portfolio
	S8P3 The teacher modifies the curriculum, instruction, and the program based on student progress and follow-up data from recent graduates and employers.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 492: Course Portfolio 1, 2 & 3 CTE 430: Criticality Survey
Standard 9 Professional Learning and Ethical Practice	S9K1 The teacher understands the value and impact of having a professional development plan.	CTE 472 PDP Submission
	S9K2 The teacher understands how sustained professionalism reflects on him or her as an educator and as a representative of his or her industry.	CTE 351 Professional Teaching Philosophy CTE 351 Course Syllabus CTE 430 TAC Advisory Journals
	S9P1 The teacher collaborates with an administrator to create a professional development plan.	CTE 472 PDP Submission
	S9P2 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.	CTE 351 Professional Teaching Philosophy CTE 351 Rubric: Teaching Philosophy
Standard 10 Leadership and Collaboration	S10K1 The teacher knows the contributions of advisory committees.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 430: TAC Advisory Journals
	S10K2 The teacher understands the importance of using the employment community to validate occupational skills.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity CTE 430: Workforce Trends
	S10K3 The teacher understands how to effect change in professional-technical education and in the occupational area taught.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity
	S10K4 The teacher knows about professional organizations within the occupational area.	CTE 492: Course Calendar CTE 492: Course Syllabus
	S10K5 The teacher knows how to cooperatively develop articulation agreements between secondary and postsecondary programs.	CTE 426 Curriculum Portfolio

STANDARD	Enhancement Standards Knowledge & Performance	Coursework
	S10K6 The teacher understands the structure of state-approved PTSOs.	CTE 426 Curriculum Portfolio CTE 430 Annual Budget (CTSO) CTE 430 Lesson Plan: Introduction to CTSOs
	S10K7 The teacher understands the ideas, opinions, and perceptions of business and industry.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 426 Job and Task Analysis Activity
	S10P1 The teacher establishes and uses advisory committees for program development and improvement.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 430 Advisory Board CTE 492: Community Resources
	S10P2 The teacher cooperates with educators in other content areas to develop appropriate instructional strategies and to integrate learning.	CTE 430: Lesson Plan: BPA in English
	S10P3 The teacher interacts with business, industry, labor, government, and the community to build effective partnerships.	CTE 426 Curriculum Portfolio--Advisory Committee CTE 430: Advisory Board CTE 430: BPA Lesson Plan
	S10P4 The teacher participates in appropriate professional organizations.	CTE 351—Professional Organizations CTE 492: Course Syllabus
	S10P5 The teacher cooperatively constructs articulation agreements.	CTE 426 Curriculum Portfolio--Advisory Committee
	S10P6 The teacher incorporates an active state-approved PTSO in his or her program.	CTE 430 CTSO Lesson Plan CTE 430 CTSO Event Planning Lesson Plan
	S10P7 The teacher understands the role of PTSOs as an integral part of the total professional-technical education program.	CTE 430: CTSO Advisor Interview CTE 430: BPA Lesson Plan
	S11K1 The teacher understands how to dispose of waste materials.	CTE 472 Safety Lesson Plan
	S11K2 The teacher understands how to care for, inventory, and maintain materials and equipment.	CTE 472 occupational skill CTE 430 Mock Budget
	S11K3 The teacher understands safety contracts and operation procedures.	CTE 472 Safety Contract Assignment
	S11K4 The teacher understands legal safety issues related to the program area.	CTE 472 Safety Contract Assignment
	S11K5 The teacher understands the safety requirements necessary to conduct laboratory and field activities.	CTE 472 Safety Contract Assignment CTE 472 Safety Lesson Plan CTE 492: Classroom Rules & Policies
	S11K6 The teacher understands time and organizational skills in laboratory management.	CTE 492: Lesson Plan 1 CTE 492: Lesson Plan 2 CTE 492: Lesson Plan 3
	S11K7 The teacher is aware of safety regulations at school and work sites.	CTE 472 Safety Contract Assignment CTE 472 Safety Lesson Plan
Standard 11	S11K8 The teacher understands how to incorporate PTSOs as intracurricular learning experiences.	CTE 472 Safety Lesson Plan CTE 430: BPA Facts

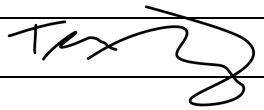
STANDARD	Enhancement Standards Knowledge & Performance	Coursework
		CTE 430: BPA in English CTE 430: Tips for Success (BPA)
	S11P1 The teacher ensures that facilities, materials, and equipment are safe to use.	CTE 472 Safety Contract Assignment
	S11P2 The teacher instructs and models safety procedures and documents safety instruction, and updates each according to industry standards.	CTE 472 Safety Contract Assignment
	S11P3 The teacher demonstrates effective management skills in the classroom and laboratory environments.	CTE 472 Safety Contract Assignment CTE 472 Safety Lesson Plan CTE 492: Classroom Rules & Policies CTE 492: Expectations Lesson Plan
	S11P4 The teacher models and reinforces effective work and safety habits.	CTE 472 Safety Contract Assignment CTE 472 Safety Lesson Plan
	S11P5 The teacher incorporates PTSOs as intra-curricular learning experiences.	CTE 430: Integration of CTSOs Lesson Plans 1, 2 & 3
Standard 12	S12K1 The teacher understands workplace employability skills and related issues.	CTE 472 Safety Contract Assignment CTE 472 Safety Lesson Plan CTE 464 Course Syllabus CTE 464 Course Calendar CTE 464: Lesson Mock Interviews
	S12K2 The teacher understands the issues of balancing work and personal responsibilities.	CTE 351 CTSO Module CTE 492 Lesson Plan
	S12K3 The teacher understands how to promote career awareness.	CTE 351 Agents of Growth Module CTE 464 Course Syllabus CTE 464 Course Calendar
	S12P1 The teacher designs instruction that addresses employability skills and related workplace issues.	CTE 472 occupational skill CTE 464: Career Exploration Lesson Plan CTE 464: Entering the Workplace Lesson Plan CTE 464: Ethics Lesson Plan
	S12P2 The teacher discusses how to balance demands between work and personal responsibilities.	CTE 351 CTSO Module
	S12P3 The teacher provides opportunities for career awareness and exploration.	CTE 351 CTSO Module CTE 464: Career Exploration Lesson Plan CTE 464: Entering the Workplace Lesson Plan CTE 464: Ethics Lesson Plan

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.

Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: agricultural science and technology; business technology education; computer science technology; engineering; family and consumer sciences; marketing technology education; and technology education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated one thousand (1,000) clock hours of related work experience or practicum in their respective field of specialization, as approved by the Division of Career Technical Education. The certificate is valid for five (5) years. Six (6) semester credit hours are required every five (5) years pursuant to Section 060 of these rules.

CTE 351 Principles and Philosophy of Career and Technical Education
CTE 420 Assessment in Contextual Learning Environments
CTE 426 Occupational Analysis and Curriculum Development
CTE 430 Leadership and Student Organizations
CTE 431 Supervising CTE Student Organizations
CTE 464 Career Guidance and Transitioning to Work
CTE 472 Teaching and Learning in Organizations
CTE 484 Internship in Career and Technical Education Teaching
CTE 492 Business and Marketing Education Methods

Signature of College Chair/Director/Dean		**Date**	6/3/21
Signature of Graduate Chair/Director/Dean, or other official (if applicable)		**Date**	

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

PROFESSIONAL STANDARDS COMMISSON

SUBJECT

University of Idaho New Program Proposal: Computer Science

APPLICABLE STATUTE, RULE, OR POLICY

Sections 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 2021 meeting of the Professional Standards Commission (Commission), the Standards Committee of the Commission conducted a new program approval desk review of a new program leading to the Computer Science endorsement proposed by University of Idaho (UI). Through review of the proposal, the Standards Committee gained a clear understanding that the program is aligned to the Idaho Teacher Leader Standards and endorsement language in IDAPA 08.02.02.

On June 18, 2021, the full Commission voted to recommend UI's Computer Science Program to the Board for conditional approval. With conditionally approved status, UI may admit candidates to the program. This new program will be revisited during the next regularly scheduled educator preparation program review.

IMPACT

Local education agencies who hire program completers will receive the benefit of hiring educators with demonstrated skills and experience in teaching computer science.

ATTACHMENTS

Attachment 1 – New Program Proposal, Computer Science

STAFF COMMENTS AND RECOMMENDATIONS

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

Educator preparation programs consist of two major parts, the core educator preparation required for all administrators, instructional staff, or pupil service staff (as applicable to the certification area) and program/area specific preparation that is tied to the area of endorsement. Full program reviews evaluate the full program (core and endorsements areas) as a whole against the certification core standards and all of the program specific standards. New "program" reviews for new endorsement programs delivered by an educator preparation program that has already been approved are to review the endorsement program against the standards specific to that endorsement area.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval 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 Board approved certification standards for the applicable program and endorsement area.

The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing this program will be able to apply for a Standard Instructional Certificate with a computer science endorsement.

BOARD ACTION

I move to conditionally approve University Idaho's computer science endorsement program for instructional staff certification purposes.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	University of Idaho	Date of Submission	
New Program Name	Computer Science Endorsement	Certification/Endorsement	Computer Science

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☒ No ☐ If yes, on what date was the Proposal Form submitted to the State Board of Education? *Click or tap to enter a date.*

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	Coursework
Standard 1 Learner Development	1(a)	**CSED 512** – Discussion of the influence of computers in modern society and how that defines digital citizenship. **EDCI 590** – Week 1 content (Computer Science & the Digital Citizen)
	1(b)	**EDCI 590** – *Digital Citizenship Performance Task* (design a computer science activity that encompasses at least two of the following aspects of digital citizenship: copyright, cyberbullying, online community interactions, privacy, ethical considerations, online etiquette, legal usage and sharing) **EDCI 591** – Delivery of the EDCI 590 Digital Citizenship Performance Task to learners in a coding camp
Standard 2 Learning Differences	2(a)	**EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Assessment Performance Task*

STANDARD	Enhancement Standards	Coursework
		(develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation assesses differentiation efforts **CTE 419/519** – Candidates develop a curriculum framework including an anticipated timeline of instruction and diversity within instructional strategies to meet the needs of a variety of learning needs.
Standard 3 Learning Environments	3(a)	**EDCI 590** – Week 1 content (Computer Science & the Digital Citizen), Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together) **EDCI 591** – Candidate practicum evaluation assesses learning environment design and modeling digital citizenship
	3(b)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation assesses candidate technology use
	3(c)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation assesses activity digital environment use
Standard 4 Content Knowledge	4(a)	**CSED 512** – Introduction to data representation and abstraction throughout the course, including comparisons of how data is represented and abstracted across multiple languages **CSED 520** – Continued work with data representations and abstraction using C/C++, including basic types, structures, and objects **CSED 521** – Advanced abstract data representations, stacks, queues, and trees

STANDARD	Enhancement Standards	Coursework
		CTE 419/519 – Candidates develop a screencast explanation of a curriculum framework for teaching Access, including creating, editing and using tables, queries, forms, reports and SQL or embedding in a web page.
	4(b)	**CSED 512** – Introduction to the effective design, development, and testing of algorithms. CS520 – Continued work on the effective design, development, and testing of algorithms, including larger projects.
	4(c)	**CSED 520** – Introduction of software development process, including advanced IDEs. CS5ED21 – Continuation of software development process, including software development methodologies: top-down, bottom-up, agile.
	4(d)	**CSED 522** – Introduction to computer hardware, peripherals, and other devices, and basic networking
	4(e)	**CSED 512** – Applications of Boolean logic, coordinate systems, algebra, probability, and statistics **CSED 520** – Applications of algebra, set theory, Boolean logic, probability, and statistics **CSED 522** – Applications of set theory Boolean logic, graph theory and matrices.
	4(f)	**EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); Week 2 content (Computational Thinking); Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together) **EDCI 591** – Candidate practicum evaluation reflection
	4(g)	**EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); Week 2 content (Computational Thinking); Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together) **EDCI 591** – Candidate practicum evaluation reflection
	4(h)	**CSED 522** - Discussion of Computer Science as a field and its subfields including, career and educational paths to enter various sub-fields. **EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); Week 2 content (Computational Thinking); Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together) **EDCI 591** – Candidate practicum evaluation reflection
	4(i)	**CSED 512** – Introduction of a variety of primitive data types: int, float, char; Use and manipulation of image and sound files; Simulation and modeling of real-world problems using NetLogo **CSED 520** – Continuation of work with primitive data types: int, float, double, char, Boolean; Introduction of static and dynamic data types; Use and manipulation of test and data files **CSED 521** – Continuation of static and dynamic data types **CTE 419/519** - Candidates develop screencast tutorials to teach Access, including creating, editing and using tables, queries, forms, reports and SQL or embedding in a web page

STANDARD	Enhancement Standards	Coursework
	4(j)	**CSED 512, CSED 520, CSED 521** – Programming courses in which the candidates use a modern, high-level programming language (C, C++, and Java), construct correctly functioning programs involving simple and structured data types; compound Boolean expressions; and sequential, conditional, and iterative control structures **CSED 512, CSED 520, CSED 521** – Programming courses in which candidates design and test algorithms and programming solutions to problems in different contexts (textual, numeric, graphic, etc.) using advanced data structures **CSED 522** – Focuses on the analysis of algorithms including complexity, efficiency, aesthetics, and correctness **CSED 512** – Use NetLogo and Processing development environments **CSED 520** – Use the visual studio development environment; Use and comparison of several software development methodologies and project management approaches; Develop a complex program by implementing the phases of software development
	4(k)	**CSED 520** – Use of pointers and referencing to demonstrate an understanding machine level data representation. **CSED 522** – Analysis of algorithmic complexity including its relationship to machine level components. **CSED 520** – Introduction of the Unix operating system, including basic system calls and commands **CSED 522** – Study of operating systems and networks; Study of computer networks and their interaction with mobile devices
	4(l)	**CSED 520** – Introduction of the potential impacts of computer science on society and the resulting social, ethical, and legal responsibilities of computer scientists and users. **CSED 522** – Analysis of the social, ethical and legal impacts and issues in computer science **CSED 522** – Study the contributions of computer science to current and future innovations in sciences, humanities, the arts, and commerce. **EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project); Weekly discussions based on content/readings
	4(m)	**CSED 512** – Applications of Boolean logic, coordinate systems, algebra, probability, and statistics **CSED 520** – Applications of algebra, set theory, Boolean logic, probability, and statistics

STANDARD	Enhancement Standards	Coursework
		CSED 522 – Applications of set theory Boolean logic, graph theory and matrices **CTE 419/519** – Candidates create a sample Access database to demonstrate their knowledge of database development and manipulation techniques. Screencast explanations articulate skills learned within the area of database planning, tables, query, forms, reports and SQL or web integration.
Standard 5 Application of Content	5(a)	**EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); Week 2 content (Computational Thinking); Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together) **EDCI 591** – Candidate practicum evaluation reflection
	5(b)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation
Standard 7 Planning for Instruction	7(a)	**EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); Week 2 content (Computational Thinking); Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together); Weekly discussions based on content/readings **EDCI 591** – Candidate practicum evaluation reflection
	7(b)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation
	7(c)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at

STANDARD	Enhancement Standards	Coursework
		least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation
	7(d)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project) **EDCI 591** – Candidate practicum evaluation
Standard 8 Instructional Strategies	8(a)	**CTE 419/519** - Candidates develop a curriculum framework including an anticipated timeline of instruction and diversity within instructional strategies to meet the needs of a variety of learning needs **EDCI 590** – Week 1 content (Computer Science & the Digital Citizen); Week 2 content (Computational Thinking); Week 3 content (Inquiry & Computer Science); Week 4 content (Putting it All Together); Weekly discussions based on content/readings **EDCI 591** – Candidate practicum evaluation reflection
	8(b)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment; the two assessments can be connected to the same project)

STANDARD	Enhancement Standards	Coursework
		EDCI 591 – Candidate practicum evaluation
	8(c)	**EDCI 590** – *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); Week 2 (Computational Thinking) discussion; Week 3 (Inquiry & Computer Science) discussion **EDCI 591** – Candidate practicum evaluation
Standard 9 Professional Learning and Ethical Practice	9(a)	**EDCI 590** – *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Digital Citizenship Performance Task* (review Common Sense Education materials on digital citizenship to design a computer science activity that encompasses at least two of the following aspects of digital citizenship); *Learner Development and Learning Differences Performance Task* (design a computer science computer science activity that incorporates instructional strategies to support computational thinking while considering cultural diversity and learning differences); *Real World Applications Performance Task* (develop a computer science activity where students solve a real-world problem with connections to computer science standards included in the activity); *Assessment Performance Task* (develop two computer science assessments - an individual assessment and a group assessment ; the two assessments can be connected to the same project); Weekly discussions based on content/readings **EDCI 591** – Candidate practicum evaluation

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.

09. Computer Science (5-9 or 6-12). (3-29-17)

a. Twenty (20) semester credit hours of course work in computer science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world;

Course	data representation and abstraction	design, development, and testing algorithms	software development	digital devices systems network	role of computer science and its impact on the modern world
CSED 512: Computational Thinking and Problem Solving for Teachers (3 cr) Course Description: Introduction to the topics and teaching of computational thinking and problem solving, including elementary computing concepts such as variables, loops, functions, lists, conditionals, concurrency, data types, simple object oriented concepts, I/O, events, syntax, structured programming, basic concepts of computer organization, editing and the influence of computers in modern society.	X			X	X
CSED 520: Computer Science I for Teachers (4 cr) Course Description: Introduction to topics and the teaching of fundamental programming constructs, algorithms and problem-solving, fundamental data structures, overview of programming languages, virtual machines, introduction to language translation, declarations and types,		X		X	

Course	data representation and abstraction	design, development, and testing algorithms	software development	digital devices systems network	role of computer science and its impact on the modern world
abstraction mechanisms, object-oriented programming.					
CSED 521: Computer Science II for Teachers (3 cr) Course Description: Abstract data types and data structures: linked lists, stacks, queues, trees, and graphs. Methods to implement and algorithms to manipulate these structures. Dynamic memory methods, sequential file processing, additional searching and sorting algorithms, recursion, and object-oriented programming.	X	X		X	
CSED 522: Teaching Analysis of Algorithms (3 cr) Course Description: Abstract and object-oriented data types and associated algorithms. Measures of efficiency; standard methods and examples in the design, implementation, and analysis of abstract and object-oriented data structures and associated algorithms.		X	X		
CTE 419 – Database Applications and Information Management (3 cr) Course Description: Teaching and training strategies for database applications. Includes database	X			X	X

Course	data representation and abstraction	design, development, and testing algorithms	software development	digital devices systems network	role of computer science and its impact on the modern world
management principles and methods of information retrieval, processing, storage and distribution. Advanced project reqd for graduate credit.					
EDCI 590 – Computer Science Methods (3 cr) Course Description: This course is designed to provide pedagogical and content knowledge and experiences to be effective computer science teachers. The course will focus on helping students meet the Idaho Standards for Computer Science Teachers.					X
EDCI 591 – Computer Science Methods Practicum (1 cr) Course Description: This course is designed to provide pedagogical and content knowledge and practical experiences to be effective computer science teachers. The course will focus on helping students meet the Idaho Standards for Computer Science Teachers.					X

Signature of College Chair/Director/Dean	Taylor Raney	**Date**	12/15/2021

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

PROFESSIONAL STANDARDS COMMISSON

SUBJECT

Northwest Nazarene University New Program Proposals: Teacher Leader-Instructional Specialist and Teacher Leader-Special Education

APPLICABLE STATUTE, RULE, OR POLICY

33-1207A, 33-1254, and 33-1258, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02.100 - Official Vehicle for the Approval of Teacher Preparation Programs

BACKGROUND/DISCUSSION

During the June 2021 meeting of the Professional Standards Commission (Commission), the Standards Committee of the Commission conducted a new program approval desk review of two (2) new programs leading to endorsement proposed by Northwest Nazarene University (NNU): Teacher Leader – Instructional Specialist and Teacher Leader – Special Education. Through review of each proposal, the Standards Committee gained a clear understanding the programs are aligned to Idaho Teacher Leader Standards and endorsement language in IDAPA 08.02.02.

On June 18, 2021, the full Commission voted to recommend NNU's Teacher Leader – Instructional Specialist and Teacher Leader – Special Education programs to the Board for conditional approval. With conditionally approved status, NNU may admit candidates to the programs. These new programs will be revisited during the next regularly scheduled educator preparation program review.

IMPACT

Local education agencies who hire program completers will receive the benefit of hiring educators with demonstrated skill and experience in mentoring and supporting teachers.

ATTACHMENTS

Attachment 1 – New Program Proposal, Teacher Leader – Instructional Specialist
Attachment 2 – New Program Proposal, Teacher Leader – Special Education

STAFF COMMENTS AND RECOMMENDATIONS

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

standards for their applicable subject areas and are up-to-date on best practices in various teaching methodologies.

Educator preparation programs consist of two major parts, the core educator preparation required for all administrators, instructional staff, or pupil service staff (as applicable to the certification area) and program/area specific preparation that is tied to the area of endorsement. Full program reviews evaluate the full program (core and endorsements areas) as a whole against the certification core standards and all of the program specific standards. New "program" reviews for new endorsement programs delivered by an educator preparation program that has already been approved review the endorsement program against the standards specific to that endorsement area.

Additionally, Section 33-1207A, Idaho Code, provides the Board must grant a certificate to an individual completing a Board-approved non-public educator preparation program if the individual: holds a bachelor's degree from an accredited four year institution; submits to a criminal history check; passes the required content training substantive alignment with the knowledge section of the certification standards for that content area; and passes the pedagogical training in substantive alignment with the certification standards (or equivalent) standards. Once approved by the Board, a non-public (traditional and non-traditional) program like NNU's may only be reviewed against these four criteria, specifically whether or not the program aligns with the knowledge or equivalent portions of the applicable content area and pedagogical training set forth in the certification standards.

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval 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 Board-approved certification standards for the applicable program and endorsement area. The Commission may recommend to the Board that a program be "Approved," "Not Approved," or "Conditionally Approved." Programs conditionally approved are required to have a subsequent focus visit. The focus visit is scheduled three years following the conditional approval, at which time the Commission forwards a new recommendation to the Board regarding approval status of the program.

Once approved by the Board, candidates completing this program will be able to apply for a Standard Instructional Certificate with a Teacher Leader endorsement.

BOARD ACTION

I move to accept the recommendation of the Professional Standards Commission to conditionally approve Northwest Nazarene University's Teacher Leader – Instructional Specialist and Teacher Leader – Special Education programs for certification.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	Northwest Nazarene University	**Date of Submission**	May 28, 2021
New Program Name	Teacher Leader – Instructional Specialist	**Certification/Endorsement**	Teacher Leader – Instructional Specialist

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☐ No ☒ If yes, on what date was the Proposal Form submitted to the State Board of Education? *Click or tap to enter a date.*

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.*

Standards	Enhancement Standards Knowledge & Performance	Coursework
		The Northwest Nazarene University Teacher Leader endorsement programs are built on the Idaho Standards for Teacher Leaders with a focus on Servant Leadership. The program is designed to build upon the candidate's current instructional knowledge and develop expertise in mentoring teachers to assist them in their professional development process. This combination of instructional and mentoring expertise is designed to provide the Teacher Leader with the skills and knowledge necessary to assist teachers as they strive to improve instructional delivery for their students.

SDE / Revised 09/30/2019

Standards	Enhancement Standards Knowledge & Performance	Coursework
Standard 1	Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.	Understanding the differences between how students learn and adults learn is very important when becoming a Teacher Leader. Standard 1 is addressed throughout the program with specific activities which delineate the needs of adult and student learners. The mentoring process is infused within the coursework and the required practicum which includes work with individuals as well as groups in the educational setting.
	1(a) The differences in knowledge acquisition and transfer for children and adults.	EDUC 7552 Instructional Coaching; EDUC 7554 Innovative Instruction
	1(b) Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(c) Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(d) Effective listening, oral communication, presentation skills, and expression in written communication.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making
	1(e) Research and exemplary practice on "organizational change and innovation".	EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7584 Data Driven Decision Making
	1(f) The process of development of group goals and objectives.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(g) Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership

Standards	Enhancement Standards Knowledge & Performance	Coursework
	1(h) Improves colleagues' acquisition and application of knowledge and skills.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(i) Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(j) Uses effective communication skills and processes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(k) Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.	EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership
	1(l) Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
Standard 2	Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.	Understanding how to access and analyze research and then using that knowledge to support teachers in their drive to improve their practice and student achievement is the center point of this standard. Standard 2 is addressed through actually researching particular topics related to best practices for student learning, the gathering of data related to student learning and the appropriate analysis of that data. That information is then utilized to assist educators in improving instruction through individual and group professional development activities.
	2(a) Action research methodology.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making
	2(b) Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making

Standards	Enhancement Standards Knowledge & Performance	Coursework
	2(c) Implementation strategies for research-based change and for dissemination of findings for programmatic changes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	2(d) Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making
	2(e) Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making
	2(f) Assists with application and supports dissemination of action research findings to improve educational outcomes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7584 Data Driven Decision Making
Standard 3	Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.	Too often teachers have a difficult time accessing appropriate professional development activities which will assist them in their quest for continuous improvement. The Teacher Standard 3 is addressed throughout the program as the candidate learns new material and then translates that learning into actionable activities aligned with building/district improvement goals for the educators in their building or district.
	3(a) The standards of high quality professional development and their relevance to improved learning.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum
	3(b) Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership

Standards	Enhancement Standards Knowledge & Performance	Coursework
	3(c) The role of 21st century skills and technologies in educational practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership
	3(d) The role of shifting cultural demographics in educational practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	3(e) Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership
	3(f) Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum EDUC 7581 Instructional Supervision and Leadership
	3(g) Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0
	3(h) Continually assesses the effectiveness of professional development activities and adjusts appropriately.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making
Standard 4	Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.	Standard 4 may be the core of the Teacher Leader Standards. Truly understanding teaching and learning and being able to use that knowledge to assist teachers to grow personally and professionally is highly satisfying. Most teachers have been through the supervision process but typically they do not really understand how this process is designed to help them improve their instructional skills. Standard 4 is addressed through process of learning how to effectively supervise the instructional processes in their school and to utilize reflective practice to provide teachers the opportunity to grow professionally.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	4(a) Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.	EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7584 Data Driven Decision Making
	4(b) The Framework for Teaching, effective observation and strategies for providing instructional feedback.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	4(c) Role and use of critical reflection in improving professional practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	4(d) Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making
	4(e) Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.	EDUC 7581 Instructional Supervision and Leadership
	4(f) Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.	EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	4(g) Develops, leads and promotes a culture of self-reflection and reflective dialogue.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
Standard 5	Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.	Utilizing appropriate assessments and data to empower educators to improve instruction benefits the students and the school/district as a whole. Standard 5 is addressed throughout the program as candidates are required to gather and assess current data and use that information to look at other possible assessment strategies.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	5(a) Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.	EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7554 Innovative Instruction; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7572 Innovative Instruction 2.0; EDUC 7584 Data Driven Decision Making
	5(b) Use of formative and summative data to inform the continuous improvement process.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making
	5(c) Analysis and interpretation of data from multiple sources.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making
	5(d) Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.	EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making
	5(e) Models use of formative and summative data to inform the continuous improvement process.	EDUC 7514 Teachers as Leaders Practicum; EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making
	5(f) Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other).	EDUC 7514 Teachers as Leaders Practicum; EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making
Standard 6	Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.	Understanding that collaboration is more than just working with the other teachers in your grade level/department is imperative if teachers are to truly understand the needs of their students and how to meet those needs. Standard 6 is met through course activities and the practicum as candidates research the variety of needs of the students and how best to meet those needs.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	6(a) Child development and conditions in the home, culture and community and their influence on educational processes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7553 Curriculum, Assessment and Collaboration
	6(b) Contextual considerations of the family, school, and community and their interaction with educational processes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7553 Curriculum, Assessment and Collaboration
	6(c) Effective strategies for involvement of families and other stakeholders as part of a responsive culture	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7553 Curriculum, Assessment and Collaboration
	6(d) Develops colleagues' abilities to form effective relationships with families and other stakeholders.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum
	6(e) Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum
	6(f) Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
Standard 7	Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.	The educational policy process can be daunting as teachers try to understand the process at the local, state and national levels. Understanding how processes work will provide the candidate with information which will enable them to advocate with the teachers and other stakeholders for appropriate policies and programs. Standard 7 is met by the candidates gaining the understanding of quality educational programs and reviewing the funding process to enact those programs. During their practicum they will put that learning into practice as they work with educators and other constituents in advocating for the implementation of high quality programs.
	7(a) Effective identification and interpretation of data, research findings, and exemplary practices.	EDUC 7554 Innovative Instruction; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7572 Innovative Instruction 2.0; EDUC 7584 Data Driven Decision Making
	7(b) Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7584 Data Driven Decision Making

Standards	Enhancement Standards Knowledge & Performance	Coursework
	7(c) Local, state and national policy decisions and their influence on instruction.	EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7581 Instructional Supervision and Leadership
	7(d) The process to impact policy and to advocate on behalf of students and the community.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	7(e) collaborate with Parents	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	7(e) Identifies and evaluates needs and opportunities.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	7(f) Generates ideas to effectively address solutions/needs.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	7(g) Analyzes feasibility of potential solutions and relevant policy context.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7553 Curriculum, Assessment and Collaboration; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7584 Data Driven Decision Making
	7(h) Advocates effectively and responsibly to relevant audiences for realization of opportunities.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;

Teacher Leader Portfolio Rubric

PORTFOLIO OVERVIEW: Students completing the Teacher Leader endorsement programs at Northwest Nazarene University must compile and submit a program portfolio to their advisor prior to the granting of an Institutional Recommendation as evidence of proficiencies. The portfolio is rooted in the Idaho State Standards and the Educator values from the NNU Education Department's Conceptual Framework, Learner-Centered CORE: Called to Serve, Open to Change, Responsive to All, Empowered to Succeed. The primary goal of this portfolio is to assess whether students have met the criteria expected of a Graduate level NNU program and a teaching endorsement for the state of Idaho.

PORTFOLIO RUBRIC CUTSCORE: All areas must be met at proficient or above.

PORTFOLIO REQUIREMENTS:

PART 1: Transformative Education

The mission of NNU is the transformation of the whole person. Write a 2-3-page reflective introduction to your portfolio that speaks to your journey through your program and how your 'transformation' has equipped you to impact those around you in your profession in real ways. Specifically address your commitment to *diversity* and provide your future plans in your profession to provide equitable opportunity to all student populations. In addition, address how you will incorporate *technology* to enrich learning to promote student achievement.

- **CALLED TO SERVE**—Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do.
- **OPEN TO CHANGE**—Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills--innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice.
- **RESPONSIVE TO ALL**—Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students' backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families.
- **EMPOWERED TO SUCCEED**—Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields.

PART 2: Teacher Leader Standards

Your program and the courses you have taken at NNU are structured around the Teacher Leader standards. For each of the standards identify artifacts that you have acquired throughout your time at NNU which has a clear connection to the standard. Then write a justification with a clear rationale highlighting the connection and applying the artifacts to your future profession (Use APA elements when needed).

ALL PROGRAMS	Exemplary	Proficient	Developing	Unacceptable
PRESENTATION/ ORGANIZATION/ DIRECTIONS	Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point. Transformative Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded PLUS: There is an identifiable theme throughout the portfolio that ties the submission together	Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point. Transformative Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded	Transformative Education is 2-3 pages OR Written Justification is no longer than one-page per standard. OR Artifacts are uploaded But not all three	Transformative Education is greater than 3 or less than 2 pages AND Written Justification is longer than one-page per standard. AND Artifacts are not uploaded per each standard
GRADUATE-LEVEL GRAMMAR & WRITING	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions. AND The portfolio shows evidence of revision and editing, without noticeable grammar, spelling, punctuation errors evident in the final product. AND Uses all necessary APA conventions of writing without error including intext citations when necessary and reference page.	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions, with errors. AND The portfolio shows evidence of revision and editing, with grammar, spelling, punctuation errors evident in the final product. AND Uses all necessary APA conventions of writing including intext citations when necessary and reference page with errors.	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions, with errors. OR The portfolio shows evidence of revision and editing, with grammar, spelling, punctuation errors evident in the final product. OR Uses all necessary APA conventions of writing including intext citations when necessary and reference page with errors. But not all three	The program portfolio does not demonstrate graduate-level writing AND The portfolio shows evidence of major grammar, spelling and punctuation errors. AND Does not appear to use APA conventions of writing.

Part 1: Transformative Education	A 2-3 page APA reflective introduction to the portfolio AND Commitment to Diversity AND Incorporated Technology AND THEN extends that transformation into how it will be applied in the profession.	A 2-3 page APA reflective introduction to the portfolio AND Commitment to Diversity AND Incorporated Technology	A 2-3 page APA reflective introduction to the portfolio OR Commitment to Diversity OR Incorporated Technology But not all three	An introduction to the portfolio that wasn't APA or less than 2 pages or more than 3. AND Did not identify and describe one of the NNU CORE Frameworks AND Did not reflect on how the program transformed the CORE area
Teacher Leader	**Exemplary**	**Proficient**	**Developing**	**Unacceptable**
Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - *The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 2: Accessing and	The artifact(s) demonstrates evidence for the standard. AND	The artifact(s) demonstrates evidence for the standard. AND	The artifact(s) demonstrates evidence for the standard. OR	The artifact(s) does not demonstrate evidence for the standard AND

Using Research to Improve Practice and Student Achievement - *The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.*	The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The written justification connects the artifact to the profession.	The written justification connects the artifact to the profession. But not both	The written justification does not connect the artifact to the profession.
Standard 3: Promoting Professional Learning for Continuous Improvement - *The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 4: Facilitating	The artifact(s) demonstrates evidence for the standard.	The artifact(s) demonstrates evidence for the standard.	The artifact(s) demonstrates evidence for the standard.	The artifact(s) does not demonstrate evidence for the standard

Improvements in Instruction and Student Learning - *The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.*	AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	AND The written justification connects the artifact to the profession.	OR The written justification connects the artifact to the profession. But not both	AND The written justification does not connect the artifact to the profession.
Standard 5: Using Assessments and Data for School and District Improvement - *The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

organizational improvement.				
Standard 6: Improving Outreach and Collaboration with Families and Community - *The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 7: Advocating for Student Learning and the Profession *- The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.				

SUBMISSION/FINALIZATION: The academic portfolio is a requirement for completion of NNU's Credentialed/Endorsement programs. **Students will not be cleared for graduation/Institutional Recommendations until all standards and program requirements are at Proficient or above are met.** Program portfolios not received by deadline will not be considered until the following graduation term. It is the student's responsibility to complete, submit, and pass the portfolio—and thus, students are encouraged to communicate promptly and clearly with their advisors.

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.

IDAPA 08.02.02 Teacher Leader – Instructional Specialist
15. Teacher Leader. Teacher leaders provide technical assistance to teachers and other staff in the local education agency with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.

a. Teacher Leader – Instructional Specialist – Eligibility of Endorsement. To be eligible for a Teacher Leader – Instructional Specialist endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (4-11-19)

i. Education requirement: Hold a Standard Instructional Certificate. Content within coursework to include clinical supervision, instructional leadership, and advanced pedagogical knowledge, and have demonstrated competencies in the following areas: providing feedback on instructional episodes; engaging in reflective dialogue centered on classroom instruction, management, and/or experience; focused goal-setting and facilitation of individual and collective professional growth; understanding the observation cycle; and knowledge and expertise in data management platforms. (4-11-19)

ii. Experience: Completion of a minimum of three (3) years' full-time certificated teaching experience while under contract in an accredited school setting. (4-11-19)

iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards.

Teacher Leader – Instructional Specialist Program Overview

The Teacher Leader – Instructional Specialist program is designed to assist currently certified teachers in acquiring the skills needed to appropriately perform the responsibilities outlined in IDAPA 08.02.02.15.a.i-iii and the Teacher Leader Standards. It is a fully online program which includes at least ninety (90) hours of supervised contact hours which includes a combination of face-to-face and field-based professional development activities for individuals and groups and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. Prior to admittance to the program, the Program Director will review the candidate's certification/endorsements as well as their previous post-baccalaureate

coursework. The Program Director will then develop a specific program plan for each candidate based on the Teacher Leader – Instructional Specialist requirements.

This program will be accredited through the Idaho State Department of Education and our national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). These are standard accreditation procedures which the College of Education has completed for all previous certification and endorsement programs. A substantive review has been filed with the Northwest Commission on Colleges and Universities (NWCCU) and has been approved.

The candidate will submit the appropriate paperwork and fees to the Idaho State Department of Education to obtain the appropriate endorsement(s) in Idaho. Every Teacher Leader – Instructional Specialist candidate will be registered for the approved accreditation and assessment software during EDUC8000 Orientation: Graduate Education.

Student Learning Outcomes/Assessment Plan

The State of Idaho has established the expected standards for anyone obtaining a Teacher Leader - Instructional Specialist endorsement. These standards provide the student learning outcomes framework the program.

At the end of the program each candidate will complete a Teacher Leader - Instructional Specialist Standards Portfolio. In the portfolio, the candidate will submit artifacts for each of the standards. Each artifact will be accompanied by a rationale for that artifact explaining why the artifact demonstrates mastery of the standard. The portfolio will be evaluated by the Teacher Leader – Instructional Specialist Program Director and any other individuals they may appoint.

Besides the Standards Portfolio Binder, each candidate will have to complete a minimum ninety (90) hour supervised practicum. During the practicum the candidate will work with individual(s) in assessing their needs and developing an assistance plan. Candidates will also participate in the development/implementation of a professional development activity for a group of educators. Each candidate will be supervised by both university personnel and school district personnel. Disposition evaluations are also completed on all candidates throughout the practicum and program. Successful completion of the practicum is required for all candidates in the program.

Teacher Leader – Instructional Program Course Descriptions

EDUC8000 Graduate Education Orientation (0)
This required, online orientation course provides students with an overview of all Graduate Education Programs at NNU. It includes policies, procedures, and expectations of the Graduate Education Department, as well as introduces students to NNU campus departments with which they will be interacting throughout their program. Students will learn how to access library and other campus resources. They will also learn how to utilize the course management software used to deliver online courses and complete NNU requirements, as well as experience success as online learners. Grade of pass/fail.

EDUC7505 Teachers as Leaders (3)
Students will learn about the correlations between an effective school and their role as agents of change in school improvement. A variety of instructional leadership roles in the field of education will be explored. Additional topics include the components of effective professional development and strategies for instructional coaching.

EDUC7552 Instructional Coaching (3)
This course provides educators with practical study in instruction, curriculum, and innovation collaboration at the school site and district level.

EDUC7553 Curriculum, Assessment, and Collaboration (3)
This course surveys the collaborative processes needed to design curriculum and assessment aligned to specific learning outcomes. Students will familiarize themselves with the theories, methods, and procedures underlying the development and design of curriculum and instruction. Additionally, the interrelationships among curriculum, instruction, and assessment and best practices for developing curriculum and instruction that meet the needs of an inclusive school will be explored. Researched based practices designed to improve student learning for all students and to develop 21st century skills will be presented. Grading, use of assessment data, planning, collaboration are addressed.

EDUC7554 Innovative Instruction (3)
This course provides students with innovative strategies and approaches to instructional practice utilizing the H.A.C.K. Model of Instruction (Highly-Structured, Allowed Choices, Consistent Application, Knowledge-Centered) developed by NNU's Doceō Center. While this course will include a comprehensive overview of the H.A.C.K Model, its primary focus will be on providing practices that build an innovative instructional mindset and increase student/teacher capacity in leveraging technology to meet outcomes through stages H (Highly Structured) and A (Allowed Choices) of the model.

EDUC7556 Conceptual Statistics and Applications for Educators (3)
An introduction to statistical approaches to making decisions in K-12 schools. This course introduces students to descriptive and inferential statistics commonly used in education. The primary objective of the course is to understand how to read and find meaning in statistics as well as to use statistics for the purposes of self-guided research. No previous course work in statistics is assumed.

EDUC7572 Innovative Instruction 2.0 (3)
This course takes educators into the next level of innovative instruction. Course content is designed to inspire and equip educators with a dynamic tool kit to blend, flip, and personalize instruction using innovative practices. Utilizing the H.A.C.K Model of Innovative Instruction developed by the NNU Doceō Center, educators will deepen their knowledge of not only how to shift instruction, but also the culture of the classroom where students consistently analyze, evaluate, and create information. Educators will walk away well versed in student-centered instructional practices such as Project-Based Learning (PBL), Blended Instruction, Design Thinking, and Competency-Based Education (CBE) that are common instructional approaches in C (Consistent Application) and K (Knowledge Centered) stages of the HACK Model. Educators will develop the skill sets to leverage technology through student inquiry that open up learning avenues for students. Prerequisites: EDUC7554

EDUC7581 Instructional Supervision and Leadership (3)
A discussion of the educator as an instructional leader and supervisory systems the leader can implement to improve instruction. The focus of the instructional supervision portion of the course is the Danielson Framework for Teaching, it's application, and continuity of application.

EDUC7584 Data Driven Decision-Making (3)
Data-based decision-making is at the forefront of school reform. This course provides classroom educators and building/district level leaders a practical framework for creating, analyzing, and interpreting a variety of informal, formal, and summative assessment data. Students will have the opportunity to apply assessment and decision-making skills to their own classrooms or schools.

EDUC 7514 Teachers as Leaders Practicum (1)
This school-based practicum requires at least ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

EDUC 7514B Teacher Leader Portfolio Binder (0-1)
A portfolio binder will be submitted as evidence of the experiences during the internship. Grade of pass/fail. Course is zero (0) credits when taken in the last semester of the program. Course can be completed for one (1) credit per semester until requirements for the endorsement are successfully achieved.

Education Department Conceptual Framework--Learner-Centered CORE

The following themes form the conceptual framework for NNU's Education program and are embraced and modeled within the content of the course.

Called to Serve—Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do. (Service)

Open to Change—Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills--innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice. (Transformation)

Responsive to All—Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students' backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families. (Community)

Empowered to Succeed—Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields. (Truth)

NORTHWEST NAZARENE UNIVERSITY

TEACHER LEADER – SPECIAL EDUCATION

Course List:

(Without a master's degree in Curriculum & Instruction or Building Administration, with at least 3 years teaching experience)

EDUC 8000 Orientation	0 credits
EDUC 7505 Teachers as Leaders	3 credits
EDUC 7514 Teachers as Leaders Practicum	1 credit
EDUC 7514B Instructional Specialist Portfolio Binder	0 credits
EDUC 7552 Instructional Coaching	3 credits
EDUC 7553 Curriculum, Assessment and Collaboration	3 credits
EDUC 7554 Innovative Instruction	3 credits
EDUC 7556 Conceptual Statistics & Applications for Educators	3 credits
EDUC 7572 Innovative Instruction 2.0	3 credits
EDUC 7581 Instructional Supervision and Leadership	3 credits
EDUC 7584 Data Driven Decision-making	3 credits
	25 credits

(With a master's degree in Curriculum & Instruction or Building Administration)

EDUC 8000 Orientation	0 credits
EDUC 7505 Teachers as Leaders	3 credits
EDUC 7514 Teachers as Leaders Practicum	1 credit
EDUC 7514B Instructional Leadership Portfolio Binder	0 credits
EDUC 7553 Curriculum, Assessment and Collaboration	3 credits
EDUC 7554 Innovative Instruction	3 credits
EDUC 7556 Conceptual Statistics & Applications for Educators	3 credits
EDUC 7572 Innovative Instruction 2.0	3 credits
EDUC 7581 Instructional Supervision and Leadership	3 credits
EDUC 7584 Data Driven Decision Making	3 credits
	22 credits

Signature of College Chair/Director/Dean	Heidi Curtis	**Date**	5-28-2021
Signature of Graduate Chair/Director/Dean, or other official (if applicable)	Lori Smith	**Date**	5-28-2021

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

NEW/REVISED PROGRAM FOR EDUCATOR CERTIFICATION: REQUEST FORM

Name of Institution	Northwest Nazarene University	**Date of Submission**	May 28, 2021
New Program Name	Teacher Leader – Special Education	**Certification/Endorsement**	Teacher Leader – Special Education

All new educator preparation programs from public institutions require Program Review and Approval by the State Board of Education.	Is this a request from an Idaho **public** institution? Yes ☐ No ☒ If yes, on what date was the Proposal Form submitted to the State Board of Education? *Click or tap to enter a date.*

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.*

Standards	Enhancement Standards Knowledge & Performance	Coursework
		The Northwest Nazarene University Teacher Leader endorsement programs are built on the Idaho Standards for Teacher Leaders with a focus on Servant Leadership. The program is designed to build upon the candidate's current instructional knowledge and develop expertise in mentoring teachers to assist them in their professional development process. This combination of instructional and mentoring expertise is designed to provide the Teacher Leader with the skills and knowledge necessary to assist teachers as they strive to improve instructional delivery for their students.

SDE / Revised 09/30/2019

Standards	Enhancement Standards Knowledge & Performance	Coursework
Standard 1	Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.	Understanding the differences between how students learn and adults learn is very important when becoming a Teacher Leader. Standard 1 is addressed throughout the program with specific activities which delineate the needs of adult and student learners. The mentoring process is infused within the coursework and the required practicum which includes work with individuals as well as groups in the educational setting.
	1(a) The differences in knowledge acquisition and transfer for children and adults.	EDUC 7536 Mental Health & Trauma Informed Care; EDUC 7548 Methods & Adaptations for Exceptional Learners; EDUC 7554 Innovative Instruction
	1(b) Stages of career development and learning for colleagues and application of the concepts of adult learning to the design and implementation of professional development.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(c) Effective use of individual interactions, structures and processes for collaborative work including networking, facilitation, team building, and conflict resolution.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(d) Effective listening, oral communication, presentation skills, and expression in written communication.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	1(e) Research and exemplary practice on "organizational change and innovation".	EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7586 Assessment & Collaboration
	1(f) The process of development of group goals and objectives.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	1(g) Demonstrates knowledge and skills for high quality professional learning for individuals as well as groups and assesses teachers' content knowledge and skills throughout professional learning.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership

Standards	Enhancement Standards Knowledge & Performance	Coursework
	1(h) Improves colleagues' acquisition and application of knowledge and skills.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(i) Fosters mutually respectful and productive relationships among colleagues and guides purposeful collaborative interactions, inclusive of team members' ideas and perspectives.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	1(j) Uses effective communication skills and processes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	1(k) Demonstrates the ability to adapt to the contextual situation and make effective decisions, demonstrates knowledge of the role of creativity, innovation, and flexibility in the change process.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership
	1(l) Facilitates development of a responsive culture with shared vision, values, and responsibility and promotes team-based responsibility for assessing and advancing the effectiveness of practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7586 Assessment & Collaboration	Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.	Understanding how to access and analyze research and then using that knowledge to support teachers in their drive to improve their practice and student achievement is the center point of this standard. Standard 2 is addressed through actually researching particular topics related to best practices for student learning, the gathering of data related to student learning and the appropriate analysis of that data. That information is then utilized to assist educators in improving instruction through individual and group professional development activities.
	2(a) Action research methodology.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration
	2(b) Analysis of research data and development of a data-driven action plan that reflects relevance and rigor.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration

Standards	Enhancement Standards Knowledge & Performance	Coursework
	2(c) Implementation strategies for research-based change and for dissemination of findings for programmatic changes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	2(d) Models and facilitates relevant and targeted action research and engages colleagues in identifying research questions, designing and conducting action research to improve educational outcomes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration
	2(e) Models and facilitates analysis and application of research findings for informed decision making to improve educational outcomes with a focus on increased productivity, effectiveness and accountability.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration
	2(f) Assists with application and supports dissemination of action research findings to improve educational outcomes.	
Standard 3	Standard 3: Promoting Professional Learning for Continuous Improvement - The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.	Too often teachers have a difficult time accessing appropriate professional development activities which will assist them in their quest for continuous improvement. The Teacher Standard 3 is addressed throughout the program as the candidate learns new material and then translates that learning into actionable activities aligned with building/district improvement goals for the educators in their building or district.
	3(a) The standards of high quality professional development and their relevance to improved learning.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum
	3(b) Effective use of professional development needs assessment, designs, protocols, and evaluation tools; selection and evaluation of resources appropriate to the identified need(s) along the professional career continuum.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership

Standards	Enhancement Standards Knowledge & Performance	Coursework
	3(c) The role of 21st century skills and technologies in educational practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership
	3(d) The role of shifting cultural demographics in educational practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7536 Mental Health & Trauma Informed Care EDUC 7581 Instructional Supervision and Leadership
	3(e) Accurately identifies the professional development needs and opportunities for colleagues in the service of improving education.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership
	3(f) Works with staff and staff developers to design and implement ongoing professional learning based on assessed teacher and student needs and involves colleagues in development and implementation of a coherent, systemic, and integrated approach to professional development aligned with school improvement goals.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	3(g) Utilizes and facilitates the use of technology, statewide student management system, and media literacy as appropriate.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7549 IEPs & Transition EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0
	3(h) Continually assesses the effectiveness of professional development activities and adjusts appropriately.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration
Standard 4	Standard 4: Facilitating Improvements in Instruction and Student Learning - The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with colleagues to ensure instructional practices	Standard 4 may be the core of the Teacher Leader Standards. Truly understanding teaching and learning and being able to use that knowledge to assist teachers to grow personally and professionally is highly satisfying. Most teachers have been through the supervision process but typically they do not really understand how this process is designed to help them improve their instructional skills. Standard 4 is addressed through process of learning how to effectively supervise the instructional processes in their school and to utilize reflective practice to provide teachers the opportunity to grow professionally.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	are aligned to a shared vision, mission and goal.	
	4(a) Research-based curriculum, instruction, and assessment and their alignment with desired outcomes.	EDUC 7554 Innovative Instruction; EDUC 7572 Innovative Instruction 2.0; EDUC 7586 Assessment & Collaboration
	4(b) The Framework for Teaching, effective observation and strategies for providing instructional feedback.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	4(c) Role and use of critical reflection in improving professional practice.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	4(d) Recognizes, analyzes, and works toward improving the quality of colleagues' professional and instructional practices.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	4(e) Based upon the Framework for Teaching, has proof of proficiency in recognizing effective teaching and uses effective observation techniques to identify opportunities to improve curriculum, instruction, and assessment.	EDUC 7581 Instructional Supervision and Leadership
	4(f) Provides observational feedback that demonstrates the intent to improve curriculum, instruction, and assessment.	EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	4(g) Develops, leads and promotes a culture of self-reflection and reflective dialogue.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
Standard 5	Standard 5: Using Assessments and Data for School and District Improvement - The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.	Utilizing appropriate assessments and data to empower educators to improve instruction benefits the students and the school/district as a whole. Standard 5 is addressed throughout the program as candidates are required to gather and assess current data and use that information to look at other possible assessment strategies.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	5(a) Design and selection of suitable evaluation instruments and effective assessment practices for a range of purposes.	EDUC 7554 Innovative Instruction; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7572 Innovative Instruction 2.0; EDUC 7586 Assessment & Collaboration
	5(b) Use of formative and summative data to inform the continuous improvement process.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	5(c) Analysis and interpretation of data from multiple sources.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration
	5(d) Informs and facilitates colleagues' selection or design of suitable evaluation instruments to generate data that will inform instructional improvement.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7572 Innovative Instruction 2.0; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	5(e) Models use of formative and summative data to inform the continuous improvement process.	EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
	5(f) Informs and facilitates colleagues' interpretation of data and application of findings from multiple sources (e.g., standardized assessments, demographics and other).	EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration
Standard 6	Standard 6: Improving Outreach and Collaboration with Families and Community - The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.	Understanding that collaboration is more than just working with the other teachers in your grade level/department is imperative if teachers are to truly understand the needs of their students and how to meet those needs. Standard 6 is met through course activities and the practicum as candidates research the variety of needs of the students and how best to meet those needs.

Standards	Enhancement Standards Knowledge & Performance	Coursework
	6(a) Child development and conditions in the home, culture and community and their influence on educational processes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7548 Methods & Adaptations for Exceptional Learners
	6(b) Contextual considerations of the family, school, and community and their interaction with educational processes.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7549 IEPs & Transition
	6(c) Effective strategies for involvement of families and other stakeholders as part of a responsive culture	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7549 IEPs & Transition
	6(d) Develops colleagues' abilities to form effective relationships with families and other stakeholders.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum
	6(e) Recognizes, responds and adapts to contextual considerations to create effective interactions among families, communities, and schools.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum
	6(f) Improves educational outcomes by promoting effective interaction and involvement of teachers, families, and stakeholders in the educational process.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teacher as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
Standard 7	Standard 7: Advocating for Student Learning and the Profession - The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.	The educational policy process can be daunting as teachers try to understand the process at the local, state and national levels. Understanding how processes work will provide the candidate with information which will enable them to advocate with the teachers and other stakeholders for appropriate policies and programs. Standard 7 is met by the candidates gaining the understanding of quality educational programs and reviewing the funding process to enact those programs. During their practicum they will put that learning into practice as they work with educators and other constituents in advocating for the implementation of high quality programs.
	7(a) Effective identification and interpretation of data, research findings, and exemplary practices.	EDUC 7554 Innovative Instruction; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7572 Innovative Instruction 2.0; EDUC 7586 Assessment & Collaboration
	7(b) Alignment of opportunities with identified needs and how to synthesize information to support a proposal for educational improvement.	EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7581 Instructional Supervision and Leadership; EDUC 7586 Assessment & Collaboration

Standards	Enhancement Standards Knowledge & Performance	Coursework
	7(c) Local, state and national policy decisions and their influence on instruction.	EDUC 7581 Instructional Supervision and Leadership
	7(d) The process to impact policy and to advocate on behalf of students and the community.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	7(e) collaborate with Parents	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	7(e) Identifies and evaluates needs and opportunities.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7581 Instructional Supervision and Leadership
	7(f) Generates ideas to effectively address solutions/needs.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;
	7(g) Analyzes feasibility of potential solutions and relevant policy context.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum; EDUC 7556 Conceptual Statistics & Applications for Educators; EDUC 7586 Assessment & Collaboration
	7(h) Advocates effectively and responsibly to relevant audiences for realization of opportunities.	EDUC 7505 Teachers as Leaders; EDUC 7514 Teachers as Leaders Practicum;

Teacher Leader Portfolio Rubric

PORTFOLIO OVERVIEW: Students completing the Teacher Leader endorsement program at Northwest Nazarene University must compile and submit a program portfolio to their advisor prior to the granting of an Institutional Recommendation as evidence of proficiencies. The portfolio is rooted in the Idaho State Standards and the Educator values from the NNU Education Department's Conceptual Framework, Learner-Centered CORE: Called to Serve, Open to Change, Responsive to All, Empowered to Succeed. The primary goal of this portfolio is to assess whether students have met the criteria expected of a Graduate level NNU program and a teaching endorsement for the state of Idaho.

PORTFOLIO RUBRIC CUTSCORE: All areas must be met at proficient or above.

PORTFOLIO REQUIREMENTS:

PART 1: Transformative Education

The mission of NNU is the transformation of the whole person. Write a 2-3-page reflective introduction to your portfolio that speaks to your journey through your program and how your 'transformation' has equipped you to impact those around you in your profession in real ways. Specifically address your commitment to *diversity* and provide your future plans in your profession to provide equitable opportunity to all student populations. In addition, address how you will incorporate *technology* to enrich learning to promote student achievement.

- **CALLED TO SERVE**—Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do.
- **OPEN TO CHANGE**—Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills--innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice.
- **RESPONSIVE TO ALL**—Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students' backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families.
- **EMPOWERED TO SUCCEED**—Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields.

PART 2: Teacher Leader Standards

Your program and the courses you have taken at NNU are structured around the Teacher Leader standards. For each of the standards identify artifacts that you have acquired throughout your time at NNU which has a clear connection to the standard. Then write a justification with a clear rationale highlighting the connection and applying the artifacts to your future profession (Use APA elements when needed).

ALL PROGRAMS	Exemplary	Proficient	Developing	Unacceptable
PRESENTATION/ ORGANIZATION/ DIRECTIONS	Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point. Transformative Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded PLUS: There is an identifiable theme throughout the portfolio that ties the submission together	Presentation is Clear, Organized, and Creative. Evaluator has easy access to all material with only one document to download or entry point. Transformative Education is 2-3 pages AND Written Justification is no longer than one-page per standard. AND Artifacts are uploaded	Transformative Education is 2-3 pages OR Written Justification is no longer than one-page per standard. OR Artifacts are uploaded But not all three	Transformative Education is greater than 3 or less than 2 pages AND Written Justification is longer than one-page per standard. AND Artifacts are not uploaded per each standard
GRADUATE-LEVEL GRAMMAR & WRITING	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions. AND The portfolio shows evidence of revision and editing, without noticeable grammar, spelling, punctuation errors evident in the final product. AND Uses all necessary APA conventions of writing without error including intext citations when necessary and reference page.	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions, with errors. AND The portfolio shows evidence of revision and editing, with grammar, spelling, punctuation errors evident in the final product. AND Uses all necessary APA conventions of writing including intext citations when necessary and reference page with errors.	The program portfolio demonstrates graduate-level use of vocabulary, sentence structure, and writing transitions, with errors. OR The portfolio shows evidence of revision and editing, with grammar, spelling, punctuation errors evident in the final product. OR Uses all necessary APA conventions of writing including intext citations when necessary and reference page with errors. But not all three	The program portfolio does not demonstrate graduate-level writing AND The portfolio shows evidence of major grammar, spelling and punctuation errors. AND Does not appear to use APA conventions of writing.
Part 1: Transformative Education	A 2-3 page APA reflective introduction to the portfolio AND Commitment to Diversity AND Incorporated Technology AND THEN extends that transformation into how it will be applied in the profession.	A 2-3 page APA reflective introduction to the portfolio AND Commitment to Diversity AND Incorporated Technology	A 2-3 page APA reflective introduction to the portfolio OR Commitment to Diversity OR Incorporated Technology But not all three	An introduction to the portfolio that wasn't APA or less than 2 pages or more than 3. AND Did not identify and describe one of the NNU CORE Frameworks AND Did not reflect on how the program transformed the CORE area
Teacher Leader	**Exemplary**	**Proficient**	**Developing**	**Unacceptable**

Standard 1: Understanding Adults as Learners to Support Professional Learning Communities - *The teacher leader understands how adults acquire and apply knowledge and uses this information to promote a culture of shared accountability for school outcomes that maximizes teacher effectiveness, promotes collaboration, enlists colleagues to be part of a leadership team, and drives continuous improvement in instruction and student learning.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 2: Accessing and Using Research to Improve Practice and Student Achievement - *The teacher leader understands how educational research is used to create new knowledge, promote specific policies and practices, improve instructional practice and make inquiry a critical component in teacher learning and school redesign; and uses this knowledge to model and*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

facilitate colleagues' use of appropriate research-based strategies and data-driven action plans.				
Standard 3: Promoting Professional Learning for Continuous Improvement - *The teacher leader understands the constantly evolving nature of teaching and learning, new and emerging technologies and changing community demographics; and uses this knowledge to promote and facilitate structured and job-embedded professional learning initiatives aligned to school improvement goals.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 4: Facilitating Improvements in Instruction and Student Learning - *The teacher leader demonstrates a deep understanding of the teaching and learning process and uses this knowledge to advance the professional skills of colleagues by being a continuous learner, modeling reflective practice based on student results, and working collaboratively with*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

colleagues to ensure instructional practices are aligned to a shared vision, mission and goal.				
Standard 5: Using Assessments and Data for School and District Improvement - *The teacher leader is knowledgeable about current research on assessment methods, designing and/or selecting effective formative and summative assessment practices and use of assessment data to make informed decisions that improve student learning; and uses this knowledge to promote appropriate strategies that support continuous and sustainable organizational improvement.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.
Standard 6: Improving Outreach and Collaboration with Families and Community - *The teacher leader understands that families, cultures and communities have a significant impact on educational processes and student achievement and uses this*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

knowledge to promote frequent and more effective outreach with families, community members, business and community leaders and other stakeholders in the education system.				
Standard 7: Advocating for Student Learning and the Profession *- The teacher leader understands how educational policy is made at the local, state and national level as well as the roles of school leaders, boards of education, legislators and other stakeholders in formulating those policies; and uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning and to serve as an individual of influence and respect within the school, community and profession.*	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession. AND Then extends that artifact into an application for the future profession of the individual.	The artifact(s) demonstrates evidence for the standard. AND The written justification connects the artifact to the profession.	The artifact(s) demonstrates evidence for the standard. OR The written justification connects the artifact to the profession. But not both	The artifact(s) does not demonstrate evidence for the standard AND The written justification does not connect the artifact to the profession.

SUBMISSION/FINALIZATION: The academic portfolio is a requirement for completion of NNU's Credential/Endorsement programs. **Students will not be cleared for graduation/Institutional Recommendations until all standards and program requirements are at Proficient or above are met.** Program portfolios not received by deadline will not be considered until the following graduation term. It is the student's responsibility to complete, submit, and pass the portfolio—and thus, students are encouraged to communicate promptly and clearly with their advisors.

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.

IDAPA 08.02.02 Teacher Leader – Special Education
15. Teacher Leader. Teacher leaders provide technical assistance to teachers and other staff in the local education agency with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs.
…
d. Teacher Leader – Special Education – Eligibility for Endorsement. To be eligible for a Teacher Leader – Special Education endorsement on the Standard Instructional Certificate, a candidate must have satisfied the following requirements: (4-11-19)

i. Education Requirements: Hold a Standard Instructional Certificate endorsed Generalist K-12, K-8, or 5-9 and have demonstrated content competencies in the following areas: assessment of learning behaviors; individualization of instructional programs based on educational diagnosis; behavioral and/or classroom management techniques; program implementation and supervision; use of current methods, materials, and resources available and management and operation of special education management platforms; identification and utilization of community or agency resources and support services; counseling, guidance, and management of professional staff; and special education law, including case law. (4-11-19)

ii. Experience: Completion of a minimum of three (3) years' full-time certificated experience, at least two (2) years of which must be in a special education classroom setting, while under contract in an accredited school setting. (4-11-19)

iii. Provides verification of completion of a state-approved program of at least twenty (20) post baccalaureate semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include ninety (90) supervised contact hours to include a combination of face-to-face and field-based professional development activities and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards.

Teacher Leader – Special Education Endorsement Program Overview

The Teacher Leader – Special Education program is designed to assist currently certified special education teachers in acquiring the skills needed to appropriately perform the responsibilities outlined in IDAPA 08.02.02.15.d.i-iii and the Teacher Leader Standards. It is a fully online program which includes at least ninety (90) hours of supervised contact hours which includes a combination of face-to-face and field-based professional development activities for individuals and groups and evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards. Prior to admittance to the program, the Program Director will review the candidate's certification/endorsements as well as their previous

post-baccalaureate coursework. The Program Director will then develop a specific program plan for the candidate based on the Teacher Leader – Special Education requirements.

This program will be accredited through the Idaho State Department of Education and our national accreditation through the Council for the Accreditation of Educator Preparation (CAEP). These are standard accreditation procedures which the College of Education has completed for all previous certification and endorsement programs. A substantive review has been filed with the Northwest Commission on Colleges and Universities (NWCCU) and has been approved.

The candidate will submit the appropriate paperwork and fees to the Idaho State Department of Education to obtain the appropriate endorsement(s) in Idaho. Every Teacher Leader – Special Education candidate will be registered for the approved accreditation and assessment software during EDUC8000 Orientation: Graduate Education.

Student Learning Outcomes/Assessment Plan

The State of Idaho has established the expected standards for anyone obtaining a Teacher Leader - Special Education endorsement. These standards provide the student learning outcomes framework the program.

At the end of the program each candidate will complete a Teacher Leader - Special Education Standards Portfolio Binder. In the portfolio, the candidate will submit artifacts for each of the standards. Each artifact will be accompanied by a rationale for that artifact explaining why the artifact demonstrates mastery of the standard. The portfolio will be evaluated by the Teacher Leader – Special Education Program Director and any other individuals they may appoint.

Besides the Standards Portfolio Binder, each candidate will have to complete a minimum ninety (90) hour supervised practicum. During the practicum the candidate will work with individual(s) in assessing their needs and developing an assistance plan. Candidates will also participate in the development/implementation of a professional development activity for a group of educators. Each candidate will be supervised by both university personnel and school district personnel. Disposition evaluations are also completed on all candidates throughout the practicum and program. Successful completion of the practicum is required for all candidates in the program.

Teacher Leader – Special Education Program Course Descriptions

EDUC8000 Graduate Education Orientation (0)
This required, online orientation course provides students with an overview of all Graduate Education Programs at NNU. It includes policies, procedures, and expectations of the Graduate Education Department, as well as introduces students to NNU campus departments with which they will be interacting throughout their program. Students will learn how to access library and other campus resources. They will also learn how to utilize the course management software used to deliver online courses and complete NNU requirements, as well as experience success as online learners. Grade of pass/fail.

EDUC7505 Teachers as Leaders (3)
Students will learn about the correlations between an effective school and their role as agents of change in school improvement. A variety of instructional leadership roles in the field of education will be explored. Additional topics include the components of effective professional development and strategies for instructional coaching.

EDUC7536 Mental Health and Trauma Informed Care (3)
In this course, participants will gain an understanding of the impact trauma and mental health issues can have on the classroom. Participants will learn how to create trauma-sensitive classrooms which meet the needs of their students by educating the whole child.

EDUC7538 Methods in Behavioral Intervention and Treatment (3)
This course offers an in-depth look at the philosophy, concepts, and principles of applied behavior analysis. Participants will gain a better understanding of functional behavior assessment, analysis, and interventions for academic and behavior problems. Coursework covers functional behavior assessments, behavior interventions, data-based decisions about intervention effectiveness, positive behavioral supports and ethical standards for practice.

EDUC7548 Methods and Adaptations for Exceptional Learners (3)
Design effective instructional strategies and adapt and implement curricula for students with Severe/Profound to Gifted exceptionalities. Strategies learned are appropriate for inclusive and pullout programs at both the elementary and secondary levels. Content includes methods for teaching language arts, mathematics, and content specific courses.

EDUC7549 IEPs and Transition (3)
Design, implement, and manage Individual Educational Programs (IEP's), Pre K- 21, which includes designing and managing transitional programs. As part of transition planning, identify resources agencies, and use these outside resources to collaborate and strengthen program planning for students.

EDUC7556 Conceptual Statistics and Applications for Educators (3)
An introduction to statistical approaches to making decisions in K-12 schools. This course introduces students to descriptive and inferential statistics commonly used in education. The primary objective of the course is to understand how to read and find meaning in statistics as well as to use statistics for the purposes of self-guided research. No previous course work in statistics is assumed.

EDUC7576 Special Education Law (3)
Understand the legal complexities involved in identifying and providing education services to students with special needs, while ensuring compliance with federal and state guidelines. Emphasis will be on how case law has affected the development of both IDEA and Idaho State requirements.

EDUC7581 Instructional Supervision and Leadership (3)
A discussion of the educator as an instructional leader and supervisory systems the leader can implement to improve instruction.

EDUC7586 Assessment and Collaboration (3)
Research, select, choose and administer assessment procedures/protocols, and collaborate with teachers, administrators, and parents. Analyze and

assess data to determine special education eligibility, necessary services, and supports, and intervention methods that would be most effective. Includes norm-referenced, criterion-referenced, curriculum-based assessments. Strategies for providing indirect services to students with exceptionalities by working effectively with other service providers for effective interventions will be included.

EDUC 7514 Teachers as Leaders Practicum (1)
This school-based practicum requires at least ninety (90) supervised contact hours to include facilitation of both individual and group professional development activities.

EDUC 7514B Teacher Leader Portfolio Binder (0-1)
A portfolio binder will be submitted as evidence of the experiences during the internship. Grade of pass/fail. Course is zero (0) credits when taken in the last semester of the program. Course can be completed for one (1) credit per semester until requirements for the endorsement are successfully achieved.

Education Department Conceptual Framework--Learner-Centered CORE

The following themes form the conceptual framework for NNU's Education program and are embraced and modeled within the content of the course.

Called to Serve—Educators prepared at Northwest Nazarene University view their profession as not just a job but rather as a ministry that requires the full engagement of heart, mind, and soul. They have accepted the call to transform the lives of students through teaching, leading, mentoring, and relationship building. They keep what is best for the student at the center of all they do. (Service)

Open to Change—Educators prepared at Northwest Nazarene University value learning and demonstrate a breadth of knowledge and an inquiry-based habit of mind. As lifelong learners, they continually update their knowledge and skills--innovating with the latest technology and seeking ways to improve education. They question educational assumptions and use current research to stimulate reflection and to inform practice. (Transformation)

Responsive to All—Educators prepared at Northwest Nazarene University are committed to the academic, social, and emotional growth of all students with focused attention on those with diverse needs. They believe that all students can learn. They understand students' backgrounds and make connections through meaningful relationships and community building. Educators prepared at NNU play critical roles in promoting democratic values. They examine and challenge social inequities in schools and communities, facilitating equal voice and equal access for all students and parents. They understand the historical and philosophical purposes of schools and the legal and societal influences impacting youth and families. (Community)

Empowered to Succeed—Educators prepared at Northwest Nazarene University are highly skilled in promoting student achievement, using data to guide practice and incorporating technology to enrich learning. Adept at working with parents and responding to students, they apply theories, strategies, frameworks, and research to challenge, to interest, to accommodate, and to assess a diverse student population. Educators prepared at NNU demonstrate management expertise that stimulates growth and creates a safe and positive learning environment. They are recognized as experts in their fields. (Truth)

NORTHWEST NAZARENE UNIVERSITY

TEACHER LEADER – SPECIAL EDUCATION

COURSE LIST:

(Without a master's degree in Exceptional Child or Building Administration with at least 3 years of teaching experience and 2 of those years teaching in Special Education)

EDUC 8000 Orientation	0 credits
EDUC 7505 Teachers as Leaders	3 credits
EDUC 7514 Teachers as Leaders Practicum	1 credit
EDUC 7514B Instructional Leadership Portfolio Binder	0 credits
EDUC 7536 Mental Health & Trauma Informed Care	3 credits
EDUC 7538 Methods in Behavioral Intervention & Treatment	3 credits
EDUC 7548 Methods & Adaptations for Exceptional Learners	3 credits
EDUC 7549 IEPs & Transition	3 credits
EDUC 7556 Conceptual Statistics & Applications for Educators	3 credits
EDUC 7576 Special Education Law	3 credits
EDUC 7581 Instructional Supervision and Leadership	3 credits
EDUC 7586 Assessment & Collaboration	3 credits
	28 credits

(with a master's degree in Exceptional Child or Building Administration with at least 3 years of teaching experience and 2 of those years teaching in Special Education)

EDUC 8000 Orientation	0 credits
EDUC 7505 Teachers as Leaders	3 credits
EDUC 7514 Teachers as Leaders Practicum	1 credit
EDUC 7514B Teacher Leader Portfolio Binder	0 credits
EDUC 7536 Mental Health & Trauma Informed Care	3 credits
EDUC 7538 Methods in Behavioral Intervention & Treatment	3 credits
EDUC 7548 Methods & Adaptations for Exceptional Learners	3 credits

EDUC 7549 IEPs and Transition	3 credits
EDUC 7556 Conceptual Statistics & Applications for Educators	3 credits
EDUC 7581 Instructional Supervision & Leadership	3 credits
EDUC 7586 Assessment & Collaboration	3 credits
	25 credits

Signature of College Chair/Director/Dean	Heidi Curtis	**Date**	5-28-2021
Signature of Graduate Chair/Director/Dean, or other official (if applicable)	Lori Smith	**Date**	5-28-2021

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

CONSENT- SDE
TAB 15 Page 21
CONSENT
AUGUST 25, 2021
ATTACHMENT 2