

**CONSENT  
JUNE 14, 2022**

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| <b>TAB</b> | <b>DESCRIPTION</b>  | <b>ACTION</b> |
|------------|---|---------------|
| 1          | <b>BAHR – BOISE STATE UNIVERSITY - STUDENT HEALTH INSURANCE PROGRAM (SHIP) RELATION AGREEMENT</b>                             | Action Item   |
| 2          | <b>BAHR – BOISE STATE UNIVERSITY – EVENT SECURITY SERVICES AGREEMENT</b>  | Action Item   |
| 3          | <b>BAHR – BOISE STATE UNIVERSITY – ALBERTSONS STADIUM VIDEO BOARD APPROVAL AGREEMENT</b>                                      | Action Item   |
| 4          | <b>BAHR –UNIVERSITY OF IDAHO – IDAHO WATER CENTER OPERATIING AGREEMENT – SECOND AMENDMENT</b>                                 | Action Item   |
| 5          | <b>BAHR –UNIVERSITY OF IDAHO – CLASSIFICATION AND APPOINTMENT OF UNIVERSITY POSITIONS POLICY AMENDMENTS</b>                   | Action Item   |
| 6          | <b>BAHR – LEWIS-CLARK STATE COLLEGE – CLEARWATER HALL FIRST FLOOR BUILD OUT PROJECT</b>                                       | Action Item   |
| 7          | <b>BAHR – LEWIS-CLARK STATE COLLEGE – NEW POSITION - VICE PRESIDENT OF INSTITUTIONAL RESEARCH, EFFECTIVENESS AND PLANNING</b> | Action Item   |
| 8          | <b>IRSA – UNIVERSITY OF IDAHO – ONLINE BACHELOR OF BUSINESS ADMINISTRATION</b>  | Action Item   |
| 9          | <b>PPGA – DATA MANAGEMENT COUNCIL APPOINTS</b>  | Action Item   |

**CONSENT  
JUNE 14, 2022**

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| <b>TAB</b> | <b>DESCRIPTION</b>  | <b>ACTION</b> |
|------------|---|---------------|
| 10         | PPGA – ACCOUNTABILITY OVERSIGHT COMMITTEE APPOINTMENTS  | Action Item   |
| 11         | PPGA – STATE REHABILITATION COUNCIL APPOINTMENTS  | Action Item   |
| 12         | SDE – TRANSPORTATION FUNDIN – 103% CAP WAIVER   | Action Item   |
| 13         | SDE – EMERGENCY PROVISIONAL CERTIFICATES  | Action Item   |
| 14         | SDE – PROFESSIONAL STANDARDS COMMISSION APPOINTMENTS  | Action Item   |
| 15         | SDE – PROFESSIONAL STANDARDS COMMISSION – LEWIS-CLARK STATE COLLEGE – EDUCATOR PREPARATION PROGRAM REVIEW           | Action Item   |
| 16         | SDE – PROFESSIONAL STANDARDS COMMISSION – ADOPTION OF PRAXIS II TESTS AND QUALIFYING SCORES FOR CONTENT ASSESSMENTS | Action Item   |

**BOARD ACTION**

I move to approve the consent agenda.

**CONSENT**  
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**BOISE STATE UNIVERSITY**

**SUBJECT**

Student Health Insurance Contract between Boise State University and Relation Insurance Services Services-Education Inc.

**REFERENCE**

|            |  |
|------------|--|
| April 2010 | The Idaho State Board of Education (Board) approved a contract with Relation Insurance Services-Education Inc. (formerly known as Ascension) for student health insurance. |
| June 2020  | The Board approved an extension of a contract with Relation Insurance Services to provide student health insurance services.   |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.3.a. and III.P.14

**BACKGROUND/DISCUSSION**

In July 2009, the Idaho State Division of Purchasing issued a Request for Proposals (RFP) for a contract for student health insurance available to all of the higher education institutions. After the Board approved the contract in April 2010, the company that is now Relation Insurance Services-Education Inc. was awarded the contract for three years plus seven one-year renewal options.

After the Board's policy change in response to the implementation of the Affordable Care Act, Boise State University (BSU) re-evaluated its student medical insurance needs and elected to continue to provide a voluntary student health insurance plan, graduate assistant insurance, international student insurance (for students studying in the U.S.) and secondary insurance for intercollegiate athletes. BSU requires that coverage per Board Policy III.P.14.b. The Board approved a contract extension for one year with an option for an additional year, which extended the agreement through July 2022.

BSU is preparing a formal RFP for these services scheduled to post Summer 2022. Following the RFP process, the prevailing vendor's contract will be submitted to the Board in late 2022. The anticipated new contract's term would then commence July 31, 2023.

BSU has been in consultation with the University of Idaho, Lewis-Clark State College, and Idaho State University regarding a future joint purchasing effort for student health insurance.

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**IMPACT**

The program in place has been working well since 2009. Extending the existing program through July 31, 2023 provides continuity and care to students, while BSU pursues a formal bidding process for services that will continue to meet student needs.

The estimated annual expenses are provided below. BSU does not anticipate the total to exceed \$2.5 million.

|  |                 |
|--|-----------------|
| Graduate assistant insurance               | \$1,835,050     |
| International student insurance            | \$378,000       |
| <u>Self-funded insurance for athletics</u> | <u>\$50,000</u> |
| Estimated total                            | \$2,263,050     |

**ATTACHMENTS**

Attachment 1 – Contract Extension

Attachment 2 – Letter of Acceptance for International Student Insurance

Attachment 3 – Letter of Acceptance for Graduate Assistant Insurance

**STAFF COMMENTS AND RECOMMENDATIONS**

This action allows Boise State University to continue with its current student health insurance contract while examining other potential options through the Request for Proposals process. The other four-year institutions are not at a point of change in their student health insurance contracts, but the institutions will work together to determine if it is in their best interest to work on future student health insurance contract procurement processes together.

Staff recommends approval.

**BOARD ACTION**

I move to approve Boise State University's request to extend the student health insurance contract with Relation Insurance Services-Education Inc. for one year and to delegate authority to the president to execute any applicable agreements in accordance with the information provided herein.

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



## PURCHASE AGREEMENT ADDENDUM - No. 2

This Purchase Agreement Addendum (the “**Purchase Agreement**”) is dated effective as of the date of the last signature by a party hereto, and is by and between Relation Insurance Services – Education, Inc. (“**Relation**” or “**Company**”) and Boise State University (“**University**” and together with Company, the “**Parties**”) for the purchase of certain insurance services set forth on the attached proposals, letters of acceptance and/or quotes, as selected by the University (collectively, the “**Quote**”).

WHEREAS, Company and the State of Idaho are parties to that certain State Contract No. CPO02267, effective April 26, 2010, as amended to date (the “**State Contract**”), which State Contract benefitted the University, among other public agencies; and

WHEREAS, the Parties wish to continue to utilize the already negotiated and agreed upon terms and conditions set forth in the State Contract to govern Parties’ relationship and the provision of those services set forth in the Quote for one (1) additional contract year term.

NOW THEREFORE, the Parties agree as follows:

1. **Terms and Conditions.** The Parties elect to apply all terms and conditions of the State Contract to the Quote, and incorporate the same herein by this reference, except as modified herein and except to the extent any such terms and conditions conflict with the applicable Idaho law.
2. **Scope.** The scope of this Purchase Agreement covers only the services set forth in the Quote. This Purchase Agreement is exclusively for the benefit of the University, and not any other parties to, or parties benefitted by, the State Contract. The University shall place orders under this Purchase Agreement, as specified in the Quote or any future quote entered into hereunder between the Parties and referencing this Purchase Agreement, responsible independently from other public agencies of the State of Idaho for following the terms and conditions hereof.
3. **No Public Funds For Abortion.** Except to the extent this Agreement is a contract or commercial transaction that is subject to a federal law related to Medicaid or a contract with a hospital as defined in Idaho Code, Section 39-1301, Company represents it is not an abortion provider or an affiliate of an abortion provider, as those terms are used in Idaho Code Section 18-8703. In addition, except to the extent this Agreement is a contract or commercial transaction that is subject to a federal law related to Medicaid or a contract with a hospital as defined in Idaho Code, Section 39-1301, the Parties agree that no funds provided hereunder shall be used in any way to provide, perform or induce an abortion; to assist in the provision or performance of an abortion; to promote abortion; counsel in favor of abortion; refer for abortion; or provide facilities for abortion or training to provide or perform abortion, other than as permitted by Idaho Code Section 18-8705.
4. **Anti-Boycott Clause.** Company hereby certifies that it is not currently engaged in, and will not for the duration of the Agreement, as amended from time to time, engage in, a boycott of goods or services from Israel or territories under its control.
5. **Term.** The Term of this Purchase Agreement shall be from August 1, 2022 through July 31, 2023.
6. **Amendments.** Amendments to this Purchase Agreement, including the terms and conditions of the State Contract incorporated by reference herein, shall be made in writing, signed by each of the Parties.
7. **Governing Law.** This Purchase Agreement shall be governed by and construed in accordance with the laws of the State of Idaho, without regard for its conflict of laws principles. Any action to enforce the provisions of this Purchase Agreement shall be brought in state district court in Ada County, Idaho. In the event any terms of this Purchase Agreement are held to be invalid or unenforceable by a court, the remaining terms of this Purchase Agreement shall remain in full force and effect.
8. **Precedence.** In the event of any inconsistency, unless otherwise provided herein, such inconsistency shall be resolved by giving precedence in the following order: (i) this Purchase Agreement; (ii) the State Contract; (iii) the Quote.
9. **Entire Agreement.** This Purchase Agreement, including the Quote and the State Contract, which is comprised of the solicitation, the vendor’s response, and the award documentation, sets forth the entire agreement between the Parties. These documents shall be read to be consistent and complimentary, and in accordance with the order of precedence set forth in Section 6 above.

By signing below, each party represents and warrants they have authority to bind Company and University, respectively, to the Purchase Agreement.

**Relation Insurance Services -  
Education Inc.**

**Boise State University**

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_

By: \_\_\_\_\_  
Name: \_\_\_\_\_  
Title: \_\_\_\_\_  
Date: \_\_\_\_\_



## 2022 - 2023 Letter of Acceptance

### Boise State University - Grad Assistant Boise, ID

#### GENERAL INFORMATION

|                             |   |
|-----------------------------|---|
| <b>Carrier</b>              | Wellfleet Insurance Company             |
| <b>School</b>               | Boise State University - Grad Assistant |
| <b>Street</b>               | 1910 University Drive                   |
| <b>City, State, Zip</b>     | Boise, ID, 83725                        |
| <b>Claims Administrator</b> | Wellfleet Group, LLC                    |
| <b>Agent</b>                | Relation Insurance Services             |

#### EFFECTIVE DATES

|                          |                        |
|--------------------------|------------------------|
| <b>Policy Start Date</b> | Monday, August 1, 2022 |
| <b>Policy End Date</b>   | Monday, July 31, 2023  |

#### ELIGIBILITY AND ENROLLMENT

| <b><u>Class</u></b> | <b><u>Enrollment Method</u></b> | <b><u>Credit Hour Requirement</u></b> |
|---------------------|---------------------------------|---------------------------------------|
| Graduate Assistants | Mandatory                       | 1+                                    |
| Dependents          | Not Eligible                    | N/A                                   |

#### ADMINISTRATIVE AND PLAN CHANGES

1. No Plan Changes.

**Please Note:** This quotation is contingent upon Department of Insurance approval of Wellfleet Insurance Company's updated filing. Coverage cannot be bound until the filing is approved. We reserve the right to update the quote based upon feedback from the appropriate regulatory agencies.

(800) 633-7867 | P.O. BOX 15369, SPRINGFIELD, MA 01115 | STUDENTINSURANCE.COM

**WELLFLEET AND THE BROKER WILL BE RESPONSIBLE FOR:**

- Member Advocacy
- Student Orientations
- Enrollment/Waiver Administration
- Customer Service
- Issuing ID Cards
- Plan Reviews
- On-Site Consultations
- Processing Claims
- Brochure Development

*Please note that our quote is based upon information that we know of today. We reserve the right to adjust or amend premiums if legislative, judicial and/or regulatory requirements materially impact or change the scope of our services or responsibilities. Recently, the federal government through Health and Human Services (HHS), the Department of Labor, and the I.R.S. have been providing additional guidance on a variety of issues related to the Affordable Care Act. Key pieces of guidance revolve around various taxes and assessments on health insurers. If additional taxes or assessments are levied, we may have to provide you with an updated quote that includes these taxes or assessments.*

*We agree to provide written notice of any adjustment or amendment to premium thirty (30) days prior to the change taking effect, unless otherwise mutually agreed upon in writing by the Parties. If the Parties are unable to agree upon the fees and/or performance guarantees, in good faith, within the thirty (30) day period, either Party may terminate this Agreement thirty (30) days from the day written notice of termination is received.*

*Note: Under the ACA States retain the ability to mandate benefits beyond those established by the federal mandate. For additional detail regarding Essential Health Benefit provisions for a Student Health Insurance Plan in any given state, please feel free to review that state specific information at: <http://www.cms.gov/CCIIO/Resources/Data-Resources/ehb.html>*

**CONFORMITY WITH STATE STATUTES**

We reserve the right to update the proposal to comply with state or federal requirements, and/or to address feedback from regulatory agencies. Any provision of this policy which, on its Effective Date, is in conflict with the statutes of the state in which it is issued or in which the Insured resides, is hereby amended to conform to minimum requirements of such statutes.

This quotation is contingent upon Department of Insurance approval of Wellfleet Insurance Company's updated filing. Coverage cannot be bound until the filing is approved.

## Broker Administration Agreement

**School:** Boise State University - Grad Assistant

**Broker:** Relation Insurance Services

### OPTION 1 - CURRENT

**Broker Administration:** 5.00%

Annual \$187

Continuation Plan \$94

**Plan Premium:** \$3,558

**Total Rate:**

Annual \$3,745

Continuation Plan \$1,873

\_\_\_\_\_  
Signature of College / University Rep.

\_\_\_\_\_  
Signature of Agent

\_\_\_\_\_  
Print Name & Job Title

\_\_\_\_\_  
Print Name & Job Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

**Please indicate any school administrative fees below:**

Annual

Continuation Plan

*The signatories to this Broker Administration Agreement acknowledge that the Broker represents the School and is compensated by the School for services performed in relation to the Application, the underlying Student Health Policy (SHIP) and the administration of the SHIP. The signatories acknowledge this compensation may be subject to Technical Guidance 015-0001 (May 27, 2015) issued by the U.S. Center for Consumer Information & Insurance Oversight.*



# 2022 - 2023 Letter of Acceptance

Boise State University - Grad Assistant

OPTION 1 - CURRENT

AV: 80.18%

**RATES (Net of Broker Admin Fees)**

| Term              | Start Date      | End Date  | Premium |
|-------------------|-----------------|-----------|---------|
| Annual            | 8/1/2022        | 7/31/2023 | \$3,745 |
| Continuation Plan | 3-month Maximum |           | \$1,873 |

**BENEFITS**

|   | <u>In-Network</u>  | <u>Out-of-Network</u> |                                  |
|---|--|-----------------------|----------------------------------|
| <b>Plan Maximum</b>                               | Unlimited  | Unlimited             |                                  |
| <b>Deductible</b>                                 | \$1,250 Ind  | \$2,500 Ind           |                                  |
| <b>Out-of-Pocket Maximum</b>                      | \$4,500 Ind  | \$9,000 Ind           |                                  |
| <b>Coinsurance</b>                                | 80% of NC*   | 60% of U&C**          | *NC - Negotiated Charge          |
| <b>Office Visit Copay</b>                         | 80% of NC  | 60% of U&C            | **U&C - Usual & Customary Charge |
| <b>ER Copay</b>                                   | \$100 then 80%   | \$100 then 80%        |                                  |
| <b>Rx Copays</b>                                  | \$25/\$45/\$75/\$75  | \$25/\$45/\$75/\$75   |                                  |
| <b>Student Health Center</b>                      | 100% of NC   |                       |                                  |
| <b>Preventive / Wellness</b>                      | 100% of NC   | 60% of U&C            |                                  |
| <b>AD&amp;D</b>                                   | \$10,000   |                       |                                  |
| <b>Dental Benefit</b>                             | Preventive Coverage Only, 100% of U&C. 2 cleanings every 12 months |                       |                                  |
| <b>Continuation Plan</b>                          | 3-month maximum  |                       |                                  |
| <b>Extension of Benefits</b>                      | 90 days or date of discharge                                       |                       |                                  |
| Plan includes Pre-certification and Step Therapy. |  |                       |                                  |
| <b>Dependent Coverage?</b>                        | Not Available  |                       |                                  |
| <b>Claim Advocate Fee</b>                         | 1.50%  |                       |                                  |
| <b>PPO</b>  | Cigna PPO  |                       |                                  |
| <b>PBM</b>  | Wellfleet Rx/ESI   |                       |                                  |
| <b>Travel Assistance</b>                          | TravelGuard  |                       |                                  |

**Well Plus:** Includes Care Connect our 24/7 Student BH line; 24/7 Nurse-line; \$0 copay pre-natal vitamins; and Clinical Support☐ Does your plan include early arrivals. If so, please describe the dates and class of students: \_\_\_\_\_☐ Does your plan claim a Religious Exemption from any state or federal health benefit mandate?

LOA Release Date:

4/22/2022

LOA Expiration Date:

5/7/2022

Please confirm your acceptance of this quotation by indicating the plan of choice and returning this signed and dated form to an authorized Wellfleet representative.

\_\_\_\_\_  
Signature of College / University Representative\_\_\_\_\_  
Signature of agent\_\_\_\_\_  
Print Name & Job Title\_\_\_\_\_  
Print Name & Job Title\_\_\_\_\_  
Date\_\_\_\_\_  
Date

## [2022-2023] Letter of Acceptance (LOA)



|                         |                          |
|-------------------------|--------------------------|
| <b>School Name</b>      | Boise State University   |
| <b>Plan Type</b>        | International Only       |
| <b>Mailing Address</b>  | 1910 University Drive, , |
| <b>City, State, Zip</b> | Boise, ID 83725          |

## POLICY INFORMATION

|                              |   |
|------------------------------|---|
| <b>Carrier / Underwriter</b> | Crum & Forster Segregated Portfolio Co. |
| <b>Policy Number</b>         | CC005146                                |
| <b>Policy Start Date</b>     | 8/1/2022 0:01                           |
| <b>Policy End Date</b>       | 7/31/2023 23:59                         |
| <b>Metal Level</b>           | N/A                                     |
| <b>Actuarial Value</b>       | N/A                                     |

## ELIGIBILITY AND ENROLLMENT

| <b>Class</b>                        | <b>Enrollment Requirement</b> | <b>Credit Hour Requirement</b> |
|-------------------------------------|-------------------------------|--------------------------------|
| Children                            | Voluntary                     |                                |
| Domestic Partner                    | Voluntary                     |                                |
| International Graduate Student      | Mandatory                     |                                |
| International Undergraduate Student | Mandatory                     |                                |
| Scholars                            | Voluntary                     |                                |
| Spouse                              | Voluntary                     |                                |

| PLAN INFORMATION                        |                    |                          |                                    |
|---|--------------------|--------------------------|------------------------------------|
| PPO Network                             |                    | First Health Network     |                                    |
| Pharmacy Benefit Manager (PBM)          |                    | Express Scripts (ACI)    |                                    |
| Pre-Cert Required                       |                    | N/A                      |                                    |
| Pre-Cert Company                        |                    |                          |                                    |
| Is Continuation Coverage Offered?       |                    | No                       |                                    |
| If yes, Term of Coverage                |                    |                          |                                    |
| Involuntary Loss of Coverage Provision? |                    | Yes                      |                                    |
| If yes, ILC Coverage proration term:    |                    | Yes                      |                                    |
| Extension of Benefits                   |                    | 31 days                  |                                    |
| Scope of Coverage                       |                    | Coordination of Benefits |                                    |
| BENEFIT INFORMATION                     |                    |                          |                                    |
| Benefit Description                     | Network Type       | Benefit                  | Additional Details                 |
| Coinsurance                             | In-Network         | 90% (100% @ SHC)         | PA: PPO/Preferred Allowance        |
| Coinsurance                             | Out-of-Network     | 70%                      | URC: Usual, Reasonable & Customary |
| Deductible                              | Combined (INN/OON) | \$200 (\$0 @ SHC)        | per policy year                    |
| ER Coinsurance                          | In-Network         | 90%                      | PA: PPO/Preferred Allowance        |
| ER Coinsurance                          | Out-of-Network     | 70%                      | URC: Usual, Reasonable & Customary |
| ER Copay                                | In-Network         | \$200                    | Waived if admitted to hospital     |
| ER Copay                                | Out-of-Network     | \$0                      | None (Coinsurance applies)         |
| Hospital Copay                          | In-Network         | \$100                    | per visit/occurrence               |
| Hospital Copay                          | Out-of-Network     | \$0                      | None (Coinsurance applies)         |
| Maximum Per Injury or Sickness Benefit  | Combined (INN/OON) | \$250,000                | per policy year                    |



|  |                    |                     |                            |
|--|--------------------|---------------------|----------------------------|
| Office Visit Copay                           | In-Network         | \$25 (Waived @ SHC) | per visit/occurrence       |
| Office Visit Copay                           | Out-of-Network     | \$0                 | None (Coinsurance applies) |
| Out-of-Pocket Maximum (per person)           | Combined (INN/OON) | \$5,000             | per policy year            |
| Rx Copay - generic                           | Combined (INN/OON) | \$15                | per 30-day supply          |
| Rx Copay - non-formulary/non-preferred brand | Combined (INN/OON) | \$50                | per 30-day supply          |
| Rx Copay - preferred brand                   | Combined (INN/OON) | \$50                | per 30-day supply          |
| Rx Copay - specialty                         | Combined (INN/OON) | 50%                 | Actual Charges             |
| Specialist Visit Copay                       | In-Network         | \$25                | per visit/occurrence       |
| Specialist Visit Copay                       | Out-of-Network     | \$0                 | None (Coinsurance applies) |
| Urgent Care Copay                            | In-Network         | \$25                | per visit/occurrence       |
| Urgent Care Copay                            | Out-of-Network     | \$0                 | None (Coinsurance applies) |

*Deductible and/or coinsurance may be required in addition to copayments. Please see the Plan Summary for details*

| Additional Benefit Name           | Benefit                 | Additional Description                               |
|-----------------------------------|-------------------------|--|
| AD&D Primary Benefit              | \$10,000                | 365 Days   |
| Emergency Medical Reunion Benefit | \$1,500                 | 100% of Actual Expense                               |
| Medical Evacuation Benefit Max    | 100% of Actual Expense  |  |
| Pre-Existing Conditions & Period  | \$2,500 (6 Mos waiting) | Doesn't apply at SHC                                 |
| Repatriation Benefit Max          | 100% of Actual Expense  |  |
| Trip Delay Benefit (Quarantine)   | Up to \$1,500 maximum   | \$100 maximum per day, 15 day maximum, 12 hour delay |

|                          |  |                                 |  |
|--------------------------|--|---------------------------------|--|
| <b>Travel Assistance</b> | SES - Fee for Service (Included in Policy) |                                 |  |
| <b>Telemedicine</b>      |  | <b>Mental/Behavioral Health</b> |  |

|                   |  |                            |  |
|-------------------|--|----------------------------|--|
| Nurseline         |  | Student Assistance Program |  |
| Dental            |  | Vision                     |  |
| Maternity Program |  | Fitness Help               |  |

#### RATES AND TERM DATES

| Plan Term     | Description | Class of | Start Date | End Date   | Eligible Rate Group | Gross Total     |
|---------------|-------------|----------|------------|------------|---------------------|-----------------|
| Spring        |             |          | 1/1/2023   | 5/31/2023  | Student             | \$0.00          |
| Spring        |             |          | 1/1/2023   | 5/31/2023  | Spouse / Domestic   | \$0.00          |
| Spring        |             |          | 1/1/2023   | 5/31/2023  | Each Child          | \$0.00          |
| Spring/Summer |             |          | 1/1/2023   | 7/31/2023  | Student             | \$0.00          |
| Spring/Summer |             |          | 1/1/2023   | 7/31/2023  | Spouse / Domestic   | \$0.00          |
| Spring/Summer |             |          | 1/1/2023   | 7/31/2023  | Each Child          | \$0.00          |
| Fall          |             |          | 8/1/2022   | 12/31/2022 | Student             | \$0.00          |
| Fall          |             |          | 8/1/2022   | 12/31/2022 | Spouse / Domestic   | \$0.00          |
| Fall          |             |          | 8/1/2022   | 12/31/2022 | Each Child          | \$0.00          |
| Monthly       |             |          | 8/1/2022   | 7/31/2023  | Student             | <b>\$157.50</b> |
| Monthly       |             |          | 8/1/2022   | 7/31/2023  | Each Child          | <b>\$333.00</b> |
| Monthly       |             |          | 8/1/2022   | 7/31/2023  | Spouse / Domestic   | <b>\$201.00</b> |

#### WAIVER SERVICES

|                              |  |                             |  |
|------------------------------|--|-----------------------------|--|
| Waiver Service Selected      |  | Terms for Waiver Services   |  |
| School Need Reminder E-mails |  | Approval of Email Templates |  |
| Agreement Updates Required   |  | Other Instructions          |  |
| Important Admin Notes        |  |                             |  |

#### WAIVER REQUIREMENTS

|   |    |
|---|----|
| Coverage in force for the entire school term          | No |
| Coverage must be ACA Compliant                        | No |
| Claims must be Paid by a U.S. based Company           |    |
| Maximum benefit must be unlimited                     |    |
| Intl Students cannot waive with home country coverage |    |
| Deductible required per policy year                   |    |
| Deductible Amount                                     |    |
| Med Evac/Repat  |    |
| Additional Waiver Requirement Rules                   |    |

#### BENEFIT CHANGES

*This is a brief summary of benefit changes which may include federal health care reform and state regulatory requirements for your student health insurance plan. This information is current at the time of publication, is not all encompassing, and may change in the future.*

#### ADMINISTRATIVE CHANGES

*This is a brief summary of administrative changes for this plan year.*

Spring only rate is for Graduating Students only (do not show this on the plan materials)

No logo on the plan materials

### ACCEPTANCE OF TERMS

#### Applicant's Acceptance of Terms

*The applicant accepts the terms and conditions outlined herein. Any attachments/ modifications require both parties agreement in writing. It is agreed that the insurance applied for will not become effective unless this form is received by the Company.*

Authorized Signature

Print Name:

Title

Date

#### Agent Information (To be Completed by Primary Agent)

*I certify that all application questions were asked of applicant and the information contained herein accurately reflects the applicant's response.*

Authorized Signature

Print Name:

Title

Date

#### Other Agent Information (to be Completed by Secondary or Sub-Agent, if applicable)

*I certify that all application questions were asked of applicant and the information contained herein accurately reflects the applicant's response.*

Authorized Signature

Print Name:

Title

Date

.....

.....

.....

.....

**CONSENT**  
**JUNE 14, 2022**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Event Security Services Agreement between Boise State University and BEST Crowd Management

**REFERENCE**

February 2020 Idaho State Board of Education (Board) approved contract with MAV Event Services, LLC (MAV) to provide event security services.

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

Boise State University (BSU) seeks to award a contract for security services for athletic and other campus events. In accordance with its standard purchasing policies and procedures, BSU issued a Request for Proposals (RFP) for Event Security Services to solicit proposals. After evaluating all responses in accordance with the RFP and standard purchasing policies and procedures, Boise State selected the proposal of Whelan Event Staffing Services, doing business as BEST Crowd Management (BEST). Following approval, BSU will issue an intent to award the contract, consisting of the terms stated in the RFP and BEST proposal ("the Contract").

The term of the proposed contract is one year with three one-year renewal options requiring written consent of both University and BEST Crowd Management. Prior to BEST, BSU contracted with MAV Event Services.

**IMPACT**

The contract for event security services will be used to provide security services for events and supplemental security services on an as-needed basis. The cost structure is not fixed but is based on each event's staffing requirements. These services are primarily utilized by the following University departments: Athletics, Public Safety, and University Event Services.

In analyzing historical costs along with forecasting costs, BSU anticipates the contract to not exceed \$2,500,000, with annual estimates provided below:

|                               |                  |
|-------------------------------|------------------|
| Year 1 (Base Term)            | \$550,000        |
| Year 2 (Option Year 1)        | \$580,000        |
| Year 3 (Option Year 2)        | \$610,000        |
| <u>Year 4 (Option Year 3)</u> | <u>\$640,000</u> |
| Estimated total               | \$2,380,000      |

**CONSENT**  
**JUNE 14, 2022**

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**ATTACHMENTS**

Attachment 1 – Event Security Services RFP LB22-125

Attachment 2 – BEST's Responsive Proposal - Business Information

Attachment 3 – BEST's Responsive Proposal - Cost Proposal

**STAFF COMMENTS AND RECOMMENDATIONS**

This aligns with Board Policy V.I.3.. which requires Board approval of contracts over one million dollars as well as Policy I.R. regarding campus security. Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University to award a contract for event security services to BEST as outlined herein.

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



**BOISE STATE UNIVERSITY**

**REQUEST FOR PROPOSAL**

**RFP #LB22-125**

**Event Security Services**

**Issue Date: 01/21/2022**



## TABLE OF CONTENTS

| <b>Section</b>  | <b>Page</b>      |
|---|------------------|
| <b><u>Administrative &amp; Background Information</u></b> | <b><u>3</u></b>  |
| <b><u>Scope Of Service</u></b>                            | <b><u>4</u></b>  |
| <b><u>Required Proposal Deliverables</u></b>              | <b><u>4</u></b>  |
| <b><u>Process Requirements</u></b>                        | <b><u>14</u></b> |
| <b><u>Submission Requirements</u></b>                     | <b><u>15</u></b> |
| <b><u>Proposal Format</u></b>                             | <b><u>20</u></b> |
| <b><u>Contract</u></b>                                    | <b><u>20</u></b> |
| <b><u>Business Information</u></b>                        | <b><u>22</u></b> |
| <b><u>Evaluation Criteria</u></b>                         | <b><u>23</u></b> |
| <b><u>APPENDIX B - Helpful Links</u></b>                  | <b><u>24</u></b> |
| <b><u>APPENDIX C - SUBMISSIONS CHECKLIST</u></b>          | <b><u>26</u></b> |
| <b><u>ATTACHMENT 1 - Signature Page</u></b>               | <b><u>27</u></b> |
| <b><u>ATTACHMENT 2 - Offeror Questions</u></b>            | <b><u>28</u></b> |
| <b><u>ATTACHMENT 2 - Offeror Questions continued</u></b>  | <b><u>29</u></b> |
| <b><u>ATTACHMENT 3 - Cost Proposal Plan</u></b>           | <b><u>29</u></b> |
| <b><u>ATTACHMENT 4 - References</u></b>                   | <b><u>30</u></b> |

# 1. Administrative & Background Information

## 1.1 RFP Administrative Information

|   |  |
|---|--|
| RFP Title:  | <b>RFP #LB22-125 - Event Security Services</b>   |
| RFP Lead/Address to deliver response:   | Logan Brudenell<br>1910 University Dr, MS-1210<br>Boise, ID 83725-1210<br>loganbrudenell@boisestate.edu<br>Phone: (208) 426-3702   |
| Submit emailed Proposal: Attachment limitations are up to 25 MB. If you have more than one attachment, they can't add up to more than 25 MB. If your file is greater than 25 MB, Gmail automatically adds a Google Drive link in the email instead of including it as an attachment | <a href="mailto:solicitation@boisestate.edu">solicitation@boisestate.edu</a><br>Note: If you need to send multiple emails due to the size of attachments, please include numbering in the subject. i.e., 1 of 5, while also numbering each attachment.   |
| University Purchasing Dept. website (all RFP information and updates will be posted here):  | <a href="https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php">https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php</a>  |
| Optional Pre-Proposal Conference:   | <b>Zoom Teleconference</b> (Details will be provided upon RSVP)  |
| Time and Location:  | <b>01/28/2022 Zoom Teleconference</b> (Details will be provided upon RSVP to RFP lead as noted above)  |
| Deadline To Receive Questions:  | <b>02/04/2022, 5pm Mountain Standard Time</b>  |
| Anticipated Release of Answers to Questions:  | <b>On our around 02/11/2022</b> , at:<br><a href="https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/">https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/</a>   |
| RFP Closing Date:   | <b>02/18/2022, 5pm Mountain Time - Late responses will not be accepted.</b>  |
| RFP Physical Opening Date:  | <b>02/21/2022, 10:30 a.m.</b><br><b>Mountain</b> <a href="https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php">https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php</a> <b>Time</b> in the Purchasing Department on the first workday following the Closing Date. Zoom Teleconference (Details will be provided upon RSVP to RFP lead as noted above) |
| 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 unresponsive and will not be considered.   |
| Initial Term of Contract and Renewals:  | The initial term of this Contract will be for one (1) year with three (3) optional one (1) year renewals as mutually agreed upon   |

## 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 the Helpful Links Tab of Attachment B.

## 1.3 Executive Summary

Boise State University is looking for a detail-oriented and experienced partner to work in close collaboration with the University to provide Event Security and Supplemental Security Services for Boise State University.

The bid proposal should include portfolio examples of previous work from concept to delivery. Examples should display with detailed program management. Share with us how the work achieved results in a solid return on investment for Boise State University. We are seeking a trusted and experienced partner who values the power of education and innovation and can deliver best-in-class customer service. Experience within higher education is strongly preferred.

The initial term of this Contract will be for one (1) year with three (3) optional one (1) year renewals.

## 2. Scope Of Service

- 1.1.1 The purpose of this RFP is to solicit bids pertaining to the acquisition of Event Security and Supplemental Security Services for Boise State University.

## 3. Required Proposal Deliverables

- 3.1.1 Project Management Plan for implementation of security services. Project Management Plan to include but not limited to: Succession Planning, Incident Response Form, Escalation Communication Plan, Cost break down on overhead vs actual direct labor.
- 3.1.2 Hiring and headcount fulfillment plan in alignment with Boise State processes
- 3.1.3 Employee training alignment with Boise State processes
- 3.1.4 Operational plan in alignment with Boise State processes
- 3.1.5 Supplier branding of employees (uniforms)
- 3.1.6 Coverage for requested annual Boise State events (depending on scope of event and ticket sales):
  - 6-8 football games with 250-350 positions
  - Approximately 15 volleyball events with an average of 5 staff per event
  - 12-15 soccer events with 4-5 staff per event
  - 15-20 softball events with 4-5 staff per event
  - 20-25 high school football events with 6-8 staff per event

- 2-3 track events with 8-10 staff per event
- Other athletic, stadium, or campus events as needed
- Annual stadium concert with 300-400 staff
- Athletic facility rentals (small scale events on site that need security to monitor)
- Set-up assistance for campus events
- Campus event security (receptions, parties, weddings, small events, events with alcohol, etc.)
- Supplemental security services on an as-need basis (extra patrols, fire watch, etc.)

• **TIMING FOR SOLICITATION PROCESS**

01/21/2022 - RFP Posting

01/28/2022 - Optional pre-proposal conference (virtual)

02/04/2022 - Questions due

02/11/2022 - Pre-proposal answers posted

02/18/2022 - Proposals Due

02/21/2022 - RFP Opening Date

Supplier Interviews TBD (Boise State retains the option to conduct interviews with selected vendors)

Early March - Contract finalization

• **GENERAL - ORDERING**

- Contractor is to provide qualified and experienced Event Security Staffing Services. This contract will be used primarily by the Athletics Department and Department of Public Safety but may also be used by other departments on campus as needed. Personnel will be used to support Boise State University staff, for athletic events, concert events, special projects, supplemental campus security, or other event staffing needs as required.
- CONTRACTOR personnel may be assigned to specific posts and will be provided “post orders” by Boise State University 5 days prior to the start of the event, unless there are mitigating circumstances that do not allow for pre-planning (example include fire watch when a fire alarm goes down in a building).
  - Details relating to the number of personnel, dates, hours reporting/work locations, and general duties and responsibilities will be included with the post orders and communications between the Contractor and Boise State University.
  - Boise State University reserves the right to reassign any personnel to other functions and posts that Boise State University may deem necessary.
- CONTRACTOR shall provide a “deployment sheet” to the Contract Administrator(s) (Section 8.1) no later than 48 hours prior to the start of the event.

- Contingent upon Boise State University providing CONTRACTOR post orders 5 days prior to the start of the event.
- Names of the personnel shall be provided.
- Deployment sheet shall have confirmation of all necessary training per this ITB.
- Any changes necessary to the deployment sheet may be made by CONTRACTOR as changes arise.

● **CATEGORIES/POSITIONS**

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

- Prepare appropriate documentation including after action reports, incident reports, etc.
- Assist with planning and supervision of all crowd management
- Oversee load-in, load-out, bags search, and re-entry
- Oversee field and venue surface protection including VIP, coach and official security
- Coordinate with emergency medical staff & local law enforcement as needed.
- Successful completion of Clery Act Training (Section 1.4.9); a yearly requirement.
- **TIPS/VIP Security** – TIPS/VIP Security personnel must comply with all other requirements of this document. TIPS/VIP Security personnel must be physically able to perform duties included but not limited to:
  - Alcohol Control & Alcohol Enforcement
  - Conduct all the same functions as Security Personnel.
  - Produce evidence of successful completion of Alcohol Awareness Training (TIPS).
- **Security** – Security personnel must comply with all other requirements of this document. Security personnel must be physically able to perform duties included but not limited to:
  - Bag and Personnel Searches
  - I.D. Checking
  - Crowd Management
  - Property patrol
  - Assisting in emergency situations
  - Providing direction and answering guest questions
  - Event barricade security
  - Vehicle screening
  - Guest screening (may include bag checks, metal detector operation, and hand held wands as trained)
  - Fire watch/Overnight Security
  - Documenting and reporting suspicious activity, vehicles and persons
  - Preparing reports
  - Conflict resolution
  - Field/Playing surface security
  - Implement emergency crowd control/evacuation measures
  - Enforce University and Venue specific policies and procedures
- **Ticketing/Usher** – Ticketing/Usher personnel must comply with all other requirements of this document. Searcher personnel must be physically able to perform duties included but not limited to:

- Ticket verification & Hand Stamping for Re-Entry
- Ushering
- Ticket scanning/taking
- Assisting in emergency situations
- Preparing reports
- Documenting and reporting suspicious activity
- Refer/Communicate patron disputes and incidents to Supervisor and/or Event Manager/Director of Operations
- Implement emergency crowd control/evacuation measures
- Providing directions and answering guest questions
- Assist Director of Operations, Event Manager, and supervisors as needed
- Enforce University and Venue specific policies and procedures

- **CONTRACT ADMINISTRATORS**

- Contacts listed in this section shall serve as contract administrators for the University. The Contract Administrators are the only authorized representatives and points of contact for the University hereunder. The Contract Administrators may delegate their authority, but this must be given expressly, via email notification, by the applicable contact administrator. The Contract Administrator may be changed at any time by written notice to the Contractor.

- ***Associate Director of Security & Event Management, Public Safety:*** DJ Giumento – 208-426-3222 – [djgiumento@boisestate.edu](mailto:djgiumento@boisestate.edu)
- ***Associate Athletic Director of Operations, Athletics Facilities and Operations:*** Cody Smith – 208-426-1222 – [codysmith839@boisestate.edu](mailto:codysmith839@boisestate.edu)
- ***Associate General Counsel:*** Texie Montoya - 208-426-1231 - [texiemontoya@boisestate.edu](mailto:texiemontoya@boisestate.edu)
- ***Assistant Director, Student Union:*** Rochelle Criswell - 208-426-2550 - [rochellecriswell@boisestate.edu](mailto:rochellecriswell@boisestate.edu)
- ***Director of Production, Morrison Center:*** Shaun Sites - 208-426-1499 - [shaunsites@boisestate.edu](mailto:shaunsites@boisestate.edu)
- Boise State University Contract Administrators must have the ability to reach the account manager or designated representative 24 hours a day in the event of an emergency or contract employee issue.

- **ADDITIONAL REQUIREMENTS**

- All personnel assigned to Boise State University are a reflection of not only their company, but also the Boise State University brand. Therefore, CONTRACTOR agrees that the services provided under the resulting contract shall be of the highest professional standards. CONTRACTOR will agree to provide personnel that have been approved by Boise State University. Additionally, upon request from Boise State University, CONTRACTOR shall remove from service any

## ATTACHMENT 1

personnel provided by CONTRACTOR who, in the sole opinion of Boise State University are not satisfactorily performing their duties. CONTRACTOR shall immediately provide an adequate and competent replacement at no additional cost to Boise State University.

- All personnel assigned to Boise State University shall meet the following minimum qualifications:
  - Physically able to perform all outlined tasks per the assigned position
  - Have effective verbal communications skills
  - Age of at least eighteen (18) years old
  - Possess superior guest services skills
  - Meets all training requirements prior to performing services under this RFP
- Boise State University shall have the right to refer qualified potential applicants with experience in identified categories to CONTRACTOR for screening and potential assignment to Boise State University.
- CONTRACTOR shall provide experienced individuals possessing the appropriate qualifications, knowledge and skills to support NCAA Division I large scale games and events, as well as all of the required services outlined in this agreement.
- All positions must have the ability to work non-traditional days and hours in support of special events which could include some evenings, weekends and holidays.
- CONTRACTOR personnel are subject to call-in for work with a two-hour notice during special events and emergency situations including evenings and weekends. For emergency situations, all efforts will be made by the University to notify CONTRACTOR as soon as possible.
- CONTRACTOR personnel shall adhere to all OSHA safety standards.
- CONTRACTOR assumes responsibility to ensure all employees/personnel are authorized to work in the United States.
- Prior to performing services hereunder, CONTRACTOR shall use an independent third-party vendor to perform criminal background checks for the past seven years on all employees/personnel who will be working pursuant to the Contractor's agreement with the University, as well as for any and all back-up employees/personnel requiring regular and full access to the site. The cost of the required criminal background checks shall be the responsibility of the Contractor and verification that all required criminal background checks have been completed shall be provided to the Contract Administrators (section 2.3) before the Contractor performs any work on University premises or at a University-sponsored event.
  - The criminal background checks shall check for:
    - Outstanding warrants, both local and national
    - Sex offender registration
- The Contractor may not allow an employee/personnel with the following background history to perform any service on University premises or at a University-sponsored event:
  - A criminal conviction, guilty plea or no contest plea to any crime against or involving a minor or vulnerable adult. These include, but are not limited to: convictions for child or vulnerable adult abuse, exploitation, abandonment, or sexual crimes of any nature.



## ATTACHMENT 1

- A criminal conviction, guilty plea or no contest plea to any crime the Contractor reasonably believes could endanger a vulnerable person or minor. Such convictions include, but are not limited to: human trafficking, kidnapping, mayhem, manslaughter or murder in any degree, assault, felony domestic violence, robbery, or video voyeurism.
- Being listed on a child-abuse registry or in a state or federal sex-offender registry.
- A criminal conviction, guilty plea or no contest plea to any felony involving theft, drugs (possession, distribution, paraphernalia, etc.), burglary, pornography, physical assault, indecent exposure.
- CONTRACTOR shall provide documentation of employee training to Boise State University prior to personnel performing services under this agreement.
- CONTRACTOR and their employees may have access to and use of confidential data and information. CONTRACTOR and their employees shall sign a written form of confidentiality prohibiting discussing with unauthorized persons any information obtained in the performance of an assignment under this contract.
- CONTRACTOR shall conduct only such business as covered by this contract and work only the number of hours approved by the Boise State appointed Supervisor.
- When providing bulk groups (ten or more), CONTRACTOR shall provide one (1) Manager or supervisor to act as a management liaison for Boise State University unless Boise State requests that the supervisor or manager position not be utilized for a given event.
- Boise State University is a Drug Free and Smoke Free campus/workplace and the personnel provided by CONTRACTOR in performance of this contract shall adhere to these rules.
- CONTRACTOR is required to adhere to any public health requirements that the University may impose on employees, students, and visitors.
- CONTRACTOR's status while performing the requirements of this contract is that of an Independent Contractor, and as such, is solely and personally liable for all labor, taxes, insurance, required bonding and other expenses, except as otherwise stated herein. This includes, but is not limited to damages in connection with the operation of this contract. CONTRACTOR warrants and represents that it has complied and will comply with all federal, state and local laws applicable to it and will make the necessary payments appropriate to Independent Contractor laws.
- CONTRACTOR and their assigned staff performing the required services on the campus of Boise State University are not entitled to any benefits of employment provided by the University to its employees and are not an agent or employee of The University.
- CONTRACTOR shall indicate if they have a plan to utilize a sub-Contractor to provide any services as a result of the final contract as approved by Boise State prior to the sub-Contractor working the event. If such a plan is in place, the Contractor shall provide Boise State University with the following information related to the sub-contracting company that would be used:
  - Company name
  - Company profile
  - Contact information

- Circumstances in which the sub-Contractor would be used.
- Boise State University must be informed with sufficient time to review and approve any use of sub-Contractors and will not be responsible for any additional charges that may be incurred by the Contractor. Sub-Contractors must comply with all applicable specifications of this agreement.
- **TRAINING**
  - Training for security personnel shall include the following:
    - Customer Service Training (provided by CONTRACTOR at no additional cost to the University)
    - Screening Techniques (Bag and Personnel Searches, (provided by CONTRACTOR at no additional cost to the University)
    - Basic Security Officer Training (provided by CONTRACTOR at no additional cost to the University)
      - Law
      - Use of force
      - Verbal de-escalation techniques (example: verbal judo)
    - Alcohol Awareness Training (ie, TIPS or Team Coalition) (provided by CONTRACTOR at no additional cost to the University)
    - Boise State University familiarity training - general review of University policies and procedures
      - Metal detector and hand wand training (administered by DPS during familiarity training).
      - For personnel that do not attend this training, the Event Manager shall provide training for them and document that training.
  - Clery Act Training – Yearly Requirement
    - All employees of CONTRACTOR that will be working under this contract and will have any interaction with students are designated as Campus Security Authorities (CSAs) pursuant to federal law. CSAs must be trained to promptly and properly report crimes.
    - Such training must include the following, as a minimum:
      - In person and written notification that in an emergency, the CSA should call the Department of Public Safety at 426-6911, activate a blue emergency phone on campus, or call 911.
      - In person and written notification that if a CSA witness activity that could be a crime or activity that could be a crime is reported to the CSA, the CSA must immediately notify the University via email at [crimereporting@boisestate.edu](mailto:crimereporting@boisestate.edu).
    - The University has more in-depth and detailed crime reporting training that can and should be provided to any CONTRACTOR employees that will be working under this contract and will have any significant interaction with students and other patrons.
  - CONTRACTOR shall certify that all employees assigned to events on campus where alcohol is served or available will be trained in responsible alcohol service

techniques, ID checking and alcohol enforcement. (Example – TIPS, Team Coalition, etc.)

- CONTRACTOR shall maintain an adequate pool of trained, qualified, and available individuals to assure adequate and timely staffing capability to Boise State University upon post-order notification.
- CONTRACTOR shall annually provide evidence of current & on-going training from nationally recognized large scale venue safety & crowd management organizations e.g., National Center for Spectator Sports Safety & Security (NCS4) International Association of Venue Managers (IAVM) Courses.

- **UNIFORMS AND EQUIPMENT**

- CONTRACTOR shall provide all personnel assigned to Boise State University with a proper uniform and any such equipment necessary to successfully complete their assigned task. Boise State University shall have the right to approve such uniforms and equipment prior to each event. In general, uniforms shall conform to the following specifications:
  - Uniforms will not contain any Boise State University logos, insignias, or other branded markings.
  - Uniforms shall be such that they will not deceive or confuse the public or be identical with that of any law enforcement officer.
  - All uniforms are to be kept clean and presentable at all times.
  - Uniform shall be:
    - Polo or T-Shirt with a company logo on the front
    - TIPS/VIP Security, only black Polo
    - All Black closed toe shoes
    - Black pants or shorts as weather dictates.
    - Jacket with company logo
- CONTRACTOR shall provide all personnel assigned to Boise State University with any such equipment necessary to successfully complete their assigned task. Specific to Security and Ticketing/Usher positions, equipment required may include, but is not limited to radios, headsets, earpieces, flashlights, report materials, and writing utensils. CONTRACTOR shall provide radios for their staff. Boise State University shall not provide radios.
  - Contractor radios shall be compatible with Icon F14/F24 series radios and Contractor shall contact Contract Administrators (Section 8) for frequency coordination with both the City of Boise Communications and Boise State University Athletics Director of IT Systems.
  - Contractor, upon award of the ITB, shall coordinate with the Contract Administrator to set up radios.

- **RECORDS AND PAYMENT**

- CONTRACTOR shall provide Boise State University the following records no later than 24 hours following the end of an event:
  - Dispatch Log

- All Incident Report Forms
- After-Action Report (required for every event)
- Any Clery Reports
- Records
  - CONTRACTOR agrees that any reports, records, logs, or other documents produced by the contractor for Boise State University pursuant to the performance of its service under the agreement are the exclusive property of Boise State University and should not be used for any purposes, other than those required by law without the express permission of Boise State University.
  - Boise State University has the exclusive right to copy and reproduce any documents in connection with the further planning or operations of Boise State University and the various University venues. Upon request the bidder shall furnish Boise State University with copies of all timesheets, and other records that form the basis of billing for services under this agreement. The records should contain detail sufficient to indicate the venue and event, the services that were provided, and the times during which services were performed by the bidder.
  - CONTRACTOR agrees that Boise State University shall have rights to audit the bidder's records pertaining to performance of services at Boise State University. Records should include but are not limited to:
    - Documents or reports created during the performance of services at Boise State University (activity logs, incident reports, etc.).
    - Training records of personnel assigned to Boise State University.
  - University may request changes to CONTRACTOR's Incident Report Form.
- Invoices and Invoicing
  - Account Manager, capable of invoice resolution and other related administrative functions related to the contract, shall be made available weekdays between the hours of 8AM and 5PM MDT.
  - Payment terms shall be NET 30. Payment shall be made 30 days after receipt of a verified invoice following performance of services.
    - All invoices shall be verified by the University. Any invoices containing errors shall be returned for correction and resubmittal.
  - Each Invoice shall be issued to the University no later than 10 business days following the last date of services performed under a post order.
  - Invoices shall have the deployment sheet attached to it with the following included:
    - Name
    - Position
    - IN and OUT times
    - Hourly Billable Rate
    - Total Cost for the individual.

## 4. Process Requirements

- 4.1** A non-mandatory pre-proposal conference 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, at their own expense, by attending an established call-in number via Zoom. **In order to receive meeting details, those choosing to participate must pre-register via email to the RFP Lead, with the name and contact information of all participants.** 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.
- 4.2 Questions:** 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.
- 4.3** 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 Purchasing Dept’s website (link found on **Appendix C**) as an amendment as indicated in **Section 1.1**, of this RFP.
- 4.4** Questions regarding Boise State University Standard Contract Terms and Conditions, and Boise State University “Solicitation Instructions to Vendors” (link found on Appendix B) 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:
- 4.4.1 The term or condition in question;
  - 4.4.2 The rationale for the specific requirement being unacceptable to the Offeror (define the deficiency);
  - 4.4.3 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
  - 4.4.4 Explanation of how the University’s acceptance of the recommended verbiage is fair and equitable to both the University and the Offeror.
- 4.5** 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.

- 4.6 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.
- 4.7 Discussions with Individual Offerors (including the Utilization of one or more rounds of Best and Final Offers (BAFO) and/or Negotiations) may be conducted.
- 4.8 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 or University approved electronic signature of the Offeror or its authorized representative.
- 4.9 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.
- 4.10 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.
- 4.11 An appeal by an Offeror of an RFP specification, a non-responsiveness determination, or the award is governed by the Boise State University Purchasing Appeals Process and must be filed in accordance with that process, which link can be found on **Appendix B**.
- 4.12 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.

## 5. Submission Requirements

- 5.1 Sections of the format may be listed with an evaluated requirement.
- 5.2 **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. The 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. The Offeror is required to respond to this specification with a statement outlining its understanding and how it will comply.

- 5.3 (M)** In order to be considered for the award, the Proposal must be submitted via email to the address 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.
- 5.4** The Proposals must be addressed to the RFP Lead and clearly marked "PROPOSAL - LB22-125\_ RFP\_Security Event Services."
- 5.5** 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.
- 5.6 (M)** Signature Page - Proposals must be submitted with the University-supplied Signature Page in the form provided, without modification. The Signature Page (Signature Page must contain an electronically-signed, unaltered signature and be returned with the relevant RFP documents. DocuSign, AdobeSign, and SignNow are the ONLY APPROVED METHODS FOR ELECTRONIC SIGNATURES. Failure to include a signed, complete, unmodified, University Signature Page shall result in a finding that the Proposal is non-responsive, and no further consideration will be given to the Proposal.
- 5.7** Electronic Copy - Offerors must submit one (1) electronic copy Offeror Response to [solicitation@boisestate.edu](mailto:solicitation@boisestate.edu). Word and/or Excel format is required. The only exception will be for financials or brochures. The electronic version must not be password protected or locked in any way. The electronic submission shall contain the redacted version as requested in Section 5.18. The electronic file name of the redacted version must contain the word "redacted."
- 5.8 (M)** The Proposal must be separated into two (2) distinct sections: 1) Business Information Proposal and 2) Cost Information.
- 5.8.1 The Business Information Proposal must be identified, "Business Information Proposal – LB22-125\_ RFP\_Security Event Services" and include a cover letter (see Appendix C) and all other documentation related to this response, except the Cost Evaluation.
- 5.8.2 The Cost Information Proposal must be identified, "Cost Proposal – RFP # LB22-125\_ RFP\_Security Event Services" The only document that should be included with this section is the Cost Proposal itself, **Attachment 3**.
- 5.9** Include an Executive Summary, which provides a condensed overview of the contents of

the Proposal submitted by the Offeror, which shows an understanding of the services to be performed. The Executive Summary is not evaluated and is for summary purposes only.

**5.10** See Submission Checklist, Appendix C.

**5.11 (M) Cover Letter** – The Proposal must include a cover letter on the Offeror's official letterhead, the Offeror's name, mailing address, telephone number, facsimile number, and name of Offeror's authorized agent including an email address. The cover letter must identify the RFP Title, RFP number, and all materials and enclosures being forwarded collectively as the response to this RFP.

In addition, the cover letter must include:

- 5.11.1 Identification of the Offeror's corporate or other legal entity. Offerors must include their tax identification number. The Offeror must be a legal entity with the legal right to contract.
- 5.11.2 A statement indicating the Offeror's acceptance of and willingness to comply with the requirements of the RFP and attachments, as may be amended.
- 5.11.3 A statement of the Offeror's compliance with affirmative action and equal employment regulations.
- 5.11.4 A statement that 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.
- 5.11.5 A statement that Offeror has not employed any company or person other than a bona 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 bona fide employee working solely for the Contractor or a company regularly employed by the Contractor as its marketing agent, any fee, commission, percentage, brokerage fee, gifts or any other consideration contingent upon or resulting from the award of this Contract. The Offeror must affirm its understanding and agreement that for breach or violation of this term, the University has the right to annul the contract without liability or, in its discretion, to deduct from the Contract price the amount of any such fee, commission, percentage, brokerage fee, gifts or contingencies.
- 5.11.6 A statement naming the firms and/or staff responsible for writing the Proposal.
- 5.11.7 A statement that Offeror is not currently suspended, debarred, or otherwise excluded from federal or state procurement and non-procurement programs. See SAM Check link in **Appendix B**.
- 5.11.8 A statement affirming the Proposal will be firm and binding for the term of Validity of Proposal, as stated in **Section 1.1**.

**5.12 (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 acknowledgment form provided with each amendment. Failure to return a signed copy of each amendment acknowledgment form with the Proposal may result in the Proposal



being found unresponsive. See the Boise State University Purchasing website link found in Appendix B "Bidding Opportunities" for any amendments and the required amendment confirmation document.

- 5.13 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.
- 5.14 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:
- 5.14.1 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."
  - 5.14.2 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.
  - 5.14.3 The 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 claims.
- 5.15 No Redacted Information** - Alternately, if there is no redacted information in the Proposal, please note that with the Proposal.
- 5.16 (M)** The Contractor and its subcontractors are required to carry the types and limits of insurance. The contractor is required to provide the University with a Certificate of Insurance prior to contract signing. Refer to Boise State's insurance requirements: [http://rmi.boisestate.edu/wp-content/uploads/2014/11/CertificateInsRqmts\\_3rdParty.pdf](http://rmi.boisestate.edu/wp-content/uploads/2014/11/CertificateInsRqmts_3rdParty.pdf).

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

5.16.1.1.6

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

- 5.17** Responsibility - At the sole discretion of the University, the RFP Lead may conduct a review to determine if the apparent high point Bidder is responsible. As part of the responsibility review, the RFP Lead may require the apparent high point Bidder 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 Bidder's responsibility.

## 6. Proposal Format

- 6.1** 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.
- 6.1.1** Proposals shall follow the numerical order of this RFP starting at the beginning and continuing through the end of the RFP. Proposal sections and Sections must be identified with the corresponding numbers and headings used in this RFP. In your response, restate the RFP section and/or Section, followed by your response.
- 6.2** 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.
- 6.3** 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. Link is found in **Appendix B** under "SAM Check."

## 7. Contract

- 7.1** BOISE STATE UNIVERSITY STANDARD CONTRACT TERMS AND CONDITIONS and BOISE STATE UNIVERSITY SOLICITATION INSTRUCTIONS TO VENDORS (located at <https://www.boisestate.edu/vpfa-p2p/vendor-supplier-information-for-businesses/>) are incorporated herein by reference as though set forth in full and will be the governing terms in the resulting contract.
- 7.2** If there are contract terms related to the service being requested through the RFP, the Offeror shall provide those terms in the RFP Proposal response. Should the apparent successful Offeror and the University fail to reach an agreement with those terms within a reasonable time frame, 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

- 7.3 (M)** Offeror must submit with its response all documents and/or 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. If Offeror expressly conditions its Proposal upon the University's acceptance of its additional documents and/or proposed 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 for 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. 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 or terms that require the University to indemnify another party.

- 7.4** 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 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).
- 7.5** 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.
- 7.6** The Contract is not effective until Purchasing has 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.
- 7.7** End of Strategic Life/Termination of Contract Processes - Termination shall be in accordance with Boise State University Standard Contract Terms and Conditions, link found in **Appendix B**. 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.

- 7.8 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.

## **8. Business Information**

### **8.1 Proposal Review and Evaluation**

- 8.1.1 The objective of the University in soliciting and evaluating proposals is to ensure the selection of a firm or multiple firms that will produce the best possible results for the funds expended.
- 8.1.2 The proposal 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 unresponsive.
- 8.1.3 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 Purchasing Department will inspect the proposal for responsiveness. Under the facilitation of the Purchasing Department, the evaluation team will score the responsive proposals.
- 8.1.4 The University may request online or other electronic style demonstrations from the top several scoring Offerors. If demonstrations are requested, the University may submit demonstration scenarios to Offerors.
- 8.1.5 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.
- 8.1.6 The Cost Evaluation will be based on total and part sum as described in Section 9.
- 8.1.7 Award will be made to the responsive, responsible Offeror whose proposal receives the highest number of points. This will be evaluated by total and by area as described in Section 9.
- 8.1.8 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.

### **8.2**

#### **(ME) Experience and Qualifications**

Describe in detail your knowledge and experience in providing services similar to those required in this RFP. Include business history, description of the current focus area, customer base, and tactics used to support a broad and diverse network of higher education campuses. Specifically, include experience in other higher education institutes that are similar in size and scope of Boise State.

Additionally, provide information about the number of engagements that your company has provided to higher education institutions, how long have you been focused on higher education, and what percentage of your business constitutes higher education.

**(ME) Project Management**

Provide a Project Management Plan that includes dates, resources, dependencies, and other pertinent information that align to the Scope of Service (Section 3) and each position as described in the Deliverables (Section 2).

**(E) References**

To validate evaluation responses, provide three (3) professional references, including contact information from universities or companies which are using or have used your services within the last 3 years.

## **9. Evaluation Criteria**

The following outlines how the committee will be evaluating mandatory (M, ME) submission requirements and any pass/fail evaluation criteria.

Mandatory (M, ME) Submission Requirements Met - Pass/Fail

Experience & Qualifications (ME) - 400 points

- Response to Business Information (Section 8)

Project Management Plan (ME) - 400 points

- Required Proposals Deliverables (Section 3)

Cost Evaluation (ME) 200 points

- List as described in the Attachment 3

References (E) - validate proposal submittals based on Boise State's discretion

## APPENDIX B - Helpful Links

### 1. Accessibility

<https://policy.boisestate.edu/information-technology/policy-title-information-technology-accessibility/>

### 2. Active Executive Orders

<http://gov.idaho.gov/mediacenter/execorders/>

### 3. Amendments

[https://vpfa.boisestate.edu/process/review/purchasing\\_bidopportunities.php](https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php)

### 4. Americans with Disabilities Act of 1990

<https://policy.boisestate.edu/governance-legal/policy-title-nondiscrimination-on-the-basis-of-disability/>

<https://policy.boisestate.edu/governance-legal/nondiscrimination-antiharassment/>

<https://policy.boisestate.edu/governance-legal/equal-opportunity-statement/>

<https://policy.boisestate.edu/information-technology/policy-title-information-technology-accessibility/>

### 5. Appeals Process

[https://d25vtythmttl3o.cloudfront.net/uploads/sites/726/2020/12/Procurement\\_Appeals\\_Process.pdf](https://d25vtythmttl3o.cloudfront.net/uploads/sites/726/2020/12/Procurement_Appeals_Process.pdf)

### 6. Boise State News

<https://www.boisestate.edu/about/facts/>

### 7. Executive Order 2009-10

[http://gov.idaho.gov/mediacenter/execorders/eo09/eo\\_2009\\_10.html](http://gov.idaho.gov/mediacenter/execorders/eo09/eo_2009_10.html)

### 8. Financials NAICS/SIC Code

<http://www.census.gov/cgi-bin/sssd/naics/naicsrch?chart=2007>

### 9. General Data Protection Regulation (GDPR)

<https://compliance.boisestate.edu/welcome/eu-gdpr/>

### 10. HIPPA

<https://healthservices.boisestate.edu/privacy/>

### 11. FERPA & corresponding regulations

<https://registrar.boisestate.edu/general-information-and-policies/ferpa/>

<https://policy.boisestate.edu/governance-legal/nondiscrimination-antiharassment/>

<https://policy.boisestate.edu/student-affairs/code-of-conduct/>

<https://policy.boisestate.edu/student-affairs/student-athletes-conduct/>

<https://policy.boisestate.edu/student-affairs/student-privacy-and-release-information/>

<https://policy.boisestate.edu/student-affairs/policy-title-student-e-mail-communications/>

<https://policy.boisestate.edu/information-technology/information-technology-resource-use/>

### 12. Idaho Technology Standards

<http://ita.idaho.gov/resources.html/>

### 13. Insurance Requirements

[http://rmi.boisestate.edu/wp-content/uploads/2014/11/CertificateInsRqmts\\_3rdParty.pdf](http://rmi.boisestate.edu/wp-content/uploads/2014/11/CertificateInsRqmts_3rdParty.pdf)

#### **14. Purchasing Department**

[https://vpfa.boisestate.edu/process/review/purchasing\\_bidopportunities.php](https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php)

#### **15. Rehabilitation Act of 1973**

<https://www.dol.gov/oasam/regs/statutes/sec504.htm>

<https://policy.boisestate.edu/governance-legal/policy-title-nondiscrimination-on-the-basis-of-disability/>

<https://policy.boisestate.edu/student-affairs/equal-access-for-students-with-disabilities/>

<https://policy.boisestate.edu/information-technology/policy-title-information-technology-accessibility/>

#### **16. SAM Check (General Service Administration (GSA))**

<https://www.sam.gov/portal/SAM/##11>

#### **17. Solicitations**

[https://vpfa.boisestate.edu/process/review/purchasing\\_bidopportunities.php](https://vpfa.boisestate.edu/process/review/purchasing_bidopportunities.php)

#### **18. Solicitation Instructions to Vendors**

<https://vpfa.boisestate.edu/process/procurement/SolicitationInstructions.pdf>

#### **19. Special Banking Terms & Instructions**

Intentionally left blank.

#### **20. Special Terms & Conditions for Customized Software & Related Services**

[http://purchasing.idaho.gov/terms\\_and\\_conditions.html](http://purchasing.idaho.gov/terms_and_conditions.html)

#### **21. Standard Contract Terms and Conditions**

<https://vpfa.boisestate.edu/process/procurement/BoiseStateStandardTerms.pdf>

#### **22. State of Idaho Special Terms And Conditions For Customized Software And Related Services**

[https://purchasing.idaho.gov/pdf/terms/special terms and conditions for customized software.pdf](https://purchasing.idaho.gov/pdf/terms/special%20terms%20and%20conditions%20for%20customized%20software.pdf)

#### **23. System for Award Management (SAM) list of parties excluded from federal procurement and non-procurement programs**

<https://www.sam.gov/portal/SAM/##11>

#### **24. Verification of Lawful Presence in the United States to Receive a State Benefit (Contract)**

[https://purchasing.idaho.gov/pdf/terms/verificaton\\_process.pdf](https://purchasing.idaho.gov/pdf/terms/verificaton_process.pdf)



**APPENDIX C - SUBMISSIONS CHECKLIST**

Response checklist reminder—this checklist is not intended as a complete list of requirements to respond to this RFP, but merely as a reminder of some of the required items. Failure to submit any of the following items or late submission of any of the following items may result in disqualification of your Proposal. Mail your hard copy response to the buyer to be received by the closing time and date as specified in Section 1.1.

## Section 2:

- ✓ Proposal received by due date stated in Section 1 or any subsequent amendment

## Section 3:

- ✓ Signature Page with original handwritten signature or University approved electronic signature (Attachment 1)
- ✓ One Electronic version of Proposal
- ✓ Redacted version / Trade Secrets (or note there are none)
- ✓ Business and Scope of Work Proposal and Revenue Generation Proposal submitted separately
- ✓ Cover Letter
- ✓ Proposed modifications to Terms and Conditions
- ✓ Supplemental document or agreements
- ✓ Amendment Confirmation(s)

## Section 5:

- ✓ Experience and Qualifications (limited to one page)
- ✓ References (Attachment 4)

## Section 7:

- ✓ Scope of Service

## Section 8:

- ✓ Cost Proposal (Attachment 3)

## Section 9:

- ✓ Incident Response Form (Attachment 5)

## ATTACHMENT 1 - Signature Page

**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 response being deemed non-responsive.***

**Please complete the following information:**

OFFEROR (Company Name) \_\_\_\_\_

ADDRESS \_\_\_\_\_

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_

TOLL-FREE # \_\_\_\_\_ PHONE # \_\_\_\_\_

EMAIL \_\_\_\_\_

FEDERAL TAX ID / SSN  
# \_\_\_\_\_

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

\_\_\_\_\_  
**Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Please type or print name:**

\_\_\_\_\_  
**Title:**

**ATTACHMENT 2 - Offeror Questions**

**DO NOT IDENTIFY YOUR NAME OR YOUR COMPANY'S NAME OR PRODUCT NAMES OF INTELLECTUAL PROPERTY IN YOUR QUESTIONS.**

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

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

1. 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 2). If the question is a general question not related to a specific RFP section, enter "General" in column 2. If the question is in regards to a State Term and Condition or a Special Term and condition, state the clause number in column 2. If the question is in regard to an attachment, enter the attachment identifier (example "Attachment A") in the "RFP Section" (column 2), and the attachment page number in the "RFP page" field (column 3).
4. Do not enter text in column 5 (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."

**ATTACHMENT 2 - Offeror Questions continued**

## LB22-125\_ RFP\_Security Event Services

Offeror Questions are due by 5:00 PM MT, per the date listed in Section 1.1 RFP Administrative Information.

| Question | RFP Section | RFP Page | Question | Response |
|----------|-------------|----------|----------|----------|
| 1        |             |          |          |          |
| 2        |             |          |          |          |
| 3        |             |          |          |          |
| 4        |             |          |          |          |
| 5        |             |          |          |          |
| 6        |             |          |          |          |
| 7        |             |          |          |          |
| 8        |             |          |          |          |
| 9        |             |          |          |          |
| 10       |             |          |          |          |
| 11       |             |          |          |          |
| 12       |             |          |          |          |
| 13       |             |          |          |          |
| 14       |             |          |          |          |
| 15       |             |          |          |          |
| 16       |             |          |          |          |
| 17       |             |          |          |          |
| 18       |             |          |          |          |
| 19       |             |          |          |          |
| 20       |             |          |          |          |
| 21       |             |          |          |          |
| 22       |             |          |          |          |
| 23       |             |          |          |          |
| 24       |             |          |          |          |
| 25       |             |          |          |          |
| 26       |             |          |          |          |
| 27       |             |          |          |          |
| 28       |             |          |          |          |
| 29       |             |          |          |          |
| 30       |             |          |          |          |

**ATTACHMENT 3 - Cost Proposal Plan**

**Pricing**

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

Only one bid per line.

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

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

**ATTACHMENT 4 - References**

INSTRUCTIONS TO THE OFFEROR:

---

**EXPERIENCE**

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

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

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

**REFERENCES**

**INSTRUCTIONS TO THE OFFEROR:**

Offerors can be evaluated on three (3) completed reference questionnaires. If more than the minimum number are received, the first three (3) received will be evaluated. If multiple references are received from the same company only the first received will be accepted. .

The reference questionnaires must be from individuals, companies or agencies for whom the Offeror provided products or services **that are similar in nature and scope** to those requested by this solicitation, and within the last two years from the posting date of this solicitation. References from other institutions of **higher education**, for whom the offeror provided products or services that are similar in nature and scope to those requested by this solicitation, **are preferred**. Only one (1) reference will be received/qualified per reference company. **Boise State University may not be utilized as a reference.**

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

1. Offerors must complete the following information on page 35 of the Reference sheet, References for RFP LB22-125, before sending it to the Reference for response.

a. Print the name of your reference (company/organization) on the "REFERENCE NAME" line.

b. Print the name of your company/organization on the "OFFEROR NAME" line.

c. Be certain that the RFP Closing Date and Time in Instruction 5, page 35, is correct.

2. Send the following Reference sheet to your references to complete.

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

**References for RFP**  
**RFP Title: Security Services**

**REFERENCE NAME (Company/Organization):**\_\_\_\_\_

**OFFEROR (Vendor) NAME (Company/Organization):** \_\_\_\_\_  
 has submitted a proposal to Boise State University to provide the following services: Event

Security Services. We've chosen you as one of our references.

## INSTRUCTIONS

1. Complete **Section I. RATING** using the Rating Scale provided.

2. Complete **Section II. GENERAL INFORMATION** (*This section will be used to determine the similarity of the reference's system to the proposed solution.*)

3. Complete **Section III. ACKNOWLEDGEMENT** by manually signing and dating the document. (*Reference documents must include an actual signature.*)

4. Email **THIS PAGE** and your completed reference document, Sections I through III to:

RFP Lead: Logan Brudenell, Buyer

Email: [loganbrudenell@boisestate.edu](mailto:loganbrudenell@boisestate.edu)

5. This completed document **MUST** be received by **02/18/2022 at 5 p.m.** (Mountain Time). Reference documents received after this time will not be considered. **References received without an actual signature will not be accepted.**

6. Do **NOT** return this document to the Offeror (Vendor).

7. In addition to this document, the University may contact references by phone or email for further clarification if necessary.



**Section I. RATING**

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

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

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

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

10    9    8    7    6    5    4    3    2    1    0

2. **Rate the response time of this vendor:**

10    9    8    7    6    5    4    3    2    1    0

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

10    9    8    7    6    5    4    3    2    1    0

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

10    9    8    7    6    5    4    3    2    1    0

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

10    9    8    7    6    5    4    3    2    1    0

6. **Rate the accuracy and reasonableness of the vendor's billing and/or invoices plan:**

10    9    8    7    6    5    4    3    2    1    0

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

10    9    8    7    6    5    4    3    2    1    0

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

10    9    8    7    6    5    4    3    2    1    0

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

10    9    8    7    6    5    4    3    2    1    0

## Section II. GENERAL INFORMATION

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

---



---



---



---



---

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

Month: \_\_\_\_\_ Year: \_\_\_\_\_ to Month: \_\_\_\_\_ Year: \_\_\_\_\_.

## Section III. ACKNOWLEDGEMENT

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

\_\_\_\_\_  
Signature of Reference

\_\_\_\_\_  
Date

\_\_\_\_\_  
Print Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Phone Number

\_\_\_\_\_  
E-mail Address

## ATTACHMENT 5 - INCIDENT RESPONSE FORM

As specified within this RFP (Section 3.1.7), Offeror shall submit a copy of their incident response form and title it "Attachment Incident Response Form" with their bid submission. Bid Submission requirements are outlined in Attachment 7 "Submissions Checklist".





**Business Information Proposal –  
LB22-125\_RFP\_Security Event Services**



**Boise State University**

Logan Brudenell  
Buyer - Procurement & Vendor Services  
1910 University Dr, MS-1210  
Boise, ID 83725-1210

**Submitted By:**

Jessica Anderson  
Director of Business Development  
BEST Crowd Management  
[Jessica.Anderson@garda.com](mailto:Jessica.Anderson@garda.com)  
651-502-8792

## Table of Contents

| Items  | Page |
|--|------|
| Cover Letter   | 3    |
| Executive Summary  | 5    |
| Company Information  | 9    |
| Section 1: Company History                                     | 10   |
| Background of BEST   | 10   |
| Hallmarks of BEST  | 11   |
| Section 2: Project Management Plan                             | 13   |
| Corporate Management Structure                                 | 13   |
| Operations Management Structure                                | 16   |
| Section 3: Experience & Qualifications                         | 20   |
| Section 4: Organizational Approach                             | 27   |
| A. Hiring Detail   | 27   |
| B. Employee Benefit and Recognition Program                    | 31   |
| C. Employee Training   | 34   |
| D. Equipment   | 39   |
| Section 5: Additional Information                              | 46   |
| Your One Stop Security Shop                                    | 46   |
| Attachment 1: Signature Page                                   |      |
| Attachment 2: Incident Form, Clery Act and Master Dispatch Log |      |
| Attachment 3: Insurance Documents                              |      |
| Attachment 4: Signed Amendments                                |      |
| Attachment 5: Terms and Conditions Requested Changed           |      |



## Cover Letter

February 18, 2022

Mr. Logan Brudenell  
Buyer - Procurement & Vendor Services  
1910 University Dr, MS-1210  
Boise, ID 83725-1210

Dear Mr. Brudenell:

Whelan Event Staffing Services dba BEST Crowd Management wishes to submit the following proposal for LB22-125\_RFP\_ Security Event Services. Our tax identification number is 46-5054858 and has the legal right to contract for services listed in the RFP.

BEST Crowd Management accepts and will comply with all requirements, attachments and amendments listed in the RFP. We follow all affirmative action and equal opportunity employment regulations. This proposal was arrived at independently by BEST Crowd Management without collusion, consultation, communication, or agreement with any other offeror as to any matter concerning pricing.

BEST Crowd Management has not employed any company or person other than a bona fide employee working solely for BEST to solicit or secure this contract and it has not paid or agreed to pay any company or person other than the employee working solely for BEST, any fee, commission, percentage, brokerage fee, gift or any other consideration contingent upon or resulting from the award of this contract. We understand and agree that a breach or violation of this term, that the University has the right to annul the contract without liability or, in its discretion, to deduct from the contract price the amount of any such fee, commission, percentage, brokerage fee, gift or contingencies.

Jessica Anderson, Director of Business Development, is responsible for writing this proposal and is a full-time employee of BEST Crowd Management. BEST is not currently suspended, debarred or otherwise excluded from federal or state procurement and non-procurement programs. This proposal is firm and binding for the term of Validity of Proposal as stated in Section 1.1.

Sincerely,

A handwritten signature in black ink, consisting of a stylized 'J' followed by a horizontal line.

Jeff Spoerndle  
Vice President  
BEST Crowd Management



## Executive Summary

February 18, 2022

Mr. Logan Brudenell  
Buyer - Procurement & Vendor Services  
1910 University Dr, MS-1210  
Boise, ID 83725-1210

Dear Mr. Brudenell:

First and foremost, thank you for giving us the opportunity to be considered to provide Event Security Services to the Boise State University. We trust that this proposal will demonstrate our ability to deliver a significant return on your investment.

In our proposal, you will find our comprehensive plan to meet the objectives set forth by Boise State University in the RFP. We have focused our plan with an emphasis on recruiting, hiring, training, staff placement, performance metrics and a high-level management team. The hallmarks of our company are providing excellent management responsiveness and professionalism, great event security, guest services and parking personnel, flexibility and standard customization, a performance-based business model and being an international company with a boutique business philosophy.

We believe the BEST approach is different from most of the traditional crowd management and event security companies that will be presenting proposals to your organization. The backbone of our company is providing a quality staffing solution for our clients. Focusing our efforts on recruiting, hiring, and training employees that are good fits for the positions contracted with BEST is top priority. Taking that employee base in operating your venue is the mission of our industry leading operations team led by Jason Huntsman, our Regional Director. Mr. Huntsman has over 10 years of experience in the crowd management and event security management. He would be leading our transition of your account if we are fortunate enough to be awarded your work.

BEST is focused on providing an industry leading local management team for Boise State. Upon award of your contract, we would open a local office that would be dedicated specifically to our operations at the university. Our team of full-time staff assigned to your account will include an Account Manager and an Assistant Account Manager who would report directly to Mr. Huntsman to ensure we have the resources necessary to meet the requirements in your RFP.



The following is a snapshot of key features outlined further in our proposal:

- **Dedicated Account Management Team** – Our site management team is critical to our success to our operation at Boise State. BEST will provide an Account Manager and an Assistant Account Manager.
- **Boise State Off Site Office** – BEST is fully committed to providing a best-in-class office space for our dedicated account specific management team to operate. Our team, assigned to your account, would recruit, hire, train, schedule and operate from this location if office space at the University is not provided.
- **Talent Acquisition** – Utilizing state of the art technology, social media marketing strategies and four full-time talent acquisition employees we believe our hiring approach is second to none. During the third quarter of 2021 while the industry was struggling with staffing venues our recruiting methods generated 96,000+ applicants with 12,500+ hires.
- **Digital Radios** – BEST will provide digital radios for the operation at Boise State. Our radios will be capable of being compatible with the radio system currently installed at your facility.
- **Uniforms** – Our company is committed to providing our employees high quality uniforms that meet the design requirements outlined in your RFP. Enclosed in our proposal you will find photos outlining the design you requested in the RFP.
- **Site Specific Training Program** – Our training program focuses on the following courses:
  - State of Idaho Security Licensing
  - BEST Experience - Customer Service Training
  - Security Screening Procedures and Training
  - Site Specific Training
  - TEAM – Techniques for Effective Alcohol Management Training
  - Clery Act Training
  - NCS4 Training
  - Patrons with Disabilities
  - Conflict Resolution Training
- **Monthly Criminal Background Checks** – In addition to the State of Idaho security licensing, we complete Criminal Background Checks on all our employees. Our background checks meet the requirements set forth by Boise State University. Most other event staffing firms will only run a background check at the time of hire and never again. In addition to pre-employment, we also run criminal background checks monthly after employment as a safeguard to ensure we are not employing someone with a criminal conviction in your facility.
- **ABI Mastermind** – BEST utilizes ABI Mastermind as its operational platform for all our accounts. Each of our employees will badge in and out for work assuring accurate payroll records. All billing is taken directly from ABI Mastermind to ensure timely and accurate invoices.
- **Weekly Pay** – All employees assigned to this contract would receive weekly pay. We believe by paying our employees faster it increases employee retention and satisfaction.

As outlined in our proposal, BEST has extensive experience in providing event staffing and security services throughout the nation. Our company is proud of our 25,000+ dedicated event staffing employees who work in our 35 branch offices. Our company has experienced working some of the largest national events. Those events include Super Bowl LII, LIII, LIV, LV, 2018 and 2019 NCAA Men's Basketball Final Four, 2021 College Football Championship Game, 2019 and 2021 NFL Draft, MLB Playoffs, Major League Soccer Playoffs, Miami Open, Formula 1 and the International Consumer Electronics Show.

In addition to our large event experience, we are honored to have the opportunity to be the exclusive crowd management and event security provider for over 135 sports and entertainment facilities nationwide. Below you will find a partial list of our clients:

| <b>Stadium</b>                  | <b>Team/University</b>         | <b>Peak Staffing Call</b> |
|---------------------------------|--------------------------------|---------------------------|
| <b>NCAA</b>                     |                                |                           |
| Autzen Stadium                  | University of Oregon           | 125                       |
| Bobby Dodd Stadium              | Georgia Tech                   | 520                       |
| Doak Campbell Stadium           | Florida State University       | 400                       |
| Hard Rock Stadium               | University of Miami – Florida  | 450                       |
| Jack Trice Stadium              | Iowa State University          | 600                       |
| Kyle Field                      | Texas A&M University           | 750                       |
| Memorial Stadium                | University of Nebraska         | 125                       |
| Nippert Stadium                 | University of Cincinnati       | 125                       |
| Ohio Stadium                    | The Ohio State University      | 450                       |
| Reser Stadium                   | Oregon State University        | 450                       |
| Sun Bowl Stadium                | University of Texas at El Paso | 450                       |
| Huntington Bank Stadium         | University of Minnesota        | 450                       |
| Yulman Stadium                  | Tulane University              | 300                       |
| Rice-Eccles Stadium             | University of Utah             | 400                       |
| <b>National Football League</b> |                                |                           |
| Bank of American Stadium        | Carolina Panthers              | 800                       |
| Caesars Super Dome              | New Orleans Saints             | 250                       |
| Hard Rock Stadium               | Miami Dolphins                 | 450                       |
| Nissan Stadium                  | Tennessee Titans               | 650                       |
| Paul Brown Stadium              | Cincinnati Bengals             | 650                       |
| U.S. Bank Stadium               | Minnesota Vikings              | 500                       |
| FedEx Field                     | Washington Commanders          | 600                       |
| <b>Major League Baseball</b>    |                                |                           |
| Busch Stadium                   | St. Louis Cardinals            | 80                        |
| Kauffman Stadium                | Kansas City Royals             | 150                       |
| loanDepot park                  | Miami Marlins                  | 225                       |
| Citi Field                      | New York Mets                  | 80                        |
| <b>Major League Soccer</b>      |                                |                           |
| Allianz Field                   | Minnesota United FC            | 350                       |
| Bank of America Stadium         | Charlotte FC                   | 500                       |
| Children's Mercy Park           | Sporting KC                    | 150                       |
| Exploria Stadium                | Orlando City SC                | 275                       |
| Nashville SC Stadium            | Nashville SC                   | 525                       |
| Saputo Stadium                  | Montreal Impact                | 175                       |
| TQL Stadium                     | FC Cincinnati                  | 200                       |
| <b>Other Key Clients</b>        |                                |                           |
| Barclays Center                 | Brooklyn Nets                  | 220                       |

|                        |                        |     |
|------------------------|------------------------|-----|
| Caesars Palace         | Caesars Entertainment  | 125 |
| Capital One Arena      | Washington Wizards     | 70  |
| Bridgestone Arena      | Nashville Predators    | 50  |
| Michelob Ultra Arena   | MGM Resorts            | 150 |
| MGM Grand Garden Arena | MGM Resorts            | 150 |
| Nationwide Arena       | Columbus Blue Jackets  | 75  |
| Target Center          | Minnesota Timberwolves | 100 |
| T-Mobile Arena         | Vegas Golden Knights   | 175 |
| UBS Arena              | New York Islanders     | 110 |

We believe that you will find our overall service package to be the best solution of the companies that you are reviewing. Thank you again for your evaluation of BEST. If you have any questions about our service capabilities, please do not hesitate to contact us at the contact information listed below.

Best regards,



Jessica Anderson  
 Director of Business Development  
 Jessica.anderson@garda.com  
 651-502-8792

## Company Information

Legal Company Name: Whelan Event Staffing Services, Inc  
 DBA: BEST Crowd Management  
 Organization Type: Corporation – Sub C  
 Federal Tax ID Number: 46-5054858

Idaho Security License: 07033L  
 Expiration Date: March 31, 2022

### CITY of BOISE SECURITY COMPANY LICENSE

| LICENSE #: 070333L   |   |  |           |
|--|---|--|-----------|
| PRINTED ON:  | 12/8/2021   | EFFECTIVE DATE:  | 12/6/2021 |
|  |   | EXPIRATION DATE:   | 3/31/2022 |
| <b>LICENSEE:</b>   |   |  |           |
| Business Name:   | WHELAN EVENT STAFFING SERVICES, INC DBA BEST CROWD MANAGEMENT |  |           |
| Location:  | 1699 S HANLEY RD STE 350                                      |  |           |
| City/State/Zip:  | SAINT LOUIS, MO 63144   |  |           |
| <br>MAYOR |   | <br>CITY CLERK |           |

Main Contact for Proposal: Jessica Anderson  
 Title: Director of Business Development  
 Phone Number: (651) 502-8792 – Cell Phone  
 Email: Jessica.Anderson@garda.com  
 Corporate Office Address: 199 Coon Rapids Blvd, Suite 111  
 Coon Rapids, MN 55433

#### Members of Event Specific Organizations

BEST is proud members of the International Association of Venue Managers (IAVM), Stadium Managers Association (SMA), and the National Center for Sports Security and Safety (NCS4).



## Section 1: Company History

### Background of BEST

Whelan Security was founded in 1949 by Jim Whelan in St. Louis, Missouri under humble circumstances. Jim had returned from serving overseas during World War II in the mid-1940s. After several years driving taxis, he and his brother Dave got the entrepreneurial idea to leverage the vehicles for a different purpose. They applied for a private patrolman license to inspect and secure businesses along the St. Louis riverfront in the evening and overnight hours. The brothers each patrolled their areas of the city by night, after which Jim would arrive back home around 7 a.m., sleep for three or four hours and then head back downtown in his business suit to visit with his customers and seek new clientele.

In 1956, the Whelan brothers won their first “on-site” guarding contract with the St. Louis Public Housing Authority and formed Whelan Security and Plant Protection Incorporated. The business was managed out of Jim’s house, with his sister-in-law Margaret Twardowski assisting with payroll and billing. Shortly afterwards, Dave exited the business leaving Jim to run the company. Jim died suddenly of a heart attack in 1969, having grown the business to 75 security officers and \$500,000 in annual sales.

Margaret’s son Patrick, who worked in human resources for McDonnell Douglas (now Boeing), was approached by Jim’s widow Geraldine to see if he would be interested in running the company. Patrick took a leap of faith and accepted her offer, and the company hasn’t looked back since.

Over the next three decades, Patrick built a highly respected security firm in the St. Louis area. Eventually, Patrick’s sons Greg and Dan joined the organization, and helped transform the company into a nationally recognized brand and one of the largest privately held security firms in the United States. In 2009 the organization made a significant investment to expand into the crown management and event security space. At the time they hired Jeff Spoerndle who brought decades of experience in the industry to the company. The objective of the expansion was to bring a quality provider to the space and to grow our market share in a slow and steady fashion. In the early years of our event business, we focused on developing service programs that would address the weakness of our competitors in the market space. As we grew our company turned into the preferred choice for many of the nation’s most high-profile clients, venues and national events ending last year with \$40M in annual sales.

In April of 2019, Whelan proudly joined Canadian-based GardaWorld, the largest privately-owned security services company in the world. GardaWorld also began from humble beginnings when CEO Stephan Cretier started a security company off an investment of \$25,000 from a second mortgage, and today has grown to become one of the five largest security companies globally. This is a perfect fit for both organizations, as GardaWorld already possessed a major presence in the United States in the cash services business, but was seeking a high-touch, values-driven provider to lead their US expansion in both the traditional security services and event staffing spaces. Whelan fills that void, and with the integration of another strong US security services provider, United America Security, we now offer a domestic platform of 45,000 security professionals operating out of 60 branch offices across all 48 continental states. The entire leadership of team of Whelan remains in place with the autonomy to manage the business the Whelan way – one employee and one client at a time – but with the backing of a \$2.75B North American platform of 63,000 security professionals and a \$2.75B global platform operating on five continents.

## Hallmarks of BEST

Over the years, event staffing and security companies have been challenged to do two things – differentiate themselves from one another and establish world-class service levels. At BEST, we believe there are five hallmarks of our company that differentiate us from our competitors and create an opportunity for us to provide unique, world-class service. These hallmarks are derived from third party surveys of our clients and represent the characteristics that our client promoters indicated they most appreciate about BEST. The relevance and importance of these five hallmarks have also been validated by the IOMA Security Guard Firm Ratings and Benchmarks Report and BEST Core Values.

### **Hallmark #1 – Management Responsiveness and Professionalism**

The IOMA Benchmark Report rates responsiveness as the single most important issue in its Client Criticality Rating. Responsiveness and professionalism of our staff are also rated as the top two attributes our clients most appreciate about BEST according to our client surveys. We believe responsive service with a real sense of urgency can only be delivered through great leaders, which is why “leadership” is one of our 10 core values on the Mission and Values Card carried by all our employees. Averaging approximately 20 years of industry experience, our team of security management professionals creates great relationships with our clients and employees and responds proactively to their individual needs.

### **Hallmark #2 – Event Security, Guest Services and Parking Personnel**

In an industry that often ignores front-line employees, BEST views our employees as our most important asset and sustainable competitive advantage. “Respect,” “loyalty,” and “empowerment” are 3 of our 10 core values because we proudly acknowledge that our product is people. We support and equip our people through a management culture of servant leadership and faith in the inverted organizational chart, through which front-line employees are at the top of the chart, and all supervisors, managers and executives support UP to the most important person – the event staff and security officer. We believe that true success and world-class customer service is achieved and delivered through highly engaged employees who represent BEST and our clients more professionally than event staff and security personnel in other companies. Research shows that engaged employees are 27% less likely to miss work, 51% less likely to turnover, 62% less likely to have a workplace accident and significantly more likely to deliver great customer service.

At BEST, our employee-centric culture makes the big difference, but we also recognize that our core service delivery programs of employee selection and development are key components to creating engaged employees. Our Screening Process is among the most rigorous and stringent in the industry. It is not easy to get a job with BEST for a reason. Our Training Program is among the most robust in the industry. From employee recognition programs to employee opinion surveys to internal advancement opportunities to our Learning Management System, all our programs are designed to create engaged employees. In support of this hallmark, industry-wide buyers in the IOMA Benchmark Report rated employee background checks and stability of personnel as the 2nd and 3rd most critical issues, while the surveys of our clients indicated that professionalism and quality of personnel is the 2nd most critical area to them.

### **Hallmark #3 – Flexibility and “Standardized Customization”**

At BEST, we will always advise of the benefits of standardization in order to drive efficiency and consistency, but as a privately held company who answers only to our clients and our employees as

opposed to stockholders, money managers or parent companies, we have the ability to provide highly customized services that are unique among larger security firms. This has allowed us to coin the seemingly paradoxical phrase of “standardized customization,” which simply means that we will suggest standardized service programs in areas that we believe are beneficial and cost-effective to our clients while at the same time offering specific solutions to meet unique needs on a client-by-client basis. The IOMA Benchmark Report rates the attributes of flexibility and customization as the 5th and 7th most important issues to buyers of contract event staffing and security services. BEST clients ranked our agility, flexibility, and willingness to customize our program to fit their constantly changing needs as the 3rd characteristic they most appreciate about BEST in the surveys. The largest national and global firms simply can’t do this because of their bureaucracy. BEST clients never have to settle for a cookie-cutter, one-size-fits-all program. In fact, our core service deliverables often become differentiators because of the way we can customize recruiting, training, and technology programs. This is the reason “flexibility” is one of our 10 core values.

#### **Hallmark #4 – Performance-Based Business Model**

Two of the company values on our Mission and Values Card are “quality assurance” and “results.” According to the IOMA Benchmarks Report, the attributes of performance, quality assurance and continuous improvement all rank within the 10 most critical issues to buyers of our services (4th and 9th). Security firms were rated lowest in the same report in their ability to “develop meaningful and concrete ways to measure contract performance,” so this is an area that is not only important to clients but also needs improvement from an industry-wide perspective. We believe customers are seeking complete transparency in their partnership with their contract event staffing and security firm, and we are proud to say that BEST has always been an industry innovator and leader in this critical area.

#### **Hallmark #5 – International Company with a Boutique Business Philosophy**

Strong relationship with management and on-site staff rounds out the list of top BEST attributes from our clients. Operating in all 48 continental states and with a global reach across five continents, BEST Crowd Management is one of the largest security organizations in the United States and the world, but the only one that has maintained the personal touch and feel of a privately-owned boutique firm. Each client should feel like they are unique, made possible by our **Customer First Service Program**. Each employee should feel like they are a part of an extended BEST family. Based on our goal to be the BEST security company to work for and the BEST people to work with, we have always grown our business one client and one employee at a time.

#### **Core Values**

The BEST core values express the strength of our commitment to our clients and the bravery and decisiveness of our people. Each of our employees takes great pride in being part of the BEST community and playing an active role in our company’s unique, inspirational success story.

- Our **integrity** is the moral force that drives everything we do, every day, and with everyone with whom we interact.
- We secure and strengthen the **trust** that our clients place in us to safeguard their people, assets, and business.
- We are **vigilant** in mitigating risk and enabling our clients to do business safely and securely throughout the country.
- We win our clients’ **respect** with the quality of our services and the absolute commitment of our people.

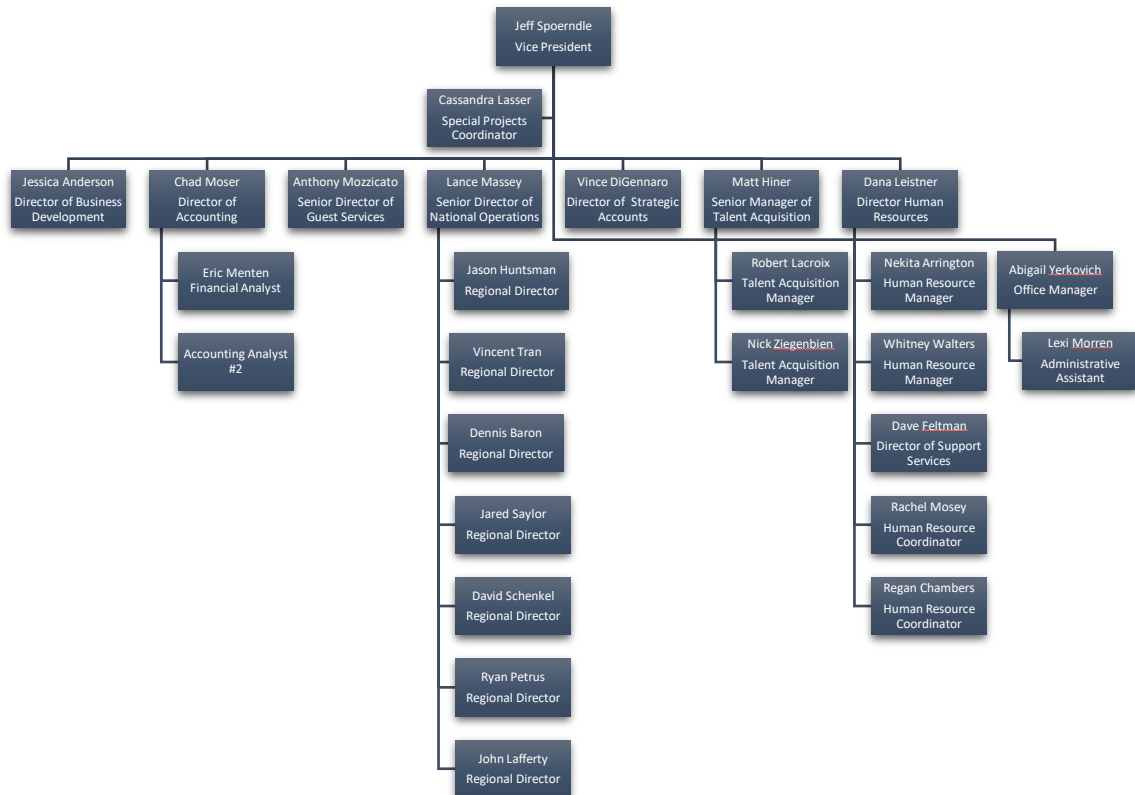


## Section 2: Project Management Plan

### Corporate Management Structure

In support of our employee-centric culture designed around the concept of creating “engaged” employees, BEST has always prescribed the theory of the inverted organizational chart where management supports “up the line” to our most important asset, the event staff and security officer.

Our Corporate Office is structured to support our local management team starting with the transition, leading into the first event and for the entirety of the contract.



### Corporate Support Biographies

#### Jeff Spoerndle - Vice President

Jeff Spoerndle has over three decades of successful experience in the crowd management and event security market segment. In 2009 Mr. Spoerndle was hired to develop and structure the event services program for BEST. At the time he was charged with building the company’s event program from the ground up. With his vision and strategic approach BEST grew over the years to be one of the largest providers of crowd management and event security services in the United States. Daily, Mr. Spoerndle is responsible for the overall operation of BEST and the future plans to expand internationally. He is charged with creating the culture, vision, and direction of the organization to ensure that we are always focused on revolutionizing our product to stay ahead of the challenges facing our industry.



Jeff Spoerndle has coordinated the guest services and security programs for some of the nation's largest events to include the Super Bowl, NFC and AFC Championship Games, World Series, American and National League Championship Series, NCAA Final Four, Republican and Democratic National Convention, NFL Draft, NBA All-Star Weekend, and US Golf Open. He has an extensive background in creating security and guest service programs for stadiums, arenas, convention centers, theaters, and other event venues. Since joining BEST, Mr. Spoerndle has grown the company to service over 35 large scale stadiums throughout the nations. In addition to countless arenas, convention centers, amphitheaters, and other special event venues. Mr. Spoerndle has been involved in the NFL Security BEST Practices Program for over 18 years. He is an active member of the Stadium Managers Association (SMA), National Center for Sports Security and Safety (NCS4) and the America Society of Industrial Security (ASIS).

**Cassandra Lasser – Special Project Coordinator**

Cassandra Lasser came to BEST with over 11 years of experience in the customer service industry. Prior to beginning her career, she graduated from the University of St. Thomas with a bachelor's degree of Communication and Journalism. During her time at the University, she was focused on building a long-term career in the event management industry. Upon joining BEST, Miss. Lasser demonstrated her capabilities quickly. With her innovative approach, attention to detail, drive to excellence and tactical approach she has brought an invaluable resource to the organization. She has extensive experience working in NFL, MLB, MLS and NCAA venues. In addition, she has been instrumental in our expansion into the Las Vegas market in servicing very high-profile casinos and conventions.

Miss. Lasser has been responsible for redeveloping and strengthening some of our core operational programs throughout our organization. With her vision she has focused on enhancing our employee centric culture through improvement in areas such as the employee check-in process at our venues, reimagining our employee experience, developing creative solutions to complex problems, and ensuring that the vision of the Vice President of the organization is carried out daily.

**Jessica Anderson – Director of Business Development**

Jessica joined us in 2019 as the Director of Business Development overseeing the future growth and the current client retention for BEST and will be the main point of contact for this RFP process. In addition to her role in account development, Jessica will bolster the company's presence at trade shows and industry conferences.

During her tenure in the sports and entertainment industry, Jessica has worked in several different capacities which include operations, guest experience, sales, and marketing. Prior to joining BEST, Jessica was employed by a smaller regional competitor as the Vice President of Business Development. In 4.5 years, she grew the event staffing and security client base to over 25 clients in 5 states which included notable clients in the NCAA, Big XII and SEC.

Jessica started her career in baseball in 2005 working with the Round Rock Express Baseball Club before being promoted to the majors to work alongside Jeff Cogen, as the executive assistant to the President. In 2008, Jessica took her talents to the Dallas Cowboys and managed the liquidation of memorabilia from Texas Stadium, handling all the sales and marketing prior to the stadium's implosion in 2009. When the Dallas Cowboys moved into the new stadium (AT&T Stadium), Jessica was instrumental in creating the

tour program as the Group Tour Coordinator and then the Tour Operations Manager which grew a \$60,000/year business model into a \$7 million/year revenue generator.

Her passion for event staffing and security began when she joined the team to open the first purpose-built Formula 1® racetrack in the United States, Circuit of The Americas, in 2012 as the Director of Guest Services. In that role, she had direct oversight over the event staff which consisted of over 1,000 staff, the volunteer program, all staff training, event information and brief sheets, venue policies and procedures as well as managing the Guest Services Department consisting of anywhere from 6 to 10 full time staff.

**Dana Leistner – Director of Human Capital**

Dana Leistner serves as the Director of Human Capital. She is a direct resource for Regional HR Managers, while handling employee relations, HR compliance and performance management. She specializes in full employee life-cycle support, training programs and materials for onboarding and development. She is a service driven individual with vast management experience that has allowed her to advance her career to multi-unit management. She has excellent communication skills that have allowed her to recruit, train, and promote leaders to further grow the company.

Mrs. Leistner brings more than fifteen years of Professional Service experience and is continuing her education in the HR Field Seeking a Human Resource Certificate and SHRM.

**Mathew Hiner – Senior Manger Talent Acquisition**

Matt brings 7 years of high-volume recruiting and HR experience and has maintained a role in the sport and events industry since 2010. Matt is a graduate of Ohio University in Athens, OH with a Bachelor's degree in Sports Administration/Sports Management.

Prior to joining BEST, Matt worked as a College Recruiter for DHL Supply Chain in Westerville, OH, before being promoted to an Operations & Military Talent Manager. He oversaw multiple regions, both domestic and international, and helped to grow the College Recruiting program and the summer internship program into a premier destination for new graduates and interns. As an Operations & Military Talent Manager, he traveled to military bases across the U.S., coordinating high-volume hiring events and creating a pipeline for recently discharged or retired veterans to continue their careers with DHL Supply Chain.

Throughout his career, Matt has always maintained a role in the sports industry, including marketing, ticket sales, and sponsorship activation roles with teams such as the Cleveland Guardians, San Diego Padres, Columbus Crew, and Learfield/IMG College at The Ohio State University. Matt is a passionate and dedicated leader in the hospitality and events field, focused on creating an exceptional event experience for both clients and fans alike.

**Dave Feltman – Director of Support Services**

Dave Feltman is our Director of Support Services will serve the as an administrative intermediary leadership and be the day-to-day support of the market working directly with the General Manager. Dave also serves as the market's compliance liaison supporting our mission to be wholly transparent with our

payroll, accounting, licensing, and training. In addition to his, Dave will support the corporate office on daily operations needs and projects.

Dave comes with a wealth of knowledge in training security operations nationally both focused at commercial security services and event security/guest services. Dave has single handedly staffed events of 600+ staff per day event and has developed trainings successfully for events, retail/commercial security, and major airport security screening operations. Dave is well versed in ABI and, in his former role, served as the IT liaison for a multitude of technology solutions that made field operations seamless.

#### **Chad Moser – Director of Accounting**

Chad Moser currently serves as the Director of Accounting with BEST Crowd Management. In this role, Chad oversees Billing, Payroll, Accounts Payable, and Accounts Receivable. Before leading the accounting department with BEST, Chad served as an Area Director, leading security operations in multiple states. He has also served as General Manager for U.S. Bank Stadium, where he led security operations for the Minnesota Vikings home football games, concerts, and events to include Super Bowl LII and the 2019 NCAA Final Four.

Before joining BEST, Chad served as the Director of Security at Target Center in Minneapolis. He directly oversaw all security initiatives for the Minnesota Timberwolves, Minnesota Lynx, Target Center events (concerts, tournaments, etc.). Chad also served as the Manager of Safety and Security at Arrowhead Stadium and the Kansas City Chiefs. In this role Chad oversaw all security and safety initiatives for the Kansas City Chiefs home football games, concerts, and events.

#### **Operations Management Structure**

BEST Crowd Management looks to create a large base and add depth of resources in Boise to support Boise State University. This project team consists of a Account Manager and Assistant Account Manager

We believe the key to providing quality event security and crowd management is putting in place a strong front office management team and understanding the roles and responsibilities needed in the venue. Below is a brief oversight roles and responsibilities:

#### **Regional Director:**

This role reports directly to the Sr Director of National Operations and is the main support of the team at Boise State University. This person is an industry expert who has a wealth of knowledge and experience managing all types of events and provides best practices and industry knowledge to the Account Managers. The role is charged with ensuring the success of the Account Managers and client satisfaction. This role is the quality control of all back of office aspects of BEST specifically overseeing ABI, background checks and State of Idaho Training and Compliance standards.

#### **Account Managers:**

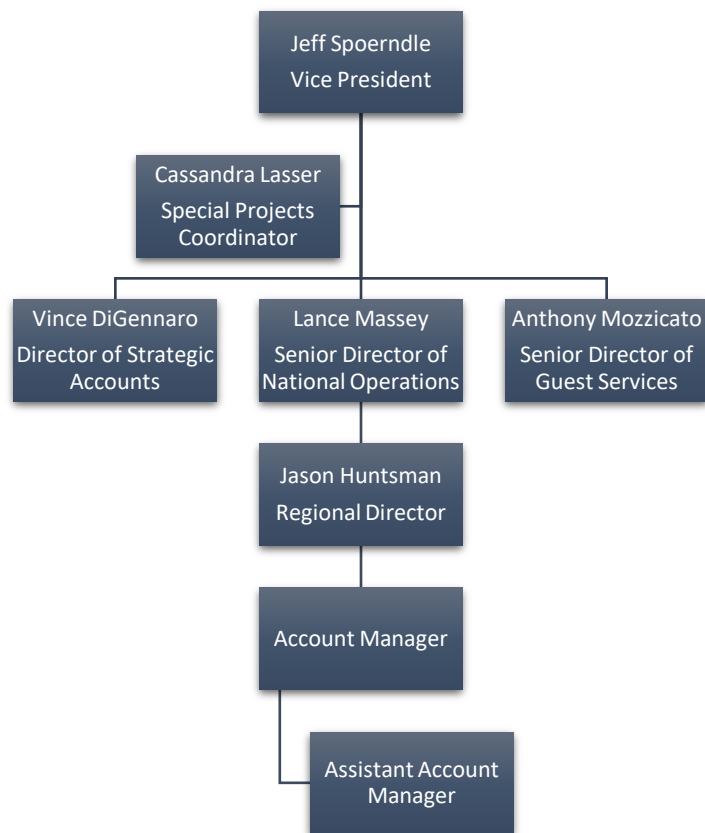
The Account Managers report directly to the Regional Director and is the main onsite contact for their assigned venue. They are charged with overseeing their assigned Assistant Account Managers in day-to-day business practices ensuring that policies and procedures are being followed, client needs are being

met, operational meeting attendance, staffing and recruiting numbers are in line and assisting at events as needed. They handle all aspects of the day-to-day operations which includes but isn't limited to, hiring, recruiting, scheduling, payroll, orientations, site specific training, major event day logistics, operational meetings, and client satisfaction.

Upon award of your contract, BEST will present 2-3 candidates for Boise State to interview to insure they meet the standards set forth in the RFP.

**Assistant Account Manager:**

This role reports to the Account Manager and is the secondary contact for Boise State University. This role supports the Account Manager in all aspects of the operations. They will be a main point of contact for employees as well as the client POC for smaller athletic events and university special events.



**Lance Massey – Senior Director of National Operations**

Lance's experience has covered all aspects of organizational management, ranging from Event & Branch Management to Regional and VP Operations.

Beginning as an Intern, and paying his dues, over the past 20+ years, in his Event Management Career, Lance has had the opportunity to be a veteran of a wide variety of major events including, but not limited to: 7 Super Bowls, a BCS National Championship Game, a College Football Playoff Championship, 4 NCAA

Men's & Women's Basketball Final Fours, a Ryder Cup, The World Series, The NBA Finals, MLS Finals, concerts, large trade shows, major conventions and festivals.

In addition to event experience, Lance has developed and ran 24-hour security operations for Arenas, Convention Centers, & Stadiums. Lance has participated in multiple NFL Best Practices Trainings; IAVM Conferences; and multiple tabletop exercises for disaster preparedness. He has developed detailed recruiting and hiring schedules to meet even the most aggressive timelines, and operational plans accordingly.

A tireless worker, with a keen insight for the next challenge, Lance is excited to team with you to work towards a common solution and one goal: Perfection.

**Anthony Mozzicato – Senior Director of Guest Services**

Anthony Mozzicato enters his second year with BEST and oversees the guest services and venue operations division, providing leadership and oversight to the regional directors and account managers nationwide. In addition, Anthony actively engages with venue partners to ensure their venue and organization's guest service expectations are exceeded. Anthony and his team take pride in providing a first-class experience for event staff and guests by executing the organization's service program, training and recognizing staff, and delivering best practices within the sports and hospitality industry.

Prior to joining BEST, Anthony recently served 5 years as Director of Guest Experience with the Miami Dolphins and Hard Rock Stadium. He directly oversaw all guest experience initiatives and event staff for the Miami Dolphins, Miami Hurricanes Football, Hard Rock Stadium major events (concerts, soccer, etc.) and the Miami Open tennis tournament. Anthony proudly played a leading role working with the NFL and event agencies to execute Super Bowl LIV held at Hard Rock Stadium in 2020. In addition, Anthony served on the NFL Guest Services Committee during his time with the Dolphins and Hard Rock Stadium.

Prior to joining the Miami Dolphins and Hard Rock Stadium, Anthony served over three years leading the guest services and ballpark experience department for the Kansas City Royals. He led a top ranked guest experience team in MLB and was part of the 2015 World Series Championship team. Prior to the Royals, Anthony managed Sporting Park, a new 18,500 seat professional soccer venue for MLS Sporting Kansas City, as the Director of Fan Experience and Events Operations Manager directly overseeing all guest services staff and event operations for the stadium over a two-year term.

Prior to moving to Kansas City, Anthony served as the Stadium Manager for FIU Stadium (Miami, Florida) from 2008 to 2011 and as the Assistant Arena Manager for Florida Gulf Coast University (Fort Myers, Florida) from 2007 to 2008.

Anthony graduated in 2007 from the University of South Florida (Tampa, Florida) with a B.S. in Business Administration. While a student at USF, he assisted the athletics department and the Tampa Bay Sports Commission from 2004 to 2007 as an intern. Anthony also served as a Spring Training Bat Boy and Clubhouse Attendant for the Texas Rangers in 2002 when the team was located in Port Charlotte, Florida.

**Vince DiGennaro – Director of Strategic Accounts**

Vince DiGennaro serves as the Director of Strategic Accounts, and is responsible for the strategic planning, management, and oversight of national scale operations for strategic partners across the United States. DiGennaro is primarily responsible for BEST National Events Team, consisting of the planning and execution of some of the largest events in North America in coordination with national partners, including the Super Bowl and NFL Draft, along with major concerts, festivals, conventions, expos, tennis tournaments, and equestrian events. DiGennaro serves as a partner and advisor for clients from end to end through the event process, from initial concept all the way through after action and execution. Additionally, DiGennaro is responsible for guest services, crowd management, and security services in collaboration with various partners, including thirteen professional sports teams, nine NCAA DI athletics programs, five stadiums ranging in size from 40,000 to 108,000, three ballparks ranging in size from 10,000 to 42,000, fourteen arenas ranging in size from 9,000 to 22,000, seven convention centers totaling over 9.1 million square feet of space, a 364-acre theme park, and a 25-acre water park. DiGennaro serve as a member of the BEST senior leadership team, responsible for client relations and business development across the region and organization, working to organically grow the business in a responsible manner. DiGennaro collaborates with other leaders on various capital, policy, and process improvement projects, including enhancements to recruitment, hiring, onboarding, training, and retention, as well as programmatic changes to enhance safety and efficiency at sports and entertainment venues and points of critical infrastructure throughout the country.

Prior to joining BEST, DiGennaro acquired over ten years of experience in the sports and entertainment industry, specifically in security and event operations. He's served as the Event Security Manager for the Cleveland Guardians, Event Security Coordinator for the Greater Columbus Convention Center, and a part of the Event Services team at the Jerome Schottenstein Center. DiGennaro has also served as a subject matter expert in crowd management and venue operations for the National Center for Spectator Sports Safety and Security (NCS4), the European Stadium and Safety Management Association (ESSMA), the Security Coordinator for MLB's 2019 All Star Week, as well as an operations consultant for the Super Bowl, MLB's International Series, NHL's Stadium Series, and various other events and festivals throughout North America. DiGennaro is a graduate of The Ohio State University, holding a Bachelor of Arts degree in Security and Intelligence Studies.

**Jason Huntsman – Regional Director**

Jason Huntsman joins the BEST team as Regional Director. In this role, he is responsible for the management and implementation of all event operations for BEST in the West. He provides leadership and oversight for all security operations and guest services programs at partner venues as well as develops client relations and assists in business development. Jason is a leader that focuses on exceeding expectations and actively engages with account managers and staff to make sure that every event is executed successfully.

Prior to joining BEST, Jason gained over ten years of experience in the stadium and arena management industry, specifically in operations, security, and guest services. Most recently he spent the last 5 years at the University of Utah where he quickly advanced through increasingly challenging roles including Event Manager, Operations Manager, Security Coordinator, and Director of Events. He is a committed worker that holds himself accountable above all else and works to instill the same attitude in the account managers and staff he works with.

### Section 3: Experience and Qualification

As listed in the Executive Summary, BEST has over 125 venues nationwide in over 35 markets. Our wealth of experience not only in higher education which totals roughly 43% of our business but providing services for large scale event venues, stadium concerts and high-profile events makes us your best choice of providers. Below is a sample of clients throughout our portfolio with details on the type of facility, service start dates, major events staffed, average staffing call and positions staffed.



#### KYLE FIELD/TEXAS A&M UNIVERSITY

**Service Start Date:** July 2016 - Current

**Major Events:** Texas A&M Football, concerts, commencement, international soccer and religious events

**Average Staff Call:** 750

**Positions Staffed:** Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Ushers, Ticket Takers, Security Response Teams, Access Control, Field Security, Premium Space Personnel and Television Security

**Facility Background:** Kyle Field is one of eight stadiums in the United States that exceeds 100,000 in seating capacity with an exact capacity of 102,733. It serves as home to the Texas A&M Aggies football team who is a premiere member of the SEC Conference. In addition to football the facility hosts major concerts, graduations, international soccer and religious events.

#### OHIO STADIUM/THE OHIO STATE UNIVERSITY



**Service Start Date:** June 2020 - Current

**Major Events:** The Ohio State University Football Games, concerts, commencements

**Average Staffing Call:** 350

**Positions Staffed:** Security for fan fest (skull session), media areas, broadcast compounds, access control positions, overnight security, all public and private gates, field intrusion team

**Facility Background:** Ohio Stadium is one of eight stadiums in the United States that exceeds 100,000 in seating capacity with an exact capacity of 104,944. It serves as home to The Ohio State Buckeye football team who is ranked national powerhouse on an annual basis. In addition to football the facility hosts major concerts and graduations.



## CHILDREN'S MERCY PARK/ SPORTING KC



**Service Start Date:** February 2017 - Current

**Major Events:** Sporting KC Soccer, International Soccer and Large-Scale Concerts

**Average Staffing Call:** 150

**Positions Staffed:** Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Access Control, Field Security, Premium Space Personnel and Television Security

**Facility Background:** Children's Mercy Park is one of the most known facilities in Major League Soccer. It is home to the Sporting KC, but has also hosted a variety of international soccer matches, concerts and football games. The facility seats 21,000.

## HARD ROCK STADIUM/MIAMI DOLPHINS



**Service Start Date:** May 2016 - Current

**Major Events:** Miami Dolphins Football, NCAA College Football Playoff Semi Final, Miami Hurricanes Football, Capitol One Orange Bowl, Miami Tennis Open, International Soccer Matches and Large-Scale Concerts

**Average Staffing Call:** 500

**Positions Staffed:** Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Rovers, Access Control, Field Security, Premium Space Personnel, Television Security, Lock-Down Staff and Parking Security

**Facility Background:** Hard Rock Stadium is one of the premier facilities in the United States. In the last 15 months they are hosted Super Bowl LIV and the NCAA Football National Championship game. BEST plays a key role in ensuring all security procedures and protocols are followed at the facility for each event. On a typical year the facility hosts over 50+ sporting events, concerts and other special events of over 50,000+ in attendance.

## U.S. BANK STADIUM/ MINNESOTA VIKINGS



**Service Start Date:** September 2017 - Current

**Major Events:** Minnesota Vikings Football, Super Bowl LII, 2019 NCAA Men's Final Four, ESPN X-Games, Large Scale Concerts, State High School League Championships, Motorsports, University of Minnesota Baseball, Trade Shows and Conferences

**Average Staffing Call:** 500

**Positions Staffed:** Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Access Control, Field Security, Premium Space Personnel, Television Security and Distribution Staff

**Facility Background :** U.S. Bank Stadium was ranked in the top 5 of stadiums in the National Football League in 2019, the last season played with fans in attendance prior to COVID. The stadium is a true multipurpose facility hosting events ranging from football, baseball, basketball, concerts and motorsports events. The facility had the honor of hosting Super Bowl LII along with the 2019 NCAA Men's Final Four which set an attendance record of over 70,000 guests.



# BANK OF AMERICA STADIUM/ CAROLINA PANTHERS & CHARLOTTE FC



**Service Start Date:** April 2020 - Current

**Major Events:** Carolina Panthers Football, Concerts, Charlotte FC, Trade Shows and Conferences

**Average Staffing Call:** 800

**Positions Staffed:** Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Ushers, Ticket Takers, Access Control, Field Security, Premium Space Personnel, Television Security and Distribution Staff

**Facility Background:** Bank of America Stadium is one of the largest NFL facilities hosting over 78,000 guests on a typical NFL game day. The stadium is multipurpose and hosts both professional and collegiate football and is the proud home of the ACC Championship game and the Belk Bowl. In 2022, the stadium will welcome a new tenant, Charlotte FC, as they begin play in the MLS.

# PAUL BROWN STADIUM/ CINCINNATI BENGALS



**Service Start Date:** May 2012 - Current

**Major Events:** Cincinnati Bengals Football, College Football, Cincinnati Music Festival and Large-Scale Concerts

**Average Staffing Call:** 650

**Positions Staffed:** Ushers, Ticket Takers, Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Rovers, Access Control, Field Security, Premium Space Personnel, Television Security and Lock-Down Security

**Facility Background:** Paul Brown Stadium is the centerpiece of the entertainment district in the city of Cincinnati. It proudly hosts professional and collegiate football and concerts with a capacity of over 65,000.

# MINNEAPOLIS CONVENTION CENTER



**Service Start Date:** September 2012 - Current

**Average Staffing Call:** 50-100

**Major Events:** Conventions, Trade Shows, Graduations, Meetings, Public Events, Concerts, Weddings

**Positions Staffed:** Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Access Control, Logistics Staff, Access Control

**Facility Background:** The Minneapolis Convention Center is a 475,000 square foot large convention center located in downtown Minneapolis, Minnesota. It is located one block away from Nicollet Mall near Orchestra Hall. The Minneapolis Convention Center has a quadruple-domed roof and because of its volume can host multiple events on the same day



## EXPLORIA STADIUM/ ORLANDO CITY SC



**Service Start Date:** March 2020 - Current

**Major Events:** Orlando City SC, International Soccer Matches and Large-Scale Concerts

**Average Staffing Call:** 275

**Positions Staffed:** Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Ushers, Ticket Takers, Security Response Teams, Access Control, Field Security, Premium Space Personnel and Television Security

**Facility Background:** Exploria Stadium is one of the busiest stadium in all of Major League Soccer. It is home to Orlando City SC, but also hosts international soccer tournaments. In 2021, the stadium will be hosting games for Toronto FC from the MLS due to COVID restrictions in Canada. The facility seats 22,000.

## ALLIANZ FIELD/MINNESOTA UNITED FC



**Service Start Date:** March 2019 - Current

**Major Events:** Minnesota United FC, International Soccer and Large-Scale Concerts

**Average Staffing Call:** 180

**Positions Staffed:** Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Access Control, Field Security, Premium Space Personnel and Television Security

**Facility Background:** Allianz Field is one of the newest and most progressive facilities in Major League Soccer. It is home to the Minnesota United FC, but has also hosted a variety of international soccer matches, concerts and football games. The facility seats 19,000.

## NISSAN STADIUM/ TENNESSEE TITANS



**Service Start Date:** March 2018 - Current

**Major Events:** Tennessee Titans Football, NFL Draft, College Football, Music City Bowl, International Soccer Matches, CMA Festival, Motorsports and Large-Scale Concerts

**Average Staffing Call:** 650

**Positions Staffed:** Ushers, Ticket Takers, Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Rovers, Access Control, Field Security, Premium Space Personnel, Television Security and Lock-Down Security

**Facility Background:** Nissan Stadium is one of the busiest, large-scale stadiums in the United States. It is known as the home of the Tennessee Titans of the National Football League but also houses Nashville SC of the MLS, Tennessee State college football and the CMA Music Festival annually. In addition, Nashville is the county music capital of the world and Nissan Stadium has multiple concerts annually with the biggest and brightest stars in that industry.



## BARCLAYS CENTER/ BROOKLYN NETS



**Service Start Date:** October 2018 - Current

**Major Events:** Brooklyn Nets Basketball, New York Islanders Hockey, Award Shows, Concerts, Boxing, Wrestling, Family Shows, Trade Shows and Religious Events

**Average Staffing Call:** 110

**Positions Staffed:** Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Ushers, Ticket Takers, Security Response Teams and Access Control

**Facility Background:** Barclays Center is one of the Top 10 arenas in the world. It holds the biggest and best events in the largest city in the United States. From NBA basketball, NHL hockey to the top performance artists this arena hosts a variety of events. It can seat up to 19,000 guests.

## TARGET CENTER/ MINNESOTA TIMBERWOLVES



**Service Start Date:** July 2019 - Current

**Major Events:** Minnesota Timberwolves Basketball, Concerts, Boxing, Wrestling, Family Shows, Trade Shows and Religious Events

**Average Staffing Call:** 125

**Positions Staffed:** Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Ushers, Ticket Takers, Security Response Teams and Access Control

**Facility Background:** Target Center hosts over 150+ events per year and is located in downtown Minneapolis. The facility is the epitome of a multipurpose facility hosting a large variety of events. The arena was renovated in 2018 to be one of the most popular arenas in the Midwest. It holds 19,000 guests.

## MGM RESORTS & T-MOBILE ARENA/ LAS VEGAS



**Service Start Date:** February 2020 - Current

**Major Events:** Concerts, Sporting Events, Boxing, Wrestling, Trade Shows, International Conventions and Award Shows

**Average Staffing Call:** 150

**Positions Staffed:** Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Rovers, Access Control, Field Security, Premium Space Personnel, Television Security, Lock-Down Staff and Parking Security

**Facility Background:** MGM Resorts is the entertainment king in Las Vegas, Nevada. BEST provides services to MGM Grand Garden Arena, Mandalay Bay Event Center and the MGM Park Theater. These venues are some of the most famous event facilities in the United States. On an annual basis the three facilities combine host over 700+ events.



## KAUFFMAN STADIUM/ KANSAS CITY ROYALS



**Service Start Date:** March 2015 - Current

**Major Events:** Kansas City Royals Baseball and Large-Scale Concerts

**Average Staffing Call:** 150

**Positions Staffed:** Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Access Control, Field Security, Premium Space Personnel and Television Security

**Facility Background:** Kauffman Stadium is one of the most beautiful stadium to watch baseball in the United States. The facility has played host to the 2015 World Series. The stadium hosts a variety of community events to include major concerts. It hold up to 38,000 guests.

## BUSCH STADIUM/ ST. LOUIS CARDINALS



**Service Start Date:** March 2008 - Current

**Major Events:** St. Louis Cardinal Baseball, MLB National League Division and Championship Series, the World Series, All Star Game, NHL Winter Classic and Large-Scale Concerts

**Average Staffing Call:** 80

**Positions Staffed:** Metal Detecting Staff, Bag Checkers, Bag Buffer Zone, Security Response Teams, Access Control, Field Security, Premium Space Personnel and Television Security

**Facility Background:** Busch Stadium is in the Top 5 of Major League Baseball Stadium in the United States. Annually it proudly boasts attendance that is over 95% of stadium capacity for the 81 baseball games played in the stadium. The facility has hosted multiple world series, All Star games and major concerts. In January of 2017, the stadium transformed into a winter wonderland to host the NHL Winter Classic.

## OHIO STADIUM/ THE OHIO STATE UNIVERSITY



**Service Start Date:** June 2020 - Current

**Major Events:** The Ohio State University Football Games, concerts, commencements

**Average Staffing Call:** 350

**Positions Staffed:** Security for fan fest (skull session), media areas, broadcast compounds, access control positions, overnight security, all public and private gates, field intrusion team

**Facility Background:** Ohio Stadium is one of eight stadiums in the United States that exceeds 100,000 in seating capacity with an exact capacity of 104,944. It serves as home to The Ohio State Buckeye football team who is ranked national powerhouse on an annual basis. In addition to football the facility hosts major concerts and graduations.

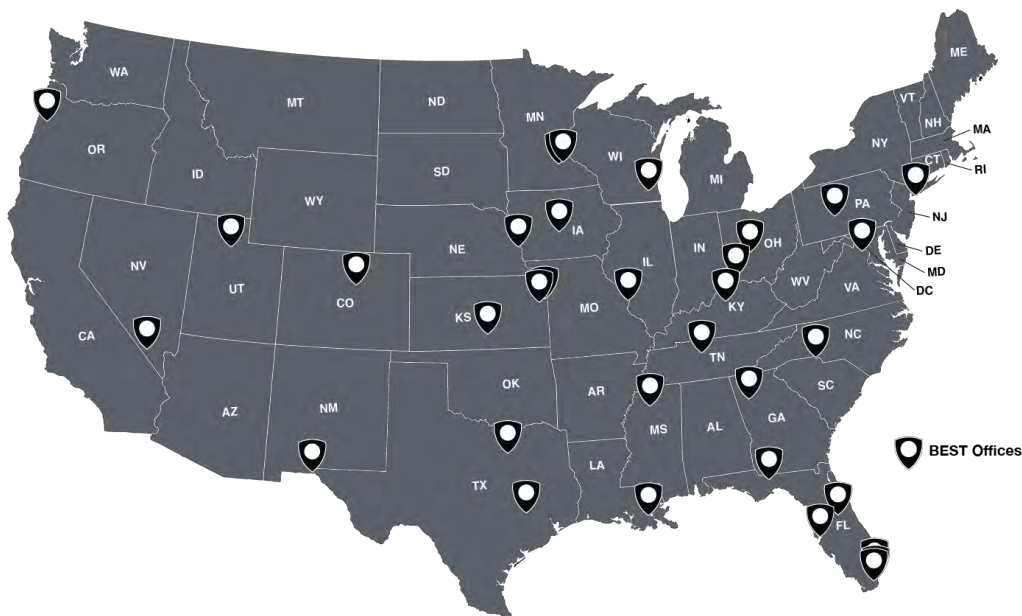
## Geographical Markets Served

Internationally, GardaWorld is the world's largest privately-owned security services company offering cash services, physical and specialized security solutions. Based in Montreal Canada, GardaWorld employs more than 102,000 highly skilled, dedicated professionals who serve a diverse clientele in North and South America, Africa, Asia, and Europe.

Domestically, GardaWorld operates in 50+ security services offices along with 20+ event service offices though BEST across the United States. When combined with the Canadian Security Division and Cash Services Operation, GardaWorld operates 450+ offices in all 48 continental states and all 10 Canadian provinces.



## BEST Locations – United States



## Section 4: Organizational Approach

### A. Hiring Detail

BEST has developed a culture built around successful human capital management through the concept of “creating engaged employees.” In the book called *12: The Elements of Great Managing*, the author teaches that pay and benefits are certainly important factors, but there are 12 other management principles that a company and leader should adopt to create engaged employees. Research has shown that engaged employees are much less likely to turnover, much less likely to be late for work or call off from work, and much less likely to experience a workplace accident. A Harvard Business Review Survey has uncovered that only 29% of American employees are “engaged,” meaning that 71% of all employees hurt their companies as opposed to helping their companies. At BEST, we teach our managers the principles of this book, which include concepts such as praise and recognition, listening and responding to employees’ opinions, placing employees in a position where they can succeed and creating career growth and progression. Through this management approach, we have been very successful in recruiting, attracting, and retaining high quality personnel as evidenced by our high employee retention rates. Beginning with our recruiting efforts to attract quality employees all the way to the final background check, our selection process goes well beyond technical requirements. Every step of the way, our human resources processes are designed to ensure we employ only the BEST qualified individuals for your security program. Recognizing that successful personnel placement goes beyond maintaining a pool of talent, BEST accurately matches the skills, attributes, and traits of the officer with the skill requirements of the post to which they are being assigned. The goal of our personnel selection process is **“matching the right people to the right environment.”**

Below you will find the recruiting methods to complete our extensive recruiting plan:

- Social Media Advertising
- Employee and Client Referrals
- Military and Veterans Groups
- Online Postings
- Colleges and Technical Schools
- Non-Profit Organizations
- Churches
- Job Fairs
- Government Agencies
- Direct Recruitment from Service Industries such as Restaurants, Retail and Hospitality





### Sample Recruitment Ads:

**BEST** BEST Crowd Management - Salt Lake City (Salt Lake City) ...

\$14/hour - Guest Service Positions University of Utah/Rice-Eccles Stadium Football Games

- Weekly Pay
- Free Parking
- Flexible Schedule

Immediate openings - Positions are filling fast!

**WE HIRE THE BEST.**  
NOW HIRING PART-TIME GUEST SERVICES STAFF.

OLIVIA.PARADOX.AI  
Rice-Eccles Stadium | BEST Crowd Management

Sign up

74 Likes 11 Shares

Like Comment Share

**BEST** BEST Crowd Management - Salt Lake City (Salt Lake City) ...

Guest Service Positions University of Utah Basketball at Jon M. Huntsman Center

- Weekly Pay
- Free Parking
- Flexible Schedule

Immediate openings - Positions are filling fast!

**TEAM UP WITH BEST AND UNIVERSITY OF UTAH**  
EMPLOYEES ARE OUR MVPS

HIRING GUEST SERVICES STAFF

- ✓ Part-time
- ✓ Flexible hours
- ✓ Weekly pay

BEST.GARDA.COM  
Apply now in Utah | Best

Sign up

61 Likes 8 Shares

Like Comment Share

**BEST** BEST Crowd Management - Salt Lake City (Salt Lake City) ...

Guest Service Positions University of Utah Basketball at Jon M. Huntsman Center

- Weekly Pay
- Free Parking
- Flexible Schedule

Team Up With BEST - Immediate openings!

**TEAM UP WITH BEST AND UNIVERSITY OF UTAH**  
EMPLOYEES ARE OUR MVPS

HIRING GUEST SERVICES STAFF

- ✓ Part-time
- ✓ Flexible hours
- ✓ Weekly pay

OLIVIA.PARADOX.AI  
Jon M. Huntsman Arena | BEST Crowd Management

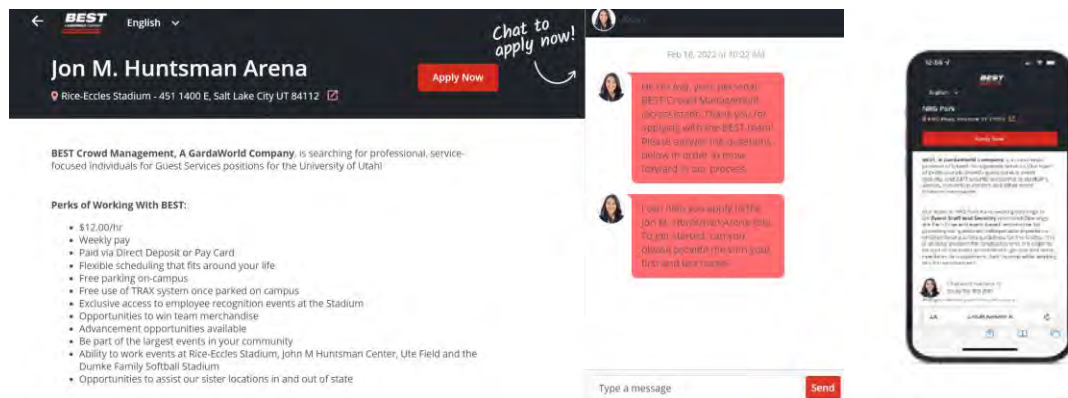
Sign up

4 Likes 1 Share

Like Comment Share

Once an applicant clicks on one of our job ads or job positing through websites or social media such as Indeed, Facebook, and Instagram, they are instantly engaged through the following steps:

1. Applicant is engaged in real-time with our AI assistant Ava - Our AI assistant Ava was designed from the ground up to help companies of all sizes and complexities get hiring work done faster. She's not a chatbot. She's a second set of hands for every recruiter. She's a 24/7 concierge for your candidates. She's an always-on partner who's always ready for just about anything — whether it's screening resumes, answering candidate questions, scheduling interviews, or managing onboarding communications.
2. Ava engages, schedules, and monitors our applicant flow. 24 hours and 2 hours prior to a hiring event, Ava also sends a text message and email to our applicants reminding them of their scheduled upcoming hiring event. Additionally, we send applicants a “what to bring” document to ensure their hiring experience is seamless. After the hiring event, Ava re-engages with no-show applicants and provides them another invitation to an upcoming hiring event. Additionally, our Hiring & Recruiting Manager sends another individualized text message through Text-Em-All (web-based mass messaging system) reminding the no-show applicants to re-schedule. We utilize both Ava and Text-Em-All to ensure proper and constant communication is occurring.



3. Our applicants will have the opportunity to complete all of their new-hire and onboarding paperwork at their scheduled hiring event, and they will be ready to work their next shift within a few days of attending. Our team is committed to ensuring a smooth process from first application to their first shift with BEST.
4. Up-to-date spreadsheets are developed to compile data of our hiring events. Information such as applicant projections, show rate, usher hire, security hire and how they heard about BEST. This data is sent to our corporate office recruiting team who access and review how our marketing campaigns are correlating to real field data.
5. Including tracking our individual applicants, BEST is dedicated to working closely with Non-Profit Organizations (NPO) in the area, and each relationship is closely monitored and supported by our account management team. We track these in shared spreadsheets and have a minimum number



of contact points that our team is responsible for throughout the year to ensure our relationship stays as active as possible.

**Employee Screening Process**

At BEST, we have benchmarked our employee selection process against the BEST in the security industry and identified the screening criteria that we believe BEST allows us to provide superior security personnel to our clients.

Through the implementation of BEST practices and innovative solutions, BEST has built an unrivaled employee selection and background-screening platform that has the depth and breadth to satisfy the demanding needs of our customers. BEST offers the comprehensive **Employee Screening Process**, which includes the following:

**Prior Employment**

One of the most falsified pieces of information is an applicant's employment history. An investigation of previous employment is conducted on all candidates considered for employment. Subjects investigated include absenteeism, tardiness, conduct, job performance, and reason for separation from previous employers.

If an applicant has prior military experience, they are required to provide a copy of the DD214 indicating an honorable discharge.

**Application, Hiring Assessment and Job Matching Assessment**

All candidates for employment must complete a detailed application and participate in a formal hiring assessment. The hiring assessment provides an opportunity to verify that they fit basic requirements as specified online (age, education, government eligibility, local licensing requirements, proper I-9 credentials, DD214 with honorable discharge if in U.S. military, proximity to accounts and scheduling flexibility) and include evaluations of appearance, attitude, demeanor, mental alertness, general intelligence, integrity, interpersonal communication skills, specific job-related qualifications, and job knowledge.

We host hiring events each month at our BEST Training Offices in Boise, select hotels in strategic geographical locations, as well as future potential at Boise State University (if possible).

Applicants are interviewed by our Hiring & Training Manager. The interview takes approximately 10 to 15 minutes with a combination of situational, behavioral, and open-ended questions.

Examples include:

- Why do you want to work as a member of the Boise State Event Day Staff?
- Able to stand long periods of time (up to 7 hours)?
- Able to work in inclement weather (Hot, Cold, Rain etc)?
- Have access to reliable transportation?
- How would you describe Exceptional Guest Service or Give an example of a time where you received Exceptional Customer Service?
- Tell me the last time you dealt with an unhappy customer? What did you say and do? Did you improve their experience and if so, how?

- If hired, are you available to attend our training session this month? Yes or No

We also evaluate the applicant's appearance, body language, eye contact and communication.

Lastly, we want to ensure the hiring event is exciting for potential event staff. Photos of the applicant with a Broncos #22 "Rookie" Jersey and a backdrop with the BEST logo are taken. New hires are encouraged to post these photos on social media accounts and tag BEST. Posting and tagging enrolls new hires into a raffle for the opportunity to win gifts, swag, and prizes.

### **Criminal Background Investigation**

One of BEST's key differentiators in the staffing industry is our adherence to our background check program. Every employee will not only be required to pass the background check for the State of Idaho Security license, but they must also pass our in-house background check as well as monthly monitoring. Detailed below is a description of this program.

Candidates with records of felony convictions or misdemeanors (or nolo contendere plea) of a job-related or moral turpitude nature for a minimum seven-year period immediately preceding application are not suitable for employment with BEST. Criminal background checks to the county level are completed on all candidates considered for employment with BEST. An industry-leading, employment screening company conducts all our criminal background investigations, and all county criminal background checks are investigated in person at the county courthouse by a representative of our 3<sup>rd</sup> party background check firm. After the applicant becomes an employee with BEST their criminal background is run monthly to ensure that a crime was not committed during the individual's employment with the company. If a felony conviction or misdemeanor (or nolo contendere plea) of a job-related or moral turpitude nature is found on the monthly check, the employee is terminated.

### **OFAC Prohibited Parties Search**

BEST's criminal background investigation also includes an OFAC federal database search to identify "prohibited parties." A prohibited party is defined as "specially designated nationals, terrorists, narcotics traffickers, blocked persons, vessels, and parties subject to various economic sanctioned programs who are forbidden from conducting business in the United States, as well as entities subject to license requirements because of their proliferation of weapons of mass destruction." Government regulations may require that organizations not deal with prohibited parties, thereby making this search a necessity. One of the common uses of this check is for Patriot Act compliance.

## **B. Employee Benefits and Recognition Program**

### **Employee Benefits**

It is evident that recruiting and retention of employees is key to the success of BEST profitability and continued delivery of world-class services to our clients. In order to reward our employee's commitment to provide world class service to your facility we have developed the employee benefit program listed below.

**Recognition Awards**

The Awards are handed out by the Account Management Team for large events and seasonally to employees who showcase exceptional customer service, understanding of their post and overall facility knowledge. BEST will budget an amount for both BEST branded merch and team specific merchandise as well as other prizes such as electronics, concession cash, gift cards, etc. each season. These are the various awards given throughout the year: Employee of the Game, Employee of the Month and Employee of the Season.

Evaluation is based on the following areas:

- On time/early for post.
- Proper setup and break down of assigned areas
- Uniform appearance – accurate uniform, neat appearance
- Understanding of assigned position and required duties.
- Able to explain duties and position to supervisor and/or athletics staff
- Correctly applying venue policies
- Customer service approach. Welcome to Boise State, Thank you, Have a nice day, etc.
- Proper return of items loaned to employee for the day. (Handled scanners returned in same condition, handhelds wands, etc)

**Selection Method**

- Recommendation from peers
- Recommendation from BEST supervisors
- Recommendation from BEST management
- Recommendation from Venue Staff and Management
- Fan Feedback (In-person and through the system)

**Our Team Member Recognition Program**

- Dedicated recognition team
- Team Members of the Event, Month and Year Awards
- Visible recognition board highlighting team members of the event and success stories updated between events
- Randoms Acts of Kindness upon arrival/pre-shift
- Determined recognition program redemption and prizes such as gift cards and branded items
- 100% secret shopper scores recognition
- Attendance recognition
- Reward positive client and guest feedback, including feedback from guest surveys
- BEST Years of Service Recognition
- Celebrate Birthdays and Personal Achievements/Events
- Post-event appreciation and gratitude



### Employee Suggestion and Feedback Program

An employee Suggestion and Feedback Box shall be installed in our deployment area. This will always remain stocked with comment cards and pens. This will give employees another option for reporting misconduct by supervisors, safety suggestions, and general employee feedback. It is critical to establish as many outlets as possible for employees to provide feedback and concerns to the Account Management Team. The employee suggestion and feedback box can only be accessed by the Management Team.

### Anonymous Employee Hotline (ReportLine)

BEST has established an Employee Ethics and Compliance ReportLine. The ReportLine is available to accept reports or complaints 24 hours a day, 7 days a week. The employee may choose to make a call or web-based report anonymously; however, providing their name will allow a more direct and personal investigation and response. The sole purpose of the ReportLine is to provide a direct link for the employee to report any ethics, compliance, or policy concerns to the appropriate person so that the issue can be promptly escalated and resolved.

All reports through BEST's ReportLine are automatically logged in BEST's web-based Case Management system which allows us to document all activities in a single, centralized database. The Case Management System allows BEST officials to oversee investigations, manage workflow and track trends across the organization. It also provides us with a historical of all investigations – from initial notification through final resolution.

**Employee Assistance Program (EAP)**

To help employees balance work, life and family, BEST offers a no-cost, confidential employee assistance program for employees and their family members. The program provides support, guidance, and resources for issues related to childcare, relationships, legal problems, finances, life transitions, addictions, depression, anxiety and other personal concerns. The plan includes in-person consultation for short-term issues and phone consultation is available 24 hours a day via toll-free number. Employees receive a 25% discount on any follow-up services resulting from an attorney/counselor referral. Additional resources can be found on the interactive website.

**C. Employee Training****Welcome to BEST Orientation**

All candidates who have successfully completed and passed the Event Services Hiring Process will go through Welcome to BEST Orientation as the first step of the training process. This orientation includes an overview of BEST's history, business philosophies and culture, Mission and Values as well as explains our policies, procedures, operating systems, and employee benefits.

- Welcome to BEST Presentation
- Appearance Guidelines
- ABI Procedures
- Basic Principles of Crowd Management and Safety Services
- Maintenance of Uniform and Equipment
- Drug/Alcohol Awareness Program
- Violence in the Workplace
- Sexual Harassment
- Workplace Harassment

**State of Idaho Security Licensing Training & Hiring Facility**

After Completing the 'Welcome to BEST Orientation', Employees must begin the process of attaining their Security License. BEST Crowd Management plans to open its own Security License Training and Hiring Facility in Boise, Idaho upon award of this contract, if no office space is deemed available at the university. This training facility will be where all BEST employees will not only receive their security training but also their Job Training as well. Employees will have the Account Manager and Assistant Account Manager who will oversee their turnkey experience from start to finish. BEST will employ a Certified Trainer who will facilitate all security trainings. We believe we can manage the employee experience to the highest of standards when hiring, licensing, and training is done in-house and not outsourced.





## Guest Services Employee Training

### The BEST Experience

Guest Services has always been paramount at BEST Crowd Management, but we have taken it a step further and developed a program that is unmatched in the industry. **The BEST Experience** program is designed to include a 3-prong approach focused on our Employee Team Member Experience, our Client's Experience, and the Guest Experience.

### Our Mantra

We create the BEST experiences by connecting people, sports, and entertainment through the power of human connection.

### Our Credo

Connecting People. Creating Memories.

### Our Mission

To provide a BEST-in-class, customizable guest services staffing program and experience for sports, corporate and entertainment venues.

### Foundations

Safety, Respect, Positive Energy, Preparation and Guests.

### BEST Actions

Be a Pro, Experience, Sincere Connection and Teamwork.

### Our Team Member's Experience

Our philosophy is to treat our team members the BEST with the expectation of them doing the same for their fellow teammates, our clients, and guests. Our team member care program consists of the following:

- Tone at the Top (Starts with Full-Time Managers and Event Staff Leaders)
- Relationships on a first name basis with constant engagement from account management and leadership teams
- Leadership Team Support and Team Member Care with open door policy
- BEST-in-class recruiting, hiring and on-boarding experiences
- Well organized and interactive trainings
- Well-arranged and engaging check-in process
- Proper inventory of uniforms, equipment and supplies needed by staff

- Well informed and fun event day pre-shift meetings with substantial leadership support
- Constant team building exercises between team members
- Voice of the Staff - Team Member Experience Surveys
- Opportunities to grow and be promoted internally
- New Staff Mentors Program
- Guest Services Internship and Career Development Program
- Measure our staff performance through a secret shopper program, internal team member reviews and guest surveys
- Monthly Newsletters recognizing staff, informing them of events, ABI usage and other important information to drive engagement and touch points in between events
- Annual reception or event to thank staff
- Impactful recognition program reflecting genuine appreciation with excitement

All employee team members are required to complete The BEST Experience Program as part of the Welcome to BEST Crowd Management pre-assignment training along with the following additional list of trainings:

- Virtually and/or On-Site Trainings
- New Hires, Returning Staff and Remedial Training
- Site Specific Training
- Industry BEST Practices with Guest Services
- Event Team Leadership Development and Trainings
- Alcohol Management Training
- Guests with Disabilities Training
- Positional Training – Event Security, Team Leaders and Team Captains
- Weekly Training Pods and Handouts
- Conflict Resolution and Effective Communication
- COVID-19 Guidelines and Protocols
- Marlins Common Purpose Training

### **Venue Security Training**

It is important that 100% of our staff working at the venue will be trained in Security Best Practices. Below you will find a description of the items covered in this training:

- Review of Current Terrorism News
- Gate Management
- Venue Security
- Code of Conduct
- Best Practices for Venue Screening:
  - Screening Equipment and how to use
    - Pacer
    - Magnetometer Screener
    - Bag Screener
    - X Ray Technicians
    - How to properly screen a guest with a Pacemaker
    - How to properly screen a guest in a Wheelchair

- How to properly screen a guest with a Medal Rod Implant
  - How to properly screen a guest with who has a Reasonable Accommodation
  - How to properly screen a guest with who is with a Service Animal
- Bag Check and Venue Bag Policy
- Position Training
- Role of Law Enforcement
- Prohibited items
- Perimeter patrol
- Emergency Evacuation
  - How to conduct yourself during an evacuation
  - Guest movement during an evacuation
- COVID 19 Media and Tier System (as needed)
- Anti-Terrorism
  - Being observant is the first step in combatting terrorist situations
  - Look for suspicious activity or suspicious persons
  - Communication is key, make sure that your chain of command is aware of anything that is out of place
  - Learn to identify a package or bag that has been left unattended and how to deal with it
  - Surviving an attack
- Radio Etiquette
- Equipment Specific Training: A minimum of 1 hour per equipment
  - Golf Carts
  - Magnetometer, wands
  - Ticket Scanner
  - X-Ray Machine

#### **Certified Sports Venue Staff Certification (CSVS)**

WESS is the first large event staffing and security provider to commit to having all of our staff complete the Certified Sports Venue Staff Certification through the National Center for Spectator Safety and Security (NCS4) at the University of Southern Mississippi. This certification was designed by industry leading experts. Our staff will be certified in key fundamentals and role specific competencies in the positions that they are assigned on event days.

#### **TEAM – Techniques for Effective Alcohol Management Training**

TEAM is the newest employee-focused, full-facility alcohol management program available to sport and entertainment facilities. It has combined the wisdom of industry operations professionals from MLB, MLS, NFL, NHL, NBA, NCAA, IAVM and SMA. TEAM training represents the most comprehensive thinking about alcohol management. The TEAM program encapsulates a highly effective approach to prepare event-day employees to manage alcohol at public gatherings.

#### **Patrons with Disabilities**

Our company feels strongly about educating our staff in accommodating Patrons with Disabilities. This training explains in simple language how our security officers and event staff can become service minded and use proper etiquette when providing service for patrons with disabilities, including mobility, hearing, vision, and speech impairments. The staff are trained on the latest ADA regulations.



### **Learning Management System - eLearning Advanced Continuing Education Learning Series**

Learning Management System (LMS) developed in conjunction with a leading interactive training organization called Target Solutions. The LMS is an automated platform used for the administration, documentation, tracking and reporting of all of our training programs. The LMS manages training and educational records, distributes courses over the internet and automates record-keeping and employee registration. BEST proudly offers over 1,000 on-line training courses to our employees. BEST is able to utilize this system for event specific training programs that are developed between Boise State and BEST Crowd Management.

### **Supervisory Management Training**

All BEST employees working as a supervisor or manager must complete our Supervisory Training courses. The training includes the following:

#### **Management Training – Session 1**

- Principles of Leadership I & II
- Effective Communications
- Employee Performance Evaluations
- Time Management
- Behavior and Motivation
- Counseling, Sexual Harassment, and Substance Abuse
- Discrimination and Affirmative Action
- Career Development Opportunities

#### **Management Training – Session 2**

- Customer Service as a Security Function
- Emergency Preparedness and Crisis Management
- Handling Multiple Priorities
- Leadership Principles and Professional Standards
- Security's Role in Reducing Business Risk
- Sexual Harassment
- Supervisor Communication

### **Training Delivery**

BEST's training is a continuous blend of proven security training, industry best practices and implementation of venue-specific topics. This approach allows us to build the strongest and most educated event staff to work inside the venue. The training is developed, adapted, and delivered in stages:

1. ***Initial New Hire Training:*** This training is required for all staff members to become familiarized with prior to working at the university. Topics included in this phase of the training included Best Practices in Venue Security, Venue Familiarization, Guest Service Training, Position Specific Training, Equipment Training.
2. ***Continuous Education-*** This portion of the training is continuous from the time staff is hired and throughout their years of work with BEST and the university. This portion includes a refresher

courses, online/virtual training components, event and/or venue specific training as well as focusing on the real-world lessons and realities learned while learning the facility. Simply put, we take the time to learn every detail of how the buildings at the University operate to foster advanced learning opportunities to all staff members.

While training availability is often more frequent before the season starts, it is critical that staff hired during the season complete the same requirements as those hired before. At a minimum, all required training classes are held monthly, ensuring that the event staff members hired in October are as technically trained as the staff members hired in June.

## **D. Equipment**

### **Equipment Provided for Operational Success**

BEST understands the need to provide not only recruited and trained event staff but to also integrate the newest technologies. Below is a list of technologies included in our service offering:

### **Uniforms – At No Cost to Boise State**

Uniforms will be distributed prior to the start of every shift. BEST Crowd Management will purchase Boise State University approved uniforms and will continue to provide them throughout the duration of the contract. Below you will find a sample uniform design for the university, subject to Boise State approval. Each staff category has a unique variation for all seasons and positions: Event Security, Event Staff, Supervisor and Manager.









### Radios – At No Cost to Boise State

BEST Crowd Management provides and will continue to provide Radios to all supervisory staff and designated positional staff at Boise State University which include earpieces and charging stations that are compatible the University's current system. Below are the details of the radios:

#### **BC200V/BC200U**

Compact VHF/UHF Analog Portable Radios

##### **The Thin Edge**

Slim, thin and light. The BearCom BC200V (VHF) and BC200U (UHF) portable radios are easy to handle and easy to operate. This highly compact radio is extremely reliable, meeting the famously tough Military Standard 810 C/D/E/F/G specifications and IP54 rating for dust/water intrusion. It provides outstanding and reliable communications for customer service businesses, inventory management operations, and more.

##### **Thin & Lightweight**

Thinner and lighter – the BearCom BC200V and BC200U are ideal for hooking on a belt or even slipping into a coat pocket. The slim design fits neatly in your hand and it weighs only 7.8 ounces with the Li-Ion battery.

##### **16 Channels with Scan Function**

This compact, user-friendly portable offers a total of 16 channels, and each can be assigned a Quiet Talk (QT) and Digital Quiet Talk (DQT) tone key to eliminate unwanted signals. You can also assign the 16th channel to the scan function. This added convenience means that the programmable key is freed up for some other function.

##### **Programmable Function Key with Hold**

The side PF key can be programmed for enhanced operating ease, while the adjustable Hold feature doubles the number of functions at your fingertips.

##### **All-in-One Package**

The BearCom BC200V and BC200U radios are ready for use immediately after purchase. They come with all necessary accessories, including a charger, battery pack and antenna. A handy belt clip is also provided. There is no need to buy extra accessories for normal operation.

##### **Robust & Reliable**

The BC200V and BC200U are built to survive hard knocks, drops and all-weather environments. They meet or exceed the stringent IP54 dust and water intrusion standards as well as the MIL-STD 810 C, D, E, F & G environmental standards.

##### **OTHER FEATURES**

- Output Power 5W (VHF) / 4W (UHF)
- QT / DQT
- DTMF Enc. (PTT ID, Autodial)
- Priority Scan
- Windows® Programming and Tuning
- Narrow Channel Bandwidth
- VOX Ready
- Battery-Saver
- Busy Channel Lockout
- Time-Out-Timer
- Low-Battery Alert
- Tri-Color LED
- Wired Clone
- 2-Year Warranty

##### **Excellent For:**

Hospitality, Hotels/Motels, Restaurants, Retail, Schools, or any enterprise that needs to communicate with an affordable, simple to operate Push-to-Talk device.





**ABI Mastermind – At No Cost to Boise State**

ABI Mastermind is a scheduling and timekeeping software. BEST utilizes carefully selected technology to support our operational processes and provides these technologies complimentary to Boise State University. It is our goal through these processes and tools to manage your security contract professionally and efficiently. The result is congruent with our mission statement – **“To Deliver Maximum Value to Our Customers.”**

**Scheduling and Positioning**

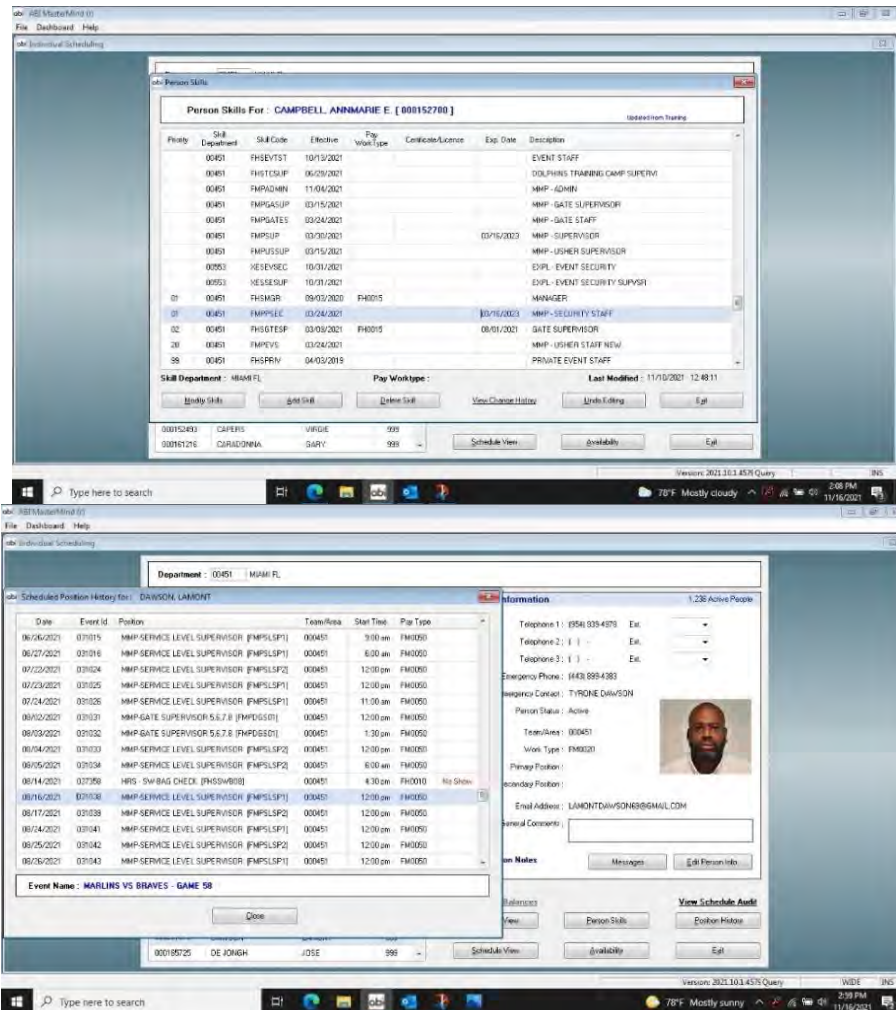
Scheduling in ABI Mastermind is flexible and fast. Each department can choose the optimal scheduling method for event and non-event personnel. Staffing levels and positions required for various types of events and shifts are established through easily configurable templates. Availabilities are entered online, training and licensing requirements checked, and schedules are created. The system will simultaneously schedule hundreds of employees for an event or shift by department, skill level, availability, pay rate, position and business work rules. Our managers can have the system automatically print the schedules for handout, mailing, or emailing. Employees can (optionally) visually check their schedules on a touch screen or via Internet Employee Self Service. Last minute staffing adjustments are easily managed and can be communicated to staff via built-in text messaging, email, or a simple phone call.

**Time and Attendance**

Check In the right people, when you want them, where you want them. Throw away the timecards! Employees Check In/Out quickly using the barcode on their credential. The visual touch screen terminal displays all typical time and attendance options as well as the credential holders’ stored image, briefing area information, and an optional manager/management message. Our management team can visually verify all persons entering the facility and can run comprehensive live reports. The system enforces all required labor rules and standards such as time rounding, minimum required meal periods, minimum guaranteed shift hours, overtime requirements, restrictions on early or late Check In and more.

**Reporting**

ABI Mastermind has a fully integrated live system that provides hundreds of detail-oriented reports covering scheduling, time management, training and licensure, and labor costing. These reports allow us to speed up the labor budgeting process, spot trends quickly, maintain training compliance, mitigate risk management, enhance booking negotiations, and instantly and accurately report costs.



### Employee Self Service (ESS)

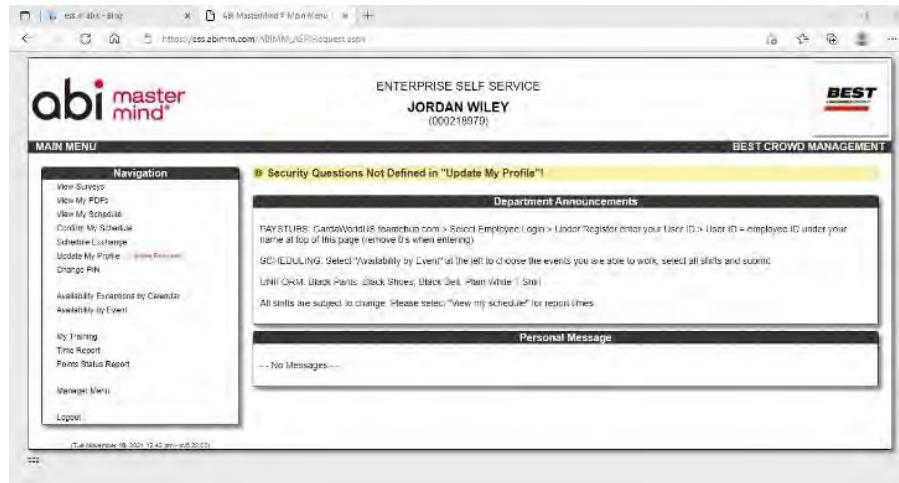
The Employee Self Service (ESS) module of ABI Mastermind saves our managers time dealing with employee generated paper and to get information in the hands of our employees faster.

ESS uses a standard web page or smartphone/mobile browser for connectivity either inside or outside the venue. Our employees simply log onto the system and chooses from available options including:

- View and print their schedule
- Optionally view available shifts and self-schedule
- Update availability and availability exceptions
- Send a message to their scheduler
- Review their trainings and training requirements
- Enroll in available training classes
- Review detail of time worked for previous and/or current pay periods
- Review performance-based points and point detail notes
- View department specific messages
- View employee specific messages

- View and print corporate PDF documents e.g. employee handbook, time off request, training outlines, etc.
- View and print employee specific PDF documents e.g. pay stub detail, counseling/commendation letters, certifications, etc.

The system is designed to allow the ability to enable or disable any or all of the ESS options individually. ESS updates are “live”, consequently employee information is kept up to date and accurate, saving venue managers and schedulers countless manual clerical hours.



### Manager Mobility

Manager Mobility gives us the ability to view staff activity, notes, and contact information from any mobile device on the planet. Our team no longer has to be at a desk or in there your office to see who Checked In, who is late, and who is a no show.

- View an On-Premise report of department staff
- Remotely Check Out employees
- Contact employees
- Create notes about employees
- Approve employee times

|                              |                      |                   |
|------------------------------|----------------------|-------------------|
| Refresh                      | On Premise Report    | Home              |
| MIAMI FL                     |                      |                   |
| Details for: MIAMI FL        |                      |                   |
| Scheduled People             |                      |                   |
| In/Out                       | Person               | Post Time In Time |
| Ckout                        | ARAQUE, EDLIN        | 8:30 am 8:06 am   |
| Ckout                        | GAROUTE, JEAN R.     | 8:30 am 8:10 am   |
| Ckout                        | OGUNYEMI, ADEBOYE A. | 8:30 am 8:00 am   |
| Prior Day - Still on Premise |                      |                   |
|                              | Person               | Post Time In Time |
| Non-Scheduled People         |                      |                   |
|                              | Person               | In Time           |
|                              | PERODIN, DYLAN A.    | 9:33 am           |
| N/S Event: FHDLY             |                      |                   |
| RECAP for: MIAMI FL          |                      |                   |
| Type                         | Total                | Reg Fill Redop    |
| Scheduled                    | 3                    | 3 0 0             |
| On Premise                   | 1                    | 0 0 0             |
| No Shows                     | 0                    | 0 0 0             |
| Pending                      | 0                    | 0 0 0             |
| Late                         | 0                    | 0 0 0             |



## Section 5: Additional Information

### Your Security One-Stop Shop

Below is a list of other information that BEST considers vital to providing top level service to all clients that sets us apart from other vendors. We are a true **Security One-Stop Shop**. Our wide range of services allows us to offer complete, customized solutions backed by world-class customer service. Manned guarding is our primary service line, but we also offer security solutions in the following areas:

- Safety Act
- Cash Handling Services
- Security Consulting Services
- Physical Risk Assessment
- Workplace Violence Training
- Active Shooter Training
- ECAM Remote Monitoring Technology
- Crisis24 Global Threat Information Portal
- K9 Service Teams

### Safety Act

BEST Crowd Management has submitted our Safety Act documentation in which we are awaiting confirmation from the Department of Homeland Security (DHS) on our designation. The SAFETY Act provides important legal liability protections for providers of Qualified Anti-Terrorism Technologies - whether they are products or services. The goal of the SAFETY Act is to encourage the development and deployment of effective anti-terrorism products and services by providing liability protections.

The SAFETY Act liability protections apply to a wide range of anti-terrorism products, systems, and services. A private sector entity must apply for protections for the Department of Homeland Security to determine if their offering is a Qualified Anti-Terrorism Technology.

### Cash Handling Services

With its fleet of armored vehicles, BEST Crowd Management offers a strong currency supply chain, secure logistics and cash business solutions platform across North America, through which \$8B of currency is processed every day.

### Security Consulting Services

BEST Crowd Management's Security Consulting Services Division can provide service in three key areas - Physical Risk Assessments, Workplace Violence Training and Active Shooter Training. Each Service is tailored to deliver the most effective solution and maximum return on investment. In each area, BEST will provide you with an unbiased, comprehensive and scalable solution.

### Physical Risk Assessment

With knowledge and access to the industry's latest tools, BEST Crowd Management can pinpoint exactly what is needed to create a more safe and secure environment, whether it's structural or procedural. As part of their physical security assessment, our consultants will:

- Conduct an analysis of the crime statistics in your area
- Assess potential vulnerabilities and review current security systems
- Evaluate security policies as compared to industry standards
- Provide a detailed report documenting our findings and suggestions for improvement

### **Workplace Violence Training**

BEST Crowd Management has developed a customizable training program that uses the latest information and tools to assess data that leads to the identification of potential threats and the development of a workplace safety strategy. The goal of this training is for you and your team to recognize workplace violence before it occurs. During the training, our consultants will:

- Train you to “Know the Warning Signs” - Behavioral Awareness
- Develop workplace safety strategies and policies to reduce risk factors
- Review existing Emergency Action Plan as compared to BEST Practices
- Review and update Zero-Tolerance Policy toward workplace violence

### **Active Shooter Training**

GardaWorld works closely with recognizable government jurisdictions to develop an Active Shooter Training that will prepare your employees and tenants of our properties to react properly to an Active Shooter situation.

### **ECAM Remote Monitoring Technology**



ECAMSECURE is a powerful combination of AI-powered alerts, industry-leading detection hardware, state-of-the-art central station and a rigorous operator training program allowing us to deliver better service and lower rates to our customers.

ECAMSECURE's Virtual Guard is a fully-managed security solution that combines innovative surveillance hardware with a US-based Central Station. Our Central Station is UL-Listed and TMA 5-Diamond Certified, with multiple levels of redundancy which ensures your site is protected 24/7.

This fully-integrated security solution allows our customers to reduce overall physical security costs while improving security coverage. Our Virtual Guard solution is trusted by Fortune 500 companies, government agencies, and law enforcement.

### **Crisis24 Global Threat Monitoring Portal**

Crisis24 is a global platform monitoring and notification platform that provides critical security information from all over the world. It allows travelers and organizations to get real-time, vetted alerts and country-specific security reports. Services include customizable dashboards by regions and topics, relevant alerts sent by text or email, access to vetted security news and access to over 200 detailed country reports which includes risk analysis by IHS Markit experts.

**K-9 Services**

GardaWorld business that is singularly focused on performing contracts in support of the U.S. Government and maintains a Top-Secret U.S. Government security clearance. GWFS is a U.S.- registered, U.S.-controlled, DSS-cleared company with deep ties to the Department of Defense (DoD) and the Department of State (DOS). GardaWorld is the leading global provider of contract working dog services, with more than 1,000 dog teams deployed in ten countries.

GardaWorld is a proven leader in advanced tactical canine training. Our program is modeled after the SOF Community Multi-Purpose Canine (MPC) Program. We possess a successful ability to provide Tactical Canines (TCs), housing, equipment (including apprehension safety equipment), supplies and training aids (collars, reward toys, detection aids) in support for Tactical Canine Programs. We have management and trainers who have helped prepare more than 400 Canines for previous vendors, with an additional 500 Canines deployed around the world. We provide advanced animal behavior modification services, allowing Tactical Canine Programs to continue the K-9 mission status and maintain their current capabilities. All practical applications and problem-solving exercises are tailored to the Patrol K-9 Program needs.

Additionally, GardaWorld is the leading training provider for the DOS WPS Program, which training methods are modeled after DOJ protocols. Our certification rates at the DOS Canine Validation Center are 20% higher than all other WPS vendors, and we maintain significant experience with DoD and MPC team explosive detection.

## ATTACHMENT 1 - Signature Page

**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 response being deemed non-responsive.***

**Please complete the following information:**

OFFEROR (Company Name) Whelan Event Staffing Services dba BEST Crowd Management

ADDRESS 199 Coon Rapids Blvd, Suite 111

CITY Coon Rapids STATE MN ZIP CODE 55433

TOLL-FREE # 8554560205 PHONE # 651-502-8792

EMAIL [Jessica.Anderson@garda.com](mailto:Jessica.Anderson@garda.com)

FEDERAL TAX ID / SSN # 46-5054858

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



\_\_\_\_\_  
Signature

2/18/2022  
Date

Jeff Spoerndle  
Please type or print name:

Vice President  
Title:

**Attachment 2: Sample Incident Form, Clery Act Acknowledgement Form, Sample  
Master Dispatch Log**



# BEST Crowd Management - Incident Report Form

\* Required

1. Today's Date \*



Format: M/d/yyyy

2. Event \*

3. Venue \*

☐ Option 1

☐ Option 2

4. Your Name \*

|  |
|--|
|  |
|--|

6. Name

7. Phone Number

8. Address

9. City/State/ZIP

10. Section

11. Row



12. Seat

13. Incident \*

- ☐ Medical
- ☐ Smoking
- ☐ Fight
- ☐ Ejection
- ☐ Employee
- ☐ Alcohol Related

☐ 

Other

14. Warning

- ☐ First
- ☐ Second
- ☐ Final

## 15. Disposition

- ☐ Warning
- ☐ Ejection
- ☐ Arrest
- ☐ Transported to First Aid
- ☐ Transported to Hospital
- ☐ No Action Taken



Other

## 16. Involved

- ☐ Housekeeping/Custodial
- ☐ Security
- ☐ Police
- ☐ Medical
- ☐ Venue
- ☐ Management

17. Other Information

18. Summary \*

19. Printed Name (substitute for digital signature) \*



## CAMPUS SAFETY AND SECURITY REPORTING (CLERY ACT)

Congress enacted the Crime Awareness and Campus Security Act of 1990 (Title II of Public Law 101-542), which amended the Higher Education Act of 1965 (HEA). This act required all postsecondary institutions participating in HEA's Title IV student financial assistance programs to disclose campus crime statistics and security information. The act was amended in 1992, 1998, 2000 and 2008. The 1998 amendments renamed the law the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act in memory of a student who was slain in her dorm room in 1986. It is generally referred to as the Clery Act and is in section 485(f) of the HEA.

On March 7, 2013, the Violence Against Women Reauthorization Act of 2013 (VAWA) (Public Law 113-14) was signed into law. VAWA includes amendments to the Clery Act. These changes require institutions to disclose the following:

- Stalking: ongoing conduct that could cause a reasonable person to fear for the safety of themselves or others, or suffer emotional distress (e.g., following, monitoring, threatening, communicating to or about the victim, or interfering with a victim's property)
- Intimidation: words or conduct that places the victim in reasonable fear of bodily harm (does not include use of a weapon, which is a different crime under Clery)
- Dating Violence: threats or actual sexual or physical abuse in a dating relationship
- Domestic Violence: crime of violence committed by former spouse, cohabiting partner, or someone with whom you share a child
- Hate Crimes: any crime motivated by perpetrator bias against the victim based on race, religion, gender, gender identity, sexual orientation, ethnicity, national origin, and disability (whether actual or perceived)

SEE SOMETHING, SAY SOMETHING

Print Name

Signature

Date

## BEST CROWD MANAGEMENT

Dispatch Log

Event: \_\_\_\_\_

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

Dispatcher: \_\_\_\_\_

[illegible]

|            | TOTALS |  |   |           |   |
|------------|--------|--|---|-----------|---|
| Supervisor | 1      |  | 0 | Pager (P) | 0 |
| Security   | 2      |  | 0 | Radio (R) | 0 |
| Medical    | 3      |  | 0 |           |   |
| Maint.     | 4      |  | 0 |           |   |
| Engineer   | 5      |  | 0 |           |   |

### Off The Floor:

|          |   |   |
|----------|---|---|
| Restroom | R | 0 |
| Spill    | S | 0 |
| Enviro   | E | 0 |
| Trash    | T | 0 |
| Other    | O | 0 |

**EMAIL LOG AT END OF EVENT!**

## Attachment 3: Insurance Documents

| ACORD   |  | CERTIFICATE OF LIABILITY INSURANCE  |  | DATE (MM/DD/YYYY)<br>06/15/2022                              |   |
|---|--|---|--|--|---|
| THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.   |  |   |  |  |   |
| IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION is WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).   |  |   |  |  |   |
| PRODUCER<br>Aon Risk Services South, Inc.<br>Atlanta GA Office<br>3550 Lenox Road NE<br>Suite 1700<br>Atlanta GA 30326 USA  |  | CONTACT<br>NAME:<br>PHONE (A/C No. Ext): (888) 283-7122 FAX (A/C No.): (800) 363-0305<br>E-MAIL<br>ADDRESS:   |  | INSURER(S) AFFORDING COVERAGE<br>NAC #                       |   |
| INSURED<br>Garda World Security Corporation<br>Whelan Event Staffing Services, Inc<br>dba BEST Crowd Management<br>& all its present & future subsidiaries<br>1699 South Hanley Road, Suite 350<br>Saint Louis MO 63144 USA   |  | INSURER A: Granite State Insurance Company<br>INSURER B: Zurich Insurance Company Ltd (Canada Br)<br>INSURER C:<br>INSURER D:<br>INSURER E:<br>INSURER F: |  | 23809<br>AA1560999   |   |
| COVERAGES   |  | CERTIFICATE NUMBER: 570091547262  |  | REVISION NUMBER:   |   |
| THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS. (Limits shown are as requested) |  |   |  |  |   |
| INSR<br>LTD   | TYPE OF INSURANCE  | ACOL<br>INSO  | SUBP<br>WED  | POLICY<br>NUMBER   | POLICY<br>EFFECT<br>DATE (MM/DD/YYYY)                               |
| A   | COMMERCIAL GENERAL LIABILITY<br>CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR<br>GEN'L AGGREGATE LIMIT APPLIES PER:<br><input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-<br>JECT <input type="checkbox"/> LOC<br>OTHER: |   |  | 02LXD2285289611<br>SIR applies per policy terms & conditions | 06/15/2021 06/15/2022   |
|   |  |   |  |  | LIMITS  |
|   |  |   |  |  | EACH OCCURRENCE \$3,000,000   |
|   |  |   |  |  | DAMAGE TO RENTED PREMISES (Per occurrence) \$1,000,000              |
|   |  |   |  |  | MED EXP (Any one person) \$5,000                                    |
|   |  |   |  |  | PERSONAL & ADV INJURY \$3,000,000                                   |
|   |  |   |  |  | GENERAL AGGREGATE \$3,000,000                                       |
|   |  |   |  |  | PRODUCTS - COMPIOPAGG \$3,000,000                                   |
|   | AUTOMOBILE LIABILITY   |   |  |  |   |
|   | ANY AUTO<br>OWNED<br>AUTOS ONLY<br>HIRSD AUTOS<br>ONLY   |   |  |  |   |
|   | SCHEDULED<br>AUTOS<br>NON-OWNED<br>AUTOS ONLY  |   |  |  |   |
|   |  |   |  |  | COMBINED SINGLE LIMIT (Per accident)                                |
|   |  |   |  |  | BODILY INJURY (Per person)  |
|   |  |   |  |  | BODILY INJURY (Per accident)  |
|   |  |   |  |  | PROPERTY DAMAGE (Per accident)                                      |
| B   | UMBRELLA LIAB<br>EXCESS LIAB<br>DED <input checked="" type="checkbox"/> RETENTION  |   |  | See Addendum<br>SIR applies per policy terms & conditions    | 06/15/2021 06/15/2022   |
|   |  |   |  |  | EACH OCCURRENCE \$5,000,000   |
|   |  |   |  |  | AGGREGATE \$5,000,000   |
|   | WORKERS COMPENSATION AND EMPLOYERS LIABILITY<br>ANY PROPRIETOR / PARTNER / EXECUTIVE OFFICER/ MEMBER EXCLUDED? (Mandatory in NH)<br>If yes, describe under DESCRIPTION OF OPERATIONS below   | V/E<br><input type="checkbox"/>   | N/A  |  |   |
|   |  |   |  |  | PER STATUTE <input type="checkbox"/> OTHER <input type="checkbox"/> |
|   |  |   |  |  | E.L. EACH ACCIDENT  |
|   |  |   |  |  | E.L. DISEASE-CA EMPLOYEE  |
|   |  |   |  |  | E.L. DISEASE-POLICY LIMIT   |
| DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)<br>A Waiver of Subrogation is granted in favor of Certificate Holder in accordance with the policy provisions of the General Liability and Umbrella Liability policies.  |  |   |  |  |   |
| CERTIFICATE HOLDER  |  |   | CANCELLATION   |  |   |
| State of Idaho<br>and Boise State University<br>Attn: Risk Management<br>1910 University Drive<br>Boise ID 83725 USA  |  |   | SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.<br>AUTHORIZED REPRESENTATIVE<br><i>Aon Risk Services South Inc.</i> |  |   |

ACORD 25 (2018/03)

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AGENCY CUSTOMER ID: 570000088585

LOC #:



# **ADDITIONAL REMARKS SCHEDULE**

Page \_ of \_

|   |           |   |  |
|---|-----------|---|--|
| AGENCY<br>Aon Risk Services South, Inc.               |           | NAMED INSURED<br>Garda world Security Corporation |  |
| POLICY NUMBER<br>See Certificate Number: 570091647262 |           |   |  |
| CARRIER<br>See Certificate Number: 570091647262       | NAIC CODE | EFFECTIVE DATE:                                   |  |

## **ADDITIONAL REMARKS**

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM.

FORM NUMBER: ACORD 25 FORM TITLE: Certificate of Liability Insurance

### **Addendum**

Policy #66458084 - General Liability Insurance and Professional Liability  
 Effective: 06/15/2021 - 06/15/2022  
 Insurer: AIG Insurance Company of Canada  
 \$3,000,000 Each Occurrence  
 \$3,000,000 Aggregate  
 Per Occurrence Policy includes: Professional Liability; Products/Completed Operations Hazard; Contractual Liability; Cross/Severability of Interest; and Broad Form Property Damage.

As respects to Policy Numbers 66458084, 8617499, 1000176087211, and E4RE007515, Aon Risk Solutions (U.S.) is generating and distributing this certificate in an administrative capacity. Aon Reed Stenhouse Inc., 700 de La Gauchetiere Street West, Suite 1800, Montreal, QC H3B 0A4, Canada is the broker for the defined policies.

### **Umbrella**

Zurich Insurance Company Ltd

Policy Number: 8617499

Policy Period: 06/15/2021 - 06/15/2022

Participation: 41.667%

Starr Insurance and Reinsurance Limited

Policy Number: 1000176087211

Policy Period: 06/15/2021 - 06/15/2022

Participation: 41.667%

Everest Insurance Company of Canada

Policy Number: E4RE007515

Policy Period: 06/15/2021 - 06/15/2022

Participation: 16.666%





# CERTIFICATE OF PROPERTY INSURANCE

DATE (MM/DD/YYYY)  
02/16/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

|   |  |  |  |
|---|--|--|--|
| <b>PRODUCER</b><br>Aon Risk Services South, Inc.<br>Atlanta GA Office<br>3550 Lenox Road NE<br>Suite 1700<br>Atlanta GA 30326 USA   |  | <b>CONTACT NAME</b><br>NAME: _____<br>PHONE (MO. No.) (866) 283-7322 FAX (MO. No.) (800) 383-0105<br>E-MAIL: _____<br>ADDRESS: _____<br>PRODUCER CUSTOMER ID #: 570000088585               |  |
| <b>INSURED</b><br>Garda World Security Corporation<br>Whelan Event Staffing Services, Inc.<br>dba BFST Crowd Management<br>& all its present & future subsidiaries<br>1699 South Hanley Road, Suite 350<br>Saint Louis MO 63144 USA |  | <b>INSURER(S) AFFORDING COVERAGE</b><br>INSURER A: Zurich American Ins Co NAIC # 16535<br>INSURER B: _____<br>INSURER C: _____<br>INSURER D: _____<br>INSURER E: _____<br>INSURER F: _____ |  |

Holder Identifier:

|                  |   |                         |
|------------------|---|-------------------------|
| <b>COVERAGES</b> | <b>CERTIFICATE NUMBER:</b> 570091646923 | <b>REVISION NUMBER:</b> |
|------------------|---|-------------------------|

LOCATION OF PREMISES (DESCRIPTION OF PROPERTY (Attach ACORD 101, Additional Remarks Schedule, if more space is required))

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

| INSR LTR | TYPE OF INSURANCE  | POLICY NUMBER                   | POLICY EFFECTIVE DATE (MM/DD/YYYY) | POLICY EXPIRATION DATE (MM/DD/YYYY) | COVERED PROPERTY  | LIMITS      |
|----------|--|---------------------------------|------------------------------------|-------------------------------------|---|-------------|
| A        | <input checked="" type="checkbox"/> PROPERTY<br>CAUSES OF LOSS DEDUCTIBLES:<br><input type="checkbox"/> BASIC BUILDING<br><input type="checkbox"/> BROAD CONTENTS<br><input checked="" type="checkbox"/> SPECIAL<br><input type="checkbox"/> EARTHQUAKE<br><input type="checkbox"/> WIND<br><input type="checkbox"/> FLOOD | MCPI00937906                    | 06/15/2021                         | 06/15/2022                          | <input checked="" type="checkbox"/> BUILDING<br><input checked="" type="checkbox"/> PERSONAL PROPERTY<br><input type="checkbox"/> BUSINESS INCOME<br><input type="checkbox"/> EXTRA EXPENSE<br><input type="checkbox"/> RENTAL VALUE<br><input type="checkbox"/> BLANKET BUILDING<br><input type="checkbox"/> BLANKET PERG PROP<br><input type="checkbox"/> BLANKET BLDG & PP | \$1,000,000 |
|          | <input type="checkbox"/> INLAND MARINE<br>CAUSES OF LOSS<br><input type="checkbox"/> NAMED PERILS  | TYPE OF POLICY<br>POLICY NUMBER |                                    |                                     |   |             |
|          | <input type="checkbox"/> CRIME<br>TYPE OF POLICY   |                                 |                                    |                                     |   |             |
|          | <input type="checkbox"/> BOILER & MACHINERY / EQUIPMENT BREAKDOWN  |                                 |                                    |                                     |   |             |

SPECIAL CONDITIONS / OTHER COVERAGES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

|  |   |
|--|---|
| <b>CERTIFICATE HOLDER</b><br>State of Idaho<br>and Boise State University<br>1910 University Drive<br>Boise ID 83725 USA | <b>CANCELLATION</b><br>SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.<br>AUTHORIZED REPRESENTATIVE<br><i>Aon Risk Services South Inc.</i> |
|--|---|

CERTIFICATE NUMBER: 570091646923

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ACORD 24 (2018/03)

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# CERTIFICATE OF LIABILITY INSURANCE

 DATE (MM/DD/YYYY)  
2/15/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

**IMPORTANT:** If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

|  |  |  |
|--|--|--|
| <b>PRODUCER</b><br>J.W. Terrill, a Marsh & McLennan Agency LLC Co<br>825 Maryville Centre Drive<br>Suite 200<br>Chesterfield MO 63017            | <b>CONTACT NAME:</b> Jennifer Way, CISR, CRIS, MLIS<br><b>PHONE (A/C, No, Ext):</b> 314-594-2758<br><b>FAX (A/C, No):</b> 888-307-1561<br><b>E-MAIL ADDRESS:</b> Jennifer.Way@MarshMMA.com |  |
|  | <b>INSURER(S) AFFORDING COVERAGE</b><br>INSURER A : Old Republic Insurance Company NAIC # 24147<br>INSURER B :<br>INSURER C :<br>INSURER D :<br>INSURER E :<br>INSURER F :                 |  |
| <b>INSURED</b><br>Whelan Event Staffing Services, Inc.<br>dba BEST Crowd Management<br>1699 South Hanley Road<br>Suite 350<br>St. Louis MO 63144 |  |  |

**COVERAGES** **CERTIFICATE NUMBER:** 1945671079 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

| INSR LTR | TYPE OF INSURANCE   | ADOL INSD | SUBR WVD | POLICY NUMBER | POLICY EFF (MM/DD/YYYY) | POLICY EXP (MM/DD/YYYY) | LIMITS  |
|----------|---|-----------|----------|---------------|-------------------------|-------------------------|---|
|          | <b>COMMERCIAL GENERAL LIABILITY</b><br><input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR<br><br>GEN'L AGGREGATE LIMIT APPLIES PER:<br><input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC<br><input type="checkbox"/> OTHER: |           |          |               |                         |                         | EACH OCCURRENCE \$<br>DAMAGE TO RENTED PREMISES (Ea occurrence) \$<br>MED EXP (Any one person) \$<br>PERSONAL & ADV INJURY \$<br>GENERAL AGGREGATE \$<br>PRODUCTS - COMPOD AGG \$<br>\$                   |
| A        | <b>AUTOMOBILE LIABILITY</b><br><input checked="" type="checkbox"/> ANY AUTO<br><input type="checkbox"/> ALL OWNED AUTOS<br><input checked="" type="checkbox"/> HIRED AUTOS<br><input type="checkbox"/> SCHEDULED AUTOS<br><input checked="" type="checkbox"/> NON-OWNED AUTOS             |           |          | MWTS1247521   | 3/1/2021                | 3/1/2022                | COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000<br>BODILY INJURY (Per person) \$<br>BODILY INJURY (Per accident) \$<br>PROPERTY DAMAGE (Per accident) \$<br>\$   |
|          | <b>UMBRELLA LIAB</b> <input type="checkbox"/> OCCUR<br><b>EXCESS LIAB</b> <input type="checkbox"/> CLAIMS-MADE<br><b>DED</b> <input type="checkbox"/> <b>RETENTION \$</b>   |           |          |               |                         |                         | EACH OCCURRENCE \$<br>AGGREGATE \$<br>\$  |
| A        | <b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b><br>ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)<br>If yes, describe under DESCRIPTION OF OPERATIONS below:  | Y/N       | N/A      | MWCS1247721   | 3/1/2021                | 3/1/2022                | <input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER<br>E.L. EACH ACCIDENT \$ 1,000,000<br>E.L. DISEASE - EA EMPLOYEE \$ 1,000,000<br>E.L. DISEASE - POLICY LIMIT \$ 1,000,000 |

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)  
 State of Idaho and Boise State University is included as Additional Insured(s) for Automobile Liability with respect to work performed by the Named Insured, if required by written contract, agreement or permit and subject to the provisions and limitations of the policy.  
 A waiver of subrogation is granted for Automobile Liability and Worker's Compensation coverages where permitted by law and if required by written contract, agreement or permit and subject to the provisions and limitations of the policy.

|   |  |
|---|--|
| <b>CERTIFICATE HOLDER</b><br><br>State of Idaho and Boise State University<br>1910 University Drive<br>Boise ID 83725 | <b>CANCELLATION</b><br><br>SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.<br><br>AUTHORIZED REPRESENTATIVE<br> |
|---|--|

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ACORD 25 (2014/01)

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## Attachment 4: Signed Amendments

### RECEIPT CONFIRMATION

RFP LB22-125\_Event\_Security\_ServicesAmendment

01

Amendment 01 consists of the following:

1. Addendum 1 – Questions and answers posted.

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

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

I confirm that I received and reviewed Amendment 01 for RFPLB22-125\_Event\_Security\_Services



\_\_\_\_\_  
Signature

2/18/2022

\_\_\_\_\_  
Date

Jeff Spoerndle

Printed Name

RECEIPT CONFIRMATION

RFP LB22-125\_Event\_Security\_ServicesAmendment

02

Amendment 02 consists of the following:

1. Addendum 2 – Bid opening moved to 02-22-2022

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

NOTE: *Return this signed and dated Amendment 02 Receipt Confirmation with your RFQ response, otherwise, your bid may be found non-responsive and given no further consideration.*

I confirm that I received and reviewed Amendment 02 for RFP LB22-125\_Event\_Security\_Services



\_\_\_\_\_  
Signature

2/18/2022

\_\_\_\_\_  
Date

Jeff Spoerndle

\_\_\_\_\_  
Printed Name

**Attachment 5: Terms and Conditions Amendments**

1. **Authority for Purchases:** Purchases by Boise State University are governed by Idaho Code Section 67-9225 "Procuring and Purchasing by State Institution of Higher Education" and by Boise State University Policy #6130 (Purchasing).
2. **Definitions:** Unless the context requires otherwise, all terms not defined below shall have the meanings defined in Idaho Code Section 67-9203 or Idaho Administrative Procedures Act Rules ("IDAPA") 38.05.01.011. For purposes of this Agreement, the following terms shall be defined as follows:
  - Agreement:** Any University-written contract, lease, purchase order, including Solicitation or specification documents and the accepted portions of the Bid or Proposal or other submission for the acquisition of Property. An Agreement shall also include any amendments or subsequent agreement entered into and mutually agreed upon by both parties in writing.
  - Bid:** A written offer that is binding on the Contractor to perform an Agreement to purchase or supply Property in response to a Solicitation. For purposes of this Agreement, the Bid shall include written questions and responses conducted as part of the solicitation process.
  - Contractor:** A vendor or service provider to which the University has awarded an Agreement.
  - Property:** Goods, services, parts, supplies, and/or equipment, both tangible and intangible, including, but not exclusively, designs, plans, programs, systems, techniques and any rights and interest in such Property.
  - Proposal:** A written response, including pricing information, to a Solicitation that describes the solution or means of providing the Property requested and which Proposal is considered an offer to perform in full response to the Solicitation. Price may be an evaluation criterion for Proposals, but will not necessarily be the predominant basis for the Agreement award. For purposes of this Agreement, the Proposal shall include written questions and responses conducted as part of the solicitation process.
  - Quote / Quotation:** An offer to supply Property in response to a Request for Quotation and generally used for small or emergency purchases.
  - Solicitation:** An Invitation to Bid, a Request for Proposals, or a Request for Quotation issued by the University for the purpose of soliciting Bids, Proposals, or Quotes to perform an Agreement.
  - University:** Boise State University, an Idaho state institution of higher education.
3. **Relationship:** The parties understand and agree that each is an independent contractor engaged in the operation of its own respective business, that neither party shall be considered to be the agent, master, or servant of the other party for any purpose whatsoever and that neither has any general authority to enter into any contract, assume any obligations, or to make any warranties or representations on behalf of the other. It is distinctly and particularly understood and agreed between the parties hereto that the University is in no way associated or otherwise connected with the performance of any service under this Agreement on the part of the Contractor or with the employment of labor or the incurring of expenses by the Contractor. 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. The Contractor shall exonerate, defend, indemnify and hold the University harmless from and against and assume full responsibility for payment of all federal, state and local taxes or contributions imposed or required under unemployment insurance, social security, workers' compensation and income tax laws with respect to the Contractor or Contractor's employees engaged in performance under this Agreement. The Contractor will maintain any applicable workers' compensation insurance as required by law and will provide certificate of same if requested. There will be no exceptions made to this requirement and failure to provide a certification of workers' compensation insurance may, at the University's option, result in cancellation of this Agreement or in a contract price adjustment to cover the University's cost of providing any necessary workers' compensation insurance. The Contractor must provide either a certificate of workers' compensation insurance issued by a surety licensed to write workers' compensation insurance in the State of Idaho, as evidence that the Contractor has in effect a current Idaho workers' compensation insurance policy, or an extraterritorial certificate approved by the Idaho Industrial Commission from a state that has a current reciprocity agreement with the Industrial Commission. The University does not assume liability as an employer.
4. **Notices:** All notices and other communications are to be in writing, addressed to the other party at the address set forth herein (or to such other address that may be designated by the receiving party from time to time in accordance with this section). Such notices may be delivered (i) in person, with the date of notice being the date of personal delivery, (ii) by United States mail, postage prepaid for certified or registered mail, with return receipt requested, with the date of notice being the date of the postmark on the return receipt, (iii) by fax, with oral confirmation and the date of notice being the date of the fax, (iv) by nationally recognized delivery service such as Federal Express, with the date of notice being the date of delivery as shown on the confirmation provided by delivery service.  
 For notice to the University, the address and facsimile number are:  
 Boise State University Purchasing Department  
 1910 University Drive  
 Boise, Idaho 83725-1210  
 FAX: 208-426-1152  
 Phone: 208-426-1283  
 For notice to the Contractor, the address or facsimile number shall be that which is included in the Contractor's Quote, Bid or Proposal.
5. **Prices:** 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. 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.

6. **Shipping and Delivery:** All orders will be shipped directly to the University at the location specified by the Agreement, on an F.O.B. Destination freight prepaid and allowed basis with all transportation, unloading, uncrating, drayage, or other associated delivery and handling charges paid by the Contractor. "F.O.B. Destination." unless otherwise specified in the Agreement or solicitation documents, shall mean delivered to the University Receiving Dock or Store Door Delivery Point. The Contractor shall deliver all orders and complete installation and/or training, if required, within the time specified in the Agreement. Time for delivery commences at the time the order is received by the Contractor. Unless otherwise agreed, international orders will be shipped DDP Destination Incoterms 2010.
7. **Installation and Acceptance:** When the purchase price does not include installation and/or training, unless otherwise stated in the Solicitation or Agreement, acceptance shall occur fourteen (14) calendar days after delivery; unless the University has notified the Contractor in writing that the order does not meet the University's specification requirements or otherwise fails to pass the Contractor's established test procedures or programs. When installation and/or training is included, acceptance shall occur fourteen (14) calendar days after completion of installation and/or training; unless the University has notified the Contractor in writing that the order does not meet the University's specification requirements or otherwise fails to pass the Contractor's established test procedures or programs. If an order is for support or other services, acceptance shall occur fourteen (14) calendar days after completion, unless the University has notified the Contractor in writing that the order does not meet the University's requirements or otherwise fails to pass the Contractor's established test procedures or programs.
8. **Risk of Loss:** Risk of loss and responsibility and liability for loss or damage will remain with Contractor until delivered to the University Receiving Dock or Store Door Delivery Point when responsibility will pass to the University except as to latent defects, fraud, and Contractor's warranty obligations. Such loss, injury or destruction shall not release the Contractor from any obligation under this Agreement.
9. **Taxes:** The University is generally exempt from payment of state sales and use taxes and from personal property tax for property purchased for its use. The University is generally exempt from payment of federal excise tax under a permanent authority from the District Director of the Internal Revenue Service (Chapter 32 Internal Revenue Code [No. 82-73-0019K]). Exemption certificates will be furnished as required upon written request by the Contractor. 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.
10. **Method of Payment:** The University payment terms are NET 30. Payment for work under this Agreement will be initiated upon submission of a request for payment directly to:  
Boise State University  
Accounts Payable  
1910 University Dr.  
Boise, Idaho 83725-1248  
  
The purchase order number must be noted on all requests for payment. By signing this Agreement, and by submitting a request for payment to Boise State University, the Contractor certifies that (i) the amount for which payment is requested is correct, just, and proper; (ii) the amount claimed is legally due to the Contractor; (iii) no part of the amount for which payment is requested has been paid; (iv) the request for payment is only for performance in accordance with the terms and conditions of the parties' agreement; (v) the request for payment is made in good faith, and (vi) the documentation supporting this request for payment is accurate and complete to the best of the Contractor's knowledge and belief.
11. **Purchase Order Numbers:** The Contractor shall clearly show the University's purchase order numbers on all acknowledgments, shipping labels, packing slips, invoices, and on all correspondence.
12. **Contractor Responsibility:** The Contractor is responsible for furnishing and delivery of all Property included in this Agreement, whether or not the Contractor is the manufacturer or producer of such Property. Further, the Contractor will be the sole point of contact on contractual matters, including payment of charges resulting from the use or purchase of Property.
13. **Conforming Property:** The Property shall conform in all respects with the specifications or the University's Solicitation. In the event of non-conformity, and without limiting any other remedy available to the University, the University shall have no financial obligation in regard to the non-conforming goods or services.
14. **Insurance Requirements:** Contractor shall, at its sole cost and expense, procure and maintain throughout the term of this Agreement insurance of the types and with the limitations indicated on the attached document entitled Certificate of Insurance Requirements, unless this requirement is waived in writing by the University prior to execution of this Agreement. Prior to the commencement of the term of this contract, the Contractor shall deliver or fax to the University the completed certificate(s) of insurance.
15. **Indemnification/Save Harmless:** 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. 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 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.
16. **Limit of University's Liability:** Notwithstanding anything to the contrary contained in this Agreement or in any other Agreement or writing between the Parties related hereto, nothing shall be deemed to constitute a waiver by University of any privilege, protection, or immunity otherwise afforded it under the Idaho Constitution, Idaho Tort Claims Act, or any other applicable law or a waiver of its sovereign immunity, which is hereby expressly retained. Specifically, the University's liability is at all times subject to the limits of liability contained in the Idaho Tort Claims Act, Idaho Code Sections 6-901 through 6-929, inclusive (the "Idaho Tort Claims Act").



Any obligation on behalf of the University to provide indemnification or hold harmless any other party is at all times subject to the maximum extent permitted by Idaho law, including Idaho Code Section 59-1016, and the limitations of liability under the Idaho Tort Claims Act. Furthermore, the University shall at no time be liable for more than the pro rata share of the total damages awarded in favor of a claimant that is directly attributable to the negligent or otherwise wrongful acts or omissions of the University or its employees.

17. **Work for Hire:** Contractor hereby assigns to University or University's designee, for no additional consideration, all of Contractor's rights, including copyrights, in all deliverables and other works prepared by Contractor under this Agreement. Contractor shall, and shall cause its employees and agents to, promptly sign and deliver any documents and take any actions that University reasonably requests to establish and perfect the rights assigned to University or its designee under this provision. University hereby grants to Contractor a nonexclusive royalty-free license to use the same rights solely for academic purposes. Such license shall not be assignable or sub licensable.
18. **Commodity Status:** It is understood and agreed that any item offered or shipped shall be new and in first-class condition and that all containers shall be new and suitable for storage or shipment, unless otherwise indicated by the University in the specifications. Demonstrators, previously rented, refurbished, or reconditioned items are not considered "new" except as specifically provided in this section. "New" means items that have not been used previously and that are being actively marketed by the manufacturer or Contractor. The items may contain new or minimal amounts of recycled or recovered parts that have been reprocessed to meet the manufacturer's new product standards. The items must have the University as their first customer and the items must not have been previously sold, installed, demonstrated, or used in any manner (such as rentals, demonstrators, trial units, etc.). The new items offered must be provided with a full, unadulterated, and undiminished new item warranty against defects in workmanship and materials. The warranty is to include replacement, repair, and any labor for the period of time required by other specifications or for the standard manufacturer or vendor warranty, whichever is longer.
19. **Termination for Convenience:** Unless otherwise specified in the Solicitation or Agreement between the parties, the University may cancel this Agreement upon thirty (30) days' advance written notice. [\[Please ask for a termination for convenience for BEST with 90 days' prior notice.\]](#)
20. **Termination for Default:** 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 default or non-compliance, Contractor will be responsible for any costs resulting from the University's placement of a new contract and any damages incurred by the University. The University, upon termination for default or non-compliance, reserves the right to take any legal action it may deem necessary including, without limitation, offset of damages against payment due. 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.
21. **Force Majeure:** Neither party shall be liable or deemed to be in default for any Force Majeure delay in shipment or performance occasioned by unforeseeable causes beyond the control and without the fault or negligence of the parties, including, but not restricted to, acts of God or the public enemy, fires, floods, epidemics, quarantine, restrictions, strikes, freight embargoes, or unusually severe weather, provided that in all cases the Contractor shall notify the University promptly in writing of any cause for delay and the University concurs that the delay was beyond the control and without the fault or negligence of the Contractor. The period for the performance shall be extended for a period equivalent to the period of the Force Majeure delay. Matters of the Contractor's finances shall not be a Force Majeure.
22. **Compliance with Law, Licensing and Certifications:** 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. 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.
23. **Confidential Information:** 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 and shall not disclose Confidential Information or any advice given by Contractor to the University to any third party, except with the University's prior written consent or under a valid order of a court or governmental agency of competent jurisdiction and then only upon timely notice to the University. The University may require that Contractor's officers, employees, agents or subcontractors agree in writing to the obligations contained in this section. Confidential Information shall be returned to the University upon termination of this Agreement. The confidentiality obligation contained in this section shall survive termination of this Agreement. 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.
24. **Patents and Copyright Indemnity:**
  - Contractor shall indemnify and hold harmless the University, the Idaho State Board of Education, the State of Idaho, and all of their employees, agents, and representatives (the "University Parties") and shall defend at its own expense any action brought against the University Parties based upon a claim of infringement of a United States' patent, copyright, trade secret, or trademark for Property purchased under this Agreement. Contractor will pay all damages and costs finally awarded and attributable to such claim, but such defense and payments are conditioned on the following: (i) that Contractor shall be notified promptly in writing by the University of any notice of such claim; (ii) that Contractor shall have the sole control of the defense of any action on such claim and all negotiations for its settlement or compromise and the University may select at its own expense advisory counsel; and (iii) that the University shall cooperate with Contractor in a reasonable way to facilitate settlement or defense of any claim or suit.



- Contractor shall have no liability to the University under any provision of this clause with respect to any claim of infringement that is based upon: (i) the combination or utilization of the Property with machines or devices not provided by the Contractor other than in accordance with Contractor's previously established specifications unless such combination or utilization was disclosed in the specifications; (ii) the modification of the Property unless such modification was disclosed in the specifications; or (iii) the use of the Property not in accordance with Contractor's previously established specifications unless such use was disclosed in the specifications.
  - Should the Property become, or in Contractor's opinion be likely to become, the subject of a claim of infringement of a United States' patent, the Contractor shall, at its option and expense, either procure for the University the right to continue using the Property, replace or modify the Property so that it becomes non-infringing, or grant the University a full refund for the purchase price of the Property and accept its return.
25. **Public Records:** Pursuant to Idaho's Public Records Act, Title 74, Chapter 1, Idaho Code, as may be amended from time to time (the "Public Records Law") information or documents received from the Contractor may be open to public inspection and copying unless exempt from disclosure. If the Contractor believes information provided to the University is exempt from disclosure under the Public Records Law, the Contractor shall clearly designate individual documents or portions thereof as "exempt" and shall indicate the proposed basis for such exemption. The University will not accept the marking of an entire document as exempt. In addition, the University will not accept a legend or statement on one (1) page that all, or substantially all, of the document is exempt from disclosure. The University does not warrant or otherwise promise that information marked as such will in fact be exempt under the Public Records Law. The Contractor shall indemnify and defend the University Parties against all liability, claims, damages, losses, expenses, actions, attorney fees and suits whatsoever for honoring such a designation or for the Contractor's failure to designate individual documents as exempt. The Contractor'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 Contractor, the Contractor shall provide the legal defense for such claim.
26. **Anti-Discrimination Clause:** The Contractor hereby agrees to be bound by the terms and conditions of Section 504 of the Rehabilitation Act of 1974 and to the applicable provisions and requirements of the Americans with Disabilities Act of 1990, as may be amended or modified from time to time, and as such provisions are applicable to the University. The Contractor shall comply with pertinent amendments to such laws made during the term of the Agreement and with all federal and state rules and regulations implementing such laws. If applicable, the Contractor must include this provision in every subcontract relating to this Agreement. Specifically, Contractor hereby agrees to use good faith efforts to ensure that the Property is fully accessible for individuals with disabilities and enables the University to fully comply with all applicable requirements of the aforementioned laws, regulations, and requirements. In the event the Property fails to meet the requirements of this section, the University shall provide written notice to Contractor detailing requirements to bring the Property into compliance. If Contractor fails to correct the deficiency and enable the University to fully comply with the laws, regulations and requirements set forth herein as detailed in such notice, within thirty (30) days of receiving such notice, the University may elect to terminate this contract without further notice and without penalty. In the event the University terminates the Agreement under this Section, Contractor agrees to compensate the University for any and all costs associated with securing replacement Property that fully complies with the requirements set forth herein, payable upon receipt of an invoice from the University detailing such costs.
27. **Equal Employment Opportunity Clause:** Acceptance of this Agreement binds the Contractor to the terms and conditions of Section 601, Title VI, Civil Rights Act of 1964, in that "No person in the United States shall, on the grounds of race, color, national origin, or sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activity receiving Federal financial assistance." In addition, "No otherwise qualified handicapped individual in the United States shall, solely by reason of his handicap, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" (Section 504 of the Rehabilitation Act of 1973). Furthermore, for contracts involving federal funds, the applicable provisions and requirements of Executive Order 11246 as amended, Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974, Section 701 of Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), 29 USC Sections 621, et seq., the Age Discrimination Act of 1975, Title IX of the Education Amendments of 1972, U.S. Department of Interior regulations at 43 CFR Part 17, and the Americans with Disabilities Act of 1990, are also incorporated into this Agreement. Specifically, the Contractor and any Subcontractor shall abide by the requirements of 41 CFR 60-1.4(a), 60-300.5(a), and 60-741.5(a) where applicable. These regulations require that covered prime contractors and subcontractors take affirmative action to employ and advance in employment individuals without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability, or veteran status. The Contractor shall comply with pertinent amendments to such laws made during the term of the Agreement and with all federal and state rules and regulations implementing such laws. The Contractor must include this provision in every subcontract relating to this Agreement.
28. **Restrictions and Warranties - Illegal Aliens:** The Contractor acknowledges that this Agreement is subject to Executive Order 2006-40 [[http://gov.idaho.gov/mediacenter/execorders/eo09/eo\\_2009-10.html](http://gov.idaho.gov/mediacenter/execorders/eo09/eo_2009-10.html)]; it does not knowingly hire or engage any illegal aliens or persons not authorized to work in the United States within the United States; it takes steps to verify that it does not hire or engage any illegal aliens or persons not authorized to work in the United States within the United States; and that any misrepresentation in this regard or any employment of persons not authorized to work in the United States within the United States constitutes a material breach and shall be cause for the imposition of monetary penalties up to five percent (5%) of the contract price, per violation, and/or termination of this Agreement.
29. **Nonresident Aliens:** If the contractor is a nonresident alien individual, partnership or corporation, the contractor or his/her representative expressly covenants and agrees to cooperate fully with University's staff to provide necessary documentation to determine proper withholding, if any, of U.S. taxes from payment to contractor, including without limitation for maintenance or warranty work, in accordance with Internal Revenue Code and the Federal Regulations promulgated there under. Nonresident alien contractors are subject to 30% tax withholding.
30. **Subcontracting:** 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.

31. **Assignment:** Contractor shall not assign any of its obligations under this Agreement without the advance written consent of the University. 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.
32. **Use of the University's Name:** Contractor shall not, prior to, in the course of, or after performance under this Agreement, use University's name in any advertising or promotional media, including press releases, as a customer or client of Contractor without the prior written consent of the University.
33. **Appropriation by Legislature Required :** The University is a government entity and this Agreement shall in no way or manner be construed so as to bind or obligate the State of Idaho or the University beyond the term of any particular appropriation of funds by the State's Legislature as may exist from time to time. The University reserves the right to terminate this Agreement in whole or in part (or any order placed under it) if, in its sole judgment, the Legislature of the State of Idaho fails, neglects, or refuses to appropriate sufficient funds as may be required for the University to continue such payments, or requires any return or "give -back" of funds required for the University to continue payments, or if the Executive Branch mandates any cuts or holdbacks in spending. All affected future rights and liabilities of the parties hereto shall thereupon cease within ten (10) calendar days after notice to the Contractor.
34. **Official, Agent and Employees of University Not Personally Liable:** In no event shall any official, officer, employee or agent of the University be in any way personally liable or responsible for any covenant or agreement herein contained whether expressed or implied, nor for any statement, representation or warranty made herein or in any connection with this Agreement.
35. **Governing Law:** This Agreement shall be construed in accordance with and governed by the laws of the State of Idaho. Any action to enforce the provisions of this Agreement shall be brought in State district court in Ada County, Boise, Idaho. Federal grants and contracts shall also comply with the provisions of OMB Circular A-210)32.
36. **Entire Agreement; Severability:** This Agreement shall be binding upon the parties hereto and their respective successors and assigns. This Agreement constitutes the full, complete, and entire Agreement between the parties, and supersedes all prior understandings, agreements, or arrangements between the parties with respect to the subject matter hereof. In the event any term of this Agreement is held to be invalid or unenforceable by a court, the remaining terms of this Agreement will remain in force.
37. **No Other Terms :** Where terms and conditions specified in the Contractor's response or other writing differ from those specifically stated in this Agreement, the terms and conditions of this Agreement shall apply. The University hereby specifically objects to and rejects any terms and conditions that are in conflict with these terms and conditions. In the event University honors one or more terms in Contractor's purchase order or other writing that conflict with this Agreement, such action does not constitute University's acceptance of any other terms in such writing or purchase order. In the event of any conflict between these standard terms and conditions and any special terms and conditions, these standard terms and conditions will govern. Any reference to terms and conditions other than these Boise State University Standard Contract Terms and Conditions in any subsequent invoice, purchase order, or other writing, shall be void.
38. **Interpretation and Priority of Documents:** 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;
  - (3) The Solicitation; and
  - (4) The Contractor's Quote, Bid or Proposal, as accepted by the University.

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 shall apply. 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.

39. **Non-Waiver:** The failure of any party, at any time, to enforce a provision of this Agreement shall in no way constitute a waiver of that provision, nor in any way affect the validity of this Agreement, any part hereof, or the right of such party thereafter to enforce each and every provision hereof.
40. **Attorney Fees:** In the event that any action, suit, or other legal administrative proceeding is instituted or commenced by either party hereto against the other party arising out of or related to this Agreement, the prevailing party shall be entitled to recover its reasonable attorneys' fees and court costs from the non-prevailing party in addition to other available remedies, provided, however, the University's liability is limited to the extent permitted by law and that which is identified in the Idaho Tort Claims Act.
41. **Modification/Amendment:** No modification or amendment to this Agreement shall be valid unless it is made in writing signed by the authorized representatives of the parties.
42. **Counterparts:** The Agreement may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.



## BOISE STATE UNIVERSITY

CERTIFICATE OF INSURANCE REQUIREMENTS  
FROM OUTSIDE CONTRACTORS/VENDORS/PERFORMERS

**Contractor/Vendor/Performer: Give this form to your insurance agent/broker.**  
**Incomplete Certificates will not be accepted**

The 3<sup>rd</sup> Party Contractor/Vendor/Performer ("Insured") performing duties/services/events or seeking to use facilities at Boise State University ("Certificate Holder") is required to carry the types and limits of insurance shown in this request, and to immediately provide Certificate Holder with a Certificate of Insurance. Certificate shall be executed by a duly authorized representative of each insurer, showing compliance with the insurance requirements set forth below.

All insurers shall have an "AM Best" rating (or equivalent) of A- or better and be licensed and admitted in Idaho. All policies required shall be written as primary policies and not contributing to nor in excess of any coverage Certificate Holder may choose to maintain.

**Required Insurance Coverage** - Insured shall obtain insurance of the types and in the amounts described below. (\*\*)

- )" **Commercial General Liability Insurance.** Insured shall maintain commercial general liability (CGL) with a limit of not less than **\$1,000,000** each occurrence and **\$2,000,000** aggregate.
- ... **Professional Liability.** If applicable, Insured shall maintain Professional Liability (Errors & Omissions) insurance of not less than **\$1,000,000** on a "claims made" basis, covering claims made during the policy period and reported within three years of the date of occurrence.
- )" **Liquor Liability.** If applicable, Insured shall maintain Liquor Liability in the amount of **\$1,000,000** each occurrence and **\$2,000,000** aggregate.
- )" **Automobile Liability.** If applicable, Insured shall maintain Automobile Liability in the amount of **\$1,000,000** Combined Single Limit. Coverage shall include Non-owned and Hired auto coverage.
- )" **Workers' Compensation.** Insured shall maintain all statutorily required Workers' Compensation coverages to include Employer's Liability at minimum limits of \$100,000/\$100,000/\$500,000.
- ... **Certificate Holder and Additional Insured shall read:**  
**State of Idaho and Boise State University**  
**Attn: Risk Management**  
**1910 University Drive**  
**Boise, ID 83725**
- ... **All policies, except Workers' Compensation, shall name Certificate Holder as an additional insured. A copy of the Additional Insured Endorsement must be attached to the Certificate verifying that the Insured's policy(s) has been endorsed as required.** (otherwise the certificate will be considered incomplete)
- )" **All certificates shall provide for thirty (30) days' written notice** to Certificate Holder prior to cancellation or material change of any insurance referred to in the certificate.

(\*\* Boise State University Risk Management reserves the right to modify coverage and/or limits.)

Failure of Certificate Holder to demand a certificate or other evidence of full compliance with these insurance requirements or failure of Certificate Holder to identify a deficiency from evidence that is provided shall not be construed as a waiver of Insured's obligation to maintain such insurance. Failure to maintain the required insurance may result in termination of the 3<sup>rd</sup> party contract/event at the Certificate Holder's option.

By requiring this insurance, Certificate Holder does not represent that coverage and limits will necessarily be adequate to protect Insured, and such coverage and limits shall not be deemed as a limitation on Insured's liability.

**Personal Property:** Certificate Holder shall not be liable for any damage to or loss of Insured's personal property. Please direct any additional questions to: Boise State University Risk Management & Insurance <http://rmi.boisc.state.edu>

11/2017



**Cost Proposal –  
RFP # LB22-125\_RFP\_ Security Event Services**



**Boise State University**

Logan Brudenell  
Buyer - Procurement & Vendor Services  
1910 University Dr, MS-1210  
Boise, ID 83725-1210

**Submitted By:**

Jessica Anderson  
Director of Business Development  
BEST Crowd Management  
[Jessica.Anderson@garda.com](mailto:Jessica.Anderson@garda.com)  
651-502-8792

### ATTACHMENT 3 - Cost Proposal Plan

#### Pricing

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

Only one bid per line.

| Line # | Position               | Hourly Rate |
|--------|------------------------|-------------|
| 1      | Director of Operations | \$ 36.78    |
| 2      | Event Manager          | \$ 29.98    |
| 3      | Security Supervisor    | \$ 24.54    |
| 4      | TIPS/VIP Security      | \$ 21.82    |
| 5      | Security               | \$ 20.46    |
| 6      | Ticketing/Usher        | \$ 20.46    |
|        |                        |             |

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

Below are items that are included in our bill rate at no additional charge to the University:

1. **Employee Uniforms** – Position Specific Uniforms with customize color scheme
2. **All Necessary Equipment** – Radios, Earpieces, Repeaters, flashlights, bull horns and other supplies.
3. **Monthly Employee Background Screening** – Background check completed on each employee at time of hire and every month after hire.
4. **BEST Employee Incentive & Retention Plan.**
5. **Training Program** – All fees and payroll associated with our BEST training program
6. **Automated Time Tracking Software** – Utilizing ABI Mastermind
7. **All Payroll taxes, worker's compensation** and **general liability** insurance for employees
8. **All Costs associated** in the event of a call off, vacation request, sick day, etc. by employees
9. **Security License** in accordance to the State of Idaho law.

**CONSENT**  
**JUNE 14, 2022**

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**BOISE STATE UNIVERSITY**

**SUBJECT**

Albertsons Stadium South End Video Board (Melaleuca) Approval

**REFERENCE**

April 2022

Idaho State Board of Education (Board) approved Foundation Gift Agreement and Donor Recognition Agreement for the construction of an Albertsons Stadium South End Video Board

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.2.

**BACKGROUND/DISCUSSION**

In April 2022, Boise State University received Board approval to contract with the Boise State University Foundation and Idaho-based Melaleuca to proceed with installation of a South End video board in Albertsons Stadium. On May 3, 2022, the Permanent Building Fund Advisory Council approved the plans and specifications for the project to be built as a non-state entity project pursuant to Idaho Code § 67-5710A. It was anticipated that the project would be completed with 100% donor/sponsor funding.

Due to the rapidly inflating construction market, the lowest project costs came in higher than anticipated, exceeding the project contingency of \$400,000, bringing the total project cost to \$6 million which is \$1.5 million more than approved by the Board in April 2022. Boise State University seeks approval from the Board to increase the maximum total cost for Albertsons Stadium South End Video Board (Melaleuca) to \$6 million.

**IMPACT**

Additional funding for this project will be entirely philanthropic funds. Proceeding with this project is essential to leverage the significant donor/sponsor funding, but to also ensure that the relationship with the donor/sponsor is maintained.

|                             |                    |
|-----------------------------|--------------------|
| Previous Project Cost       | \$4,500,000        |
| <u>Projected Escalation</u> | <u>\$1,500,000</u> |
| Total Project Cost          | \$6,000,000        |

**ATTACHMENTS**

Attachment 1 – Video Board Rendering

**STAFF COMMENTS AND RECOMMENDATIONS**

The Board approved the agreement to partner with the Boise State Foundation to purchase and install the video board at the April meeting. This action allows the



**CONSENT**  
**JUNE 14, 2022**

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project to proceed. Additional inflation and market project costs will be covered by philanthropic funding. Staff recommends approval.

**BOARD ACTION**

I move to approve the request by Boise State University to increase the Project Cost from \$4,500,000 and to proceed with the construction of the Albertsons Stadium South End Video Board for a total cost not to exceed \$6,000,000.

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







**CONSENT**  
**JUNE 14, 2022**

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**UNIVERSITY OF IDAHO**

**SUBJECT**

Idaho Water Center Operating Agreement with the Idaho Department of Water Resources (IDWR) – Proposed Second Amendment

**REFERENCE**

December 2002                      Approved Operating Agreement

June 2006                          Approved First Amendment

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.I.5.b.1.

**BACKGROUND/DISCUSSION**

The 2002 Operating Agreement (as amended in 2006) between the Regents and IDWR defined the terms for IDWR to occupy 54,355 square feet of the Idaho Water Center. The agreement provided a payment schedule with IDWR covering all costs of financing, construction, and operations of the space IDWR occupied. In 2012 and 2019 the Idaho State Building Authority (ISBA) refinanced the debt on the building which significantly reduced the financing costs of construction and resulted in lower total payments from the University of Idaho (UI)/IDWR to ISBA. Consequently, UI and IDWR financial staff recalculated the payment for IDWR to reflect those savings in the payment schedule of the Operating Agreement. UI administration additionally proposes to clarify the existing agreement by the attached amendment to ensure any future financing savings attributable to the space occupied by IDWR can be apportioned to IDWR without further amendment to the Operating Agreement.

**IMPACT**

The savings from ISBA bond refinancing will result in lower overall payments from UI to ISBA under the terms of the State's Facilities lease with ISBA. The proposed amendment simply allocates the share of those savings attributable to the space occupied by IDWR to IDWR by shortening the duration of payments due by about three and a half years. This amendment does not result in any net impact to UI's finances beyond the previously established savings UI realized from ISBA's refinancing of bond debt. The result of this amendment will be that UI simply collects less from IDWR because UI will need to pay less to ISBA.

**ATTACHMENTS**

Attachment 1 – Operating Agreement

Attachment 2 – First Amendment to Operating Agreement

Attachment 3 – Proposed Second Amendment to Operating Agreement

**CONSENT**  
**JUNE 14, 2022**

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**STAFF COMMENTS AND RECOMMENDATIONS**

This action aligns the University of Idaho and Idaho Division of Water Resources operating agreement with updated rates and payment timelines for the Idaho Water Center building in downtown Boise due to bond refinancing. Staff recommends approval.

**BOARD ACTION**

I move to approve the proposed Second Amendment to Operating Agreement and to authorize the University of Idaho's Vice President for Finance and Administration, or designee, to execute the attached Second Amendment to Operating Agreement with the Idaho Department of Water Resources and any related documents if in substantial conformity with the draft submitted.

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

**OPERATING AGREEMENT**  
(Idaho Water Center)

THIS OPERATING AGREEMENT is dated and is effective as of the 17th day of December, 2002, by and between the IDAHO DEPARTMENT OF WATER RESOURCES ("IDWR"), the IDAHO WATER RESOURCE BOARD ("Board") and the REGENTS OF THE UNIVERSITY OF IDAHO ("University").

***RECITALS***

A. The Idaho Department of Administration, Division of Public Works issued a request for proposals dated September 24, 2001 (the "RFP"), requesting proposals to provide office space for IDWR.

B. Civic Partners West, LLC, as agent for the University of Idaho Foundation, submitted a proposal in response to the RFP dated November 2, 2001 (the "Proposal"). The Proposal offered to provide office space to IDWR located in a building to be constructed and known as the Idaho Water Center, as more particularly described in the Proposal.

C. Following the Proposal, the University and IDWR entered into discussions with Civic Partners West, LLC and the University of Idaho Foundation regarding the development of the proposed building.

D. The Second Regular Session of the Fifty-Sixth Legislature of the State of Idaho enacted House Concurrent Resolution No. 60, 2002 Idaho Session Laws 1085, wherein the Legislature authorized and approved IDWR and the University, separately or together, to enter into an agreement with the Idaho State Building Authority (the "Authority") for the financing and development of the proposed building.

E. Pursuant to Idaho Code section 42-1734, the Board has the power and duty to enter into contracts to effect the purposes of Idaho Code, title 42, chapter 17.

F. IDWR, the Board and the University have entered into, or will enter into simultaneously with the execution of this Operating Agreement, an Agreement for Financing and Development of the Idaho Water Center (the "Development Agreement") and a Facilities Lease (the "Facilities Lease"), both with the Authority and both involving and for the building to be known as the Idaho Water Center, and constructed on real property more particularly described on Exhibit A attached hereto and incorporated herein by this reference (the "Water Center").

G. The University has entered into, or will enter into, a Parking Access Agreement (the "Parking Access Agreement") with the Urban Renewal Agency of Boise City, Idaho, aka Capitol City Development Corporation, ensuring access to parking for tenants of the Water Center within the Corridor Property, as defined in those certain Parking Covenants Encumbering the West Corridor Property and Avenue A Site dated as of October 1, 2002 (the "Corridor Property").

H. IDWR, the Board and the University desire to address between themselves certain issues related to the Development Agreement, the Facilities Lease and the Parking Access Agreement, upon the terms and conditions set forth below.

### AGREEMENT

NOW THEREFORE, in consideration of the above recitals, which are incorporated herein as if set forth in full, and the mutual promises and agreements hereinafter set forth, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Other Documents. The documents listed below are intended to co-exist with this Operating Agreement; provided however, in the case of any conflict between the terms of this Operating Agreement, as may be amended from time to time, and the documents listed below, as may be amended from time to time, the terms of this Operating Agreement shall control as between IDWR, the Board and the University.

- a. The Development Agreement.
- b. The Facilities Lease.
- c. The Parking Access Agreement.
- d. Declaration of Covenants and Restrictions for the Civic Plaza Condominiums, recorded October 10, 2002, in the official records of Ada County ("Civic Plaza Condominium Declaration").
- e. Declaration of Covenants, Conditions and Restrictions for the Idaho Water Center Condominium in substantially the form proposed by the Authority to the parties ("Idaho Water Center Condominium Declaration").

2. Term. The term of this Operating Agreement shall begin on its effective date and continue until the expiration or termination of the Facilities Lease; provided however, that the provisions of section 6.3 shall continue until the expiration or termination of the Parking Access Agreement.

3. IDWR Space Allocation.

3.1 Space Allocation. IDWR shall have the exclusive right to occupy and use office space and associated limited common area as set forth in the Design Documents to be approved by IDWR and the University. Such Design Documents shall be the Design Documents more particularly defined in the Development Agreement.

3.2 Completion of IDWR Space. The University shall take all reasonable steps within its control to ensure the IDWR space described in section 3.1 is substantially complete and available for occupancy on or before October 31, 2004. In the event the IDWR space is not substantially complete and available for occupancy before such date, the University

shall give the IDWR space priority for completion in all actions of the University affecting the completion of such space.

3.3 Expansion Space. The University recognizes that IDWR may have additional space needs in the Water Center. The parties intend to provide for such needs through the following provisions and, to the extent required, additional documents.

3.3.1 Right of First Opportunity and Refusal. With regard to any space in the Water Center controlled by the University, if the University elects to sublease such space and the University has received notice that IDWR seeks additional space, the University shall offer such space to IDWR on terms and conditions no less favorable than those offered to third parties. If, within thirty (30) days after receipt of such an offer, IDWR does not notify the University that IDWR elects to lease such space, then the University shall be relieved of any obligations to IDWR with regard to such offering. A failure by IDWR to lease any specific space when so offered by the University shall not relieve the University of its obligation to first offer IDWR any other space in the Water Center if the University elects to offer such other space to third parties or its obligation to first offer IDWR space previously offered to IDWR upon the expiration of any sublease of such space.

3.3.2 Notification of Sublease of Space Adjacent to IDWR. To allow for expansion by IDWR into other space in the Water Center, the University shall notify IDWR prior to leasing any space adjacent to IDWR space for a term of more than three (3) years (including term renewals or options to renew) and IDWR shall have the right of first opportunity and refusal set forth in section 3.3.1.

3.3.3 United States Forest Service Space. The University's obligations under this section 3 shall not apply to any space identified on the Design Documents to be occupied by the United States Forest Service.

#### 4. IDWR Costs.

4.1 Lease Rate Allocation. IDWR shall pay a lease rate allocation as set forth on Exhibit B attached hereto and incorporated herein by this reference (the "Schedule") as full payment for IDWR's use, occupancy, and enjoyment of the initial space allocation identified in section 3.1. The Schedule and any adjustments pursuant to section 4.2 shall be based upon the net rentable square feet occupied or allocated to IDWR up to a maximum of fifty thousand (50,000) net rentable square feet. If IDWR elects to lease additional space pursuant to section 3.3, IDWR and the University shall adjust the Schedule or make other provision for payment of the costs of such additional space.

4.2 Lease Rate Adjustment. IDWR and the University shall review the Schedule on July 1, 2009 and every five years thereafter (each a "Review Date"). One year prior to each Review Date, the University shall submit proposed Schedule adjustments to IDWR. The proposed adjustments shall be transmitted with, and cost projections based upon, documented increases or decreases in specific operating expenses. Operating expenses included in the Schedule that are subject to adjustment shall include the costs more particularly identified in

sections 4.4 and 6.1. The inclusion of any costs in addition to those specified in sections 4.4 and 6.1 in the Schedule shall require the prior written agreement of IDWR and the University. The costs for janitorial, security, insurance, utilities, snow removal, landscape maintenance, property management, facilities maintenance and repair, and parking (the "Fixed Items") shall be documented by the University and such documentation supplied to IDWR. The lease rate allocation for the Fixed Items shall be adjusted and included in the adjusted Schedule based upon the proportion of all costs for such Fixed Items that is attributable to IDWR's share of the Fixed Items.

4.3 Effective Date of Schedule Adjustments. The adjustment for Fixed Items shall be included in the Schedule and IDWR shall make its lease payments in accordance with such adjustments beginning on the applicable Review Date. With the written approval of IDWR, which shall not be unreasonably withheld, adjustments to the Schedule based on costs other than the Fixed Items shall also become effective on the applicable Review Date and IDWR shall pay lease payments in accordance with such adjusted Schedule.

4.4 Services Provided by the University to IDWR. The lease rate allocation set forth in section 4.1 is intended to cover all services associated with a full service lease, including janitorial, security, insurance, utilities, snow removal, landscape maintenance, property management, facilities maintenance and repair, parking and condominium assessments and fees under the Civic Plaza Condominium Declaration and the Idaho Water Center Condominium Declaration.

4.5 Lease Rate Allocation Subsequent to 2035. The parties intend that IDWR not pay rent pursuant to the Facilities Lease in excess of that portion of rent required to finance the IDWR space and the associated Additional Rent, as defined in the Facilities Lease. The Schedule, as amended from time to time, shall not include Basic Rent, as defined in the Facilities Lease, upon the earlier of IDWR's payment of the lease rate allocation pursuant to the Schedule for each year of this Operating Agreement from the effective date of the Facilities Lease up to and including 2035 or the termination of financing for the IDWR space. Upon the removal of Basic Rent from the Schedule, the University shall indemnify, defend, and hold harmless IDWR from and against any obligation, duty, or covenant to pay Basic Rent and to pay any Additional Rent in excess of the Fixed Items and the costs approved by IDWR pursuant to section 4.3.

5. IDWR Tenant Improvement Allowance. The University shall ensure IDWR receives a tenant improvement allowance of up to the IDWR tenant improvement allowance specified on the Project Budget attached to and a part of the Development Agreement. If IDWR desires to include in its initial space tenant improvements that exceed the amount provided in the Project Budget, such tenant improvements will be the sole financial responsibility of IDWR. The parties acknowledge that the Development Agreement limits the application of the tenant improvement allowance.



6. IDWR Parking.

6.1 Minimum Parking Access. Subject to the terms of the Parking Access Agreement, the University shall provide IDWR with up to one hundred fifty (150) parking passes providing access to parking spaces within the Corridor Property. The cost of such parking passes shall be included within the lease rate allocation set forth in section 4.1 until the termination of the Facilities Lease.

6.2 Additional Parking Access. If desired by IDWR and available under the Parking Access Agreement, the University shall provide IDWR access to additional parking passes at the then current rate paid by the University pursuant to the Parking Access Agreement.

6.3 Parking Access Following Termination of the Facilities Lease. If IDWR continues to occupy the Water Center following termination of the Facilities Lease or beyond 2034, whichever date is later, the University shall provide access to parking under the Parking Access Agreement for IDWR. Such access shall be for at least the number of parking spaces for which IDWR had access during the final term of the Facilities Lease.

6.4 Parking Agreement Enforcement. The University shall take all reasonable steps to enforce the provisions of the Parking Access Agreement to ensure that the number of parking spaces to which IDWR has access are available for use by IDWR.

6.5 Assignment of Parking Access Agreement. The University shall assign the Parking Access Agreement to IDWR if the University ceases to occupy the Water Center.

7. Notice of Facility Lease Non-Renewal; Other Notices. In the event that either party fails to receive an appropriation for payment of rent under the Facilities Lease and lacks other funds sufficient to satisfy its obligations pursuant to the Facilities Lease, such party shall immediately notify the other party of its intent to terminate the Facilities Lease. In the event that either party receives any notice related to the Development Agreement, the Facilities Lease, the Civic Plaza Condominium Declaration or the Idaho Water Center Condominium Declaration that could impact the other, the receiving party shall immediately notify the other party of the receipt and substance of such notice.

8. Decision-making Authority. Except as otherwise specifically agreed herein or otherwise specifically agreed between the Authority and the parties, the University shall make all decisions regarding building management for the Water Center. The University and IDWR shall use their best efforts to comply with all federal, state and municipal laws, ordinances, regulations and orders and any contractual obligations relative to the leasing, use, operation, repair and maintenance of the Water Center. The University shall consult with IDWR on all issues concerning the construction, operations and maintenance of the Water Center and voting pursuant to the Civic Plaza Condominium Declaration or the Idaho Water Center Condominium Declaration. Prior to occupancy of the Water Center, the parties shall establish procedures for consultation concerning and resolution of disputes regarding such issues.

9. IDWR Payments.

9.1 Lease rate allocations shall be paid as one payment each year as provided by Exhibit B of this Operating Agreement and shall include any adjustments as provided in Section 4.1 of this Operating Agreement.

9.2 For the term of this Operating Agreement commencing July 1, 2004 and for each annual renewal term thereafter, IDWR shall, within 30 calendar days following the commencement of such renewal terms, pay in advance the appropriate annual lease rate allocation.

9.3 The University of Idaho shall, at least 30 days prior to each annual payment due date, mail an invoice for the appropriate payment to:

Idaho Department of Water Resources  
ATTN: Financial Manager  
PO Box 83720  
Boise ID 83720-0098

or such different address or person as IDWR shall provide to the University by written notice.

9.4 Lease rate allocations shall be made payable to "Bursar, University of Idaho" and mailed to:

General Accounting  
University of Idaho  
Moscow, ID 83844-3166

or such different address or person as the University shall provide to IDWR by written notice.

9.5 Annual lease rate allocations for any renewable term shall not be deferred or abated because of delays in completion of the construction of the facilities or delays in completion of any repair or replacement of damage to the facilities.

9.6 Any annual lease rate allocation which is not paid by IDWR on or before the due date thereof shall, from and after said due date, bear interest until paid at the highest rate per annum borne by any of the Bonds then outstanding; time being of the absolute essence of this obligation.

9.7 Annual lease rate allocations shall be payable in lawful money of the United States of America, which shall be legal tender for public and private debts under the laws of the United States at the time of payments, provided that, upon prior written approval of the University of Idaho, IDWR may transfer funds through electronic funds transfer.

10. Indemnification. The University shall indemnify, defend and save harmless IDWR, its officers, agents and employees from and against any liability, claim, damages, losses, costs, expenses or actions (collectively, "liability") to which IDWR is or could be subject arising from or related to the Facilities Lease, the Civic Plaza Condominium Declaration, the Parking Access Agreement, the Idaho Water Center Condominium Declaration, or any sublease entered by the University for space in the Water Center where the nature or the amount of such liability is not contemplated by or exceeds that amount regularly owing by IDWR pursuant to the lease rate allocation set forth in Exhibit B, as amended.

11. Cooperation Between the Parties. Should any claims, demands, suits or other legal proceedings be made or instituted by any person against either party which arise out of any matters relating to the Water Center, the other party shall give all pertinent information and reasonable assistance in the defense or other disposition thereof.

12. Division of Condominium Units. As soon as practical, the parties shall endeavor to separate the space within the Water Center leased to the parties pursuant to the Facilities Lease into separate condominium units. Such units shall represent the space occupied by IDWR and the Space occupied or subleased by the University.

13. Notices. All notices, demands, consents and reports provided for in this Operating Agreement shall be in writing and shall be given to the University or IDWR at the address set forth below or at such other address as they individually may specify thereafter in writing:

University: University of Idaho  
Attention: Vice President for Finance and Administration  
Administration Building, Suite 211  
Moscow, Idaho 83844-3168.

IDWR and the Board: Idaho Department of Water Resources  
Attention: Director  
P.O. Box 83720  
Boise, Idaho 83720-0098

With a Copy to: Department of Administration  
Attention: Deputy Attorney General  
650 West State Street  
P.O. Box 83720  
Boise, Idaho 83720-0003

Such notices or other communications may be mailed by United States registered or certified mail, return receipt requested postage prepaid or delivered by a recognized courier delivery service (e.g. Federal Express, Airborne etc.). Such notices, demands, consents and reports may also be delivered by hand. For purposes of this Operating Agreement, notices will be deemed to have been "given" upon personal delivery thereof or 72 hours after having been deposited in the United States mail at a United States Post Office or a depository for the receipt

of mail regularly maintained by the post office or deposited with a recognized courier delivery service.

14. Survival. Any termination, cancellation or expiration of this Operating Agreement notwithstanding, provisions which are intended to survive and continue shall so survive and continue, including, but not limited to, the provisions of sections 7, 10, 15 and 17.

15. No Third Party Rights. Nothing in this Operating Agreement shall be construed as creating or giving rise to any rights in any third parties or any persons other than the parties hereto.

16. Governing Law. The Contract shall be governed by and construed under the laws of the State of Idaho and the parties hereto consent to the jurisdiction of the state courts of Ada County in the State of Idaho in the event of any dispute with respect to the Operating Agreement.

17. Officials Not Personally Liable. In no event shall any official, officer, employee or agent of the State of Idaho or of the University or IDWR be liable or responsible for any representation, statement, covenant, warranty or obligation contained in, or made in connection with, this Operating Agreement, express or implied.

18. Complete Statement of Terms. This Operating Agreement constitutes the entire agreement between the parties hereto and shall supersede all previous proposals, oral or written, negotiations, representations commitments, and all other communications between the parties.

19. Written Modification. This Operating Agreement may be modified or amended only by an agreement in writing signed by a duly authorized representative of the University and IDWR.

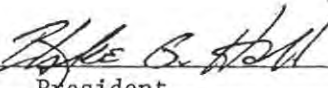
20. Counterparts. This Operating Agreement may be executed in two or more counterparts, each of which shall be deemed an original but all of which together shall constitute one and the same instrument.

[Signature Page Follows]

IN WITNESS WHEREOF, the parties have entered this Operating Agreement as of the date first set forth herein.

REGENTS OF THE UNIVERSITY OF IDAHO

Dated: December 17, 2002

By:   
Its President

IDAHO DEPARTMENT OF WATER RESOURCES

Dated: \_\_\_\_\_, 2002

By: \_\_\_\_\_  
Karl J. Dreher, Director

IDAHO WATER RESOURCE BOARD

Dated: \_\_\_\_\_, 2002

By: \_\_\_\_\_  
Joseph L. Jordan, Chairman

IN WITNESS WHEREOF, the parties have entered this Operating Agreement as of the date first set forth herein.


REGENTS OF THE UNIVERSITY OF IDAHO

Dated: \_\_\_\_\_, 2002

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

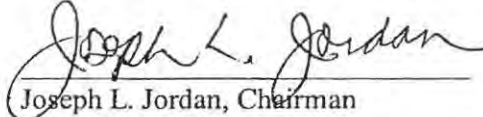
IDAHO DEPARTMENT OF WATER RESOURCES

Dated: 12/17/02, 2002

By:   
Kat J. Dreher, Director

IDAHO WATER RESOURCE BOARD

Dated: 12/13/02, 2002

By:   
Joseph L. Jordan, Chairman

## EXHIBIT A

Description of the Water Center

## Unit 101:

Unit 101, as shown on the Plat for Civic Plaza Condominiums appearing in the Records of Ada County, Idaho, in Book 85 of Plats, Pages 9420 to 9432 as Instrument No. 102116493 and defined and described in the Declaration of Covenants and Restrictions Establishing a Plan of Condominium Ownership for Civic Plaza Condominiums ("Declaration"), recorded in the Records of Ada County, Idaho as Instrument No. 102116495.

TOGETHER WITH the percentage of the common areas appurtenant to each such Unit as set forth in the Declaration, as supplemented from time to time, which percentage shall automatically change in accordance with supplemental declarations as the same are filed of record pursuant to the Declaration, and together with additional common areas in the percentages set forth in such supplemental declarations, which percentages shall automatically be deemed to be conveyed effective as of the date of each such supplemental declaration as though conveyed hereby.

## Unit 302A:

Unit 302A, as shown on the Plat for Civic Plaza Condominiums appearing in the Records of Ada County, Idaho, in Book 85 of Plats, Pages 9420 to 9432 as Instrument No. 102116493 and defined and described in the Declaration of Covenants and Restrictions Establishing a Plan of Condominium Ownership for Civic Plaza Condominiums ("Declaration"), recorded in the Records of Ada County, Idaho as Instrument No. 102116495.

TOGETHER WITH the percentage of the common areas appurtenant to each such Unit as set forth in the Declaration, as supplemented from time to time, which percentage shall automatically change in accordance with supplemental declarations as the same are filed of record pursuant to the Declaration, and together with additional common areas in the percentages set forth in such supplemental declarations, which percentages shall automatically be deemed to be conveyed effective as of the date of each such supplemental declaration as though conveyed hereby.



Unit 302B:

Unit 302B, as shown on the Plat for Civic Plaza Condominiums appearing in the Records of Ada County, Idaho, in Book 85 of Plats, Pages 9420 to 9432 as Instrument No. 102116493 and defined and described in the Declaration of Covenants and Restrictions Establishing a Plan of Condominium Ownership for Civic Plaza Condominiums ("Declaration"), recorded in the Records of Ada County, Idaho as Instrument No. 102116495.

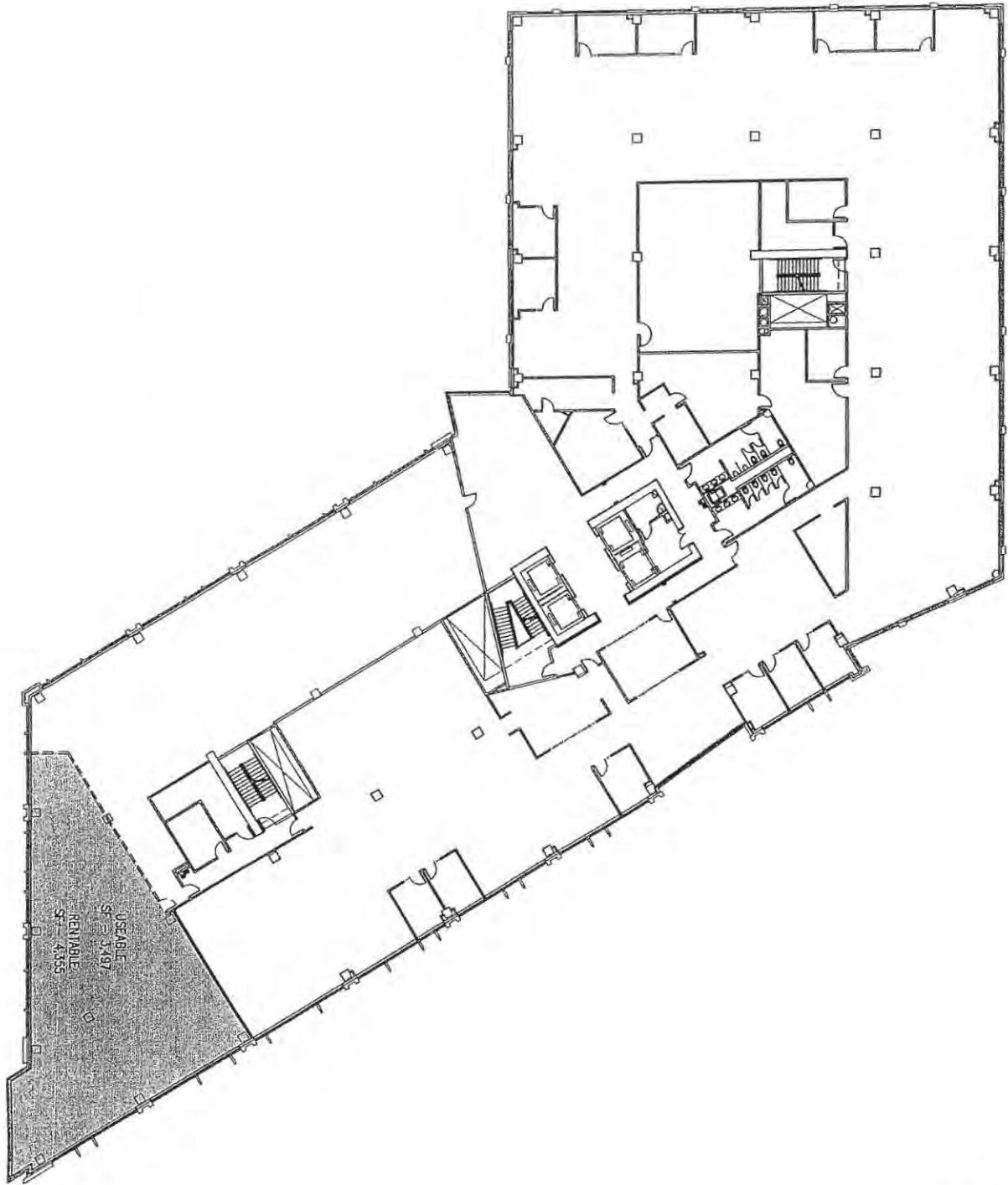
TOGETHER WITH the percentage of the common areas appurtenant to each such Unit as set forth in the Declaration, as supplemented from time to time, which percentage shall automatically change in accordance with supplemental declarations as the same are filed of record pursuant to the Declaration, and together with additional common areas in the percentages set forth in such supplemental declarations, which percentages shall automatically be deemed to be conveyed effective as of the date of each such supplemental declaration as though conveyed hereby.


## Exhibit B

## Operating Agreement

Based approx. NRSF 50,000  
 Rent Increase \$.50 per year  
 O & M increased 3% each year

| Yr.  | Annual incr. |      | 103.00% |        | Total   |
|------|--------------|------|---------|--------|---------|
|      | \$0.50       | CCDC | O & M   | O&M    |         |
| 2005 | \$12.22      | 1.86 | \$3.92  | \$5.78 | \$18.00 |
| 2006 | \$12.72      | 1.86 | \$4.04  | \$5.90 | \$18.62 |
| 2007 | \$13.22      | 1.86 | \$4.16  | \$6.02 | \$19.24 |
| 2008 | \$13.72      | 1.86 | \$4.28  | \$6.14 | \$19.86 |
| 2009 | \$14.22      | 1.86 | \$4.41  | \$6.27 | \$20.49 |
| 2010 | \$14.72      | 1.86 |         |        |         |
| 2011 | \$15.22      | 1.86 |         |        |         |
| 2012 | \$15.72      | 1.86 |         |        |         |
| 2013 | \$16.22      | 1.86 |         |        |         |
| 2014 | \$16.72      | 1.86 |         |        |         |
| 2015 | \$17.22      | 1.86 |         |        |         |
| 2016 | \$17.72      | 1.86 |         |        |         |
| 2017 | \$18.22      | 1.86 |         |        |         |
| 2018 | \$18.72      | 1.86 |         |        |         |
| 2019 | \$19.22      | 1.86 |         |        |         |
| 2020 | \$19.72      | 1.86 |         |        |         |
| 2021 | \$20.22      | 1.86 |         |        |         |
| 2022 | \$20.72      | 1.86 |         |        |         |
| 2023 | \$21.22      | 1.86 |         |        |         |
| 2024 | \$21.72      | 1.86 |         |        |         |
| 2025 | \$22.22      | 1.86 |         |        |         |
| 2026 | \$22.72      | 1.86 |         |        |         |
| 2027 | \$23.22      | 1.86 |         |        |         |
| 2028 | \$23.72      | 1.86 |         |        |         |
| 2029 | \$24.22      | 1.86 |         |        |         |
| 2030 | \$24.72      | 1.86 |         |        |         |
| 2031 | \$25.22      | 1.86 |         |        |         |
| 2032 | \$25.72      | 1.86 |         |        |         |
| 2033 | \$26.22      | 1.86 |         |        |         |
| 2034 | \$26.72      | 1.86 |         |        |         |
| 2035 | \$27.22      | 1.86 |         |        |         |



  
 Idaho Water Center - #778  
 IDWR - Expansion Space  
 Fifth Floor  
 NOT TO SCALE  
 28 June 2008



**FIRST AMENDMENT TO OPERATING AGREEMENT (Idaho Water Center)**

This First Amendment to Operating Agreement ("Amendment") is made by and between the Idaho Department of Water Resources ("IDWR"), the Idaho Water Resource Board ("Board") and the Board of Regents of the University of Idaho ("University").

WHEREAS, IDWR, Board and University entered into an Operating Agreement on December 17, 2002, which is attached hereto as Exhibit 1 and incorporated herein by this reference (the "Operating Agreement").

WHEREAS, each party hereby acknowledges that, with this Amendment, the other parties have fully complied with the terms and provisions of the Operating Agreement.

WHEREAS, Section 19 of the Operating Agreement states that "This Operating Agreement may be modified or amended only by an agreement in writing signed by a duly authorized representative of the University and IDWR."

WHEREAS, Section 3.3 of the Operating Agreement anticipated that IDWR may have space needs within the Idaho Water Center beyond the space provided in the Operating Agreement.

WHEREAS, Section 8 of the Operating Agreement provides that the parties shall establish procedures for consultation on issues of construction, operations and maintenance and the resolution of disputes.

WHEREAS, IDWR desires to occupy additional space under the terms of the Operating Agreement and University is willing to provide additional space under the terms of the Operating Agreement.

WHEREAS, the parties desire to establish procedures for consultation and the resolution of disputes.

Now, THEREFORE, in consideration of the mutual promises contained herein, University and IDWR agree as follows:

A. The University has offered and IDWR hereby elects to lease additional space under the terms of Section 3.1 "Space Allocation" of the Operating Agreement. The additional space is the area generally depicted in the attached Exhibit 2, which is incorporated herein by this reference, and consists of four thousand three hundred fifty-five (4,355) net rentable square feet. This additional space shall hereafter be referred to as the "2006 Expansion Space". The terms and conditions of the Operating Agreement, as modified by this Amendment, shall apply to the lease of the 2006 Expansion Space.

B. Section 3.2 "Completion of IDWR Space" of the Operating Agreement is hereby amended to include the following as an additional sentence at the end of the section:

The University shall take reasonable steps within its control to ensure 2006 Expansion Space is substantially complete and available for occupancy by December 29, 2006.

C. Section 4.1 "Lease Rate Allocation of the Operating Agreement is hereby modified by deleting the existing section 4.1 and inserting the following:

4.1 Lease Rate Allocation. IDWR shall pay a lease rate allocation as set forth on Exhibit B attached hereto and incorporated herein by this reference (the "Schedule") as full payment for IDWR's use, occupancy, and enjoyment of the initial space allocation

identified in section 3.1 and the 2006 Expansion Space. The Schedule and any adjustments pursuant to section 4.2 shall be based upon the fifty four thousand three hundred fifty-five (54,355) net rentable square feet occupied or allocated to IDWR. If IDWR elects to lease additional space pursuant to section 3.3, IDWR and the University shall adjust the Schedule or make other provision for payment of the costs of such additional space.

D. Section 5 "IDWR Tenant Improvement Allowance" of the Operating Agreement is hereby amended to include as an additional sentence at the end of the section:

The tenant improvement allowance for the 2006 Expansion Space shall be \$40 per net rentable square foot, which is one hundred seventy four thousand two hundred dollars (\$174,200). Any costs exceeding such amount shall be at the separate and sole expense of IDWR.

E. In accordance with the provisions of Section 8 "Decision-making Authority" of the Operating Agreement the parties hereby establish the following procedures for consultation concerning the resolution of disputes. The Hydrology Center Board of Managers shall be the board of managers elected pursuant to the Declaration of Covenants, Conditions and Restrictions for the Hydrology Center Condominiums. The Hydrology Center Condominiums shall mean the condominiums in the building defined as the Water Center in the Operating Agreement

1. Consultation. The service of IDWR and University representatives on the Hydrology Center Board of Managers shall provide the consultation between IDWR and the University required by the Operating Agreement for all matters before the Board. IDWR shall notify the University of a contact person for all building maintenance, construction, and operations matters not within the responsibilities of the Board of Managers. University shall provide notice to the IDWR contact person of all such matters as they relate to IDWR's allocated space and common area. Except in the case of an emergency, the notice shall be in advance of any action by University and shall provide sufficient time for IDWR to comment on the matter.


2. Dispute Resolution. In the event of a dispute between IDWR and University concerning the Facilities Lease, the Operating Agreement, or building maintenance, construction or operations, either party may submit a request for dispute resolution to the other party. Within thirty (30) days of a request for dispute resolution, representatives of IDWR and University shall be designated by their chief executive officers and shall meet to resolve the dispute. Should an impasse occur between the representatives, the chief executive officers of IDWR and the University shall each delegate one representative to a dispute resolution panel (the "Dispute Panel") by written notice to the other party. The IDWR and University representatives shall jointly delegate a third person to serve on the Dispute Panel. If the IDWR and University representatives are unable to reach agreement on the third member, the Office of the Governor shall appoint the third member of the Dispute Panel. Unless the time period is shortened by the Dispute Panel, the parties shall submit written summaries of the disputed issue and the proposed resolution of the disputed issue to the Dispute Panel within fifteen (15) days of the request for dispute resolution. The Dispute Panel shall issue a written resolution of the disputed issue within fifteen (15) days of the submission of the last written summary. The resolution of the disputed issue determined by the Dispute Panel shall be final and binding upon all parties unless a judicial action is initiated by IDWR or the University within twenty-eight (28) days following the final decision of the Dispute Panel.

F. If there is any conflict between the terms and provisions of this Amendment and the terms and provisions of the Operating Agreement, the terms and provisions of this Amendment shall govern. Except as specifically set forth herein, all other provisions of the Operating Agreement shall remain in full force and effect and be binding upon the parties in accordance with the terms therein. The Operating Agreement, as amended by this Amendment, constitutes the entire agreement between the parties and supersedes all prior agreements or understandings between the parties. The Agreement may not be further amended in any manner except in a writing signed by the parties.

G. This Amendment shall be in full force and effect at 12:01 a.m. on January 1, 2007.

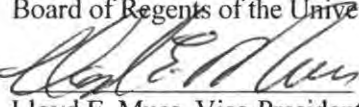
IN WITNESS WHEREOF, the parties hereto have executed this Amendment on the date(s) set forth below.

Idaho Department of Water Resources

  
Karl J. Dreher, Director

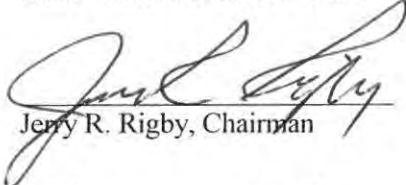
July 31, 2006  
Date

Board of Regents of the University of Idaho

  
Lloyd E. Mues, Vice-President  
Finance & Administration

06 July 06  
Date

Idaho Water Resources Board

  
Jerry R. Rigby, Chairman

Aug. 1, 2006  
Date



**SECOND AMENDMENT TO OPERATING AGREEMENT**  
(Idaho Water Center)

This Second Amendment to Operating Agreement (“Second Amendment”) is between the Idaho Department of Water Resources (“IDWR”), the Idaho Water Resource Board (“Board”), and the Regents of the University of Idaho (“University”).

- A. The Idaho State Building Authority (“Authority”) issued bonds in 2003 for the construction of the Idaho Water Center.
- B. The parties executed an Operating Agreement on December 17, 2002, which outlines the relationship of the parties regarding the Idaho Water Center. The Operating Agreement includes a Schedule identifying IDWR’s payment obligation to the University to cover its share of the bond payments, parking access fees, and operations and maintenance costs.
- C. The parties amended the Operating Agreement on August 1, 2006 (the “First Amendment”). The First Amendment established the Net Rentable Square Feet at 54,355.
- D. The Operating Agreement, as previously amended, included “Exhibit B” to the Operating Agreement and that Exhibit B served as a schedule for payments for the bonds issued by the Authority (labeled as “Rent” on Exhibit B), the allocated share of the Parking Access Agreement fees paid to Capitol City Development Corporation, and the allocated operations and maintenance cost for the space occupied by IDWR. Operations and maintenance cost payments are determined every five years as set forth in the Operating Agreement. The current period covered is 2020-2024.
- E. The Authority refunded a portion of the bonds in 2012 and again in 2019. The two bond refundings result in a savings of approximately \$18.2 million.
- F. The bond payment structure in the Operating Agreement does not document a mechanism for IDWR and the Board to benefit from the savings achieved through the two refundings. Therefore, the parties want to amend the Operating Agreement.

The foregoing Recitals are incorporated into this Second Amendment as if set forth in full. The parties agree to amend the Operating Agreement as follows:

- 1. Exhibit B as previously amended and as it has been previously revised in accordance with Section 4.2 of the Operating Agreement is deleted and a new Exhibit B is added. The new Exhibit B is attached and incorporated to this Amendment.
- 2. Section 4.1 Lease Rate Allocation, as previously amended, is deleted and a new Section 4.1 is added as follows:
 

4.1 Lease Rate Allocation. IDWR shall pay a lease rate allocation as set forth on Exhibit B, attached and incorporated by this reference (the “Schedule”), as full payment for IDWR’s use, occupancy, and enjoyment of the initial space allocation identified in section 3.1 and the 2006 Expansion Space. The Schedule and any



adjustments pursuant to section 4.2 shall be based upon the net rentable square feet occupied or allocated to IDWR up to a maximum of fifty-four thousand three hundred fifty-five (54,355) net rentable square feet. If IDWR elects to lease additional space pursuant to section 3.3, IDWR and the University shall adjust the Schedule or make other provision for payment of the costs of such additional space. If the Authority refunds the bonds pursuant to the Facilities Lease, the parties will adjust the Schedule to equitably apportion any change in the Basic Rent payable to the Authority.

3. All other provisions of the Operating Agreement shall remain in full force and in effect.
4. The Operating Agreement, as amended by the First and Second Amendment, constitutes the final and complete agreement between the parties and supersedes all prior agreements or understandings between the parties, whether written or oral.
5. This Second Amendment shall take effect when both parties have signed it.
6. This Second Amendment may be executed with electronic signatures and in multiple counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same document.

The parties have signed this Second Amendment on the date following their respective signatures.

State of Idaho  
**IDAHO DEPARTMENT OF WATER  
RESOURCES**

State of Idaho  
**IDAHO WATER RESOURCE BOARD**

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**Gary Spackman**  
Director

---

**Jeff Raybould**  
Chairman

---

Date

---

Date

Approved by the Board of Regents on \_\_\_\_\_, 2022.

**BOARD OF REGENTS OF THE  
UNIVERSITY OF IDAHO**

---

Operations Officer, Finance & Administration

---

Date

**Exhibit B to Operating Agreement**

Net Rentable Square Feet (NRSF) is 54,355\*

O & M increases 3% each year, after each five-year adjustment is agreed upon\*\*

| Year    | Rent    | CCDC   | O & M** | Total/nrsf |
|---------|---------|--------|---------|------------|
| 2005    | \$12.22 | \$1.86 | \$3.92  | \$18.00    |
| 2006    | \$12.72 | \$1.86 | \$4.04  | \$18.62    |
| 2007    | \$13.22 | \$1.86 | \$4.16  | \$19.24    |
| 2008    | \$13.72 | \$1.86 | \$4.28  | \$19.86    |
| 2009    | \$14.22 | \$1.86 | \$4.41  | \$20.49    |
| 2010    | \$14.72 | \$1.86 | \$4.34  | \$20.92    |
| 2011    | \$15.22 | \$1.86 | \$4.47  | \$21.55    |
| 2012    | \$15.72 | \$1.86 | \$4.60  | \$22.18    |
| 2013    | \$16.22 | \$1.86 | \$4.74  | \$22.82    |
| 2014    | \$16.72 | \$1.86 | \$4.88  | \$23.46    |
| 2015    | \$17.22 | \$1.86 | \$5.13  | \$24.21    |
| 2016    | \$17.72 | \$1.86 | \$5.28  | \$24.86    |
| 2017    | \$18.22 | \$1.86 | \$5.44  | \$25.52    |
| 2018    | \$18.72 | \$1.86 | \$5.60  | \$26.18    |
| 2019    | \$19.22 | \$1.86 | \$5.77  | \$26.85    |
| 2020    | \$19.72 | \$1.86 | \$5.86  | \$27.44    |
| 2021    | \$20.22 | \$1.86 | \$6.03  | \$28.11    |
| 2022    | \$20.72 | \$1.86 | \$6.21  | \$28.79    |
| 2023    | \$21.22 | \$1.86 | \$6.40  | \$29.48    |
| 2024    | \$21.72 | \$1.86 | \$6.59  | \$30.17    |
| 2025    | \$22.22 | \$1.86 |         |            |
| 2026    | \$22.72 | \$1.86 |         |            |
| 2027    | \$23.22 | \$1.86 |         |            |
| 2028    | \$23.72 | \$1.86 |         |            |
| 2029    | \$24.22 | \$1.86 |         |            |
| 2030    | \$24.72 | \$1.86 |         |            |
| 2031    | \$25.22 | \$1.86 |         |            |
| 2032    | \$16.82 | \$1.86 |         |            |
| 2033    | \$0.00  | \$1.86 |         |            |
| 2034    | \$0.00  | \$1.86 |         |            |
| 2035*** | \$0.00  | \$1.86 |         |            |
| 2036    | \$0.00  |        |         |            |
| 2037    | \$0.00  |        |         |            |
| 2038    | \$0.00  |        |         |            |

\*In 2006, the “First Amendment to Operating Agreement (Idaho Water Center)” established the NRSF at 54,355.

\*\*Section 4.2 of the “Operating Agreement (Idaho Water Center)” provides for a lease rate adjustment every five years for specified “Fixed Items.” This column currently reports the adjustment for 2020-2024 and will be supplemented with future incremental adjustments.

\*\*\*After 2035, the CCDC payment will cease and parking expenses will be included in Fixed Items, until the termination of the Facilities Lease.

**UNIVERSITY OF IDAHO**

**SUBJECT**

Classification and Appointment of University Positions, Faculty-Staff Handbook, Section 3080

**REFERENCE**

Various

An original part of the 1979 Handbook, this section underwent revisions in 1983, 1988, and again in 1996. In 2002 a comprehensive review and substantial revisions occurred to bring them in line with SBOE/Regents policy.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section II.E., F.

**BACKGROUND/DISCUSSION**

The University of Idaho has been reviewing policies and making appropriate updates to align with updated procedures, Idaho State Board of Education governing procedures, and Department of Labor guidance. Revisions of Faculty-Staff Handbook (FSH), Section 3080 removes the need to create an offer letter and salary agreement for staff at the time of appointment.

**IMPACT**

The changes to this policy remove process redundancies and streamline new employee paperwork. Under the new policy, staff will receive an offer letter with salary information included. Previously, the process required an offer letter and a separate salary agreement. Regular annual salary agreements will remain as part of the process. This revised process mirrors what already happens for faculty appointments.

**ATTACHMENTS**

Attachment 1 – 2022 FSH3080 Clean (Faculty-Staff Handbook 3080 Classification and Appointment of University Positions)

Attachment 2 – 2022 FSH3080 Redline (Faculty Staff Handbook 3080 Classification and Appointment of University Positions)

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

This action allows the University of Idaho staff to move forward in updating the Faculty-Staff Handbook. This requires Board approval because of the classified staff component as outlined in Board Policy II.E. and II.F. Staff recommends approval.

**CONSENT**  
**JUNE 15, 2022**

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**BOARD ACTION**

I move to approve the request by University of Idaho to execute the revisions to Faculty-Staff Handbook 3080 Classification and Appointment of University Positions as noted in Attachments 1 and 2.

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

## UI FACULTY-STAFF HANDBOOK

## CHAPTER THREE:

## EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

January 2008

3080

## CLASSIFICATION AND APPOINTMENT OF UNIVERSITY POSITIONS

*PREAMBLE: This section defines the types of employment positions at UI, how they are created, and the terms and instruments of appointment. It was revised in 1983, 1988, and again in 1996. In 2002 many sections of the handbook, including this one, underwent comprehensive review and substantial revision to bring them in line with revised SBOE/Regents policy. Further information may be obtained from Human Resources (208-885-3609) [ed. 7-97, 7-00, 7-02, 9-06].*

## CONTENTS:

- A. Positions Classified on the Basis of Duration
- B. Employee Classifications
- C. Appointing Authority and Legal Compliance
- D. Terms of Appointment
- E. Instruments of Appointment

**A. POSITIONS CLASSIFIED ON THE BASIS OF DURATION.**

**A-1. Permanent Positions.** A permanent position is one that is established with the intention that it will continue indefinitely. Once established, it continues to exist, whether filled or vacant, until abolished. In summary, a position is designated as “permanent” solely on the basis of intent as to its duration, irrespective of the duties, the appointment, the funding source, or any other consideration. *[ed. 1-08]*

**a.** A permanent position may be a faculty (teaching, research, extension, or service) position or a staff (exempt or classified) position. *[ed. 1-02, rev. 1-08]*

**b.** A permanent position may be part time (50% or greater) or full time and it may be filled by an appointment that is temporary, probationary, fixed-term, continuing, or at the pleasure of the president or the regents. It is the position, not the appointment, that is permanent. *[rev. 1-08]*

**c.** A permanent position may be supported by appropriated or nonappropriated funds.

**A-2. Authorization of Permanent Positions.** Any permanent new position, regardless of funding source, requires Board approval prior to any form or manner of recruitment of applicants. *[RGPII.B.3.a(1)] [rev. 7-02, ed. 1-08]*

**A-3. Temporary Positions.** A temporary position is one that is established for a definite period: typically, the duration corresponds to the period of a grant, contract, or duration of work or project. Temporary hourly positions are governed by FSH 3090. *[rev. 7-02, 1-08]*

**A-4. Authorization of Temporary Positions.** Temporary positions may be established by the president or designee. There can be no commitment to continue a temporary position beyond the length of time specified when it is established; in particular, there can be no commitment to continue on appropriated funds a position initially established with nonappropriated funding. *[ed. 7-02, rev. 1-08]*

**B. EMPLOYEE CLASSIFICATIONS.** Every UI employee, belongs to one of two categories--classified or exempt--that are defined as follows: *[rev. 1-08]*

**B-1. Classified Employees.** “Classified employees at the University of Idaho are subject to the policies and procedures of the University of Idaho for its classified employees. Such policies and procedures require approval by the Board, and should be, in so much as practical, parallel to the provisions provided for state of Idaho classified employees in Chapter 53, Title 67, Idaho Code.” *[RPG II.D1.b] [rev. 7-02]*

**B-2. Exempt Employees.** Exempt means any person appointed to or holding a position at an institution, agency, or school designated by the Board as non-classified and thus is not subject to the provisions of Chapter 53, Title 67, Idaho Code or the policies and procedures of the University of Idaho for its classified employees. The Board's designation of a position or employee as non-classified constitutes any designation necessary under Idaho law to designate such position or employee as an officer. [RGP II.D.2, see also FSH 3460 A-3.] Faculty employees comprise a large and unique subset of the Board's exempt employees. Thus, faculty employees are addressed specifically throughout these policies and procedures. [RGP II.D.2.c] *[ed. 7-02, rev. 1-08]*

**C. APPOINTING AUTHORITY AND LEGAL COMPLIANCE.** In the case of all appointments, compliance with UI's affirmative action and equal employment opportunity policy (see FSH 3065) and with the requirements of all applicable immigration and naturalization laws (see FSH 3070) is required. These procedures must be followed to ensure legal compliance.*[red. 7-02, 1-08]*

**C-1.** Regents policy provides: "The Board [Regents] delegates all authority for personnel management not specifically retained to the executive director [of the State Board of Education] and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures." [RGP II.B.2.] *[rev. 7-02, ed. 1-08]*

**C-2.** The Regents specifically retain the authority to make the initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of president's annual salary. In addition the Regents specifically retain the authority to approve, for longer than one year, the employment agreement of any head coach or athletic director and all amendments thereto. [RGP II.B.3.b and c.] *[rev. 7-02, 1-08]*

#### **D. TERMS OF APPOINTMENT.**

**D-1. Classified Employees.** UI classified employees are appointed subject to the policies of the University and the Regents. Initial appointment procedures are included in FSH 3065. *[rev. 7-02, ed. 1-08]*

**D-2. Exempt Employees.** All salaried employees of UI, except faculty members with tenure [see FSH 3520], and the category described in b below, have fixed terms of employment. A contract for a fixed term of employment may not exceed one year without prior approval by the Regents. Employment beyond the contract period cannot legally be presumed. Reappointment to an additional fixed-term contract is at the discretion of the president and where applicable of the Regents. Policies and procedures covering reappointment or nonreappointment of these employees are included in FSH 3900. *[rev. 7-02, 1-08]*

**a.** A category of exempt employees, referred to as "temporary or special project nonclassified employees," is recognized by the Regents. This category includes (1) employees who are appointed to positions that are either temporary or for special projects [see A-3 above], and who generally meet specific position requirements for (a) grants or contracts of specified duration, or (b) part-time teaching or other responsibilities, and (2) employees who are appointed to fulfill the responsibilities of continuing positions on an emergency or temporary basis. [RGP II.D.2.d(1)] These employees have no expectation of continuing employment beyond an existing contract period, and their service in no way qualifies them for consideration for tenure in that position. In no case are such employees legally entitled to advance notice of or reasons for a decision not to enter into another contract of employment for another period and such decision is not grievable or appealable in any way. *[rev. 7-02, 1-08]*

**b.** The UI president serves as such at the pleasure of the Board of Regents and may be dismissed from that position at any time with or without cause or written notice. [See also FSH 1420 A-1.] *[ed. 7-02]*



**E. INSTRUMENTS OF APPOINTMENT.**

**E-1. Classified Employees.** Each classified employee receives on appointment a letter from the department that defines his or her appointment and specifies the terms of employment (offer letter). Approved offer letter templates are available on the HR webpage. *[ed. 7-02]*

**E-2. Exempt Employees.** Each salaried exempt employee serves pursuant to a letter of appointment (offer letter) that includes (1) the specific annual salary, (2) anticipated date of entry on duty, and (3) any special conditions of employment applying to the position. Approved offer letter templates are available on the HR webpage. The employee acknowledges receipt and acceptance of the terms of the letter by signing and returning a copy to the administrator who initiated the offer of appointment. Failure or refusal of the employee to sign and return a copy of the letter within the specified time is deemed rejection of the offer of employment unless the parties have mutually agreed to extend the time. If the employee does not sign and return the initial offer within the specified time UI may, at its discretion, extend another offer to the employee. Any alteration by the employee of the offer is deemed a counteroffer requiring an affirmative act of acceptance by the president or the president's designee. *[ed. 7-02]*

**E-3. Faculty Members.** Offers of academic employment are made by academic colleges. Every faculty hire is approved by the dean to ensure consistent and diligent hiring practices have been followed. The letter offering the position should indicate: (1) that the offer is made on recommendation of the appropriate department faculty and with the approval of the president and Regents, (2) the specific salary, (3) the term of service and date of entry on duty, and (4) any special conditions of employment applying to this appointment. In addition, in the case of joint academic appointments, the letter of appointment will specify a single tenure-granting department. The letter may also specify such other matters as are desirable in order to define the primary elements of the contract of employment. In the case of joint academic appointments, the letter of appointment will specify a single tenure-granting department for the faculty member to advance in rank. The department administrator of the tenure-granting department will be responsible for coordinating the annual performance evaluation and other performance reviews with the other department(s) participating in the joint appointment. *[rev. 7-97, 7-02, 1-08]*



## UI FACULTY-STAFF HANDBOOK

## CHAPTER THREE:

## EMPLOYMENT INFORMATION CONCERNING FACULTY AND STAFF

January 2008

3080

## CLASSIFICATION AND APPOINTMENT OF UNIVERSITY POSITIONS

*PREAMBLE: This section defines the types of employment positions at UI, how they are created, and the terms and instruments of appointment. It was revised in 1983, 1988, and again in 1996. In 2002 many sections of the handbook, including this one, underwent comprehensive review and substantial revision to bring them in line with revised SBOE/Regents policy. Further information may be obtained from Human Resources (208-885-3609) [ed. 7-97, 7-00, 7-02, 9-06].*

## CONTENTS:

- A. Positions Classified on the Basis of Duration
- B. Employee Classifications
- C. Appointing Authority and Legal Compliance
- D. Terms of Appointment
- E. Instruments of Appointment

**A. POSITIONS CLASSIFIED ON THE BASIS OF DURATION.**

**A-1. Permanent Positions.** A permanent position is one that is established with the intention that it will continue indefinitely. Once established, it continues to exist, whether filled or vacant, until abolished. In summary, a position is designated as “permanent” solely on the basis of intent as to its duration, irrespective of the duties, the appointment, the funding source, or any other consideration. *[ed. 1-08]*

**a.** A permanent position may be a faculty (teaching, research, extension, or service) position or a staff (exempt or classified) position. *[ed. 1-02, rev. 1-08]*

**b.** A permanent position may be part time (50% or greater) or full time and it may be filled by an appointment that is temporary, probationary, fixed-term, continuing, or at the pleasure of the president or the regents. It is the position, not the appointment, that is permanent. *[rev. 1-08]*

**c.** A permanent position may be supported by appropriated or nonappropriated funds.

**A-2. Authorization of Permanent Positions.** Any permanent new position, regardless of funding source, requires Board approval prior to any form or manner of recruitment of applicants. *[RGPII.B.3.a(1)] [rev. 7-02, ed. 1-08]*

**A-3. Temporary Positions.** A temporary position is one that is established for a definite period: typically, the duration corresponds to the period of a grant, contract, or duration of work or project. Temporary hourly positions are governed by FSH 3090. *[rev. 7-02, 1-08]*

**A-4. Authorization of Temporary Positions.** Temporary positions may be established by the president or designee. There can be no commitment to continue a temporary position beyond the length of time specified when it is established; in particular, there can be no commitment to continue on appropriated funds a position initially established with nonappropriated funding. *[ed. 7-02, rev. 1-08]*

**B. EMPLOYEE CLASSIFICATIONS.** Every UI employee, belongs to one of two categories--classified or exempt--that are defined as follows: *[rev. 1-08]*

**B-1. Classified Employees.** “Classified employees at the University of Idaho are subject to the policies and procedures of the University of Idaho for its classified employees. Such policies and procedures require approval by the Board, and should be, in so much as practical, parallel to the provisions provided for state of Idaho classified employees in Chapter 53, Title 67, Idaho Code.” *[RPG II.D1.b] [rev. 7-02]*

**B-2. Exempt Employees.** Exempt means any person appointed to or holding a position at an institution, agency, or school designated by the Board as non-classified and thus is not subject to the provisions of Chapter 53, Title 67, Idaho Code or the policies and procedures of the University of Idaho for its classified employees. The Board's designation of a position or employee as non-classified constitutes any designation necessary under Idaho law to designate such position or employee as an officer. [RGP II.D.2, see also FSH 3460 A-3.] Faculty employees comprise a large and unique subset of the Board's exempt employees. Thus, faculty employees are addressed specifically throughout these policies and procedures. [RGP II.D.2.c] *[ed. 7-02, rev. 1-08]*

**C. APPOINTING AUTHORITY AND LEGAL COMPLIANCE.** In the case of all appointments, compliance with UI's affirmative action and equal employment opportunity policy (see FSH 3065) and with the requirements of all applicable immigration and naturalization laws (see FSH 3070) is required. These procedures must be followed to ensure legal compliance.*[red. 7-02, 1-08]*

**C-1.** Regents policy provides: "The Board [Regents] delegates all authority for personnel management not specifically retained to the executive director [of the State Board of Education] and the chief executive officers consistent with the personnel policies and procedures adopted by the Board. In fulfilling this responsibility, the executive director and chief executive officers, or their designees, may exercise their authority consistent with these policies and procedures provided, however, that the Board retains the authority for taking final action on any matter so identified anywhere in these policies and procedures." [RGP II.B.2.] *[rev. 7-02, ed. 1-08]*

**C-2.** The Regents specifically retain the authority to make the initial appointment of all employees to any type of position at a salary that is equal to or higher than 75% of president's annual salary. In addition the Regents specifically retain the authority to approve, for longer than one year, the employment agreement of any head coach or athletic director and all amendments thereto. [RGP II.B.3.b and c.] *[rev. 7-02, 1-08]*

#### **D. TERMS OF APPOINTMENT.**

**D-1. Classified Employees.** UI classified employees are appointed subject to the policies of the University and the Regents. Initial appointment procedures are included in FSH 3065. *[rev. 7-02, ed. 1-08]*

**D-2. Exempt Employees.** All salaried employees of UI, except faculty members with tenure [see FSH 3520], and the category described in b below, have fixed terms of employment. A contract for a fixed term of employment may not exceed one year without prior approval by the Regents. Employment beyond the contract period cannot legally be presumed. Reappointment to an additional fixed-term contract is at the discretion of the president and where applicable of the Regents. Policies and procedures covering reappointment or nonreappointment of these employees are included in FSH 3900. *[rev. 7-02, 1-08]*

**a.** A category of exempt employees, referred to as "temporary or special project nonclassified employees," is recognized by the Regents. This category includes (1) employees who are appointed to positions that are either temporary or for special projects [see A-3 above], and who generally meet specific position requirements for (a) grants or contracts of specified duration, or (b) part-time teaching or other responsibilities, and (2) employees who are appointed to fulfill the responsibilities of continuing positions on an emergency or temporary basis. [RGP II.D.2.d(1)] These employees have no expectation of continuing employment beyond an existing contract period, and their service in no way qualifies them for consideration for tenure in that position. In no case are such employees legally entitled to advance notice of or reasons for a decision not to enter into another contract of employment for another period and such decision is not grievable or appealable in any way. *[rev. 7-02, 1-08]*

**b.** The UI president serves as such at the pleasure of the Board of Regents and may be dismissed from that position at any time with or without cause or written notice. [See also FSH 1420 A-1.] *[ed. 7-02]*

**E. INSTRUMENTS OF APPOINTMENT.**

**E-1. Classified Employees.** Each classified employee receives on appointment a letter from the department that defines his or her appointment and specifies the terms of employment (offer letter). Approved offer letter templates are available on the HR webpage. [ed. 7-02]

**E-2. Exempt Employees.** Each salaried exempt employee serves pursuant to a letter of appointment (offer letter) and a salary agreement that includes (1) the specific annual salary, (2) anticipated date of entry on duty, and (3) any special conditions of employment applying to the position. Approved offer letter templates are available on the HR webpage. The employee acknowledges receipt and acceptance of the terms of the letter ~~and salary agreement~~ by signing and returning a copy ~~of each~~ to the administrator who initiated the offer of appointment. Failure or refusal of the employee to sign and return a copy of the letter ~~and salary agreement~~ within the specified time is deemed rejection of the offer of employment unless the parties have mutually agreed to extend the time. If the employee does not sign and return the initial offer within the specified time UI may, at its discretion, extend another offer to the employee. Any alteration by the employee of the offer is deemed a counteroffer requiring an affirmative act of acceptance by the president or the president's designee. [ed. 7-02]

**E-3. Faculty Members.** Offers of academic employment are made by academic colleges. Every faculty hire is approved by the dean to ensure consistent and diligent hiring practices have been followed. The letter offering the position should indicate: (1) that the offer is made on recommendation of the appropriate department faculty and with the approval of the president and Regents, (2) the specific salary, (3) the term of service and date of entry on duty, and (4) any special conditions of employment applying to this appointment. In addition, in the case of joint academic appointments, the letter of appointment will specify a single tenure-granting department. The letter may also specify such other matters as are desirable in order to define the primary elements of the contract of employment. In the case of joint academic appointments, the letter of appointment will specify a single tenure-granting department for the faculty member to advance in rank. The department administrator of the tenure-granting department will be responsible for coordinating the annual performance evaluation and other performance reviews with the other department(s) participating in the joint appointment. [rev. 7-97, 7-02, 1-08]

(Form on next page.)

**UNIVERSITY OF IDAHO**  
**SALARY AGREEMENT FOR FACULTY AND EXEMPT PERSONNEL**

(        )  
 \_\_\_\_\_ Date:  
 (        )

\_\_\_\_\_  
 (Name, Department, Title, and Rank)

TERM OF APPOINTMENT\*: \_\_\_\_\_ Base Salary: \_\_\_\_\_

\*Enter dates if for period ~~shorter~~ than fiscal or academic year:

\_\_\_\_\_ FROM: \_\_\_\_\_ TO: \_\_\_\_\_

This agreement confirms the concurrence of the University and the employee regarding the compensation to be provided to the employee for services rendered during the period indicated. The employee is subject to, and responsible for compliance with, the Idaho State Board of Education and Regents of the University of Idaho Governing Policies and Procedures Manual and Rule Manual, as well as the University of Idaho Faculty Staff Handbook, as all may be amended from time to time without notice. The employee specifically recognizes and agrees to abide by the terms set forth in Faculty Staff Handbook Section 5400, Employment Agreement concerning Patents and Copyrights, as all may be amended from time to time without notice.

Academic year appointees are committed to fulfill duties and assignments for 1,560 hours (19.5 bi-weeks or 39 weeks — nine month appointments). The majority of the faculty will fulfill this assignment during the fall and spring semesters, beginning on August \_\_\_\_\_ and ending on May \_\_\_\_\_. Payroll dates for academic year employees are June \_\_\_\_\_ through June \_\_\_\_\_.

It is further agreed that any academic year appointee who ceases to work for the University during the term of employment provided herein and has received more than a pro-rata portion of the salary to which that person is entitled must repay the University the excess payment within 30 days after the termination of his or her service. This provision is applicable to persons who resign, are discharged for cause, or are granted leave of absence without pay.

All fiscal year employees are subject to regular assignment throughout the year. Appointment and payroll dates for fiscal year employees are June \_\_\_\_\_ through June \_\_\_\_\_.

Salary will be paid in bi-weekly installments on the usual paydays of the University.

This agreement constitutes the entire agreement of the parties, and there are no oral or other written agreements existing relative to the employment relationship of the parties unless specifically incorporated under "Other Conditions" below. This agreement may be modified only in writing when signed by all parties and approved by the Regents of the University of Idaho.

This agreement is subject to final approval by The Regents of the University of Idaho and must be signed by the employee and returned to your college/unit administrator by \_\_\_\_\_, to make the appointment effective.

~~OTHER CONDITIONS:~~

~~\_\_\_\_\_~~  
~~\_\_\_\_\_~~  
~~\_\_\_\_\_~~  
~~\_\_\_\_\_~~

~~ACCEPTED:~~

~~\_\_\_\_\_~~  
~~\_\_\_\_\_~~ Employee ~~\_\_\_\_\_~~ Date ~~\_\_\_\_\_~~ For the University ~~\_\_\_\_\_~~ Date



**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Clearwater Hall Construction Project

**REFERENCE**

August 2021                      Board approved Lewis-Clark State College's FY 2023 Alteration and repairs projects and an update to their six year capital projects plan.

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section V.K.1

**BACKGROUND/DISCUSSION**

Lewis-Clark State College (LCSC) seeks to begin the renovation and build-out of the first floor of Clearwater Hall, which is a site located on Main Street in Lewiston and a short distance from the campus. This build-out has been on LCSC's state Division of Public Works alteration and repairs project list since at least 2019. LCSC seeks to build out the first floor for the Workforce Training Center's (WFT) use and relocate the operation from a leased site. The relocation will create synergies with two other centers located at Clearwater Hall: the Adult Learning Center (ALC) and the Idaho Small Business Development Center (ISBDC) as well as an additional center adjacent to this location, the Center for Arts and History (CAH).

As students achieve their educational goals such as a General Education Diploma (GED) through the Adult Learning Center, the co-location of Workforce Training creates an easy transition into certificate programs offered by WFT. Additionally, ISBDC assists existing and new businesses to be successful, including providing workforce training. As ISBDC identifies training needs for new businesses, the path to connect with these needs will be more seamless for the customer. Having each of these centers co-located will create ease of access for customers and businesses. Additionally, being located downtown puts WFT closer to businesses that have training requests. The build out of the WFT/Clearwater Hall area will also allow the other centers and businesses to host events within this space.

WFT will also be doing personal development classes, formerly offered by CAH and will partner with CAH to develop these classes. Each of these synergies will help to create a one-stop shop for adult learners and small businesses (GED to certificate; business development to business success; and personal development for the needs in between).

The cost to build out this facility, including HVAC, restrooms, nine offices, and four classrooms totaling 6,400 square feet along with associated furniture and equipment, is estimated at \$1.5 million.

**CONSENT**  
**JUNE 14, 2022**

---

The project will be funded by institutional and WFT reserves and an internal loan. LCSC plans to provide a \$1 million internal loan to WFT to partially fund the construction and build out. WFT will repay this internal loan through savings achieved by terminating an existing lease, programmatic revenue, fundraising, and anticipated growth with additional facility space.

**IMPACT**

The build out of Clearwater Hall will increase available programmatic space for Lewis-Clark State College and allow synergies between three existing downtown programs and Workforce Training. The fiscal impact to the college is an estimated \$1.5 million of which an internal \$1 million will be repaid by the Workforce Training operation. The net impact is lowered by the termination of an existing lease estimated at \$35,000 per year.

**ATTACHMENTS**

Attachment 1 – Conceptual Map  
Attachment 2 - Six-year Capital Plan

**STAFF COMMENTS AND RECOMMENDATIONS**

LCSC has reviewed the space for feasibility and has a rough cost estimate as well as a preliminary sketch as shown in Attachment 1. This approval will allow LCSC to move forward with design and planning, which is the first step in what will be a design-bid-build process.

This project has been on the Division of Public Works list for at least three years and has not risen to a high priority level. LCSC now has the ability to move forward with the project using other funding sources.

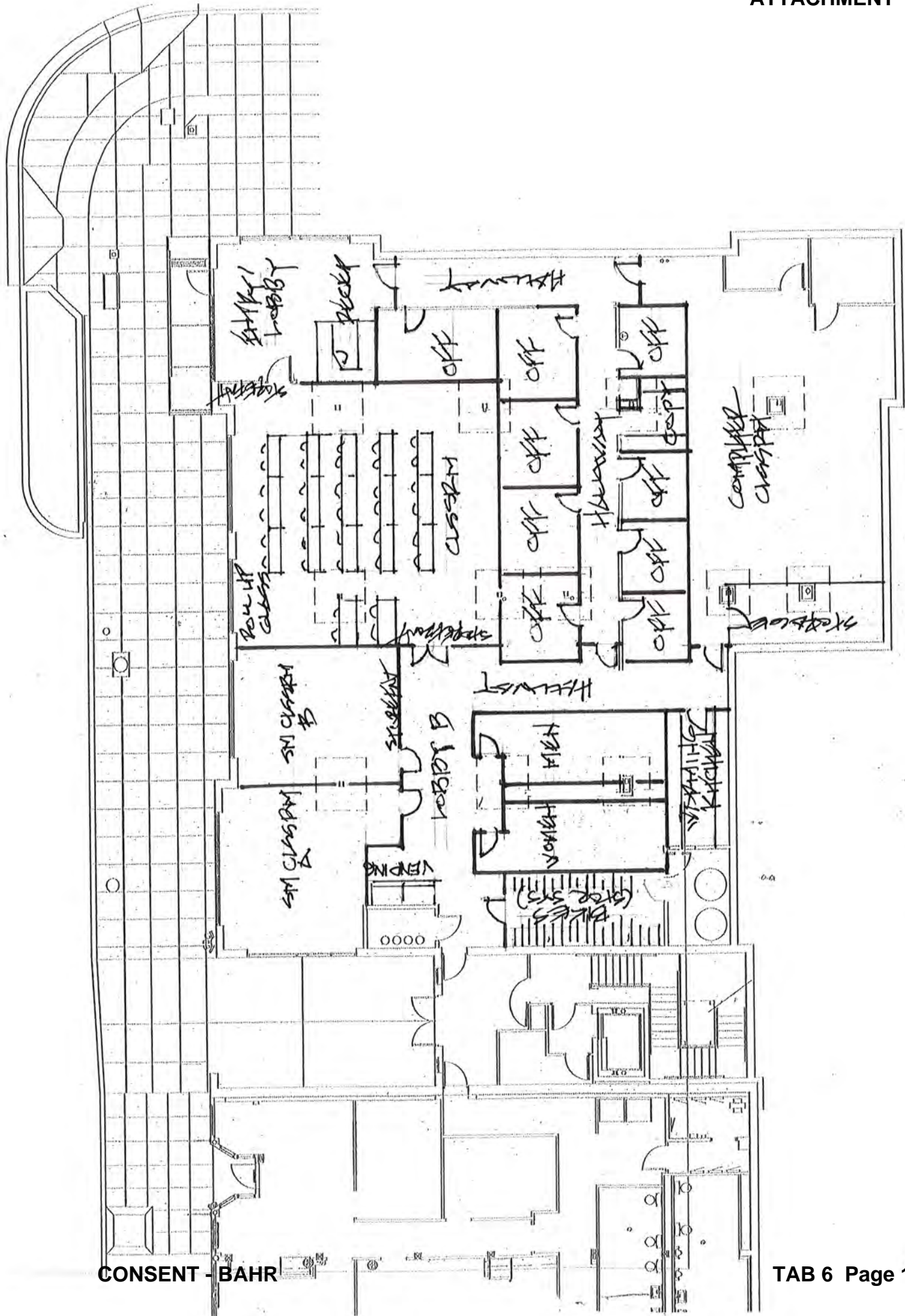
Since this is now a capital project, Board action is required to add it to LCSC's six-year capital construction plan. Policy V.K. requires projects estimated to exceed \$1 million to be on the approved six-year capital construction plan prior to an institution soliciting or committing funds.

Staff recommends approval.

**BOARD ACTION**

I move to approve the revision to LCSC's six-year plan as submitted in Attachment 2 and to authorize the construction of the first floor of Clearwater Hall by Lewis-Clark State College for a cost not to exceed \$1.5 million, and to further authorize the President or designee to execute such documents and agreements relating thereto.

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



**CAPITAL BUDGET REQUEST  
SIX-YEAR PLAN FY 2023 THROUGH FY 2028  
CAPITAL IMPROVEMENTS**

AGENCY: **Lewis-Clark State College**

| PROJECT DESCRIPTION/LOCATION                      | FY 2023<br>\$       | FY 2024<br>\$       | FY 2025<br>\$       | FY 2026<br>\$       | FY 2027<br>\$       | FY 2028<br>\$       |
|---|---------------------|---------------------|---------------------|---------------------|---------------------|---------------------|
| Clearwater Hall – First Floor Buildout            | \$1,500,000         |                     |                     |                     |                     |                     |
| Wittman Complex/MTB System Updates                | 3,763,200           |                     |                     |                     |                     |                     |
| Sam Glenn Complex Remodel                         | 2,352,000           |                     |                     |                     |                     |                     |
| Meriwether Lewis Hall Remodel                     | 17,640,000          |                     |                     |                     |                     |                     |
| Talkington Hall Remodel                           |                     | \$14,112,000        |                     |                     |                     |                     |
| Administration Building Updates                   |                     | 4,468,800           |                     |                     |                     |                     |
| Reid Centennial Hall Remodel                      |                     | 14,112,000          |                     |                     |                     |                     |
| Central Heat Plant                                |                     |                     | \$35,280,000        |                     |                     |                     |
| Living/Learning Center & General-Purpose Facility |                     |                     |                     | \$29,400,000        |                     |                     |
| CTE/WFT   |                     |                     |                     |                     | \$29,400,000        |                     |
| Music Building Repurposing                        |                     |                     |                     |                     |                     | \$17,640,000        |
| <b>TOTAL</b>                                      | <b>\$25,255,200</b> | <b>\$32,692,800</b> | <b>\$35,280,000</b> | <b>\$29,400,000</b> | <b>\$29,400,000</b> | <b>\$17,640,000</b> |

**LEWIS-CLARK STATE COLLEGE**

**SUBJECT**

Authorization to establish new vice president-level position: Vice President of Institutional Research, Planning and Effectiveness

**APPLICABLE STATUTES, RULE OR POLICY**

Idaho State Board of Education Governing Policies & Procedures, Section II.B.3.a.

**BACKGROUND / DISCUSSION**

Lewis-Clark State College (LCSC) seeks State Board of Education (Board) approval to establish a new position: Vice President for Research, Planning and Effectiveness (VP IRPE). This position replaces the Director of Institutional Research and Effectiveness position and will serve as a member of the College Executive Cabinet as well as the chief research, grants, and contracts oversight officer for the college. Due to a recent statute change allowing LCSC to offer graduate programs, interest and efforts to expand revenue stream sources via grants and contracts, and increasing interest in and ability to partner with sister institutions through SBOE initiatives such as HERC, this position will provide the leadership and oversight needed to move the college forward. The rounding-out of the Executive Cabinet will support the President's efforts to create time and bandwidth to focus on the college's mission and strategic goals and presidential priorities.

Details of the proposed new vice president position are provided below, in accordance with Board Policy II.B.3.a.

- i. Position title: Vice President of Institutional Research, Planning and Effectiveness
- ii. Type of position: Administrative, Non-Classified
- iii. FTE: 1.0
- iv. Term of appointment: 12 months
- v. Effective date: January 1, 2022
- vi. Salary: \$111,000
- vii. Funding source: Appropriated Funds
- viii. A description of the duties and responsibilities of the position is provided in Attachment 1.

**IMPACT**

The VP IRPE position will provide leadership oversight and functional/operational expertise furthering LCSC's ability to partner with and participate in state research initiatives (e.g., HERC). The VP IRPE will also provide the leadership and expertise needed to advance the college's agenda pertaining to institutional data documentation and use, which will facilitate increased streamlining and use of centralized data sources and automation, creating time/resources savings.

**CONSENT**  
**JUNE 14, 2022**

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Ultimately, this leadership addition will distribute workload currently managed by the Provost/Vice President of Academic Affairs and President, creating bandwidth for their efforts and energies to better serve the institution's mission, goals, and presidential priorities.

**ATTACHMENTS**

Attachment 1 – Duties and Responsibilities  
Attachment 2 – Revised Organization Chart  
Attachment 3 – Dr. Grace Anderson Curriculum Vitae

**STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Board Policy II.B.3., the creation of any position at a level of vice-president (or equivalent) and above, regardless of funding source, requires Board approval. This includes the creation of a position through the promotion or elevation of an existing position.

The new VP IRPE position was implemented in January 2022, and Grace Anderson moved from the Director of Institutional Research and Effectiveness to the VP IRPE, so this action is retroactive to that date. President Pemberton did notify the Board President and Executive Director in advance of implementation. It was just an inadvertent oversight that the position wasn't brought to Board for approval until now.

Staff recommends approval.

**BOARD ACTION**

I move to authorize Lewis-Clark State College to replace the Director of Institutional Research and Effectiveness position with a new Vice President of Institutional Research, Planning and Effectiveness position, retroactive to January 1, 2022, with terms and duties as described in Attachment 1.

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



## Job Title

### Vice President for Institutional Research, Planning & Effectiveness

**Classification:** Exempt

**Salary Grade/CUPA Comparison**

Chief Institutional Research & Planning Officer (133000 & 131000)

Chief Research Officer (143000)

**Reports To:** President Pemberton

**Date** January 2022

#### **JOB DESCRIPTION**

**Summary/Objective of Position:** The Vice President for Institutional Research, Planning and Effectiveness (VP IRPE) serves as a member of the College Executive Cabinet and is the chief research, and grants and contracts oversight officer of Lewis-Clark State College. The roles and responsibilities of the VP IRPE include, but may not be limited to:

- Providing leadership in the development and implementation of college-wide and unit research/effectiveness planning and reporting activities, including (but not limited to):
  - Research policy, compliance and planning
    - Institutional Strategic Planning
    - Institutional Assessment Plan
    - Research-informed and supported Unit Assessment Report (UAR) and Resource Request - budgeting processes
    - Research communications
  - Coordination with State Board of Education re: research policy, planning and reporting
  - Grants and Contracts oversight and inter-office communication coordination
    - Sponsored research administration & strategy (Office of Grants & Contracts)
  - Course evaluation processes, cross-campus coordination and IT integration
- Provide executive support, as required, to the Office of the President



- Research-derived and supported Legislative preparation, data compilation and use
- Research-derived and supported State, SBOE, OSBE, preparation, data compilation and use
- Collect and disseminate data, statistics, facts, and studies/analyses on the college and its programs via multiple media for use by internal and external stakeholders and customers
- Serves as the central clearing house for compiling and disseminating recurring and one-time reports to federal, state, and other external agencies
- Provide support to the President, the Sr. Vice President, Accreditation Liaison Officer (Provost/VPAA), and other college units on matters related to regional (institutional) and specialized accreditation.
- Support enrollment planning and assessment and coordinate data extraction/reporting with the Vice President for Student Affairs
- Utilize innovative strategies to monitor effectiveness of the general education core, learning outcomes, campus climate, supervisor effectiveness, etc.

**Essential Functions:** Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The VP IRPE provides leadership oversight and functional/operational expertise and work productivity regarding the following essential functions:

1. Provides leadership representation on behalf of LC State on Idaho SBOE's Higher Education Research Council (HERC). Under the direction of the SBOE and OSBE, HERC serves the research support and development interests of the state of Idaho across Idaho's 4-year institutions
2. Reporting to federal and state government agencies on behalf of the institution
3. Provides oversight and coordination of sponsored research administration (Grants & Contracts)
4. Maintains compliance with regulations pertaining to research
5. Oversees and implements, in coordination and consultation with appropriate College offices and units (IT, Business & Finance, Student and Academic Affairs, etc.) College-level data documentation and use
6. Data collection using survey methods
7. Querying, processing, analyzing, and reporting on large datasets
8. Statistical significance testing
9. Translating technical statistical results to non-technical audiences using data visualization software (e.g., Tableau).

### Competencies

1. Excellent communication skills interpersonally, in written form, and in public speaking
  - Ability to make and maintain positive, effective, and inclusive working relationships even among those with competing professional priorities
  - Competence in crafting and delivering public presentations that translate technical statistical results to non-technical audiences

- Decorum when communicating with leadership, state government officials, and other constituents
  - Respond positively to constructive feedback
  - Respectful of diversity
2. Strong problem-solving skills
    - Especially when problems (or research questions) are not yet clearly defined
    - Ability to find the solution 'of best fit' when all possible solutions are imperfect
  3. Manage concurrent projects with competing priorities while maintaining an attention to detail
    - Record of meeting deadlines
    - Ability to prioritize concurrent projects
    - Ability to endure demanding project schedules (periodically) while maintaining composure
  4. Comfortable in contexts in which decisions are made under contrary pressures
    - Including the ability to maintain objectivity when involved in decisions that have material or financial implications to co-workers or oneself
  5. Comfortable cross-training with colleagues and transparently documenting one's own work

### **Supervisory Responsibility**

This position has supervisory responsibilities.   X   Yes            No

**Work Environment:** This job operates in a professional office environment. This role routinely uses standard office equipment, most specifically computer and relevant software. Knowledge of statistical software and electronic data structures required.

**Physical Demands:** The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. While performing the duties of this job, the employee is regularly required to talk and hear. The employee frequently is required to use hands to handle electronic devices.

**Position Type/Expected Hours of Work:** This is a full-time position. Days and hours of work are typically Monday through Friday, 8 a.m. to 5 p.m. Working outside of typical working hours and perhaps remotely are occasionally required to meet deadlines.

**Travel:** Travel is expected of the person in this position.

### **Required Education and Experience**

1. Doctorate in field or related field.
2. Experience working in an institutional research office of higher education.

## 3. Experience with:

- Microsoft Office (Word, Excel and PowerPoint)
- Grants administration and sponsored research
- Statistical software packages (SPSS, SAS, R, etc.)
- Structural query language (sql)
- Data analysis and interpretation
- Enterprise research planning (ERP) software or student information systems software in higher educational settings (e.g., Banner or Colleague)
- Instructional program assessment
- Strategic and operational planning (preferably in higher education)
- Data dashboards and use of data for program improvement

**Preferred Education and Experience:** Strong preference for a graduate degree that was awarded based upon a successful defense of a thesis/dissertation with statistical analysis (rather than an exit exam, comprehensive exam, portfolio or capstone project)

**Additional Eligibility Qualifications:** None required for this position.

**AA/EEO Statement:** Lewis-Clark State College does not discriminate on the basis of race, color, religion, age, sex, national origin, disability, gender identity, protected veteran status, or sexual orientation. This policy applies to all programs, services, and facilities, including applications, programs, admissions, and employment.

**Other Duties:** Please note this job description is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee for this job. Duties, responsibilities and activities may change at any time with or without notice.

**Signatures:** This job description has been approved by all levels of management (*please sign and send back to HR electronically*):

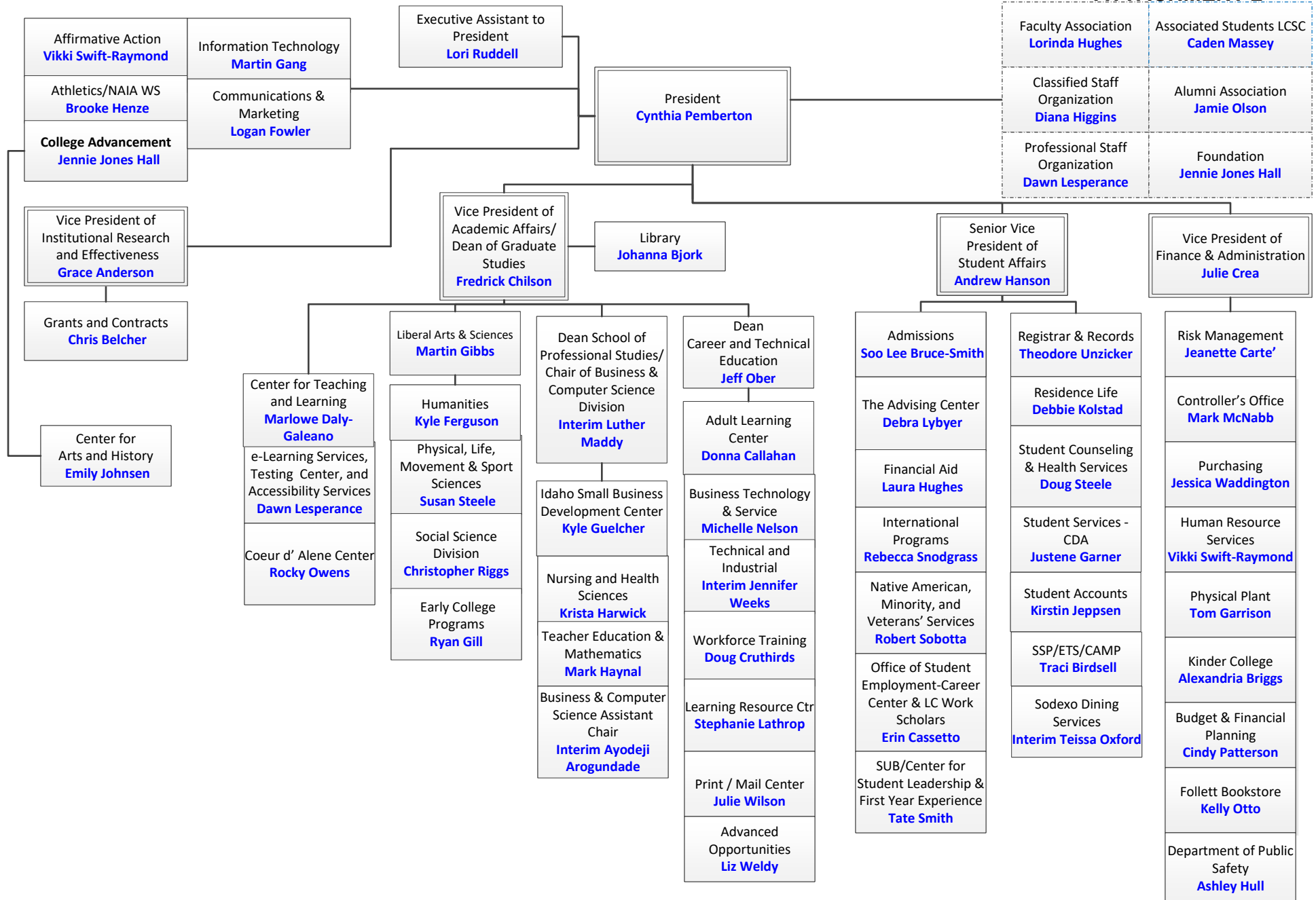
Supervisor\_\_\_\_\_

HR\_\_\_\_\_

Employee signature below constitutes employee's understanding of the requirements, essential functions and duties of the position.

Employee\_\_\_\_\_ Date\_\_\_\_\_

# ATTACHMENT 2



**Grace L. Anderson, Ph.D.**

Admin. Bldg., Rm. 201-A  
 500 8<sup>th</sup> Ave.  
 Lewiston, ID 83501  
 glanderson@lcsc.edu

**Education: University of California, Santa Barbara**

Ph.D. in Communication. 2011.  
 M.A. in Communication. 2008.  
 B.A. in Communication. 2005.  
 Dean's List of Scholastic Excellence

**Research Leadership Experience:**

**Vice President of Institutional Research, Planning & Effectiveness**      January 1, 2022-Present  
 Chief research, grants and contracts oversight officer      Lewis-Clark State College

**Director of Institutional Research & Effectiveness**      Fall 2017-Fall 2021      Lewis-Clark State College  
 Strategic Planning and Implementation  
 College accreditation reports & site visit  
 Strategic enrollment management: Researching student outcomes, retention, and curriculum changes  
 Program Review & Prioritization  
 Survey Research

**Institutional Researcher**      Summer 2014-Fall 2017      Great Falls College Montana State University  
 Strategic Planning and Implementation  
 The Montana University System performance funding model  
 College accreditation reports & site visit  
 Strategic enrollment management: Researching student outcomes, retention, and curriculum changes  
 Program review & prioritization  
 Federal reporting of student outcomes and grant outcomes

**Social Science Researcher**      Fall 2003-Spring 2014      Samford University & Univ. of California Santa Barbara  
 Design and implement experimental and survey studies.  
 Conduct statistical analyses (using SPSS), write, and publish empirical papers, in collaboration with colleagues as well as independently.  
 Present findings internationally and nationally at professional conferences.

**Other Professional Experience:**

**Instructor**      Fall 2015-Spring 2017      Great Falls College Montana State University  
 Course title: Interpersonal Communication  
 Guest lecturer of research design for Dental Hygiene and Respiratory Care programs

**Assistant Professor**      Fall 2011-Spring 2014      Samford University, Birmingham, AL  
 Course titles include: Research Methods, Research Writing, Public Speaking, Interpersonal Communication, & Intercultural Communication

**Peer Reviewer**      Fall 2009-Spring 2013  
 Review and recommend works to admission to professional conferences (International Communication Assoc. & National Communication Assoc.) and academic journals (*Social Psychology & Journal of Personality and Social Psychology*).

**Graduate Teaching Assistant**      Fall 2005-Spring 2011      University of California, Santa Barbara  
 Course titles include: Statistical Analysis of Communication, Communication Research Methods, Introduction to Communication, Theories of Communication, Gender and Communication, Language and Social Identity, Media Policy, & Media Entertainment

**Campus Tour Guide**      2003-2011      Visitors' Center, University of California, Santa Barbara.  
 Conduct weekly tours of campus and answer questions concerning freshman and transfer admission.

**Reporter**      2004      Talk Radio News Service, Washington D.C.  
 Booked guests and interviews during the Republican National Convention of 2004 in New York City and

composed and aired stories on the U.S. Congressional Hearings, 9-11 Commission Hearings, and events at the National Press Club.

Public Relations Assistant            2004            Chlopak, Leonard, Schechter and Associates, Washington D.C.  
Assisted with correspondence with the U.S. Congress, the Tobacco Free Kids Campaign to ensure the passage of responsible tobacco legislation, account and client assistance.

Production Assistant            2003            KEYT channel 3, Santa Barbara.  
Operated teleprompter, studio cameras, and audio board, received director and editor training.

Business Accountant            2001-2003            High Technology Solutions, Inc., San Diego, CA.  
Performed voucher close-outs, prepared business license & tax documents for merger, assisted with weekly payroll check runs. Employment occurred during academic holidays.

### **Research Publications:**

- Reid, S. A., Zhang, J., Anderson, G. L. & Keblusek, J. (2020). Costly signaling in human communication. In K. Floyd, & R. Weber (Eds.), *The Handbook of Communication Science and Biology* (pp. 50-62). Routledge.
- Anderson, G. L. (2017). Competitive communication among women: The pretty prevail by means of indirect aggression. In M. L. Fisher (Ed.), *The Oxford Handbook of Women and Competition*. Oxford University Press.
- Weber, R., Westcott-Baker, A. L., & Anderson, G. L. (2013) The effectiveness of anti-marijuana public service announcements: A multipurpose replication study. *Communication Monographs*, 80(3), 302-330.
- Reid, S. A., Zhang, J., Anderson, G. L., Gasiorrek, J., Bonilla, D., & Peinado, S. (2012). Parasite primes make foreign accented English sound more distant to people who are disgusted by pathogens (but not by sex or morality). *Evolution and Human Behavior*, 33(5), 471-478.
- Reid, S. A., & Anderson, G. L. (2010). Language, social identity, and stereotyping. In H. Giles, S. Reid, & J. Harwood (Eds.), *The Dynamics of Intergroup Communication* (pp. 91-104). NY: Peter Lang.
- Anderson, G. L., & Giles, H. (2009). Communicating empathies in interpersonal relationships. In E. Cuyler, & M. Ackhart (Eds.), *Psychology of Relationships* (pp. 1-34). Nova Science Publishers.
- Reid, S. A., Palomares, N., Anderson, G. L., & Bondad-Brown, B. (2009). Gender, language, and social influence: A competitive test of expectation states theory, role congruity theory, and self-categorization theory. *Human Communication Research*, 35(4), 465-490.

### **Encyclopedia Entries:**

- Reid, S. A., & Anderson, G. L. (2010). Language and intergroup relations. In J. M. Levine, & M. A. Hogg (Eds.), *Encyclopedia of Group Processes and Intergroup Relations*.

### **Popular Press:**

- Weber, R., Westcott-Baker, A., & Anderson, G. (October, 2013). Individual and message level characteristics of effective public service announcements. *Communication Currents*, 8(5). Retrieve from <http://www.natcom.org/CommCurrentsArticle.aspx?id=4339>.

### **Conference Papers & Presentations:**

- Anderson, G. L. (2016). *An IR Eye towards Program Prioritization*. Rocky Mountain Association for Institutional Research. Bozeman, MT.
- Anderson, G. L. (2013). *Ovulatory Cycle Changes Women's Clothing Choices and How They Dress to Impress Same-Sex Rivals*. International Communication Association (ICA) Convention, Interpersonal Communication Division, London, Great Britain.
- Anderson, G. L., Reid, S. A., Gaulin, S. (2012). *Is Aggression among Women Influenced by Machiavellianism and Ovulatory Fertility? An Experimental Test of the Recalibration Theory of Anger*. National Communication Association Convention, Interpersonal Communication Division. Orlando, United States of America.
- Reid, S. A., Jinguang, Z., Anderson, G. L., Gasiorrek, J., & Bonilla, D. (2012). *Language and Social Influence among Women: A comparison of expectation states, self-categorization, and intrasexual competition theories*. International Assoc. of Language and Social Psychology, Brisbane, Queensland, Australia.
- Anderson, G. L., Reid, S. A., Gaulin, S. (2012). *How Aggression among Women is Calibrated by Physical Attractiveness: An Experimental Test of the Recalibration Theory of Anger*. ICA Convention,

Interpersonal Communication Division. Phoenix, United States of America.

Weber, R., Westcott-Baker, A. L., Funk, C., Anderson, G. L. (May, 2010) *The effectiveness of anti-marijuana public service announcements: A multipurpose replication study*. Presented at the International Communication Association (ICA) Convention, Health Communication Division. Singapore.

Anderson, G. L., & Reid, S. A. (May, 2009). *Indirect aggression among women explained by competitive mating strategies and digit ratio asymmetry*. Presented at the ICA Convention, Interpersonal Communication Division. Chicago, IL.

Anderson, G. L., Kang, P., & Lieberman, D. (May, 2008). *Playing a health videogame: Impacts of social interaction and gender on health outcomes*. Presented at the ICA Convention, Game Studies Division. Montreal, Canada.

Reid, S. A., Palomares, N., Anderson, G. L., Bondad-Brown, B. (May, 2008). *Gender, language, and social influence: A test of expectation states, role congruity, and self-categorization theories*. Presented at the ICA Convention, Intergroup Communication Interest Group. Montreal, Canada.

### Grants:

Consortium for Healthcare Education Online (CHEO) 2014-2016 Great Falls College Montana State Univ.  
Reported on the outcomes of a grant funded laboratory delivering technologically driven science to remote populations.

Brython Davis Endowment 2010 University of California, Santa Barbara.  
Funded dissertation research.

Hope Lab 2005 Institute for Social, Behavioral, & Economic Research,  
University of California, Santa Barbara. Health videogame research. Awarded to Dr. Debra Lieberman (principle investigator).

Instructional Grant 2005-2006 University of California, Santa Barbara.  
To improve classroom materials, lectures, and assignments to include ethnically diverse perspectives.

### Service:

Faculty Advisor to Delta Xi Phi 2012-2014 Samford University  
Advised the creation and maintenance of an intercultural sorority.

Peer Reviewer (June, 2013). International Communication Assoc. Convention, Interpersonal Div., London, England.

Peer Reviewer (2009). Social Psychology.

Peer Reviewer (2009). Journal of Personality and Social Psychology.

Panel Chair/Respondent (May, 2009). ICA Convention, Interpersonal Communication Division, Chicago, IL.  
session title: *Experiences in developing relationships: Satisfaction, trust, skepticism, and lies*.

Ombuds Advisory Committee 2007-2009 University of California, Santa Barbara, CA.  
Receiving and responding to comments or complaints about the Office of the Ombuds, to ensure that the Ombuds is held accountable and that persons who feel unfairly treated have opportunity for recourse.

Gaucha Tour Association 2003-2005 University of California, Santa Barbara, CA.  
Served as Vice President (2004-2005) & Secretary (2003-2004). Conduct quarterly recruitment orientations for new campus tour guides.

### Awards and Recognition:

2<sup>nd</sup> Top Paper Award, International Communication Assoc., Intergroup Communication Div., 2009  
Sigma Beta Honor Society

Visitors' Center Wall of Fame, completed 300<sup>th</sup> campus tour, University of California, Santa Barbara, 2010.



**UNIVERSITY OF IDAHO**

**SUBJECT**

Online Bachelor of Business Administration

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

University of Idaho's proposed online Bachelor of Business Administration (BBA) is developed by the College of Business and Economics and is intended to meet state workforce and economic need. The online degree is designed to enhance access through affordable tuition and fees, which are set at \$365 per credit hour. The program is priced lower than the current Bachelor of Science in Business. All courses will be offered 100% online and asynchronous, allowing students to complete the degree reducing conflicts, and relieving time restraints that are typical of working adults. Program demand is supported by analysis of demand trends, job postings, and the educational offerings of comparator colleges and universities provided by EMSI Burning Glass. Among the more cited skills advertised by employers were expense reporting, procurement, onboarding, Microsoft Productivity Suite, event planning, purchasing, budgeting, accounting, business support systems and Microsoft OneNote. The top common skills and dispositions included management, communication, detail orientation, coordination, prioritization, leadership, and problem solving. The median earnings for Management and Business Management jobs in 2018 was \$88,300 and the salary is expected to increase by 23.8% by 2029, further propping demand. The program is purposely designed with stackable certificates, each providing focus on key clusters of in-demand skills included in the analysis. The program is intended to provide Idahoans with the skillset needed for employment in desirable business and management positions, supporting the economy of Idaho and creating conditions attractive to companies to relocate and found their enterprises in the state.

Only 27.5% of Idaho residents age 25+ have completed a bachelor's degree. By eliminating the need for a student to have to move to Moscow or a regional center to pursue a traditional degree, working adults and nontraditional students will be able to complete a bachelor's degree and increase their business and management skills. The BBA program is built around four, stackable certificates that require few prerequisites. By removing the prerequisite obstacle, students will realize an immediate impact on their professional qualifications, employability, competency, and productivity. The equivalent of one certificate per semester is achievable to the motivated full-time student, and they can continue completing additional certificates to earn the full BA degree. This pathway model differentiates this program from other offerings in the state.

**CONSENT**  
**JUNE 14, 2022**

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**IMPACT**

Students completing a Business Administration education will have higher earning power and improved quality of life. The individuals moving to positions providing health care benefits will reduce state-funded benefit expenditures. Companies in Idaho will be able to develop their own managers. Non-traditional students with children will be able to model the importance of post-secondary education and improve the Idaho high school go-on rate. Students will complete the state board core, leading to citizens with a better understanding of the arts, culture, history and science.

The College of Business and Economics anticipates hiring three full-time faculty to cover 18 sections of new and existing courses for the proposed online program. This includes costs associated with existing administrator, full-time instructors, adjuncts, and overload instruction. The program will require new computers and monitors for newly hired faculty. Fiscal impact is between \$427,551 - \$761,723 of ongoing funding and \$5,000 - \$43,210 in one-time funding. The cost per credit hour is \$365. This includes an online course fee of \$35 per credit.

**ATTACHMENTS**

Attachment 1 – Bachelor of Business Administration Program Proposal

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

As provided in the program proposal, this pathway model will provide students with opportunities to complete the Bachelor of Business Administration degree through stackable certificates while also enabling students to develop specific skills that will benefit them in their current employment or business. Those certificates include Applied Finance, Business Leadership, Enterprise Systems Integration, Sales Management, and Technical Program Management.

The program anticipates enrolling 53 students initially reaching 218 once the program is up and running. As provided in their proposal, projected costs total \$503,251 and \$792,923 respectively during the second and fourth years of operation. With a price per student credit hour of \$365 delivery of 1,398 Student Credit Hours (SCH) in FY24 and 2,203 SCH in FY26, the program will produce revenue sufficient to cover projected costs. With students enrolling in an average of 19.5 SCH, headcount enrollment of 72 students will result in revenue sufficient to cover projected costs. In FY26, headcount enrollment of 113 students will produce revenue sufficient to cover projected costs, assuming hiring and other expenses are incurred as planned. Any tuition discounts offered to students impacting the revenue per SCH will impact the number of SCHs and students necessary for the program to break even. The university provides if the program does not enroll students sufficient to produce revenue equal to or greater than the realized costs of maintaining and delivering the program, there would be justification to discontinue the program.

University of Idaho's proposed online Bachelor of Business Administration is consistent with their Service Region Program Responsibilities and their current

**CONSENT**  
**JUNE 14, 2022**

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institution plan for Delivery of Academic Programs in Region II. As provided in Board Policy III.Z, no institution has the statewide program responsibility business programs at the baccalaureate level. Additionally, Board Policy III.Z does not apply to programs for which 90% or more of all activity is required or completed online. Currently, Boise State University offers an online BBA, Idaho State University offers an online Bachelor of Science in General Business, and Lewis-Clark State College offers a Bachelor of Applied Science in Business.

The proposal completed the program review process and was recommended for approval by the Council on Academic Affairs and Programs on May 5, 2022, and was presented to the Instruction, Research, and Student Affairs Committee on June 2, 2022. Board staff recommends approval.

**BOARD ACTION**

I move to approve the request by University of Idaho to offer an online Bachelor of Business Administration as provided 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:   |  |                          |                    |
| Institution Submitting Proposal:   | University of Idaho  |                          |                    |
| Name of College, School, or Division:  | College of Business and Economics  |                          |                    |
| Name of Department(s) or Area(s):  | Department of Business and Department of Accounting and Management Information Systems |                          |                    |
| Official Name of the Program:  | Bachelor of Business Administration  |                          |                    |
| Implementation Date:   | Fall 2022  |                          |                    |
| Degree Information:  | Degree Level: Undergraduate  | Degree Type: B.B.A.      |                    |
| CIP code (consult IR /Registrar):  |  |                          |                    |
| Method of Delivery: Indicate percentage of face-to-face, hybrid, distance delivery, etc. | 100% distance delivery   |                          |                    |
| Geographical Delivery:   | Location(s)  | Moscow                   | 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.)                    | Regional Responsibility  | Statewide Responsibility |                    |

**Indicate whether this request is either of the following:**

☒ New Degree Program

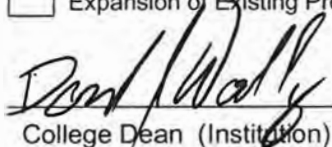
☐ Consolidation of Existing Program

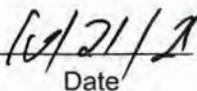
☐ Undergraduate/Graduate Certificates (30 credits or more)

☐ New Off-Campus Instructional Program

☐ Expansion of Existing Program (Outside of a UI Region)

☐ Other (i.e., Contract Program/Collaborative)

  
College Dean (Institution)

  
Date

Vice President for Research (Institution; as applicable) \_\_\_\_\_ Date



4/6/2022

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

Academic Affairs Program Manager, OSBE \_\_\_\_\_ Date

EVP/Chief Fiscal Officer (Institution) \_\_\_\_\_ Date


Chief Financial Officer, OSBE \_\_\_\_\_ Date

Provost/VP for Instruction (Institution) \_\_\_\_\_ Date

Chief Academic Officer, OSBE \_\_\_\_\_ Date

**CONSENT**  
**JUNE 14, 2022**

**ATTACHMENT 1**

  
\_\_\_\_\_  
President

2.16.22  
\_\_\_\_\_  
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 College of Business and Economics is requesting approval of an online degree, a Bachelor of Business Administration. While including some of the same courses as our existing programs, it will not replace any programs. We do not anticipate that the new online degree program will use any teaching staff resources of our existing programs.

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.

Employers are increasingly hiring those with online degrees, with the preference for traditional seated degrees fading rapidly. Job posting analytics provided by EMSI indicate that within Idaho, Montana, Oregon, Utah, Washington, and Wyoming there were 1,051 unique job postings between September 2016 and May 2020 in Management and Business Management. The average advertised salary was \$58,800 dollars. The top hard skills advertised were Expense Reporting, Procurement, Onboarding, Microsoft SharePoint, Event Planning, Purchasing, Budgeting, Accounting, Business Support Systems, and Microsoft OneNote. The top common skills were Management, Communications, Detail Oriented, Microsoft Outlook, Coordinating, Microsoft Excel, Prioritizing, Leadership, Operations, and problem solving. Analysis of this data had guided the creation of our proposal. Nationally within Management and Business Management there were 135,301 jobs in 2018 with a median earnings of \$88,300. This rate is expected to increase by 23.8% by 2029. By providing the skills to allow more Idahoans to succeed in these high paying jobs we will help to support the Idaho economy and tax base while providing assurance for companies considering locating within the Gem state that the human resources they require are locally available.

Further, we will seek to coordinate with industry in Idaho, encouraging them to provide feedback on curriculum, provide adjunct and guest speakers, virtual executives in residence, and direct and indirect financial support for the program. As many Idaho companies have a footprint that exceeds the state this would allow tapping a larger target market of potential students.

- 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.



Data provided by EMSI indicates that the demand for online business education is high and growing. Within the Pacific NW in 2019 there was a 161% increase in distance learning programs while non-distance offerings decreased by 33.4%. A review of 50 programs in the Pacific NW and inland west (Washington, Oregon, Idaho, Montana, Utah, and Wyoming) showed that in 2019 a total of 4,926 online degrees were completed versus 2,624 non-distance degrees, a stunning turnaround from 2012, when completion of traditional degrees was still higher than online degrees.

The primary target are those individuals interested in a business degree from the University of Idaho who have significant barriers in moving to Moscow to pursue a traditional seated degree. Within this broad target we see three specific groups of students the program will serve: 1. Nontraditional learners of all ages that want to pursue a business education that cannot move to Moscow because of work, family or cost considerations; 2. Graduates of Idaho two-year programs that are unable to move to Moscow to pursue a four year degree; 3. Students that started a seated degree at the University of Idaho but who had to leave Moscow and would like to complete their education. All targets will be a mix of full and part time.

We believe most nontraditional learners will be interested in developing specific skills to help them in their current position or business immediately. Therefore, we are building the program around certificates that require few prerequisites. Students that are interested in pursuing business education are often discouraged to learn that first they must complete two to three semesters of general course work and prereqs before learning the skills they seek. By removing this obstacle students will see an immediate impact on their professional qualifications, employability, competency, and productivity. Motivated students can complete at least a certificate each semester. With successful completion of a certificate we believe students will enroll in additional certificates, eventually adding up to the full B.A. degree. This nontraditional pathway to success will be we believe very popular among pragmatic, skill focused individuals. Further this pathway model differentiates this program from other offerings in the state, limiting duplication.

Because most working adults in Idaho lack a post-secondary degree yet are employed in business in some form, the target market is large. Most of these individuals are gainfully employed and we believe will respond to the opportunity to increase their business and management skills. According to the U.S. Census Bureau, 90.8% of Idaho residents aged 25+ have a high-school degree (with many of those having completed some college), but only 27.6% have completed a bachelor's degree.<sup>1</sup> This target market of adults 25 and older with a high-school degree and some college significantly exceeds the number of high-school graduates each year (approximately 20,000).<sup>2</sup> By eliminating the distance barrier, we believe we can significantly increase the delivery of business degrees in Idaho.

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

Education in Business Administration improves the productivity and efficiency of businesses of all types. This will result in growth in the economy of Idaho and the tax base, and the individuals completing the program will find their earning power significantly increased. This in turn will allow them to improve their quality of life and standard of living. Some will move from low paying jobs to ones that provide benefits such as health care reducing the pressure on the state to provide this benefit. By supporting the program, companies in Idaho will be able to develop their own managers within our borders rather than needing to induce employees to move in from outside the state. Some will develop the skills and confidence to start their own businesses. Further, non-traditional students with children, by modeling to their children the importance of post-secondary education, could help

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<sup>1</sup> <https://www.census.gov/quickfacts/ID>

<sup>2</sup> <https://edrendsreport.idahoednews.org/student-achievement>

improve the Idaho high school go-on rate. Indeed, non-traditional learners report few lessons are more powerful to their children than seeing them doing homework. Finally, to complete the degree students will complete the state board core, leading to citizens with a better understanding of the arts, culture, history, and science.

**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 online Bachelor of Business Administration is designed with affordability in mind. Credit hours will be priced lower than the current Bachelor of Science in Business, at \$360.00 per credit hour initially, assuring its competitiveness with other online programs. All courses will be offered in a 100% online, asynchronous, format to maximize flexibility in their completion and minimize conflicts with work and other time constraints. Instructors will be encouraged to use Open Educational Resources whenever possible and appropriate.



**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) |        |        |                         |
|--------------------------------------|--|--------------------------------------|--------|--------|-------------------------|---|--------|--------|-------------------------|
|                                      |  | FY_18_                               | FY_19_ | FY_20_ | FY_21_<br>(most recent) | FY18  | FY_19_ | FY_20_ | FY_21_<br>(most recent) |
| <b>Boise State University</b>        | <b>Online Bachelor of Business Administration (BBA)</b>    | 46                                   | 150    | 195    | 246                     | 0   | 33     | 72     | 103                     |
| <b>Idaho State University</b>        | <b>Online Bachelor of Science (BS) in General Business</b> | 73                                   | 100    | 97     | 88                      | 10  | 4      | 9      | 5                       |
| <b>Lewis and Clark State College</b> | <b>BAS in Business Program</b>                             | 0                                    | 0      | 0      | 4                       | 0   | 0      | 0      | 0                       |

\*Data Supplied by Wes McClintick of the UI office of Institutional Research

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.

Competition between programs and universities results in higher-quality programs, creating a net benefit to the state and its citizens. It is the mission of the University of Idaho, the state's land-grant institution, to make education as accessible as possible to the residents of Idaho. Our program will be similar to the existing programs at BSU, ISU, and LCSC, but will be differentiated in a number of ways.

The primary feature that will distinguish our program is that students will complete four certificates as part of the curriculum. This design benefits non-traditional students in that they can complete the program in parts, benefiting from skill and credential upgrades along the way. This should be very attractive to students who are not sure, at first, whether they will complete the entire program.

A second feature is the applied focus of the program's curriculum. We are creating eight new courses specific to this online program. The courses are tailored to be applied, that is, focused on business practice, cases and experiences. This curriculum should be more accessible to nontraditional students who have been out of school for a long time but have work experience.

The third factor that differentiates our program is that it is offered by the University of Idaho College of



Business and Economics. Many of the CBE's existing courses will be part of the online program, although tailored for the online format. Students in our program will have the option to take electives from other units at the University of Idaho, and so benefit from the wide range of courses offered at UI.

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

| <b>Proposed Program: Projected Enrollments and Graduates First Five Years</b> |       |       |       |       |  |  |       |       |       |       |  |
|---|-------|-------|-------|-------|--|--|-------|-------|-------|-------|--|
| <b>Program Name:</b> Bachelor of Applied Science in Business Administration   |       |       |       |       |  |  |       |       |       |       |  |
| <b>Projected Fall Term Headcount Enrollment in Program</b>                    |       |       |       |       |  | <b>Projected Annual Number of Graduates From Program</b> |       |       |       |       |  |
| FY_23<br>(first year)   | FY_24 | FY_25 | FY_26 | FY_27 |  | FY_23<br>(first year)                                    | FY_24 | FY_25 | FY_26 | FY_27 |  |
| 53  | 109   | 163   | 218   | 218   |  | 0  | 35    | 71    | 106   | 142   |  |

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?

We are budgeting for hiring enough non-tenure-track faculty to cover 18 course sections per year, as well as four course sections taught by adjunct faculty. This will provide coverage of all courses in the program at least once per year. Based on the projected enrollments, and that 50% of students would take each course each semester, average class sizes would be 26.5 in the first year, 54.5 in the second year and 81.5 in the third. We are budgeting for additional faculty members to be hired by the fourth and fifth year to offer multiple sections of many of the courses at that point. The capacity for the program is only limited by how large each course section can reasonably be expected to be. Our usual standard for upper-division courses is to limit them to about 80 students per course section, so we will have the capacity to accommodate the projected enrollment.

The CBE will work closely with the office of University Communications and Marketing to design and execute a marketing plan. That plan will include direct outreach to our community college partners to ensure that all candidates for an associate's degree in business are aware of the opportunity to join the CBE's online bachelor's program. Our marketing efforts will include social media platforms such as Twitter, Instagram and Facebook, leveraging our existing presence on those platforms. Other candidate pools we will focus upon are former business and accounting students at the University of Idaho who left without completing their degree, large employers in Idaho such as WinCo, Albertsons, Idaho Forest Group, Great Floors, the hospitality industry, and similar businesses likely to have a significant number of place bound employees whose employment and career prospects would benefit from completing a four-year degree in business. In those marketing and outreach efforts the CBE will

highlight the flexible, certificate-based nature of the degree program and the opportunity for prospective students to quickly acquire skills and knowledge that will benefit them in their current position.

Data provided by EMSI shows that beginning in 2018 there were more business credentials conferred by distance-based than in-person programs. EMSI reports that in 2019 there were 7,550 business credentials conferred by institutions in the Northwest, including Idaho, Montana, Oregon, Utah, Washington, and Wyoming. Of those 65% were conferred by 21 institutions offering distance programs, while 35% were conferred by 498 institutions offering in-person programs. Currently the CBE enrolls approximately 950 students. To conservatively estimate enrollment, we forecast that in its fifth year of operation the new program will attract between 20%-25% of the number of students enrolled in our in-person programs. Those projections are consistent with Boise State University's experience with its online business degree program and represent somewhat less than the average number of credentials conferred by institutions offering distance business education.

**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?

During the second and fourth years of operation (expected to by FY24 and FY26) projected costs total \$503,251 and \$792,923, respectively. With a price per student credit hour of \$360 delivery of 1,398 SCH in FY24 and 2,203 SCH in FY26 will produce revenue sufficient to cover projected costs. In making budget projections we assume that 30% of students will enroll full time (30 SCH/Yr) and 70% will enroll part-time (15 SCH/Yr). With that mix of students on average a student enrolled would be expected to enroll in 19.5 SCH/Yr. With students enrolling in an average of 19.5 SCH, headcount enrollment of 72 students will result in revenue sufficient to cover projected costs. In FY26 headcount enrollment of 113 students will produce revenue sufficient to cover projected costs, assuming hiring and other expenses are incurred as planned. Any tuition discounts offered to students impacting the revenue per SCH will impact the number of SCHs and students necessary for the program to break even.

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

Failure to enroll students sufficient to produce revenue equal to or greater than the realized costs of maintaining and delivering the program would be justification for discontinuing the program. Unanticipated changes in delivery modes, student interest and enrollment patterns, labor costs, and possibly other changes in the higher education environment may impact the university's ability to support the proposed online business program.

- 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.

The degree will receive three types of quality review. First, the program and component certificates, will be assessed by the College of Business and Economics. Some learning objectives will be assessed



each semester. Each learning objective will be assessed at least once every two years. Second, the program quality will be reported to the University of Idaho through the university's required Annual Program Review. Third, the program will be included in the AACSB accreditation of the College of Business and Economics. An external accreditation team will review the program quality and quality control processes once every five years.

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**.

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:

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

- b. **Provide an explanation for all statements you selected.**

As noted above, the program fulfills UI's mission of making education accessible to the residents of Idaho. Online business degrees are becoming more popular, and there are many residents of Idaho and elsewhere who will benefit from our program being available.

As noted above, business administration knowledge is in high demand across the state and region.

**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. | 66  |
| Credit hours in required courses offered by other departments:                       | 9   |
| Credit hours in institutional general education curriculum                           | 36  |
| Credit hours in free electives   | 9   |
| Total credit hours required for degree program:                                      | 120 |

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

|  | <b>Summary</b> |
|--|----------------|
| General Education Core                             | 36 cr          |
| Business and Econ requirements<br>(or A.A. degree) | 24 cr          |
| <b>Lower-division sub-total</b>                    | <b>60 cr</b>   |
| Four certificates                                  | 48 cr          |
| Free electives                                     | 9 cr           |
| Capstone course                                    | 3 cr           |
| <b>Total</b>                                       | <b>120 cr</b>  |

|                       | <b>General Education Core</b> |
|-----------------------|-------------------------------|
| Written Communication | 6 cr                          |
| Oral Communication    | 2 cr                          |
| Math                  | 3 cr                          |
| Science               | 8 cr                          |

|                            |      |
|----------------------------|------|
| Humanities                 | 6 cr |
| Social Sciences            | 6 cr |
| Institutionally designated | 6 cr |

**Business and Economics Requirements**

|  |      |
|--|------|
| Writing Elective (ENGL 207, ENGL 208, ENGL 313, ENGL 317, or PHIL 201) | 3 cr |
| Math Elective (MATH 143, or higher)                                    | 3 cr |
| Statistics Elective (STAT 251 or STAT 301)                             | 3 cr |
| Economics (ECON 201 and ECON 202)                                      | 6 cr |
| Accounting (ACCT 201 and ACCT 202)                                     | 6 cr |
| Introduction to Business (BUS 190)                                     | 3 cr |

**Certificates: Students Required to Complete Four of Five**

**Applied Finance**

|  |      |
|--|------|
| FIN 301 – Financial Resources Management | 3 cr |
| ECON 340 – Managerial Economics          | 3 cr |
| FIN 322 – Insurance (new)                | 2 cr |
| FIN 323 – Commercial Finance (new)       | 1 cr |
| FIN 324 – Real Estate (new)              | 2 cr |
| FIN 325 – Financial Planning (new)       | 1 cr |

**Business Leadership**

|   |      |
|---|------|
| MHR 310 – Leading Organizations and People                  | 3 cr |
| MHR 312 – Applied Leadership (new)                          | 3 cr |
| MIS 440 – Data Visualization for Managerial Decision Making | 3 cr |
| ACCT 482 – Enterprise Accounting                            | 3 cr |

**Enterprise Systems Integration**

|   |      |
|---|------|
| MHR 310 – Leading Organizations and People  | 3 cr |
| MIS 353 – Application Development<br>or MIS 355 – Systems Analysis and Administration                       | 3 cr |
| ACCT 385 – Cost and Management Accounting<br>or MIS 440 – Data Visualization for Managerial Decision Making | 3 cr |
| ACCT 421 – Accounting Data Analytics  | 3 cr |

**Sales Management**

|  |      |
|--|------|
| MKTG 321 – Marketing                       | 3 cr |
| BUS 303 – Business Negotiations (new)      | 3 cr |
| MKTG 422 – Sales Management                | 3 cr |
| MKTG 432 – Advanced Sales Management (new) | 3 cr |

**Technical Program Management**

|  |      |
|--|------|
| OM 370 – Process Management                                    | 3 cr |
| OM 378 – Project Management                                    | 3 cr |
| MIS 350 – Managing Information                                 |      |
| or MIS 355 – Systems Analysis and Administration               | 3 cr |
| MIS 250 - Introductory Systems Development                     |      |
| or MIS 440 – Data Visualization for Managerial Decision Making | 3 cr |

- 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.

As per general UI requirements for graduation, students are required to complete a Senior Experience course from the list in the UI catalog, J-3-g. We will offer BUS 490 as the standard option.

|                                |      |
|--------------------------------|------|
| BUS 490 – Strategic Management | 3 cr |
|--------------------------------|------|

**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.
- a. Graduating students will recall knowledge of Accounting Principles
  - b. Graduating students will recall knowledge of Economics Principles
  - c. Graduating students will demonstrate competency in the learning objectives in each of the four certificates they choose to complete this degree. (Specific certificate learning objectives are included with the 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.

Students graduating in the program will satisfy the requirements of each of their four selected certificates. For each certificate, each course is evaluated every term they are taught. Accounting and economic principles will be assessed in the capstone course. The results will be summarized and provided to the online program director, online program faculty, the college curriculum committee, and college administration. The online department head and curriculum committee will meet to consider the results and determine whether changes are needed to the program.

**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.

Existing office space will be used by faculty hired to support the online 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?

No impact on existing programs, as there is adequate office space capacity.

- 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.

New computers and monitors will need to be issued to newly hired faculty.

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 additional demand will be placed on library resources. Students will access any library resources needed remotely.

- 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.

None

**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?

We anticipate the need to hire three full-time faculty members to cover 18 sections of new and existing courses in the online program.

Director of Digital Education: teach four sections/year, plus administrative and service responsibility in the management of the online program.

Two full-time instructors: teaching specialists, teaching seven sections per year.

Adjunct instructors: experienced professionals hired to teach applied courses, and academics hired to round out the subject expertise of those teaching in the program. Twelve credits per year, so equivalent of four course sections.

Overload instruction: current faculty may elect to teach in the online program beyond their current teaching load for additional compensation.

- 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.

Our instructional capacity for existing programs is maxed out, and no existing resources will be dedicated to the online program.

- 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?

No current resources will be used to support the proposed program.

- 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.

|  |           |
|--|-----------|
| Director of Digital Education – starting salary plus fringe: | \$131,988 |
| Two clinical faculty members -                               | \$202,899 |
| Twelve credits of adjunct instruction -                      | \$ 24,000 |

**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?
- 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.
- 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?
  - 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.
  - 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.

**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).



**CONSENT**  
**JUNE 14, 2022**

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**SUBJECT**

Data Management Council Appointments

**REFERENCE**

|               |   |
|---------------|---|
| June 2018     | The Board reappointed Chris Campbell, Don Coberly, Matthew Rauch, and Georgia Smith to the Data Management Council. The Board appointed Cathleen McHugh to the Data Management Council.   |
| August 2018   | The Board appointed Dale Pietrzak and Dianna J. Renz to the Data Management Council.  |
| April 2019    | The Board appointed Scott Thomson and Grace L. Anderson to the Data Management Council.   |
| February 2020 | The Board appointed Marcia Grabow to the Data Management Council.   |
| April 2020    | The Board reappointed Matthew Rauch, Georgia Smith, and Dianna Renz to the Data Management Council. The Board appointed Chris Bragg to the Data Management Council.   |
| August 2020   | The Board appointed Leslie Odom and Kevin Whitman to the Data Management Council.<br>The Board approved the first reading of Board Policy I.O., shifting one position from the Department of Education to the Office of the State Board of Education to align with the move of the ISEE data system and adding one at-large member. |
| October 2020  | The Board approved the second reading of Board Policy I.O., shifting one position from the Department of Education to the Office of the State Board of Education to align with the move of the ISEE data system and adding one at-large member.   |
| February 2021 | The Board reappointed Chris Campbell and Todd King to the Data Management Council.  |
| April 2021    | The Board reappointed Cathleen McHugh, Grace Anderson, Tami Haft, Scott Thomson, and Heather Luchte to the Data Management Council. The Board appointed Spencer Barzee to the Data Management Council.  |
| October 2021  | The Board appointed Thomas Sharpe to the Data Management Council.   |
| December 2021 | The Board appointed Kevin Chandler to the Data Management Council.  |

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**CONSENT**  
**JUNE 14, 2022**

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**BACKGROUND/DISCUSSION**

The Data Management Council (Council) was established by the Board pursuant to Board policy I.O. to make recommendations to the Board on the oversight and development of Idaho's Statewide Longitudinal Data System (SLDS) and to oversee the creation, maintenance and usage of said system. Section 33-133, Idaho Code, defines the state "data system" to include the state's elementary, secondary, and postsecondary longitudinal data. The SLDS consists of three areas of data and is referred to as EASI (the Education Analytics System of Idaho). EASI is a P-20W system consisting of P-12, postsecondary, and workforce data. The P-12 data is commonly referred to as the Idaho System for Educational Excellence (ISEE), the postsecondary data is referred to as the Postsecondary Measures of Academic Progress (PMAP), and the labor data (managed by the Department of Labor) is referred to as the Idaho Labor Market Information (ILMI).

There are 13 seats on the Council representing the following constituencies:

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

Appointments are made for two year terms and commence on July 1<sup>st</sup>. Incumbent candidates can be reappointed as long as they are eligible to serve based on the Council's current membership structure. The candidates being recommended for reappointment are:

- Thomas Sharpe (public postsecondary institution – community college) – Original appointment 2021
- Matthew Rauch (urban school district) – Original appointment 2015
- Georgia Smith (Department of Labor) – Original appointment 2014

One public postsecondary institution seat will become vacant starting July 1 as the current member declined to be reappointed. Applications for this vacancy are being sought.

The State Department of Education recently split the role of Director of Assessment and Accountability into two roles: the Director of Assessment and the

**CONSENT**  
**JUNE 14, 2022**

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Director of Accountability. The State Department of Education nominated its new Director of Accountability, Ayaka Nukui, to fill its seat which had been filled by the Director of Assessment, Kevin Chandler at the December 2021 Regular Board meeting.

**IMPACT**

Appointment of these individuals will result in all seats on the Data Management Council being filled except for one public postsecondary institution seat.

**ATTACHMENTS**

Attachment 1 – Current Data Management Council Membership

Attachment 2 – Reappointments – Statements of Interest

Attachment 2 – Statement of interest from Ayaka Nukui

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

All individuals being considered for reappointment have been active members of the Council and have expressed an interest in continuing to serve.

The Data Management Council considered the State Department of Education's new nomination during a meeting in May and voted to recommend Ayaka Nukui to the Board for appointment.

Staff recommends approval.

**BOARD ACTION**

I move to approve the reappointment of Thomas Sharpe to the Data Management Council as the representative from a community college for a term commencing July 1, 2022 and ending June 30, 2024.

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

I move to approve the reappointment of Matthew Rauch to the Data Management Council as the representative of an urban school district for a term commencing July 1, 2022 and ending June 30, 2024.

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

I move to approve the reappointment of Georgia Smith to the Data Management Council as the representative of the Department of Labor for a term commencing July 1, 2022 and ending June 30, 2024.

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



**CONSENT**  
**JUNE 14, 2022**

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I move to approve the appointment of Ayaka Nukui to the Data Management Council as the representative of the State Department of Education commencing immediately and ending June 30, 2024.

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



# Data Management Council Membership

May 2022

## Office of the Idaho State Board of Education

### Dr. Cathleen McHugh

Chief Research Officer  
Idaho State Board of Education  
Member since 2018  
Term: July 1, 2021 – June 30, 2023

### Chris Campbell

Chief Technology Officer  
Idaho State Board of Education  
Member since 2015  
Term: February 17, 2021 – June 30, 2023

## Public Postsecondary Institutions

### Four Year Institution

#### Dr. Grace Anderson

Director of Institutional Research  
Lewis-Clark State College  
Member since 2019  
Term: July 1, 2021 – June 30, 2023

#### Dr. Leslie Odom

Associate Director for Reporting and Data Quality  
Boise State University  
Member since 2020  
Term: August 26, 2020 – June 30, 2022

### Community College

#### Thomas Sharpe

Senior Research Analyst  
College of Southern Idaho  
Member since 2021  
Term: October 21, 2021 – June 30, 2022

### Public Postsecondary Institution Registrar

#### Tami Haft

Registrar/Director of Admissions – Enrollment Services  
North Idaho College  
Member since 2011  
Term: July 1, 2021 – June 30, 2023

## State Department of Education

Vacant

 Council membership continued on second page

## K-12 School Districts

### At-Large School District

#### Dr. Spencer Barzee

Superintendent  
West Side School District  
Member since 2021  
Term: April 21, 2021 – June 30, 2023

### Rural District

#### Scott Thomson

Executive Director  
North Idaho STEM Charter Academy  
Member since 2019  
Term: July 1, 2021 – June 30, 2023

### Urban District

#### Matthew Rauch

Database Manager  
Kuna School District  
Member since 2015  
Term: July 1, 2020 – June 30, 2022

## Division of Career Technical Education

#### Heather Luchte

Director, Performance Management  
Division of Career Technical Education  
Member since 2014  
Term: July 1, 2021 – June 30, 2023

## Department of Labor

#### Georgia Smith

Deputy Director of Communications, Research and Determination Services  
Idaho Department of Labor  
Member since 2014  
Term: July 1, 2020 – June 30, 2022

## At-Large Representative

#### Todd King

Education Data Systems Reporting Manager  
Idaho State Board of Education  
Member since 2013  
Term: February 17, 2021 – June 30, 2023

From: [Thomas Sharpe](#)  
To: [Cathleen McHugh](#)  
Subject: Re: DMC reappointments?  
Date: Monday, May 2, 2022 4:05:54 PM  
Attachments: [image001.png](#)

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I would be interested in being reappointed.

Best,

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From: [Matthew Rauch](#)  
To: [Cathleen McHugh](#)  
Subject: Re: DMC reappointments?  
Date: Monday, May 2, 2022 3:58:48 PM  
Attachments: [image001.png](#)

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This is to confirm my interest in being reappointed to the Data Management Council.

From: [Georgia Smith](#)  
To: [Cathleen McHugh](#)  
Subject: RE: [EXTERNAL] DMC reappointments?  
Date: Thursday, May 5, 2022 12:29:09 PM  
Attachments:

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This is to confirm my interest in being reappointed to the Data Management Council.

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**Georgia Smith** | Bureau Chief  
Communications & Research  
Idaho Department of Labor  
317 West Main Street | Boise, ID 83735  
208-332-3570 ext. 2102  
Cell: 208-841-5509  
Fax: 208-334-6455  
[Georgia.Smith@labor.idaho.gov](mailto:Georgia.Smith@labor.idaho.gov)



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From: [Ayaka Nukui](#)  
To: [Cathleen McHugh](#)  
Subject: Data Management Council appointment  
Date: Monday, May 9, 2022 3:26:12 PM  
Attachments:

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**Interest and Qualifications for Nomination**

I have been recently named the new Director for Accountability for the State Department of Education (SDE). I have been with the SDE since 2011, overseeing federal reports, data analyses/requests, and accountability indicators across the SDE. I have both technical and programmatic knowledge of the ISEE and have been working very closely with the State Board of Education staff, SDE program offices, and local education agency/school staff. I would like to become a member of the Data Management Council to increase collaborations and to maintain a full understanding of existing standards/requirements/priorities, while representing the Superintendent's and our program offices perspectives.

Thanks!  
Ayaka



**CONSENT**  
**JUNE 14, 2022**

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**SUBJECT**

Accountability Oversight Committee Appointments

**REFERENCE**

|              |  |
|--------------|--|
| April 2010   | Board approved second reading of Board Policy III.AA, creating the Accountability Oversight Committee  |
| April 2016   | Board approved second reading of amendment to Board Policy I.Q. to revise the Accountability Oversight Committee membership by adding a fifth at-large member who has a background in special education. |
| October 2018 | Board approved second reading of proposed amendments to Board Policy I.Q. adding two (2) members to the committee and designating representation.  |
| August 2020  | Board approved the reappointment of Julian Duffey, Anne Ritter, Rob Sauer, and Roger Stewart.  |
| April 2021   | Board approved reappointment of Laurie Copmann and Jodie Mills.  |
| June 2021    | Board approved appointment of Iris Chimburas for a two-year term as an at-large member.  |

**APPLICABLE STATUTE, RULE, OR POLICY**

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

**BACKGROUND/DISCUSSION**

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

- Two Board members
- The Superintendent of Public Instruction (or designee)
- One member with special education experience
- One member with experience serving in a school district with a focus on assessment and accountability
- One member with experience as a district superintendent
- One member with experience as a school principal or charter school administrator

**CONSENT**  
**JUNE 14, 2022**

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- One person with experience working with student achievement assessments and data
- Two members at-large.

Julian Duffey and Roger Stewart were initially appointed in May 2016 and Anne Ritter was appointed in October 2018. All three were reappointed in August 2020. As shown in the current membership list (Attachment 1), the current terms for these members end on June 30, 2022. The members' statements of interest for reappointment are provided as Attachment 2. The Accountability Oversight Committee has unanimously recommended Julian Duffey, Anne Ritter, and Roger Stewart for reappointment.

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

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

Roger Stewart is the current Chair of the Accountability Oversight Committee and is designated as the member with experience working with student achievement assessments and data. Roger has a Ph.D. in Curriculum and Instruction and is a retired professor of the Literacy, Language, and Culture Department at Boise State University, where he was a faculty member since 1995. His research and publications include a variety of education topics, including large-scale assessments and their influence on instruction and school change. Roger

**CONSENT**  
**JUNE 14, 2022**

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previously taught at University of Wyoming and Purdue University. Roger was a classroom teacher in Indiana for six years.

The current term for committee member Rob Sauer ends on June 30, 2022. Due to other regional and statewide leadership commitments, Rob has determined he is unable to continue as a member of the Accountability Oversight Committee. He will complete his term, but is not seeking reappointment. Rob is designated as the member with experience as a district superintendent and was previously recommended for consideration by the Idaho Association of School Administrators (IASA). To fill the upcoming vacancy, the committee sought nominations from the IASA. The IASA reached out to its regional leadership and recommended four individuals for consideration. Of these, three confirmed their interest and provided resumes. At their May 10, 2022 meeting, the committee reviewed candidate resumes, which are provided as Attachment 3 (Wendy Johnson) and Attachment 4 (other considered candidates).

Upon review of all candidates' resumes, the Accountability Oversight Committee voted to recommend Wendy Johnson to fill the designated position on the committee for a member with experience as a district superintendent, beginning July 1, 2022. Wendy has over twenty-five years of experience as an educator. She is currently the Superintendent of Kuna School District in Kuna, Idaho. Wendy has been Superintendent for nine years and held previous roles in Kuna as the Assistant Superintendent (6 years) and Curriculum Coordinator and Administrator of Student Services (2 years). She also has experience as a teaching and technology coach and adjunct professor for Northwest Nazarene University. Wendy began her career as an English Language Arts and Journalism Instructor at Kuna High School. She has a Bachelor of Arts in English from Northwest Nazarene University and three degrees (Masters in Adult Education and Organizational Leadership, Educational Specialist's Degree, and Superintendent's certification) from the University of Idaho.

**IMPACT**

Approval of reappointment of Julian Duffey, Anne Ritter, and Roger Stewart and appointment of Wendy Johnson will maintain a full committee through June 30, 2023.

**ATTACHMENTS**

Attachment 1 – Current AOC Membership List  
Attachment 2 – Current Members' Statements of Interest in Reappointment  
Attachment 3 – Wendy Johnson Resume  
Attachment 4 – Resumes of Other Considered Candidates

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Board Policy I.Q., terms run from July 1 through June 30 of the applicable year. In making appointments to the Accountability Oversight Committee, consideration should be given to the appointees' background,

**CONSENT**  
**JUNE 14, 2022**

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representative district / school size, and regional distribution. Staff recommends approval of the appointment of Wendy Johnson and reappointment of Julian Duffey, Anne Ritter, and Roger Stewart.

Staff recommends approval.

**BOARD ACTION**

I move to approve the appointment of Wendy Johnson to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2022 and ending on June 30, 2024.

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

I move to approve the reappointment of Julian Duffey to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2022 and ending on June 30, 2024.

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

I move to approve the reappointment of Anne Ritter to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2022 and ending on June 30, 2024.

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

I move to approve the reappointment of Roger Stewart to the Accountability Oversight Committee for a term of 2 years commencing July 1, 2022 and ending on June 30, 2024.

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

ACCOUNTABILITY OVERSIGHT COMMITTEE  
OCTOBER 2021

|  |  |
|--|--|
| State Board of Education Member<br>Ex-Officio<br><br>Linda Clark<br>Secretary<br>State Board of Education  | State Board of Education Member<br>Ex-Officio<br><br>Cindy Siddoway<br>Member<br>State Board of Education  |
| Superintendent of Public Instruction or Designee<br>Ex-Officio<br><br>Peter McPherson<br>Chief Deputy Superintendent<br>State Department of Education  | Committee Chair, Student Achievement Assessment<br>and Data Representative<br>Term: July 1, 2020 - June 30, 2022<br><br>Roger Stewart<br>Retired Professor, College of Education<br>Boise State University |
| School District Assessment and Accountability<br>Representative<br>Term: July 1, 2021 - June 30, 2023<br><br>Jodie Mills<br>Administrator of Teaching and Learning<br>Boise School District #1   | School District Superintendent Representative<br>Term: July 1, 2020 - June 30, 2022<br><br>Rob Sauer<br>Superintendent<br>Homedale School District #370  |
| School Level Administrator Representative<br>Term: July 1, 2021 - June 30, 2023<br><br>Laurie Copmann<br>Assistant Principal<br>Minico High School   | Special Education Representative<br>Term: July 1, 2020 - June 30, 2022<br><br>Julian Duffey<br>Owner, Balance Point, LLC.<br>Former Special Education Director, Bonneville #93                             |
| Member At Large<br>Term: July 1, 2021 - June 30, 2023<br><br>Iris Chimburas<br>Dean of Students<br>Lapwai School District #341   | Member At Large<br>Term: July 1, 2020 - June 30, 2022<br><br>Anne Ritter<br>Board Member<br>Meridian Medical Arts Charter School   |
| Board Staff Support<br><br>Alison Henken<br>K-12 Accountability and Projects Program Manager<br>Office of the State Board of Education<br><a href="mailto:alison.henken@osbe.idaho.gov">alison.henken@osbe.idaho.gov</a><br>208-332-1579 |  |

April 28, 2022

To: Idaho State Board of Education  
From: Julian Duffey

Hello, this is a letter to express my interest in continuing to serve on the Accountability Oversight Committee (AOC). I would appreciate the board consider my reappointment for another term to represent students with disabilities on the committee.

I am seeking reappointment to ensure that students that sometimes have trouble advocating for themselves continue to have a voice in the process. I have also continued to strengthen my advocacy work and training for school districts and parents during 2020-22. For the 2022 school year I have accepted the position of special education director for Jefferson School District 251 and want to continue being able to bring this specialized perspective to the AOC.

Thank you for your consideration,

Julian Duffey  
Student Services Director SD251  
Co-Founder, Balance Point LLC

To: Idaho State Board of Education

From: Anne Ritter

Date: April 26, 2022

RE: Reappointment to the Accountability Oversight Committee

I would like to continue my appointment to the Accountability Oversight Committee. Please consider my application for an additional 2 year term.

I have enjoyed the data analysis, the identification of gaps in achievement levels among identifiable groups of students, the impacts of various interventions on Idaho's student academic growth and the continued emphasis on improving Idaho's educational system. The continued and sustained focus on student achievement and the policy implications from the school board level have particular interest for me.



May 3, 2022

Dear Members of the Idaho State Board of Education:

I would like to continue to work on the Accountability Oversight Committee and thus request the Board to consider my re-appointment for another term. I have enjoyed my work on the committee and look forward to remaining involved since the committee has ongoing work to complete and I would appreciate the opportunity to be a part of that process.

Respectfully,

Roger Stewart

**WENDY JOHNSON**

509 9<sup>TH</sup> AVE. S. • NAMPA, IDAHO 83651 • PHONE (208) 573-1312  
wndyvw@gmail.com

**EDUCATION**

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- 2010 University of Idaho**  
▪ Completed Superintendent certification
- 2007 University of Idaho**  
▪ Educational Specialist's Degree in Educational Leadership, Principal certification
- 2003 University of Idaho**  
▪ Master's Degree in Adult Education and Organizational Learning
- 1999 Boise State University**  
▪ Certified Technology Integration Specialist
- 1993 Northwest Nazarene College**  
▪ B.A., English in 1993, earned teaching credential in 1994  
▪ Graduated Summa Cum Laude

**PROFESSIONAL EXPERIENCE**

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**2013 - current Superintendent, Kuna School District, Kuna, Idaho**

*As the Superintendent, I collaborated with my team to accomplish the following for our children:*

|   |  |
|---|--|
| <b>Early Childhood</b> <ul style="list-style-type: none"><li>• All Day Every Day Kindergarten<ul style="list-style-type: none"><li>◦ results showed 90% of students ready for first grade</li></ul></li><li>• Addition of Head Start program</li><li>• Creation of community collaborative: Get Ready to Learn, Kuna<ul style="list-style-type: none"><li>◦ results showed children being 80% more likely to be ready for kindergarten than their peers</li></ul></li></ul> | <b>Expanded Educational Opportunities for Students</b> <ul style="list-style-type: none"><li>• moved from 22 students participating in advanced coursework to 815 students participating in 2020</li><li>• improved from 4 credits total taken year one to 6073 credits earned in 2020</li><li>• improved from 15 students earning industry-recognized certificates to 388</li><li>• average growth from fall to spring on IRI of almost 21%</li><li>• established community school model at all elementary schools and alternative school</li><li>• deployment of one-to-one devices to enhance student learning in PK-12</li></ul> |
|---|--|

|   |   |
|---|---|
| <b>Stakeholder Partners &amp; Advocacy</b> <ul style="list-style-type: none"><li>• Expansion of Boys &amp; Girls Club</li><li>• Creation of Kuna Education Foundation</li><li>• Creation of numerous collaborative stakeholder teams:</li><li>• Superintendent's Advisory Council</li><li>• Accountability and Transparency Committee</li><li>• Strategic Planning Committee</li><li>• COVID educational and operational planning committee</li><li>• Successful teacher negotiations using interest-based bargaining for the last twelve years</li><li>• Creation of KSD News a weekly broadcast informing stakeholders of KSD events and successes</li><li>• Regular meetings and school tours with legislators</li></ul> | <b>Fiscal Stewardship</b> <ul style="list-style-type: none"><li>• Creation and implementation of ten-year capital and fiscal plan which resulted in a bond rating improvement from A1 (very good) to Aa3 (excellent)</li><li>• Fund balance improved from 4% to 8.83% (projected)</li><li>• 2017 - successful bond campaign that resulted in phase one of Kuna's second high school, a second middle school, expansion of two elementary schools and numerous major projects within the district</li><li>• five successful two year supplemental levy campaigns</li></ul> |
|---|---|

**2007-2013 Assistant Superintendent, Kuna School District, Kuna, Idaho**

Worked collaboratively with principals and key teacher leaders in all areas of the district academic improvement process. Core responsibilities included: overseeing all instructional programs in the Kuna School District which encompasses curriculum, assessment and federal programs, coordinating professional development for certified and classified staff, and managing communications/public relations for the school district. Additional responsibilities include filling in for the Superintendent as needed.

**2005-2007 District Curriculum Coordinator & Administrator of Student Services, Kuna School District**

Coordinated the alignment of district curriculum to ensure a viable and sustainable curriculum. Major projects included working with teacher leaders and administration to revise the district reading and math curriculum and develop quarterly benchmark assessments.

**2001-2005 ISIMS State Teacher Coordinator and Teaching with Technology Peer Coach, J.A. & Kathryn Albertson Foundation, Boise, Idaho**

- Responsible for assisting Idaho teachers in business processes of the Idaho Student Information Management System (ISIMS) and planning professional development to assist in the implementation.
- Team member responsible for developing and refining curriculum taught to over 1000 Idaho teachers, summer 2001 and 2002
- Mentor of best practices and technology integration for 60 area teachers in the Nampa area
- Peer coach for 17 Technology Fellows throughout the state of Idaho. Directed all of their training and in charge of the Teaching With Technology program for the 2002-2003 school year

**2001-2005 Adjunct Professor of English Education, Northwest Nazarene University, Nampa, Idaho**

Wrote curriculum and taught the following courses for pre-service teachers:

- Teaching Literature for the Secondary School
- English Methods and the Writing Process

**1994-2001 Language Arts/Journalism Instructor, Kuna High School, Kuna, Idaho**

## **HONORS AND AWARDS**

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- L.E. Wesche Outstanding Educator Award, 2012
- Honorary Chapter FFA Degree, 2011
- Kuna High School Teacher of the Year, 1999
- Secondary Student Teacher of the Year, Northwest Nazarene College, 1993

## **ASSOCIATION MEMBERSHIPS & LEADERSHIP**

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- Idaho CTE Advisory Council
- RISE: Treasure Valley's Educational Partnership
  - currently serve as President
- Idaho Association of School Administrators
  - Region III Past President
  - Region III President, 2018-2020
- Southern Idaho Conference Superintendents
  - currently serve as Past President
  - President 2019-2021
  - Vice-President, 2017-2019
- Association for Supervision and Curriculum Development
- Educational Research and Development Institute (ERDI) member
- Kuna Boys and Girls Club Advisory Committee

# SHERRY ANN ADAMS

8098 Stillman St. Nampa, Idaho 83686  
[sadams@melbaschools.org](mailto:sadams@melbaschools.org) · 208-599-0825

Educational Leadership is not a job it is a responsibility. Providing a safe and collaborative learning environment is the key to success for students and staff.

## EXPERIENCE

### JULY 2019 – CURRENT

#### **SUPERINTENDENT**, MELBA JOINT SCHOOL DISTRICT #136

Lead a PK – 12 grade district with an enrollment of 850 students and a budget of \$6.5 million. Lead the district during the COVID-19 pandemic, creating plans to keep students and staff safely in school. Lead the district in achieving academic success as measured by scoring in the top 10 schools according to the Idaho Reading Indicator. Lead the district in achieving above average growth in reading and math for at-risk students during the pandemic.

### AUGUST 2002 – JUNE 2019

#### **PRINCIPAL**, MELBA ELEMENTARY SCHOOL

Lead a PK – 6 grade elementary school. Hire, supervise, and evaluate teachers and support staff. Lead the adoption and implementation of curriculum. Lead the implementation of technology throughout the school. Maintain a high level of academic performance within all demographic groups within the school

### AUGUST 1993 – JULY 2002

#### **TEACHER, HEAD-TEACHER**, BRUNEAU ELEMENTARY SCHOOL

Taught single level as well as mixed grade classrooms.  
1997 – 2002, Served as full-time classroom teacher and school leader

## EDUCATION

### MAY 2017

#### **DOCTOR OF PHILOSOPHY**, NORTHWEST NAZARENE UNIVERSITY

Doctor of Philosophy in Educational Leadership  
“Leadership and Trust: A Mixed Methods Study of the Rural Elementary Principal”

### MAY 2015

#### **EDUCATION SPECIALIST**, NORTHWEST NAZARENE UNIVERSITY

### MAY 2001

#### **MASTER OF EDUCATION**, UNIVERSITY OF IDAHO

Educational Administration

### MAY 1993

#### **BACHELOR OF SCIENCE**, IDAHO STATE UNIVERSITY

Elementary Education

**EXPERIENCE**

|  |  |
|--|--|
| <b>Swan Valley School District #92</b><br><i>Superintendent, Principal, Federal Programs Director, Special Education Director, Transportation Director</i> | <b>Swan Valley, ID</b><br><i>2017-Current</i>          |
| <b>South Lemhi School District #292</b><br><i>Superintendent, Principal, Title I Director</i>  | <b>Leadore, ID</b><br><i>2014-2017</i>                 |
| <b>Idaho Falls School District #91</b><br><i>Facilitator at Compass Academy High School</i>  | <b>Idaho Falls, ID</b><br><i>2012-2014 School Year</i> |
| <i>Superintendent Internship</i>   | <i>2012-2013 School Year</i>                           |
| <b>Little Wound High School in conjunction with Teach For America</b><br><i>Principal Internship</i>   | <b>Kyle, SD</b><br><i>2011-2012 School Year</i>        |
| <i>High School Math Coach, Chair &amp; Teacher</i>   | <i>2009-2011 School Year</i>                           |
| <b>The Oakland Raiders/The Raider Image, LLC</b><br><i>Revenue Accountant, Ticket Operations &amp; Analyst</i>   | <b>Alameda, CA</b><br><i>March 2007-February 2009</i>  |
| <i>Fan Club Manager</i>  | <i>May 2005-March 2007</i>                             |
| <i>Public Relations Intern</i>   | <i>Fall 2004</i>                                       |
| <b>Silicon Valley Sports &amp; Entertainment/Sharks Oakland Ice Center</b><br><i>Adult Hockey Operations</i>   | <b>Oakland, CA</b><br><i>February 2006-April 2009</i>  |
| <b>Brigham Young University-Idaho</b><br><i>Student Athletic Director</i>  | <b>Rexburg, ID</b><br><i>Winter 2005</i>               |
| <i>Ice Hockey Director</i>   | <i>Winter 2003 and 2004</i>                            |

**EDUCATION**

|   |                       |
|---|-----------------------|
| <b>Idaho State University</b><br><i>Ed.D. in Educational Administration Candidate, Superintendent</i>   | <b>Pocatello, ID</b>  |
| <b>University of South Dakota</b><br><i>M.A. and Ed.S. in Educational Administration, PK-12 Principal &amp; Superintendent</i> <ul style="list-style-type: none"><li>GPA: 4.00 cumulative.</li></ul>  | <b>Vermillion, SD</b> |
| <b>Brigham Young University-Idaho</b><br><i>B.S. in Business Administration with emphasis in Finance</i> <ul style="list-style-type: none"><li>GPA: 3.62 cumulative, 3.92 final two years, Honors: Dean's List, Languages: Spanish.</li><li>Student Board of Directors Winter 2005</li><li>Man of the Year Finalist 2004 &amp; Semi Finalist 2005</li></ul> | <b>Rexburg, ID</b>    |

**STATE REHABILITATION COUNCIL**

**SUBJECT**

Idaho State Rehabilitation Council (Council) Appointments

**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     |
| August 2021  | Board appointed two new members to the Council.                                 |
| October 2021 | Board appointed one new member 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  
34 Code of Federal Regulations § 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.”



**CONSENT**  
**JUNE 14, 2022**

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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.

**CONSENT**  
**JUNE 14, 2022**

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The Council currently has one (1) appointment for Board consideration. The Council is recommending for reappointment David Maxwell as a representative of the Disability Groups.

**IMPACT**

The one (1) reappointment will keep the Council membership at 16.

**ATTACHMENTS**

Attachment 1 – Current Council Membership

Attachment 2 – David Maxwell Reappointment Letter

**STAFF COMMENTS AND RECOMMENDATIONS**

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

Staff recommends approval

**BOARD ACTION**

I move to appoint David Maxwell as a representative of the Disability Groups for a three-year term, effective immediately through June 14, 2025.

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

**CONSENT  
JUNE 14, 2022**

**ATTACHMENT 1**

| 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  |
|  |                         | Stephanie Taylor-Silva | Idaho Falls     | 1st         | 08/25/2024                           | Yes           | 2  |
| Parent Training & Information Center         | Minimum 1               | Sarah Tueller          | Treasure Valley | 2nd         | 06/30/2024                           | Yes           | 3  |
| Client Assistant Program                     | Minimum 1               | Christine Meeuwesen    | Treasure Valley | 1st         | Effective 7/12/2019<br>No term limit | Yes           | 4  |
| Vocational Rehabilitation Counselor          | Minimum 1               | David White            | Treasure Valley | 1st         | 06/30/2024                           | No            | 5  |
| Community Rehabilitation Program             | Minimum 1               | Pam Harris             | Couer d'Alene   | 1st         | 06/30/2024                           | Yes           | 6  |
| Business, Industry and Labor                 | Minimum 4               | Vacant                 |                 |             |                                      |               |    |
|  |                         | 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 |
|  |                         | Tim Blonsky            | Treasure Valley | 1st         | 08/25/2024                           | 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               | Jami David             |                 | 1st         | 10/20/20                             |               |    |
| Department of Education                      | Minimum 1               | Randi Cole             | Treasure Valley | 1st         | 08/31/2023                           | No            | 14 |
| Director of Vocational Rehabilitation        | Minimum 1               | Jane Donnellan         | Treasure Valley | No end date |                                      | No            | 15 |
| Idaho's Native American Tribes               | Minimum 1               | Ramona Medicine Horse  | Blackfoot       | No end date |                                      | Yes           | 16 |
| Workforce Development Council                | Minimum 1               | James Pegram           | Treasure Valley | 1st         | 06/30/2024                           | Yes           | 17 |

UPDATED: 6/14/2022

State Board of Education

Re: State Rehabilitation Council Reappointment

As of June 30<sup>th</sup>, 2022, my term will come to an end on the State Rehabilitation Council. I would like to be considered for another three-year term. During the time on the board, I have gained knowledge about WIOA, funding, and changes related to VR, which has only enhanced my interest in advocating for people with disabilities. Below is my biography:

Mr. David Maxwell is a skilled Vocational Rehabilitation Counselor with certifications in Rehabilitation Counseling and Vocational Evaluator; he is also a Licensed Professional Counselor within the state of Idaho. He spent a year and a half with the Idaho Division of Vocational Rehabilitation as a Rehabilitation Counselor, serving a general caseload. There, he assisted individuals with disabilities to explore, obtain and retain competitive and meaningful employment.

While attending the University of Idaho to obtain his Master's Degree in Rehabilitation Counseling and Human Services, Mr. Maxwell served as an intern for the Department of Veterans Affairs in the Veteran Readiness and Employment division. Upon completion of his graduate degree, Mr. Maxwell obtained employment with the Veteran Readiness and Employment division as a Vocational Rehabilitation Counselor. Presently, he supports veterans to find meaning and purpose through employment. Having personally participated in the Veteran Readiness and Employment program, he understands the dedication and commitment necessary to be successful. Through this experience, he is able to provide guidance and assistance to other veterans.

In addition to his responsibilities as a Vocational Rehabilitation Counselor with the Department of Veterans Affairs, Mr. Maxwell also maintains current certifications through continuing education and provides forensic rehabilitation services through his independent business. Mr. Maxwell is an Iraqi War U.S. Marine Corps Combat Veteran (2002-2007). He served honorably in the United States Marine Corps within the infantry division, where he received several awards, including the Purple Heart for injuries he sustained during his deployment in Iraq on June

20, 2005. He is passionate about his service for the United States and continues to uphold the values and principles as a United States Marine. From 2015-2018 he participated in the Veteran's Charity Ride to Sturgis, serving two years as a mentor to other veterans.

Mr. Maxwell and his wife, Amber, have been married 10 years and have two children, Michael and Liam.

Thank you,

David "Max" Maxwell  
Vocational Rehabilitation Counselor  
Department of Veteran Affairs/Veteran Readiness and Employment Program

**CONSENT  
JUNE 14, 2022**

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**STATE DEPARTMENT OF EDUCATION**

**SUBJECT**

Request for Waiver of 103% Student Transportation Funding Cap

**REFERENCE**

|           |   |
|-----------|---|
| June 2018 | Board approved the request for eight (8) districts to receive a funding cap waiver        |
| June 2019 | Board approved the request for nine (9) school districts to receive a funding cap waiver  |
| June 2020 | Board approved the request for nine (9) school districts to receive a funding cap waiver  |
| June 2021 | Board approved the request for eight (8) school districts to receive a funding cap waiver |

**APPLICABLE STATUTE, RULE, OR POLICY**

Section 33-1006, Idaho Code

**BACKGROUND/DISCUSSION**

During its 2001 session, the Idaho Legislature amended Section 33-1006, Idaho Code. The amendment created a student transportation funding cap, affecting school districts that exceed by 103% the statewide average cost per mile and cost per rider. The 2007 and 2009 Legislatures further amended this language to provide clear, objective criteria that defines when a district may qualify to be reimbursed for expenses above the cap, and by how much. These new criteria designate certain bus runs as “hardship” runs, and allow the district to receive a higher cap based on the percentage of the district’s bus runs that are so categorized.

As of April 12, 2022, 30 school districts and/or charter schools were negatively affected by the pupil transportation funding cap:

|            |                                      |                   |
|------------|--------------------------------------|-------------------|
| <b>1</b>   | <b>BOISE INDEPENDENT DISTRICT</b>    | <b>\$ 621,523</b> |
| <b>11</b>  | <b>MEADOWS VALLEY DISTRICT</b>       | <b>\$ 22,479</b>  |
| <b>61</b>  | <b>BLAINE COUNTY DISTRICT</b>        | <b>\$ 244,947</b> |
| <b>71</b>  | <b>GARDEN VALLEY DISTRICT</b>        | <b>\$ 39,839</b>  |
| <b>131</b> | <b>NAMPA SCHOOL DISTRICT</b>         | <b>\$ 149,216</b> |
| <b>134</b> | <b>MIDDLETON DISTRICT</b>            | <b>\$ 173,903</b> |
| <b>137</b> | <b>PARMA DISTRICT</b>                | <b>\$ 34,525</b>  |
| <b>171</b> | <b>OROFINO JOINT DISTRICT</b>        | <b>\$ 15,286</b>  |
| <b>192</b> | <b>GLENNS FERRY JOINT DISTRICT</b>   | <b>\$ 6,022</b>   |
| <b>244</b> | <b>MOUNTAIN VIEW SCHOOL DISTRICT</b> | <b>\$ 11,438</b>  |
| <b>281</b> | <b>MOSCOW DISTRICT</b>               | <b>\$ 138,607</b> |

**CONSENT  
JUNE 14, 2022**

|            |  |                  |
|------------|--|------------------|
| <b>305</b> | <b>HIGHLAND JOINT DISTRICT</b>   | <b>\$ 36,945</b> |
| <b>341</b> | <b>LAPWAI DISTRICT</b>   | <b>\$ 33,828</b> |
| <b>393</b> | <b>WALLACE DISTRICT</b>  | <b>\$ 1,452</b>  |
| <b>401</b> | <b>TETON COUNTY DISTRICT</b>   | <b>\$ 31,006</b> |
| <b>411</b> | <b>TWIN FALLS DISTRICT</b>   | <b>\$ 66,987</b> |
| <b>414</b> | <b>KIMBERLY DISTRICT</b>   | <b>\$ 8,011</b>  |
| <b>421</b> | <b>MCCALL-DONNELLY JOINT SCHOOL DISTRICT</b>                                 | <b>\$ 84,333</b> |
| <b>454</b> | <b>ROLLING HILLS PUBLIC CHARTER SCHOOL, INC.</b>                             | <b>\$ 18,753</b> |
| <b>456</b> | <b>FALCON RIDGE PUBLIC CHARTER SCHOOL, INC.</b>                              | <b>\$ 21,779</b> |
| <b>474</b> | <b>MONTICELLO MONTESSORI CHARTER SCHOOL, INC.</b>                            | <b>\$ 2,803</b>  |
| <b>475</b> | <b>THE SAGE INTERNATIONAL SCHOOL OF BOISE, A PUBLIC CHARTER SCHOOL, INC.</b> | <b>\$ 6,459</b>  |
| <b>478</b> | <b>LEGACY PUBLIC CHARTER SCHOOL, INC.</b>                                    | <b>\$ 6,270</b>  |
| <b>482</b> | <b>AMERICAN HERITAGE CHARTER SCHOOL, INC.</b>                                | <b>\$ 4,635</b>  |
| <b>498</b> | <b>GEM PREP: MERIDIAN, LLC</b>   | <b>\$ 21,583</b> |
| <b>499</b> | <b>FUTURE PUBLIC SCHOOL, INC.</b>  | <b>\$ 17,298</b> |
| <b>511</b> | <b>PEACE VALLEY CHARTER SCHOOL, INC.</b>                                     | <b>\$ 9,266</b>  |
| <b>513</b> | <b>PROJECT IMPACT STEM ACADEMY, INC.</b>                                     | <b>\$ 16,164</b> |
| <b>544</b> | <b>MOSAICS PUBLIC SCHOOL, INC.</b>   | <b>\$ 30,793</b> |
| <b>796</b> | <b>GEM PREP: NAMPA, LLC</b>  | <b>\$ 2,545</b>  |

The State Department of Education received requests from various school districts and charter schools for a waiver of the 103% funding cap as provided in Section 33-1006, Idaho Code. Student Transportation staff reviewed these requests to ensure they meet the eligibility criteria. Of the 30 districts and charter schools negatively affected by the pupil transportation funding cap, only six (6) districts have routes meeting the statutory requirements of a hardship bus run, which would allow the Board to grant a waiver. All six of these districts, listed below, have applied for a waiver from the student transportation funding cap.

**#171 Orofino Joint District** submitted school bus routes that met the required criteria. This represents 6.25% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 109.25%.

**#244 Mountain View School District** submitted school bus routes that met the required criteria. This represents 60% of the bus runs operated by the district.



**CONSENT**  
**JUNE 14, 2022**

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When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 163%.

**#281 Moscow District** submitted school bus routes that met the required criteria. This represents 15% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 118%.

**#305 Highland Joint District** submitted school bus routes that met the required criteria. This represents 80% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 183%.

**#341 Lapwai District** submitted school bus routes that met the required criteria. This represents 52.94% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 155.94%.

**#414 Kimberly** submitted school bus routes that met the required criteria. This represents 3.45% of the bus runs operated by the district. When added to the 103% funding cap, as provided by law, this would allow the Board to increase their funding cap to a maximum of 106.45%.

**IMPACT**

The approval of the cap waivers listed below allows districts to be reimbursed for routes that meet the hardship criteria. Board inaction or denial of the funding cap waivers would result in a loss of funding for the school districts in question.

**ATTACHMENTS**

Attachment 1 – Funding Cap Waiver Spreadsheet

Page 7

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

At the June 2021 Regular Board meeting the Board approved waivers for 14 school districts: Plummer-Worley, Garden Valley, Orofino County, Kootenai, Moscow, Highland Joint, Lapwai, Buhl Joint, Genesee Joint, Lake Pend Oreille, Blaine County, Mountain View, Lewiston Independent, and Teton County School Districts. All six of the school districts the Board is considering had waivers of the funding cap approved in 2021.

Pursuant to Section 33-1006, Idaho Code:

“A school district may appeal the application of the one hundred three percent (103%) limit on reimbursable costs to the state board of education, which may establish for that district a new percentile limit for reimbursable costs compared to the statewide average, which is higher than one hundred three percent (103%). In doing so, the state board of education may set a new limit that is greater than one hundred three percent (103%), but is less

**CONSENT**  
**JUNE 14, 2022**

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than the percentile limit requested by the school district. However, the percentage increase in the one hundred three percent (103%) cap shall not exceed the percentage of the district's bus runs that qualify as a hardship bus run, pursuant to this subsection. Any costs above the new level established by the state board of education shall not be reimbursed. Such a change shall only be granted by the state board of education for hardship bus runs. To qualify as a hardship bus run, such bus run shall meet at least two (2) of the following criteria:

- (a) The number of student riders per mile is less than fifty percent (50%) of the statewide average number of student riders per mile;
- (b) Less than a majority of the miles on the bus run are by paved surface, concrete or asphalt road;
- (c) Over ten percent (10%) of the miles driven on the bus run are a five percent (5%) slope or greater.

The Department of Education transportation staff review each of the applications prior to submittal for Board consideration. Only those school districts that have met the statutory requirements may be considered for approval.

**BOARD ACTION**

I move to approve the request by #171 Orofino Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 109.25%, for a total of \$15,286 in additional funds from the public school appropriation.

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

I move to approve the request by #244 Mountain View School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 163%, for a total of \$11,438 in additional funds from the public school appropriation.

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

I move to approve the request by #281 Moscow School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 118%, for a total of \$41,565 in additional funds from the public school appropriation.

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

**CONSENT**  
**JUNE 14, 2022**

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I move to approve the request by #305 Highland Joint School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 183%, for a total of \$36,945 in additional funds from the public school appropriation.

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

I move to approve the request by #341 Lapwai School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 155.94%, for a total of \$33,828 in additional funds from the public school appropriation.

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

I move to approve the request by #414 Kimberly School District for a waiver of the 103% transportation funding cap, at a new cap percentage rate for the fiscal year 2021 of 106.45%, for a total of \$8,011 in additional funds from the public school appropriation.

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

| Pupil Transportation Funding Formula Capped at Legislatively Mandated Percent of State Average Cost Per Mile and Cost Per Rider |                               |   |  |   |                            |                           |                      |
|---|-------------------------------|---|--|---|----------------------------|---------------------------|----------------------|
| Fiscal Year 2020-2021 Data - Approved Costs Reimbursed in Fiscal Year 2022-2022 (Eighteenth Capped Year)                        |                               |   |  |   |                            |                           |                      |
| Set percentage cap to apply to statewide average  |                               | 103%  | Riders per Mile  |   | 1.5                        |                           |                      |
| Revised: 04/27/22 - Second Draft  |                               |   |  |   |                            |                           |                      |
|   |                               | Cost Per Mile   | Cost Per Rider   |   |                            |                           |                      |
| Statewide Averages before cap   |                               | \$4.95  | \$1,233  |   |                            |                           |                      |
|   |                               |   |  |   |                            |                           |                      |
| Statewide Averages after cap  |                               | \$5.10  | \$1,270  |   |                            |                           |                      |
| Dist #  | District Name                 | District Funding Capped - Reimbursement t Reduced By: | Percent of Reimbursement Loss Subsequent to Cap Impact (See Columns X & Y) | Total 100% Reimbursable Costs Eligible at 50% | Funding Cap Penalty Waived | % Hardship Bus Run Waived | Final Payment Amount |
| 171   | OROFINO JOINT DISTRICT        | \$15,286  | 3.7%   | \$411,009                                     | TRUE                       | 0.063                     | \$582,821            |
| 244   | MOUNTAIN VIEW SCHOOL DISTRICT | \$11,438  | 1.9%   | \$528,476                                     | TRUE                       | 0.600                     | \$826,356            |
| 281   | MOSCOW DISTRICT               | \$138,607   | 32.5%  | \$359,116                                     | TRUE                       | 0.150                     | \$457,797            |
| 305   | HIGHLAND JOINT DISTRICT       | \$36,945  | 21.3%  | \$0   | TRUE                       | 0.800                     | \$238,317            |
| 341   | LAPWAI DISTRICT               | \$33,828  | 20.6%  | \$163,140                                     | TRUE                       | 0.529                     | \$209,092            |
| 414   | KIMBERLY DISTRICT             | \$8,011   | 2.8%   | \$295,128                                     | TRUE                       | 0.035                     | \$395,812            |

**CONSENT**  
**June 14, 2022**

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**STATE DEPARTMENT OF EDUCATION**

**SUBJECT**

Emergency Provisional Certificates Recommendations

**REFERENCE**

|               |   |
|---------------|---|
| August 2021   | Board approved two (2) provisional certificates for the 2021-22 school year.<br>Board approved Emergency Provisional Certificate Application Process. |
| October 2021  | Board approved nineteen (19) provisional certificates for the 2021-2022 school year.  |
| December 2021 | Board approved forty-nine (49) provisional certificates for the 2021-2022 school year.  |
| February 2022 | Board approved twenty-six (26) provisional certificates for the 2021-2022 school year.  |
| April 2022    | Board approved nineteen (19) provisional certificates for the 2021-2022 school year.  |

**APPLICABLE STATUTE, RULE, OR POLICY**

Idaho Code § 33-1201 and 33-1203

**BACKGROUND/DISCUSSION**

Six (6) complete emergency provisional certificate applications were received by the State Department of Education by April 8, 2022, including six (6) instructional certificate applications (Attachments 1-6) from the school districts listed below. These applications for the 2021-22 school year were reviewed by the Certification Department of the State Department of Education using the state board approved Emergency Provisional Certificate Application Process. The Emergency Provisional Certificate allows a school district or charter school to request one-year certification/endorsement in an emergency situation for a candidate who does not hold the required Idaho certificate/endorsement to fill a position. While the candidate is under emergency provisional certification, no financial penalties will be assessed to the hiring district.

**Instructional Staff Applications**

**Middleton School District #134**

**Applicant Name:** Cynthia Peterson

**Endorsement(s):** All Subjects (K-8)

**College Training:** BS

**Declared Emergency Date:** 11/16/2021

**Hire/Assignment Date:** 1/3/2022

**CONSENT**  
**June 14, 2022**

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**Summary of Recruitment Efforts:** The teacher released from her contract on the board personnel report dated 12/13/2021. School posted position on our school district website and School Spring on 12/1/2021 and received four applications.

**Richfield School District #316**

**Applicant Name:** Wesley Naylor

**Endorsement(s):** Physical Education (K-12), Health K-12

**College Training:** 86 credits

**Declared Emergency Date:** 12/13/2021

**Hire/Assignment Date:** 12/13/2021

**Summary of Recruitment Efforts:** After the November local board of trustees meeting but before the December 2021 meeting, the contracted Health/PE teacher wanted released from their contract. A letter of resignation was received November 15, 2021. The position was posted on the district website and State's online site. Two candidates were interviewed. The candidate hired accepted the position and shadowed outgoing teacher until he resumed certified role in the second semester.

**Fruitland School District #373**

**Applicant Name:** Sandra Valdez

**Endorsement(s):** English as a Second Language ESL (K-12)

**College Training:** BS

**Declared Emergency Date:** 4/13/2022

**Hire/Assignment Date:** 1/6/2022

**Summary of Recruitment Efforts:** Search began for a certified ESL instructor on November 29, 2021. The position was advertised on the district website, school's website, and Idaho Education Jobs website. One application was received. It was offered but was declined due to salary. Advertising was continued. Current candidate agreed to the position.

**Twin Falls School District #411**

**Applicant Name:** Lucinda Padilla

**Endorsement(s):** All Subjects (K-8)

**College Training:** 104 credits

**Declared Emergency Date:** 3/7/2022

**Hire/Assignment Date:** 1/3/22

**Summary of Recruitment Efforts:** The position was advertised on the district website. This was a new position for the school based on student numbers. The school was unable to fill until the candidate applied. The candidate is currently in the school as a guest teacher.

**Forge International School #528**

**Applicant Name:** Nakaeta Divis

**Endorsement(s):** All Subjects (K-8)

**College Training:** BS

**Declared Emergency Date:** 1/24/2022

**Hire/Assignment Date:** 1/24/2022

**CONSENT**  
**June 14, 2022**

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**Summary of Recruitment Efforts:** The role was changed from RTI/EL to Grade 1 after a staff member resigned mid-year. The position was advertised in the Spring and no applicants were received.

**IMPACT**

Approval of these emergency provisional certificates is retroactive for the 2021-2022 school. This late in the school year, approval will not impact who the teacher of record that served in the classroom or the quality of education the students received, but it will allow the school to be funded for these positions as certified rather than classified positions.

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to Section 33-1201, Idaho Code, “every person who is employed to serve in any public 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 emergency provisional certification for the individual. The individual that the school district is requesting emergency certification for may have been in the classroom as a long-term substitute for the entire school term. Salary based apportionment is calculated based on school district employee certification. A school district or charter school receives a lesser apportionment for noncertificated/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 to incentivize school districts and charter schools to request emergency provisional certification earlier in the school year rather than waiting until the end of the school year. The approved process 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 a local education agency loses a staff member after the January Professional Standards Commission (Commission) meeting deadline.

**CONSENT**  
**June 14, 2022**

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In order to meet the April Board meeting agenda material deadline in March of each year, the certification request is required to be submitted no later than January of each year to make it through the Commission/Department process. Due to the length of time it was taking to process the requests when Commission recommendations were included in the process, the Board amended the process again at the August 2021 Regular Board meeting limiting the recommendation process to recommendations from Department certification staff or Division of Career Technical Education staff as applicable to the type of certification. The Department staff have forwarded those applications they recommend for approval for Board consideration. Emergency Provisional Certificates and Endorsements may be issued to an uncertified person with the minimum amount of training or may be issued to individuals with an existing certificate and endorsement outside of the area they have been hired to teach in. In the case of someone hired outside of the subject area they are endorsed to teach in, the Emergency Provision Certificate/Endorsement is for the endorsement area.

These requests were not received by the April Regular Board meeting as required through Board action at the April 2019 Regular Board meeting.

**BOARD ACTIONS**

I move to approve the request by State Department of Education for approval one-year emergency provisional certificates in the endorsement area(s) at the specified school districts as provided herein for the 2021-2022 school year for the following individuals: Cynthia Peterson, Wesley Naylor, Sandra Valdez, Lucinda Padilla, and Nakaeta Divis.

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



**CONSENT**  
**JUNE 14, 2022**

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**PROFESSIONAL STANDARDS COMMISSON**

**SUBJECT**

Professional Standards Commission Appointments

**REFERENCE**

April 2022

Board approved 20 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 and one (1) from the Division of Career Technical Education. 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 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.

Two (2) positions on the PSC are open for three (3)-year appointments, effective July 1, 2022: one (1) position representing pupil personnel services, and one (1) position representing certificated classroom teachers. Nominations were sought from the Idaho Association of Colleges of Teacher Education, Idaho Association of Secondary School Principals, Idaho Education Association (IEA), Idaho Indian Education Committee, and Northwest Professional Educators (NWPE) in early 2022.

No nominees for the pupil personnel services position were submitted in early 2022, and additional nominations were sought from the Idaho School Counselor Association, School Social Work Association of Idaho, Idaho School Psychologist Association, and School Nurse Organization of Idaho (SNOI) in March 2022. One (1) nomination was received from a member of SNOI. A second SNOI member expressed interest in the position but did not feel comfortable with the time away from their district due to a staffing shortage. While Section 33-1252, Idaho Code, asks for the submission of three (3) nominations for each position, the PSC respectfully requests appointment of the interested nominee to the pupil personnel

**CONSENT**  
**JUNE 14, 2022**

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services position. Appointment of the interested nominee ensures all regions of the state are represented on the PSC.

Donald Eberlin, Jr., an appointee to the PSC effective July 1, 2022, representing certificated classroom teachers, has been promoted to a vice-principal position for the 22-23 school year. Mr. Eberlin has declined the appointment, as he is no longer representative of certificated classroom teachers. Nominations from the IEA and NWPE for 2022-2025 open positions were reconsidered for the appointment.

**IMPACT**

Board action allows for appointment/ of members to the PSC, ensuring all seats are filled for the 2022-2023 meeting year, and all regions of the state are represented.

**ATTACHMENTS**

Attachment 1 – Current Professional Standards Commission Members  
Attachment 2 – MeLissa Rose Resume  
Attachment 3 – Stephan Lynch Resume  
Attachment 4 – Mary Lynn Spiker Resume  
Attachment 5 – Cassandra Horner Resume  
Attachment 6 – Jennifer Jacobsen Resume  
Attachment 7 – John Crawford Resume  
Attachment 8 – Eric McDowell Resume  
Attachment 9 – Lindsey McKinney Resume

**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.”

**CONSENT**  
**JUNE 14, 2022**

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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 SDE amend its practices when requesting nominations to the PSC. The new practice would be for SDE 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 an 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 an opportunity to serve on the PSC. The Board's Indian Education Committee expressed an interest in nominating individual educators to the Commission if notified in advance of openings.

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 PSC.

**BOARD ACTION**

I move to appoint MeLissa Rose of Lakeland School District to the Professional Standards Commission for a three-year term beginning July 1, 2022, and ending June 30, 2025, representing pupil personnel services.

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

I move to appoint Stephan Lynch of Notus School District to the Professional Standards Commission for a three-year term beginning July 1, 2022, and ending June 30, 2025, representing certificated classroom teachers.

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

## 2021-2022 Member Roster

**Chair, Kathy Davis**

Classroom Teacher

St. Maries Joint School District #041

Term 7/1/19 – 6/30/22

Tate Castleton, Elementary Principal

Homedale Joint School District #370

Term 7/1/21 – 6/30/24

Kristi Enger, Educator Certification Director

Idaho Career Technical Education

Term 7/1/21 – 6/30/24

Angela Gillman, Classroom Teacher

Idaho Falls School District #091

Term 7/1/21 – 6/30/24

Mark Gorton, Classroom Teacher

Lakeland Joint School District #272

Term 7/1/19 – 6/30/22

Mark Haynal, Public Teacher Education

Lewis-Clark State College

Term 7/1/19 – 6/30/22

Katie Horner, Classroom Teacher

Murtaugh School District #418

Term 7/1/21 – 6/30/24

Paula Kellerer, School Superintendent

Nampa School District #131

Term 7/1/20 – 6/30/23

Ramona Lee, Special Education Administrator

West Ada School District #002

Term 7/1/20 – 6/30/23

**Vice Chair, Steve Copmann**

Secondary Principal

Cassia County School District #151

Term 7/1/19 – 6/30/22

Peter McPherson, Chief Deputy Superintendent

State Department of Education

Term 7/1/21 – 6/30/24

Jamee Nixon, College of Letters and Sciences

Northwest Nazarene University

Term (Partial) 7/1/20 – 6/30/22

Karen Pyron, School Board Member

Butte County School District #111

Term 7/1/21 – 6/30/24

Lori Sanchez, Private Teacher Education

Northwest Nazarene University

Term 7/1/21 – 6/30/24

Marianne Sletteland, Exceptional Child Teacher

Moscow School District #281

Term 7/1/19 – 6/30/22

Mike Wilkinson, Pupil Service Staff

Twin Falls School District #411

Term 7/1/19 – 6/30/22

Emma Wood, Public Teacher Education

Idaho State University

Term 7/1/20 – 6/30/23

Chanel Harming, Classroom Teacher

Classroom Teacher

Term (Partial) 10/20/21-6/30/23

# MeLissa Rose, MSN, RNC

## PROFESSIONAL SUMMARY

Committed Nurse Leader with 12 years of experience delivering evidenced-based and compassionate care to patients while also serving in roles such as Charge RN, Case Manager, and Preceptor. Excellent problem solver with proficiency in interpersonal communication, critical thinking and organization. Other areas of expertise include:

- School Nursing
- Obstetrics/Surgical Obstetrics
- Training and Development
- Interdisciplinary Collaboration
- Patient Advocacy
- Conflict Resolution
- Data Management
- Change Management
- Team Building
- Process Improvements
- Protocol Development
- Policy & Procedure Management

## RELEVANT WORK EXPERIENCE

### School Nurse

2021-Present

*Lakeland Joint School District #272, Rathdrum, ID*

- Assess, plan, evaluate and manage health services for primary and secondary schools
- Develop Emergency Plans for students who are at risk to develop potential life-threatening emergencies at school
- Identify students who may need special educational or health-related services and guide nursing/health-related aspects of 504 and/or IEP plan development
- Complete student assessments for PCS Services to aid in district reimbursement for services provided
- Assist students and guardian(s) to identify and utilize community resources
- Assist guardian(s) and teachers to identify and remove health-related barriers to learning
- Provide in-service training for teachers and staff regarding the individual health needs of students
- Supervise Health Associates in the provision of health care services at assigned schools
- Evaluate the effectiveness of the health-related components of the IEP with the child, guardian(s) and other team members. Recommend revisions as needed.
- Continue to grow and develop profession knowledge of resources, special education laws, 504 regulations, abuse/neglect issues, medical technology and needs impacting student health
- Adhere to laws, policies, procedures and ethical standards of the school nursing profession

### Clinical Nurse, OB Float/Charge Nurse

2017-2021

*Newport Hospital and Health Services, Newport, WA*

- Manage care of mother and fetus during labor and delivery in a rural health setting, prepare patients for C/S, assist in OR, triage and provide care to antepartum patients
- Recover mother and infant during the transition period after delivery, including post-op recovery of C/S patients
- Float to Mother/Baby, ACU, OR, ER and Outpatient departments as needed
- Provide comprehensive Prenatal Education to newly-expectant mothers
- Teach Prenatal Education Classes to parents approaching their delivery date
- Educate staff through Mother/Baby, Electronic Fetal Monitoring and Skills Review Classes
- Serve as a developer and facilitator of the Postpartum Hemorrhage and Shoulder Dystocia Simulation Training rolled out to all staff facility-wide; responsible for providing ongoing, quarterly training
- Participate in NRP Training as Reviewer for Skills Checkoff
- Foster staff empowerment through the development of evidence-based practice centered on techniques taught/reinforced at yearly Skills Review Training
- Compile yearly statistics for the OB Unit, disseminate data into a report and provide a presentation of the information to the hospital board
- Review and update unit Policies and Procedures, Standing Orders and Quality Measures
- Oversee department staffing during shift, utilize call staff as necessary related to patient census and/or acuity
- Serve as Equipment Expert maintaining the unit's equipment manual, ensuring equipment is functioning and up to date on maintenance, and teaching use of equipment to staff

- Participate in Community Events such as Back to School Open Houses, County Fairs and Health Seminars as a representative of the OB Department to educate young families on available resources
- Coordinate annual “New Year’s Baby” donation collection, prepare donations for gifting, obtain media consent and materials for publication, ensure advertisement and thank-you cards are forwarded to participating businesses

**Clinical Nurse/Charge Nurse, OB/2N**

2013-2017

*Kootenai Health, Coeur d’Alene, ID*

- Supervised floor staff, adjusted staffing levels based on acuity and census
- Provided education and support to assist less experienced staff in developing their nursing practice
- Collaborated with primary care providers, anesthesia, respiratory therapy, NICU personnel and other members of the healthcare team to provide safe and quality patient care
- Participated in service recovery when patients or family had concerns regarding care
- Contributed to process improvement and continuous quality improvement (CQI) projects as a member of various nursing committees and unit practice councils
- Managed care of mother and fetus during labor and delivery, triaged and cared for antepartum patients
- Prepared patient for C/S, circulated in OR and recovered patient post-surgery
- Floated to Postpartum, NICU and baby catcher positions

**Clinical Nurse III**

2013-2013

*Bartlett Regional Hospital, Juneau, AK*

- Utilized effective communication skills to keep patients and family up to date on patient’s condition, medications, upcoming tests, and discharge plans
- Admitted patients, obtained history, performed assessments, and worked with providers and interdisciplinary staff to develop appropriate care plans
- Ensured patients and families received appropriate education regarding current illness, medications, tests and procedures

**Clinical Nurse III/Charge Nurse/Case Manager**

2010-2013

*SEARCH-ELMC, Juneau, AK*

- Developed Orientation Program for new hires and served as lead preceptor for all new nursing staff
- Oversaw case management tasks for the pod as well as Specialty Clinics, processed referrals, obtained prior authorizations, and coordinated patient care plans in collaboration with interdisciplinary staff
- Managed the flow of the pod to ensure timely, safe and effective delivery of care
- Triageed walk-in patients, performed targeted assessments to determine level of care needed, utilized standing orders to expedite delivery of care, and educated patients based on individual needs
- Completed initial OB Intake Appointment, obtained comprehensive patient history, scheduled initial OB labs and U/S, and provided extensive prenatal education

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**EDUCATION**

|   |      |
|---|------|
| <b>Master of Science, Nursing/Leadership and Management</b>   Western Governors University - Salt Lake City, Utah | 2019 |
| <b>Bachelor of Science, Nursing</b>   Western Governors University - Salt Lake City, Utah                         | 2018 |
| <b>Associate of Science, Nursing</b>   University of Alaska, Anchorage - Anchorage, AK                            | 2009 |

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**CERTIFICATIONS**

•SNECC    •ACLS    •ALSO    •AVADE    •BLS    •EFM    •NRP    •PALS    •STABLE    •TNCC  
•Inpatient Obstetric Nursing Certification

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**AFFILIATIONS**

Sigma Theta Tau International Honor Society of Nursing  
National Association of School Nurses  
Idaho School Nurse Association

**Stephan Lynch**

Successful, experienced, devoted professional with a proven record of building and fostering relationships, advising individuals to success, managing projects from conception to completion, and designing educational strategies. Sound communication skills with ability to make critical decisions.

**PROFESSIONAL EXPERIENCE**

**Language Arts Teacher**

2018-

Notus School District, Notus, Idaho

- Taught National Writing Project's College, Career, and Community Writers Program (C3WP) curriculum; represented Notus School District for the C3WP Summer Conference in Nashville, Tennessee.
- NSD Union President; Idaho Mastery Education Network (IMEN) Team Member.

**Social Studies Teacher**

2016-18

The Village Charter School, Boise, Idaho

- Administration of Middle School After School - utilization of school-wide programs and initiatives including MathCounts, Invent Idaho, and 3D Design.
- Produced school quality evaluations; developed student and parent surveys for State Department of Education, conducted follow-up interviews, analyzed responses, and proposed solutions to school board.

**Special Education Teacher**

2015-16

Rock Creek Middle School, Happy Valley, Oregon

- Managed five instructional assistants; provided individualized in-home student instruction; coordinated district-wide Javad Squad tee shirt fundraiser.
- Monitored student schedules to meet daily goals; restructured physical classroom to increase efficiency for staff and students

**Senior Director of Program Quality and Impact**

2014-15

Boys & Girls Club of Portland Metro Area, Portland, Oregon

- Supervised club sites and club directors, hired and trained staff including AmeriCorp Vistas, interns, and volunteers, and secured and complied with funding finances.
- Launched Summer Brain Gain, conducted action research, proved hypothesis, and presented results to board of directors.
- Directed Department of Justice and Office of Juvenile Justice and Delinquency Prevention (OJJDP) mentoring at-risk program.

**English Language Arts Teacher**

2012-14

Wings Charter Middle School

- English Language Arts Department Head - implemented Tier 2 Reading and Writing and Next Practices strategies.
- Idaho Coaching Network School Representative - integrated Key Shifts and Total Instructional Alignment Unit Planning.

**Exceptional Child Services Crew** 2009-10  
Anser Charter School, Garden City, Idaho

- Directed after school Homework Club; recruited students to provide enhanced and personalized one-on-one mentor support.
- Updated teacher webpages; acquired grant to purchase technology for supplemental specialized instruction.

**Secondary Teacher** 2008-09  
Compass Public Charter School, Meridian, Idaho

- Secured community partners to provide an authentic education experience for personal finance including budgeting a yearly salary.
- Introduced investments with the stock market utilizing excel spreadsheet to track and identify periodic gains and losses.

**Secondary Teacher**  
Cole Valley Christian Schools, Meridian, Idaho 2004-08

- Facilitated interactive semester-long Honors English and American Government curriculum culminating in a mock trial of Richard III.
- Advised Students for the Advancement of Global Entrepreneurship (SAGE) Teams to promote positive social change.

**EDUCATION**

Ph.D. A Qualitative Investigation on the Impact of Memes on Student Engagement in 7<sup>th</sup> and 8<sup>th</sup> Grade English Language Arts, Northwest Nazarene University 2022

Ed.S. Educational Leadership, Northwest Nazarene University 2018

M. Ed. Curriculum and Instruction, Northwest Nazarene University 2008

B.A. Elementary Education, Boise State University 2003  
Minor: Business Administration

**CERTIFICATION**

K-12 Administrator Certification State of Idaho 2021

Standard Elementary K-8 Certification, State of Idaho 2021

“A” License, United States Soccer Federation 2015

National “Youth” License, United States Soccer Federation 2009

Premier Diploma, United Soccer Coaches 2013

Director of Coaching Diploma, United Soccer Coaches 2012



## RELATED EXPERIENCE

### Director of Coaching

2020-21

Idaho Inferno Soccer Club, Caldwell, Idaho

- Develop, maintain, and provide comprehensive and personalized professional development through curriculum development.
- Conduct bi-annual evaluations of coaching staff and advise coaches of appropriate level of play.

### Assistant Soccer Coach

College of Idaho, Caldwell, Idaho

2014-21

- Established Summer Soccer Showcase for high school teams to compete in a collegiate environment while residing on campus.
- Arranged college advisory symposium consisting of DI, DII, DIII, NAIA, and community/junior college coaches.

### Head Soccer Coach / Director of Coaching / College Advisory Director

1998-18

Idaho Youth Soccer Association, Boise, Idaho

- Introduced college preparatory sessions for players, including college visits, financial aid education, and admissions process.
- Provided and taught professional development workshops for coaches and volunteer parents.

### Varsity Head Soccer Coach

2006-12

Meridian High School, Meridian, Idaho

- Reinstated conference All-Star Soccer Game; coordinated player and coach selections and hosted annual commemorative game.
- Founded the Idaho High School Soccer Coaches Association to facilitate player selection for individual honors and to improve communication among coaches.
- Promoted team and community involvement through activities including participation in the ten-year memorial ceremony of 9/11 with the presentation of a customized jersey to Mayor De Weerd, Fire Chief Niemeyer, and Police Chief Lavey.

## REFERENCES

Dr. Bethani Studebaker, Director of Certification & Professional Standards

State Department of Education      (208) 404-1554      [bstudebaker@sde.idaho.gov](mailto:bstudebaker@sde.idaho.gov)

Paul Pascal, Secondary Interventionist and Instructional Coach

Notus School District      (208) 371.3159      [pascalp@notusschools.org](mailto:pascalp@notusschools.org)

Ryan Porter, Sr. Administrator Behavioral Health & Quality Assurance

Idaho Supreme Court      (208) 871.5547      [rporter@idcourts.net](mailto:rporter@idcourts.net)

Tracylea Balmer, Region Director

Idaho Education Association      (208) 912.4479      [tbalmer@idahoea.org](mailto:tbalmer@idahoea.org)

**Mary Lynn Spiker**

[REDACTED]  
[REDACTED]  
[REDACTED]

February 25, 2022

Idaho State Department of Education  
650 West State Street, Suite 30  
Boise, ID 83720

To whom it may concern:

I was recently informed that seven members of the Professional Standards Commission (PSC) would conclude their term of membership on June 30, 2022. Because of my interest in professional learning and legislative advocacy, Amy Kernin-Laye from the Northwest Professional Educators (NWPE) reached out to invite me to consider applying for one of the positions. Upon reading her letter, I first went to my Idaho Code of Ethics booklet, which sits on my desk. It serves as a constant reminder of the power I hold as an educator to elevate this amazing profession and grow children far beyond anyone's imagination.

In the words of our State Superintendent, Sherri Ybarra, "Education has the power to be 'the great equalizer,'" providing opportunities to all students. However, to truly serve as an "equalizer," educators must abide by the highest standards as they are entrusted with the state's greatest commodity, its children. Again, in the words of our State Superintendent, "Our work must emphasize accountability, high expectations, and achievement for all," realizing that educators' accountability extends beyond the classroom into the families and communities we are fortunate to serve.

Being a teacher is my six-year-old dream that has played out for over 30 years now. I love and cherish this profession with every ounce of my being and would be honored to be a part of this committee that upholds the standards that govern it. Thereby ensuring educators serve with integrity, dignity, honesty, and mutual respect, an example of true professionalism.

Sincerely,

*Mary Lynn Spiker*

*"She empowers and influences beyond the classroom and school years."*  
Lana Borgholthaus  
Parent

*"Because Mary is intelligent, organized, prompt, nonthreatening and demonstrates integrity, she is the 'go to person' for teachers in her building who need advice as well as kindergarten personnel in the district who need questions answered. Parents also respond to her tireless commitment and energy as they become partners with Mary in their child's education."*  
Jeanne Jones  
Pocatello-Chubbuck  
School District  
Colleague

# Mary Lynn Spiker

## Education & Credentials

WALDEN UNIVERSITY, Minneapolis, Minnesota, 55401  
Master of Science in Education Specialization: Teacher Leadership (K-12)  
2019

MONTANA STATE UNIVERSITY BILLINGS, BILLINGS, MT 59102  
Bachelor of Science in Education, 1987

IDAHO STATE UNIVERSITY, POCA TELLO, ID 83209

BOISE STATE UNIVERSITY, BOISE, ID 83725

NORTHWEST NAZARENE UNIVERSITY, Nampa, ID 83686

UNIVERSITY OF ALASKA, Juneau, AK 99801

EASTERN OREGON STATE COLLEGE, LaGrande, OR 97850

CENTER GRADUATE COLLEGE, Saratoga, CA 95070

## Awards

2017 **Idaho Teacher of the Year**

2015-2016 **P.I.E.S. (Positive Influence for Educational Success) Award Recipient**

2015-2016, 2012-2013, 2010-2011, 2008-2009 **Simplot Inspirational Award Nominee**

2014-2015, 2009-2010, 2007-2008 **Simplot Inspirational Award Finalist**

2006-2007, 2004-2005 **Recognized in Who's Who Among American Teachers and Educators**

2004-2005, 2001-2002 **Wal\*Mart Teacher of the Year**

2004-2005 **The Post Register and NIE (Newspapers in Education) Teacher of the Year**

2003-2004 **Disney Hand Teacher Awards Nominee**

## References

### Brenda Miner

Administrator  
Pocatello -Chubbuck School District No. 25  
Pocatello, ID 83202

807 Washburn  
208.251.2687 (Cell)  
208.237.6050 (School)

### Lana Borgholthaus

Parent  
785 Alpine Drive  
Chubbuck, ID 83202

208.705.0116

### Jeanne Jones

Teacher, Colleague  
Pocatello, ID 83201

208.251.8213

### Linda Dunbar

Retired Administrator, Blackfoot School District No. 55  
198 Hill Ridge Avenue  
Blackfoot, ID

Cassandra Jo Horner



### PROFESSIONAL STATEMENT

Because I passionately believe every student deserves the chance to learn, I am committed to creating a safe environment and a sense of belonging to all students, providing valuable professional development opportunities to all staff members, and continuing to grow as an educator and administrator.

### EDUCATION

Boise State University, Boise, Idaho

Master of Educational Leadership, May 2017

Idaho Administrators Endorsement, May 2017

Idaho State University, Pocatello, Idaho

Bachelor of Music Education, May 2012

Major: Music Education, Certified K-12, 2012

### PROFESSIONAL HISTORY

Boise School District, Les Bois Jr. High, Boise, Idaho 2018-present

Choir Director

- Created effective lesson plans for all level of singers
- Managed finances and fundraising for choirs
- Continuously recruited for choir programs

Boise School District, Hillside Jr. High, Boise, Idaho 2018-2020

Choir Director

- Created effective lesson plans for all level of singers
- Managed finances and fundraising for choirs
- Continuously recruited for choir programs

West Ada School District, Desert Sage Elementary, Boise, Idaho, 2012-2018

Elementary Music Specialist

- Created and directed 4<sup>th</sup>/5<sup>th</sup> grade choir
- Managed classes of 25-35 students grades Pre-K-5
- Directed programs for each grade level throughout the year

American Falls School District, William Thomas Middle School, American Falls, Idaho, 2012

Professional Year, Student Teacher (Elementary level)

- Directed choirs and bands
- Created effective lesson plans for all learning styles
- Assisted with annual choir and band festival

Pocatello School District, Century High School, Pocatello, Idaho, 2012

Professional Year, Student Teacher (Secondary level)

- Directed jazz and symphonic bands
- Created effective lesson plans for all learning styles
- Assisted in planning annual traveling tour

Cassandra Jo Horner



## EMPLOYMENT HISTORY

The Home Depot, Meridian, Idaho, 2014-2015

Cashier

- Provided excellent customer service
- Managed till throughout each shift
- Maintained a friendly atmosphere for each customer

Camp Alice Pittenger, McCall, Idaho, 2008-2010

Counselor, Unit Leader, Assistant Director

- Created weekly schedules and assigned positions for the week
- Managed counselors and campers
- Developed engaging programs for campers

## PROFESSIONAL EXPERIENCE

Equity Building Lead, 2021-present

AVID Site Team Committee Member, 2021-present

Head Tennis Coach for Les Bois Junior High, 2020-present

American Choral Directors Association Member, 2018-present

Idaho Music Educators Association Member 2012-present

Elementary Music Re-Write Curriculum Committee, 2017-2018

Family Engagement Committee Member, 2016-2018

Parent-Teacher Organization Secretary, 2016-2018

BRTI Committee Member, 2015-2018

Leadership Committee Member, 2015-2018

Idaho Association of School Administrators, Aspiring Member, 2015-2017

Student Council Advisor, 2014-2018

## REFERENCES

- Mrs. Lisa Hahle, Principal, Desert Sage Elementary
  - 208-350-4020
  - hahle.lisa@westada.org
- Mrs. Jessica Cromie, Principal, Garfield Elementary
  - 208-854-4950
  - jessica.cromie@boiseschools.org
- Mr. Matt Krumm, Assistant Principal, Hillside Jr. High
  - 208-854-5120
  - matt.krumm@boiseschools.org



# JENNIFER JACOBSON

*"The quality of her direction and leadership is driven by a deep passion to better the lives of her students through quality education."*

~ Dr. John Graham

## CORE COMPETENCIES

- Elementary School Administration
- Curriculum Planning and Improvements
- Academic Progress Monitoring/Interventions
- Using Data to Raise Student Achievement
- Grant Writing/Budgeting
- Relationship Building

## PROFESSIONAL EXPERIENCE

**FILER SCHOOL DISTRICT – FILER, ID**  
Principal – Hollister Elementary (K-5)

**2018 - Present**

### Educational Leadership Contributions:

- 2022 Idaho Gem Award winner, Instructional Leadership category, presented by the Idaho Association of Elementary School Principals
- Building Implementation of Cultivating Readers Project – Readiness Phase.
- Summer School Coordinator/Administrator for Filer School District (Filer Elementary School, Filer Intermediate School, and Hollister Elementary School)
- Collaborated with Hollister City Council to write a grant to build a walking path in Hollister, allowing students the ability to walk to school.
- Complete staff retention in a remote, rural school for two years.
- Strong working relationship with principals at Filer Elementary School and Filer Intermediate School.
- 2019 4th grade ELA ISAT score increase of 45.5% - 40.5 percentage points OVER our school goal.
- 2019 5th grade ELA ISAT score increase of 16% - 11 percentage points OVER our school goal.
- 2019 4th grade Math ISAT score increase by 17% - 12 percentage points OVER our school goal.
- 2019 5th grade Math ISAT score increase by 14% - 9 percentage points OVER our school goal.
- Created and led ELA textbook review committee - reviewing, selecting, and purchasing WONDERS 2020 with assistance from Marybeth Flachbart of Education Northwest.
- Received a \$30,000 Twin Falls Health Initiative Trust grant for a music and dance program – two years in a row.
- Created an afterschool tutoring program to provide students with targeted intervention supports.
- Received a \$10,000 Seagrave's Family grant to purchase iPads for staff and K-2 students.
- Received \$5,000 grant from First Federal Foundation to help purchase new cafeteria tables.
- Implemented the use of an electronic plan book for teachers at Hollister and Filer Elementary School.
- Coordinated curriculum mapping for ELA to assist teachers in planning for upcoming needs regarding the learning gap resulting from COVID-19 in the fall of 2020.

**FILER SCHOOL DISTRICT – FILER, ID**  
4<sup>th</sup> Grade Teacher – Filer Intermediate School (4th-6th)

**2015 - 2018**

### Teaching Contributions:

- Applied for and received \$6,000 from the STEM Action Center to implement coding in my classroom.
- Increased student achievement. 18% increase in student ELA ISAT scores for 2019, which was the highest gain in the district.

**TWIN FALLS SCHOOL DISTRICT – TWIN FALLS, ID**  
Kindergarten Teacher - Harrison Elementary School (PK-5th)

**2010 - 2015**

### Teaching Contributions:

- Consistently high student achievement – over 80% of my students scored proficient on the Spring IRI each year.
- Taught one year of extended day Kindergarten for our low Title students.
- Appointed by fellow K teachers to represent our school at district level curriculum meetings.
- Received \$5,000 Grant from Century Link to implement iPads in the classroom.

**John Crawford**



**Education:**

Churchill County High School: 1990  
College of Southern Idaho 1994; A.A. Political Science  
Idaho State University: 1994-1996; B.S. Political Science/Public Admin  
University of Cincinnati: 2006; Masters of Education

**Work Experience:**

(2013-Current) Idaho State University Adjunct Professor of Political Science

(2017-Current) Bonneville School District Teaching 1111 and 1112 US History, 1101 and 2202 Political Science with students concurrently enrolled at Idaho State University

(2010-2017) Shelley School District #60/ Hobbs Middle School Principal and Idaho State University Adjunct Professor. Person in charge of 600 student middle school with 30 staff members.

(2008-2010) Pocatello School District: Highland High School Assistant Principal and Severe and Profound Emotionally Disturbed Program Director.

(1999-2008) Jefferson School District: Classroom Teacher and Seminar Instructor to new teachers to develop their classroom management skills. Develop and design lessons that center around effective and proven classroom management strategies that would help new teachers have a better experience in their early years of the profession.

**Professional References:**

Steve Young-Principal, Jefferson High School; 529 N. 3470 E. Menan, Idaho 83434; (208) 390-7421

**Personal References**

Mark Romer-Box 1127 Chubbuck Idaho 83206; (208-406-7352)

Greetings,

My name is Eric McDowell and I am the current science teacher at Kendrick Jr./Sr. High School. For the past 8 years, I have been heavily involved in my school and community in a variety of roles beyond my duties as a teacher, such as a city councilor, treasurer of the Juliaetta Community Improvement Association, President of the Kendrick Education Association, and the secretary of the Kendrick Lions Club. I am also a prolific and successful grant writer who has brought over \$100K into the Kendrick-Juliaetta community.

In my roles as a teacher and officer in my local teaching union, I have contributed to our local finally achieving an actual master agreement rather than the unofficial agreements that had existed since the late 1970s. This successful effort has played huge roles in minimizing teacher/staff turnover in my district as well as to make our small district competitive in Region 2.

As a part of gaining an official master agreement in my district, I have been unfortunately a witness to several incidences of unethical behavior by administrators and school board members. This behavior has played a pivotal role in my efforts with regard to my local as well as induced my current pursuit of credentials as an administrator. I hope to further my profession by seeking a spot on Idaho's Professional Standards Committee.

Regards,

Eric McDowell, PhD



Eric McDowell, PhD.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Work: eric.mcdowell@sd283.org

[REDACTED]

**Education:**

- 1998 - 2003: Department of Molecular Biology and Biochemistry, University of Idaho, Moscow, Idaho; Degree: Bachelor of Science.
- 2003 - 2010: Department of Plant Science, University of Arizona, Tucson, Arizona; Degree: PhD in Plant Biology concerning plant trichome and rhizome biology.
- 2012-2014: Division of Education, Lewis-Clark State College, Lewiston, Idaho; Natural Science Teaching Certification.

**Teaching Experience:**

- Kendrick Jr./Sr. High School
  - 2012-present
  - Physical Science (9<sup>th</sup> grade)
  - Biology (10<sup>th</sup> grade)
  - Earth Science (8<sup>th</sup> grade)
  - Environmental Science (10-11<sup>th</sup> grades)
  - Physics (11-12<sup>th</sup> grades)
  - Chemistry (11-12<sup>th</sup> grades)
  - New Teacher mentor
- University of Arizona: NATS104, Plants and our World
  - Fall 2008, & 2009
  - Introductory botany/plant biology course for non-science majors
  - Lectured 1-2 sections per semester
  - Utilized online quizzes to ensure students read material prior to class
  - Lead plant walks to introduce area plants and interesting facts concerning their history and biology
- University of Arizona: PLS312, Plant and Animal Genetics
  - Spring 2007, 2008, 2009
  - Advanced genetic course for science majors
  - Lectured and supervised 1-2 lab sections per semester
  - Supervised student preceptors
  - Privately tutored students with learning disabilities
- Supervised/trained summer interns and undergraduates lab assistants

**Ph.D Research Interests:**

- Comparative transcriptomic/metabolomic analysis
  - Plant rhizome biology
  - Plant glandular trichome biology
  - Regulation of specialized tissue development
  - Regulation of plant specialized biochemistry
- Gene isolation, cloning and characterization
- Plant tissue culture and transformation
  - *Mentha x piperita* (peppermint)
  - *Ocimum basilicum* (sweet basil)
  - *Curcuma longa* (turmeric)
  - *Zingiber officinale* (ginger)
  - *Nicotiana tabacum* (tobacco)

**Awards:**

- 2005 - 2007: IGERT Research Fellow
- 2021-Present: MJ Murdock Fellow
- \$92,247 Grant Recipient for Kendrick Jr./Sr. High School
- \$10,000 Grant Recipient for Juliaetta Community Improvement Association

**Memberships:**

- 2008: Phytochemical Society of North America
- 2009: American Chemical Society
- 2009: American Society of Plant Biologists
- 2020-2021: Juliaetta City Council Member
- 2020-Present: Juliaetta Community Improvement Association Treasurer
- 2018-Present: Kendrick Lions Club Secretary
- 2013-Present: Kendrick Education Association, Current President

**Current Employer**

- Kendrick Joint School District #283; Kendrick, Idaho (Aug. 2012 – present)

**Publications:**

- **McDowell ET.** (2010) A tale of two 'omes: Comparative genomics and important genes in specialized tissues. PhD dissertation. University of Arizona, Tucson.
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*Lindsey McKinney*

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[REDACTED]  
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mcki2450@alumni.uidaho.edu

**Objective:** A position on the Professional Standards Commission.

**Summary of Qualifications:**

- Bachelor's of Science in Communication
- Idaho Teaching Certification in Business Education and Basic Mathematics
- Have completed the coursework for Career and Technical Education
- Excellent communication skills
- Proven customer service relations
- Flexible work practices, willingness to learn new positions
- Recognized time management skills
- Proficient with Microsoft Office programs including Word, Excel, PowerPoint, Access, Publisher, and various other programs including Dreamweaver, Photoshop, and InDesign
- Good leadership skills
- Have passing Praxis scores in Business Education and Basic Mathematics

**Experience:**

Orofino Jr/Sr High School  
Orofino, ID

**Business/Technology Teacher**

August 2019-present

Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Accounting, Yearbook and Computer Technology. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Bruneau-Grandview School District  
Bruneau, ID

**Business/Technology Teacher**

August 2017-May 2019

Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Interactive Media, Business Communications, Sports and Entertainment Marketing and Personal Finance. Served as the Business Professionals of America advisor, Student Council advisor, and a class advisor. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Dietrich School District  
Dietrich, ID

**Business/Technology Teacher**

September 2015-May 2017

Teach a wide range of business and technology subjects ranging from Word, Excel, Access, PowerPoint, Publisher, Keyboarding, Economics, Business Law, Interactive Media, Business Communications, Business Administration and Sports and Entertainment Marketing. Served as the Business Professionals of America advisor, Yearbook advisor, a class advisor and served on the leadership and the budget committees. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Spokane Falls Community College  
Pullman, WA

**Computer Applications/Business Technology Instructor**

September 2014-June 2015

Teach a wide range of computer application subjects ranging from beginning to advanced Word, Excel, Access, PowerPoint, Outlook, Publisher, and Keyboarding. Plan and implement lesson plans, create pacing schedule for coursework, interact with students and other staff members.

Mountain View School District #244  
Kooskia, ID

**Substitute Teacher**

January 2014-June 2015

Substituted in various positions including paraprofessional positions, teachers and the office staff. Also assisted in other duties including before and after school bus duty, recess duty, and lunch duty. Handled classroom interruptions, took attendance, answered a multiline phone system, and interacted with students and other staff members.

Culdesac School District  
Culdesac, ID

**Substitute Teacher**

February 2015-June 2015

Substituted in various positions including paraprofessional positions, teachers and the office staff. Handled classroom interruptions, took attendance, answered a multiline phone system, and interacted with students and other staff members.

Dabco Property Management  
Pullman, WA

**Property Manager**

November 2009-December 2013

Perform Data entry, opening and closing procedures, interact with residents in person and on the phone, filing, checking the mail, creating documents, processing rent payments, compiling leases and other forms, Yardi, general office duties, technical troubleshooting, and other duties as assigned.

**Education:**

University of Idaho

Moscow, ID  
2009

**Communication**

**Career and Technical Education**

Member of the U of I Marching Band, University Ambassador, Education classes, Integrated Business Curriculum, Accounting, Economics, other related business classes and several computer classes including Desktop Publishing using InDesign, Photoshop. Member of the U of I Chapter of Business Professionals of America. Treasurer for hall government, worked on projects on a team.

**References:**

Available on Request

**PROFESSIONAL STANDARDS COMMISSION**

**SUBJECT**

Lewis-Clark State College – Idaho State Program Review Team Report and the Council for Accreditation of Educator Preparation (CAEP) Site Visit Report

**REFERENCE**

|               |  |
|---------------|--|
| August 2014   | Board accepted the Lewis-Clark State College Full Unit Review State Team Report. |
| December 2017 | Board accepted the Lewis-Clark State College Focused Visit State Team Report.    |

**APPLICABLE STATUTE, RULE, OR POLICY**

Sections 33-1254 and 33-1258, Idaho Code

**BACKGROUND/DISCUSSION**

The Professional Standards Commission (PSC) is tasked by the State Board of Education (Board) with conducting a full unit review of all Board-approved teacher preparation programs in Idaho on a seven (7) year cycle. The PSC convened a State Review Team (Team) of content experts from the fields of higher education and K-12 education and conducted a virtual, full unit review of Lewis-Clark State College's (LCSC) approved educator preparation programs on December 12 – 14, 2021. The Team reviewed evidence to confirm whether each program leading to initial certification met the Idaho Standards for Initial Certification of Professional School Personnel, approved by the Board June 20, 2018. The review was held concurrently with the review of LCSC's educator preparation programs by the Council for Accreditation of Educator Preparation (CAEP).

The LCSC review included a pilot process and form for program design review, for those programs leading to endorsement with fewer than five (5) completers in a seven (7)-year period. The concept of program design review was developed during Phase III work of the Educator Standards Working Group to provide EPPs the opportunity to identify those programs with few or no completers and to provide design evidence for continued, conditional approval of the program. The Chemistry and Psychology programs were identified by LCSC for design review.

Upon completion of Team review, all LCSC programs and state specific requirements are recommended for continued approval with the exception of the following:

- Pre-Service Technology Standards - conditionally approved, lack of evidence
- Chemistry - conditionally approved, design review.

**CONSENT**  
**JUNE 14, 2022**

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No rejoinder to the State Team report was submitted by LCSC for PSC consideration.

On April 7, 2022, the PSC Standards Committee reviewed the final report submitted by the Team. While the Psychology program had been identified by LCSC for design review based on a low number of completers, the Psychology program has no program-level (enhancement) standards against which to review. In result, the Psychology program design review form completed by LCSC showed program alignment to the Core Teaching Standards. Because LCSC is able to issue institutional recommendations for the Psychology program and other programs without program-level standards based on approval of Core Teaching Standards, the Standards Committee determined that it was not logical to recommend conditional approval of the Psychology program when the Core Teaching Standards were met. Psychology program design review was removed from the report.

The Standards Committee brought the report to the full PSC on April 8, 2022, and the full PSC voted to recommend the Board approve the LCSC State Team Report as provided in Attachment 1.

**IMPACT**

The recommendations in this report will enable LCSC to continue to prepare teachers while ensuring state teacher preparation standards are appropriately embedded in the programs.

**ATTACHMENTS**

Attachment 1 – LCSC Final State Review Team Report

**STAFF COMMENTS AND RECOMMENDATIONS**

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

Current practice is for the Commission to review new programs and make recommendations to the Board regarding program approval. New program reviews are conducted through a “Desk Review” and do not include an on-site review. The Commission review process evaluates whether the programs meet or will meet the approved Certification Standards for the applicable certificate and

**CONSENT**  
**JUNE 14, 2022**

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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 approve the recommendation by the Professional Standards Commission to accept the State Review Team Report for Lewis-Clark State College as submitted in Attachment 1.

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



# IDAHO EDUCATOR PREPARATION PROGRAM REVIEW

STATE TEAM REPORT

LEWIS-CLARK STATE COLLEGE

DECEMBER 12-14, 2021

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



## TABLE OF CONTENTS

|   |            |
|---|------------|
| <b>Introduction .....</b>   | <b>3</b>   |
| <b>Program Approval Recommendations.....</b>                                  | <b>5</b>   |
| <b>State Program Approval Rubrics .....</b>                                   | <b>7</b>   |
| <b>Program Design Review Form Pilot .....</b>                                 | <b>8</b>   |
| <b>Idaho Core Teaching Standards.....</b>                                     | <b>9</b>   |
| <b>State Specific Requirements .....</b>                                      | <b>35</b>  |
| <i>Idaho Comprehensive Literacy Standards.....</i>                            | <i>35</i>  |
| <i>Pre-Service Technology Standards.....</i>                                  | <i>42</i>  |
| <i>Idaho Standards for Model Preservice Student Teaching Experience .....</i> | <i>48</i>  |
| <i>Institutional Recommendations.....</i>                                     | <i>52</i>  |
| <b>Idaho Standards for Elementary Education Teachers.....</b>                 | <b>56</b>  |
| <b>Idaho Standards for English Language Arts Teachers .....</b>               | <b>64</b>  |
| <b>Idaho Standards for Special Education Teachers.....</b>                    | <b>76</b>  |
| <i>Idaho Standards for Exceptional Child Generalists.....</i>                 | <i>76</i>  |
| <b>Idaho Standards for Health Teachers .....</b>                              | <b>88</b>  |
| <b>Idaho Standards for Literacy Teachers .....</b>                            | <b>96</b>  |
| <b>Idaho Standards for Mathematics Teachers .....</b>                         | <b>109</b> |
| <b>Idaho Standards for Physical Education Teachers .....</b>                  | <b>119</b> |
| <b>Idaho Foundation Standards for Science Teachers.....</b>                   | <b>131</b> |
| <i>Idaho Standards for Biology Teachers .....</i>                             | <i>142</i> |
| <i>Idaho Standards for Earth and Space Science Teachers .....</i>             | <i>146</i> |
| <b>Idaho Foundation Standards for Social Studies Teachers .....</b>           | <b>149</b> |
| <i>Idaho Standards for History Teachers.....</i>                              | <i>156</i> |
| <b>Program Design Review - Chemistry .....</b>                                | <b>160</b> |

## INTRODUCTION

Lewis-Clark State College (LCSC) has more than a century-long history of preparing professional educators. Lewiston State Normal School was established by an act of the Idaho State Legislature in 1893 to address the need for quality teachers in the region's many one-room schools. In 1943, the legislature granted the college its current status as a four-year undergraduate institution. The college's days as a normal school came to end on March 2, 1971, when Governor Cecil Andrus signed a bill to change the name to the current Lewis-Clark State College.

The purpose of the educator preparation program review was to determine if sufficient evidence was presented indicating that candidates at Lewis-Clark State College meet state standards for initial certification. The review was conducted by an 11-member state program approval team, accompanied by two (2) state facilitators who assisted in the review of state specific requirements.

- Dr. Cheryle Dismuke, Team Chair – Boise State University
- Dr. A.J. Zenkert – Boise State University
- Dr. Tyler Johnson – Boise State University
- Dr. Sherawn Reberry – West Ada School District #002
- Alayna Knop – Idaho State Department of Education
- Dr. Emma Wood – Idaho State University
- Mark Gorton – Lakeland School District #272
- Dr. R. Jackson Nygaard – Brigham Young University-Idaho
- Dr. Ehren Haderlie – Brigham Young University-Idaho
- Dr. Amy Clark – Brigham Young University-Idaho
- Dr. Jonathan Lord – College of Southern Idaho
- Dr. Bethani Studebaker, State Facilitator – Idaho State Department of Education
- Helen Henderson, State Facilitator – Idaho State Department of Education

The state standards for initial certification are published in the State Board of Education approved *Idaho Standards for the Initial Certification of Professional School Personnel*.<sup>1</sup> State Board approved knowledge and performance indicators were used to assist team members in determining how well standards were being met. Idaho Core Teaching Standards, program area foundation standards, and specific program enhancement standards were reviewed.

<sup>1</sup> Approved by the Idaho State Board of Education June 20, 2018.

Team members reviewed evidence provided by the institution to validate each standard. These evidences included but were not limited to:

- Course syllabi
- Lesson plans
- Intervention plans
- Handbook
- List of standards
- Instructor feedback
- Catalogs
- Content area assessment
- Student teacher evaluations
- Test scores
- Surveys
- Case analysis video of candidate teaching
- Work samples
- PK-12 student achievement
- Tracking data on candidates
- Interviews
- Peer teacher evaluations
- Projects
- Portfolios

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 P-12 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 at least six months previously and is employed in a position for which they were prepared for state licensure.
- **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            |
|---|--|------------------|
| <b>Idaho Core Teaching Standards</b>  | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |                  |
| <b>State Specific Requirements – Idaho Comprehensive Literacy Standards</b>                           | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |                  |
| <b>State Specific Requirements – Pre-Service Technology Standards</b>                                 | <input type="checkbox"/> Approved<br><input checked="" type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved | Lack of Evidence |
| <b>State Specific Requirements – Idaho Standards for Model Preservice Student Teaching Experience</b> | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |                  |
| <b>State Specific Requirements – Institutional Recommendations</b>                                    | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |                  |
| <b>Idaho Standards for Elementary Education Teachers</b>  | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |                  |
| <b>Idaho Standards for English Language Arts Teachers</b>   | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |                  |
| <b>Idaho Standards for Exceptional Child Generalists</b>  | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |                  |
| <b>Idaho Standards for Health Teachers</b>  | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |                  |
| <b>Idaho Standards for Literacy Teachers</b>  | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |                  |
| <b>Idaho Standards for Mathematics Teachers</b>   | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |                  |
| <b>Idaho Standards for Physical Education Teachers</b>  | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |                  |

| <b>Standards/Program</b>                                      | <b>Recommendation</b>  | <b>Notes</b>                            |
|---|--|---|
| <b>Idaho Foundation Standards for Science Teachers</b>        | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |   |
| <b>Idaho Standards for Biology Teachers</b>                   | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |   |
| <b>Idaho Standards for Chemistry Teachers</b>                 | <input type="checkbox"/> Approved<br><input checked="" type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved | Design Review<br>≤ 5 Completers/7 years |
| <b>Idaho Standards for Earth and Space Science Teachers</b>   | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |   |
| <b>Idaho Foundation Standards for Social Studies Teachers</b> | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |   |
| <b>Idaho Standards for History Teachers</b>                   | <input checked="" type="checkbox"/> Approved<br><input type="checkbox"/> Conditionally Approved<br><input type="checkbox"/> Not Approved |   |

## STATE PROGRAM APPROVAL RUBRICS

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

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

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

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

## **PROGRAM DESIGN REVIEW FORM PILOT**

At the September 16, 2021, meeting of the Professional Standards Commission's Standards Committee, the Committee approved a request from Lewis-Clark State College (LCSC) to pilot a Program Design Review Form for use during the December 12-14, 2021, review of LCSC's educator preparation programs. Program design review was developed during Phase III work of the Educator Standards Working Group to provide EPPs the opportunity to identify those programs with few or no completers and to provide design evidence for continued, conditional approval of the program.



## 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 knows how to identify readiness for learning and understands that development in any one area (cognitive, linguistic, social, emotional, and physical) may affect performance in others.
- 1(d) The teacher understands the role of language, culture, and socio-historical context in learning and knows how to differentiate instruction to make language comprehensible and instruction relevant, accessible, and challenging.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.1 Knowledge</b>                      |                     | X                 |                  |

**1.1 Analysis** – *The EPP provides sufficient evidence for indicators 1(a), 1(b), 1(c), and 1(d) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers and lesson plans, as well as interviews with program completers, program faculty, and candidates. Artifacts provided for each indicator demonstrate candidates' knowledge relative to those indicators. Regarding indicator 1(a), there are three sets of data provided which supports an exemplary level of learner development in this knowledge indicator.*

### Sources of Evidence

- *Learning Theories Lesson Plan Paper*
- *Course Syllabi: ED 321, 318, 345, 447, 460.*
- *Case Study and Research Review Paper*
- *Shoe-tying exam*
- *Assessment Selection Assignment*
- *Poster and Final Paper*

**Performance**

- 1(e) The teacher regularly assesses individual and group performance in order to design and differentiate instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.
- 1(f) The teacher creates developmentally appropriate instruction that takes into account individual learners' strengths, interests, needs, and background that enables each learner to advance and accelerate his/her learning.
- 1(g) The teacher collaborates with families, communities, colleagues, and other professionals to promote learner growth and development.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.2 Performance</b>                    |                     | X                 |                  |

**1.2 Analysis** – The EPP provides sufficient evidence for indicators 1(e), 1(f), and 1(g) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including PBA and portfolios, as well as interviews with program completers, program faculty, and candidates. The EPP utilizes course syllabi from ED 426 and ED 429 to provide performance opportunities to candidates across these indicators.

**Sources of Evidence**

- Performance Based Assessment (PBA) completed in clinical internships 1 and 2
- Portfolio: Utilizing google framework, portfolios of completers were professional and detailed and easy to navigate.
- Syllabi: ED 426, 429

**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 collaborative relationships with families, colleagues, and other professionals in understanding and supporting each learner's development.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.3 Disposition</b>                    |                     | X                 |                  |

**1.3 Analysis** – The EPP provides sufficient evidence for indicators 1(h), 1(i), 1(j), and 1(k) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including PBA, portfolio, and archived work from ED 321, including papers and research studies, as well as interviews with program completers, program faculty, and candidates.

**Sources of Evidence**

- Syllabi and course outcomes from ED 321, 447, and 460
- Elementary and Secondary, Unit Teaching Performance Assessment
- Portfolio
- Case Study Paper

**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 linguistic diversity and second language acquisition processes and knows 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 contemporary and historical impacts on language, culture, family, and community values.
- 2(e) The teacher knows how to access reliable information about the values of diverse cultures and communities and how to incorporate learners’ experiences, cultures, and community resources into instruction.

| <b>Standard 2<br/>Learning Differences</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>2.1 Knowledge</b>                       |                     | <b>X</b>          |                  |

**2.1 Analysis** – The EPP provides sufficient evidence for all knowledge indicators for Standard 2. Evidence includes the candidate performance, interviews, video, and candidate work samples. All five knowledge indicators are evidenced to ensure that candidates have the knowledge and understanding of learning differences.

**Sources of Evidence**

- *Syllabus*
- *Interviews*
- *Videos*
- *Written papers/research*
- *Case Studies*
- *Candidate Work Samples with Feedback*
- *Candidate PBA (performance-based assessment)*

**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, 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.

| <b>Standard 2<br/>Learning Differences</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>2.2 Performance</b>                     |                     | <b>X</b>          |                  |

**2.2 Analysis** – *The EPP provides sufficient evidence for all five performance indicators in Standard 2. Evidence includes candidate work samples, syllabi, video review, and interviews. The candidates and EPP provided evidence of reflective practices to ensure reflective teaching and learning occurs. Throughout the different syllabi and aligned artifacts the candidates receive instruction that advances their understanding of building upon and connecting knowledge.*

**Sources of Evidence**

- *Syllabi: ED 321, ED 429, ED 460, ED 345, Ed 445, and ED 447*
- *Completer Interview*

- *Candidate work samples*
- *Candidate portfolio*
- *Candidate PBA (performance-based assessment)*

**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.
- 2(p) The teacher values the cultural resources (language, history, indigenous knowledge) of American Indian students and their communities.

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

**2.3 Analysis** – *Dispositions of candidates are articulated through core coursework from the candidates and the feedback provided by faculty. The candidates articulate an understanding of educational theory and cultural perspectives.*

***Sources of Evidence***

- *Candidate portfolios*
- *Candidate unit submissions*
- *Feedback from faculty*
- *Syllabi: ED 429*
- *Candidate poster presentations*
- *Candidate PBA (performance-based assessment)*
- *Interview with Interns*

***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 (e.g., principles of universal design for learning and culturally responsive pedagogy).

- 3(b) The teacher knows how to create respectful learning communities where learners work collaboratively to achieve learning goals.
- 3(c) The teacher knows how to collaborate with learners to establish and monitor elements of safe and productive learning environments including norms, expectations, routines, organizational structures, and multiple levels of behavioral interventions.
- 3(d) The teacher understands how learner diversity can affect communication and knows how to communicate effectively in differing environments, including virtual spaces.
- 3(e) The teacher knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

| <b>Standard 3<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>3.1 Knowledge</b>                        |                     | X                 |                  |

**3.1 Analysis** – The EPP provides sufficient evidence for indicators 3(a) through 3(e) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including papers and philosophy statements, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. In the case of indicators 3(a), 3(b) and 3(c), evidence provided does not include work from the 2020 academic year, or in some cases provides one piece of work from students for the Fall of 2020. Some of the assignments in these courses are extremely powerful, one example is that of the TIC for the culturally responsible teacher.

**Sources of Evidence**

- Culturally Responsive Educator Poster
- Tech Portfolio
- Project Based Assessments
- Classroom Management Plan
- TIC CRT Power Point Project

**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 diverse local and global ideas.
- 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, collaborating with them to make appropriate adjustments, and employing multiple levels of behavioral interventions.
- 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.

| <b>Standard 3<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>3.2 Performance</b>                      |                     | X                 |                  |

**3.2 Analysis** – The EPP provides sufficient evidence for indicators 3(f) through 3(m) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Candidates are assessed in ED 345, 424, 426, and 429 in elementary and ED 447 and 460 in secondary. The EPP provides cycles of data for at least three years covering PBAs which support indicators 3(f), 3(h), 3(i), 3(k) 3(l) and 3(m).

#### **Sources of Evidence**

- Performance Based Assessments (three cycles of data)
- Portfolio (three cycles of data)
- Tech Portfolio

#### **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 and develop rapport among all members of the learning community.

3(r) The teacher is a thoughtful and responsive listener and observer.

| <b>Standard 3<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>3.3 Disposition</b>                      |                     | <b>X</b>          |                  |

**3.3 Analysis** – The EPP provides sufficient evidence for indicators 3(n) through 3® to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Candidates are assessed in ED 429, and 460. The EPP provides cycles of data for at least three years covering portfolios and PBAs which support indicators 3(n) through 3(r).

**Sources of Evidence**

- Performance Based Assessment
- Portfolios

**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) he/she 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) he/she teaches.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.1 Knowledge</b>                    |                     | <b>X</b>          |                  |

**4.1 Analysis** – The EPP provided sufficient evidence for all knowledge indicators for Standard 4(a) – 4(e). Evidence included candidate completion rates for first time pass rates on content assessments, PRAXIS scores in content areas, and completer data. Additional data was gathered through candidate interviews.



**Sources of Evidence**

- *Completer data*
- *First time pass rate for content assessments*
- *Candidate PBA (performance-based assessment)*
- *Candidates work with faculty feedback – feedback that is individualized for the candidate*
- *Syllabi: ED 429, ED 345, ED 426, ED 445, and ED 460*
- *Completer interviews*
- *Portfolio submissions*

**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.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.2 Performance</b>                  |                     | X                 |                  |

**4.2 Analysis** – The EPP provides sufficient evidence for indicators 4(f) through 4(n). Evidence includes the Candidate Performance Based Assessments for both elementary and secondary, candidate lesson plans and unit plans, and candidate interviews.

**Sources of Evidence**

- Candidate PBAs
- Candidate lesson/unit plans
- Candidate reflections
- Completer interviews
- Candidate portfolios
- Candidate technology portfolios

**Disposition**

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. He/she keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.
- 4(r) The teacher is committed to work toward each learner's mastery of disciplinary content and skills.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.3 Disposition</b>                  |                     | <b>X</b>          |                  |

**4.3 Analysis** – Dispositions are tracked through core coursework by candidates and evaluated by EPP faculty. Candidates build a portfolio and capture their beliefs, perspectives, and reflections through their PBAs.

**Sources of Evidence**

- Syllabi: ED 460 and ED 429
- Candidate PBAs
- Candidate portfolios
- Faculty feedback

**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, 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 mindedness) 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 multiple forms of communication as vehicles for learning across disciplines and 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 mindedness and multiple perspectives and how to integrate them into the curriculum.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.1 Knowledge</b>                         |                     | <b>X</b>          |                  |

**5.1 Analysis** – The EPP provides sufficient evidence for indicators 5(a) through 5(h) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and Portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 5(a) and 5(b) require a look into elementary standards 4 and 5, and secondary content standards 4 and 5. The EPP provided tech portfolios for indicators 5(c) and 5(d) from ED 424. There are 14 portfolios available for review, but access was not available for close to half of the 14-portfolio links in Google. Indicators 5(e) through 5(h) host evidence from ED 321, 345, 447, and 460.

**Sources of Evidence**

- Technology Portfolios
- Performance Based Assessments

**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 develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied cultures, audiences and purposes.
- 5(m) The teacher engages learners in challenging assumptions, generating and evaluating new ideas and novel approaches, seeking inventive solutions to problems, and developing original work.
- 5(n) 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(o) The teacher develops and implements supports for learner literacy development across content areas.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.2 Performance</b>                       |                     | X                 |                  |

**5.2 Analysis** – The EPP provides sufficient evidence for indicators 5(i) through 5(o) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. The EPP provided tech portfolios from ED 424. Indicators 5(i) through 5(o) host evidence from courses: ED 345, 424, 447, and 460.

#### **Sources of Evidence**

- Performance Based Assessments
- Tech Portfolios
- TIC and Culturally Responsive Assignment

#### **Disposition**

- 5(p) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.
- 5(q) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

- 5(r) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.3 Disposition</b>                       |                     | X                 |                  |

**5.3 Analysis** – The EPP provides sufficient evidence for indicators 5(p), 5(q), and 5(r) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 5(p) through 5(r) hold evidence from course: ED 429.

**Sources of Evidence**

- PBAs
- Portfolios

**Standard 6: Assessment.** *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**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.
- 6(h) The teacher understands the ethical responsibilities in selection, administration, and evaluation of student assessment and handling of student assessment data.

| <b>Standard 6<br/>Assessment</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|----------------------------------|---------------------|-------------------|------------------|
| <b>6.1 Knowledge</b>             |                     | X                 |                  |

**6.1 Analysis** – The EPP provides sufficient evidence for indicators 6(a) – 6(g). Evidence includes candidate PBAs, interviews, and candidate work samples.

**Sources of Evidence**

- Syllabi: ED 318, ED 426, ED 429, SE 322, and ED 321
- Interviews
- Assessment examples from ED 318
- Assessment score analysis
- Shoe tying exam
- Feedback from faculty that is individualized and personalized to the candidates

**Performance**

- 6(i) The teacher balances the use of an effective range of formative and summative assessment strategies to support, verify, and document learning.
- 6(j) The teacher designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.
- 6(k) The teacher works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.
- 6(l) 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(m) The teacher engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.
- 6(n) The teacher models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.
- 6(o) 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(p) 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(q) 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.

| <b>Standard 6 Assessment</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|------------------------------|---------------------|-------------------|------------------|
| <b>6.2 Performance</b>       |                     | X                 |                  |

**6.2 Analysis** – The EPP provides sufficient evidence for indicators 6(l) – 6(q). Evidence includes candidate PBA submissions and technology portfolios.

**Sources of Evidence**

- Syllabi: ED 426, ED 429, ED 318 and ED 424
- Candidate PBA submission
- Candidate Technology Portfolio from ED 424

**Disposition**

- 6(r) 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(s) The teacher takes responsibility for aligning instruction and assessment with learning goals.
- 6(t) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.
- 6(u) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.
- 6(v) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.
- 6(w) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

| <b>Standard 6 Assessment</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|------------------------------|---------------------|-------------------|------------------|
| <b>6.3 Disposition</b>       |                     | X                 |                  |

**6.3 Analysis** – The EPP provides sufficient evidence indicators 6(r) – 6(w). The EPP shared candidate portfolios and PBAs, which provided evidence through the educator as an evaluator section.

**Sources of Evidence**

- Syllabi: Ed 429, ED 426, and ED 424
- Candidate portfolios
- Candidate PBAs
- Candidate technology portfolios

- *Candidate reflections on assessment*
- *Shoe tying exam*

***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, professional organizations, community organizations, community members).

| <b><i>Standard 7<br/>Planning for Instruction</i></b> | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|---|----------------------------|--------------------------|-------------------------|
| <b><i>7.1 Knowledge</i></b>                           |                            | <b>X</b>                 |                         |

***7.1 Analysis*** – The EPP provides sufficient evidence for indicators 7(a) through 7(g) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including papers, projects and Portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 7(a) through 7(g) hold evidence from courses: ED 321, 345, 424, 426, and 429, 447 and 460; and SE 428.

***Sources of Evidence***

- *Cultural Affirmation Paper*
- *Differentiation, Adaptation, and Accommodation Project*
- *Portfolio*



**Performance**

- 7(h) The teacher individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.
- 7(i) The teacher plans how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of learners.
- 7(j) The teacher develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.
- 7(k) The teacher plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.
- 7(l) The teacher plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.
- 7(m) The teacher evaluates plans in relation to short- and long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

| <b><i>Standard 7<br/>Planning for Instruction</i></b> | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|---|----------------------------|--------------------------|-------------------------|
| <b><i>7.2 Performance</i></b>                         |                            | <b>X</b>                 |                         |

**7.2 Analysis** – The EPP provides sufficient evidence for indicators 7(h) through 7(m) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 7(h) through 7(m) show evidence from courses: ED 426, 429, 447 and 460; and SE 431.

**Sources of Evidence**

- *Project Based Assessment*
- *Portfolio*
- *Behavior Intervention Plan Paper*

**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 is committed to using short- and long-term planning as a means of assuring student learning.

7(q) The teacher is committed to reflecting on the effectiveness of lessons and seeks to revise plans to meet changing learner needs and circumstances.

| <b>Standard 7<br/>Planning for Instruction</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>7.3 Disposition</b>                         |                     | X                 |                  |

**7.3 Analysis** – The EPP provides sufficient evidence for indicators 7(n) through 7(q) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including papers, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 7(n) through 7(q) show evidence from courses: ED 321, 426, 429.

**Sources of Evidence**

- Portfolios
- PBAs

**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 types of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.
- 8(b) The teacher knows how to apply an effective range of developmentally, culturally, and linguistically responsive instructional strategies to achieve learning goals.
- 8(c) The teacher knows when and how to use effective 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 connections.
- 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.

| <b>Standard 8<br/>Instructional Strategies</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>8.1 Knowledge</b>                           |                     | X                 |                  |

**8.1 Analysis** – The EPP provides sufficient for the indicators 8(a) – 8(f). Evidence is found in syllabi, numerous assignments, performance-based assessments, and portfolio submissions. Candidates show evidence on lesson adaptability for all learner types. Evidence is provided through reflections and research.

**Sources of Evidence**

- Syllabi: ED 321, ED 345, ED 429, and RE 309
- Candidate unit plans and lesson plans
- Candidate portfolio submissions
- Candidate PBA submissions
- Interviews

**Performance**

- 8(g) The teacher uses appropriate strategies and resources to adjust instruction to meet 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/or 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 methods of communication.
- 8(o) The teacher asks questions to stimulate discussions that serve different purposes.

| <b><i>Standard 8<br/>Instructional Strategies</i></b> | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|---|----------------------------|--------------------------|-------------------------|
| <b><i>8.2 Performance</i></b>                         |                            | <b>X</b>                 |                         |

**8.2 Analysis** – The EPP provides sufficient evidence for all indicators 8(g) – 8(o). Evidence includes PBAs, portfolios, interviews, and candidate work examples.

**Sources of Evidence**

- Interviews
- Candidate submissions of Performance-Based Assessments
- Candidate submissions of Portfolios
- Lesson Plan submissions

**Disposition**

- 8(p) The teacher is committed to deepening awareness and understanding of the strengths and needs of diverse learners when designing flexible 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 adjusting instruction to learner responses, ideas, and needs.

| <b><i>Standard 8<br/>Instructional Strategies</i></b> | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|---|----------------------------|--------------------------|-------------------------|
| <b><i>8.3 Disposition</i></b>                         |                            | <b>X</b>                 |                         |

**8.3 Analysis** – The EPP provides sufficient evidence for indicators 8(p) – 8(s). Candidates build their portfolios and develop their performance-based assessments throughout their courses, adding information with each course.

**Sources of Evidence**

- Interviews
- Feedback from faculty on assignments
- Syllabi: ED 424, ED 321, ED 429 and RE 340
- Lesson Plans shared
- Portfolio examples

***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 and responsibilities related to the learner (e.g., 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 understands professional responsibilities (e.g., responsibilities to the profession, for professional competence, to students, to the school community, and regarding the ethical use of technology).
- 9(f) The teacher understands the Code of Ethics for Idaho Professional Educators and its place in supporting the integrity of the profession.
- 9(g) The teacher knows about the unique status of American Indian tribes, tribal sovereignty, and has knowledge of tribal communities. \*

| <b><i>Standard 9<br/>Professional Learning and<br/>Ethical Practices</i></b> | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|--|----------------------------|--------------------------|-------------------------|
| <b><i>9.1 Knowledge</i></b>  |                            | <b>X</b>                 |                         |

***9.1 Analysis*** – The EPP provides sufficient evidence for indicators 9(a) through 9(g) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including classroom activities, TIC, PBAs, and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 9(a) through 9(e) and 9(g) show evidence from courses: ED 214, 345, 424, 447 and 460. Indicator 9(f) is not met in any of the courses, although the EPP has indicated that there are new assignments starting Fall 2021 that incorporate this indicator into two classes, ED 452 and 430.

***Sources of Evidence***

- *Legal Decision Assignment*

- PBAs
- *Culturally Responsive Educator Poster*

**Performance**

- 9(h) 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(i) 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(j) 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(k) The teacher actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.
- 9(l) The teacher identifies and reflects on his/her own beliefs and biases and utilizes resources to broaden and deepen his/her own understanding of cultural, ethnic, gender, and learning differences to develop reciprocal relationships and create more relevant learning experiences.
- 9(m) 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.
- 9(n) The teacher builds and implements an Individualized Professional Learning Plan (IPLP) directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.
- 9(o) The teacher engages in respectful inquiry of diverse historical contexts and ways of knowing, and leverages that knowledge to cultivate culturally responsive relationships with learners, families, other professionals, and the community.

| <b><i>Standard 9<br/>Professional Learning and<br/>Ethical Practice</i></b> | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|---|----------------------------|--------------------------|-------------------------|
| <b><i>9.2 Performance</i></b>   |                            | X                        |                         |

**9.2 Analysis** – *The EPP provides sufficient evidence for indicators 9(h) through 9(o) to demonstrate the program is designed to meet the standard. Evidence includes candidate coursework, including IPLPs and portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 9(h) through 9(n) show evidence from courses: ED 345, 424, 447, and 460. Indicator 9(o) had no evidence to support candidate achievement.*

**Sources of Evidence**

- IPLPs
- Portfolio
- TIC and CRT presentation

**Disposition**

- 9(p) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.
- 9(q) The teacher is committed to culturally responsive teaching.
- 9(r) 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(s) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

| <b>Standard 9<br/>Professional Learning and<br/>Ethical Practices</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>9.3 Disposition</b>  |                     | X                 |                  |

**9.3 Analysis** – The EPP provides sufficient evidence for indicators 9(p) through 9(s) to demonstrate that the program is designed to meet the standard. Evidence includes candidate coursework, including IPLPs, and Portfolios, as well as interviews with program completers, program faculty, and candidates. Indicators 9(p) through 9(s) show evidence from courses: ED 345, 214, 426, 429, 447, and 460.

**Sources of Evidence**

- PBAs
- Legal Decision-Making Assignment
- IPLP

**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.
- 10(e) The teacher understands the value of leadership roles at the school, district, state, and/or national level and advocacy for learners, the school, the community, and the profession.

| <b>Standard 10<br/>Leadership and Collaboration</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>10.1 Knowledge</b>                               |                     | X                 |                  |

**10.1 Analysis** – The EPP provides sufficient evidence for all knowledge indicators 10(a) through 10(e). Evidence includes the Candidates PBA, interviews, and information in the portfolios.

**Sources of Evidence**

- *Portfolios (under The Dedicated Professional)*
- *Performance-Based Assessment*
- *Unit and Lesson Plans with reflection and feedback*
- *Interviews*
- *IPLP*

**Performance**

- 10(f) 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(g) The teacher works with other school professionals to plan learning experiences that meet the diverse needs of learners.
- 10(h) The teacher engages collaboratively in the school wide efforts to build a shared vision and supportive culture.
- 10(i) The teacher works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.
- 10(j) Working with school colleagues, the teacher builds ongoing connections with community resources to enhance student learning and wellbeing.



- 10(k) The teacher engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.
- 10(l) The teacher uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.
- 10(m) The teacher uses and generates meaningful inquiry into education issues and policies.
- 10(n) The teacher advocates to meet the needs of learners, to strengthen the learning environment, and to enact change.

| <b>Standard 10<br/>Leadership and Collaboration</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>10.2 Performance</b>                             |                     | <b>X</b>          |                  |

**10.2 Analysis** – The EPP provides sufficient evidence for all performance indicators 10(f) through 10(n). Evidence included interviews, portfolio submissions, and assessments.

**Sources of Evidence**

- Syllabi: ED 460, ED 321, and ED 424
- Performance-Based Assessments
- Candidate portfolio submissions
- Interviews

**Disposition**

- 10(o) 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(p) The teacher is committed to working collaboratively with learners and families in setting and meeting challenging goals, while respecting families' beliefs, norms, and expectations.
- 10(q) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.
- 10(r) The teacher takes responsibility for contributing to and advancing the profession.
- 10(s) The teacher embraces the challenge of continuous improvement and change.

| <b>Standard 10<br/>Leadership and Collaboration</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>10.3 Disposition</b>                             |                     | <b>X</b>          |                  |

**10.3 Analysis** – The EPP provided sufficient evidence for indicators 10(o) – 10(s). Dispositions are tracked through core coursework by candidates and EPP faculty.

***Sources of Evidence***

- *Candidate portfolios*
- *Performance-based assessments*
- *Interviews*

***Summary***

| Type of Standard | Total Number of Standards | Unacceptable | Acceptable | Exemplary |
|------------------|---------------------------|--------------|------------|-----------|
| Knowledge        | 10                        |              | 10         |           |
| Performance      | 10                        |              | 10         |           |
| Disposition      | 10                        |              | 10         |           |

***Areas for Consideration***

- *While the programs taught candidates about culturally responsive teaching, opportunities to enact such practices were limited.*

***Recommended Action on Idaho Core Teaching Standards***

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

## STATE SPECIFIC REQUIREMENTS

### IDAHO COMPREHENSIVE LITERACY STANDARDS

**Standard 1: 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.

| <b>Standard 1<br/>Foundational Literacy<br/>Concepts</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>1.1 Knowledge</b>                                     | X                   |                   |                  |

**1.1 Analysis** – *Instructor feedback, coursework concept mapping, and the course syllabi provide sufficient evidence of indicators 1(a) and 1(c). For indicator 1(b) candidate lesson plans do not sufficiently demonstrate candidate understanding of decoding written language to include grade level phonics and word analysis, and the impact on comprehension.*

#### Sources of Evidence

- Lesson Plans (phonemic awareness, phonics)
- Required Coursework (concept mapping)
- Instructor feedback
- Syllabi

#### 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.

| <b>Standard 1<br/>Foundational Literacy<br/>Concepts</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>1.2 Performance</b>                                   |                     | <b>X</b>          |                  |

**1.2 Analysis** – Final lesson plans with candidate reflections, exam content, and candidate case studies with rubric feedback provide sufficient evidence candidates can apply foundational literacy concepts using research-based best practices in lesson planning and literacy instruction.

**Sources of Evidence**

- Final lesson plans
- Exam content
- Candidate lesson reflections
- Instructor feedback
- Candidate case studies

**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.

| <b>Standard 2<br/>Fluency, Vocabulary,<br/>Development, and<br/>Comprehension</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>2.1 Knowledge</b>  |                     | X                 |                  |

**2.1 Analysis** – Candidate lesson plans, course exams, and coursework including text complexity analyses and reading response prompts demonstrate candidate understanding of fluency, vocabulary, and comprehension knowledge.

**Sources of Evidence**

- Course exam
- Required course work (analyses, responses)
- Candidate lesson plans

**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.

| <b>Standard 2<br/>Fluency, Vocabulary,<br/>Development, and<br/>Comprehension</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>2.2 Performance</b>  |                     | X                 |                  |

**2.2 Analysis** – Candidate case studies and diagnostic reports, instructor feedback through rubrics, lesson plans, and book assignments including text analyses provided ample evidence of candidate performance in fluency, vocabulary, and comprehension.

**Sources of Evidence**

- *Required course work (adolescent book assignments, text analyses)*
- *Instructor completed rubrics*
- *Candidate lesson plans*
- *Candidate case studies*
- *Syllabi*
- *Diagnostic Reports*

**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.

| <b>Standard 3<br/>Literacy Assessment Concepts</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>3.1 Knowledge</b>                               |                     | X                 |                  |

**3.1 Analysis** – *Course assessment responses, case studies, and course syllabi provide evidence candidates demonstrate sufficient knowledge of literacy assessment concepts.*

**Sources of Evidence**

- *Candidate case studies*
- *Syllabi*
- *Required coursework (assessment responses)*

**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.

| <b>Standard 3<br/>Literacy Assessment Concepts</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>3.2 Performance</b>                             |                     | X                 |                  |

**3.2 Analysis** – Course assessment responses, case studies with literacy assessment administration results and analysis recommendations, in addition to feedback from course instructor, and course syllabi, provide sufficient evidence for indicators 3(g, i, j) of candidate performance in literacy assessment concepts. Indicator 3(h) evidence lacked a sufficient connection between assessment administration results candidates used to inform and guide intervention processes.

**Sources of Evidence**

- Candidate case studies
- Instructor rubric with feedback
- Required coursework (assessment responses)

**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.

| <b><i>Standard 4<br/>Writing Process</i></b> | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|--|----------------------------|--------------------------|-------------------------|
| <b><i>4.1 Knowledge</i></b>                  |                            | X                        |                         |

***4.1 Analysis*** – Syllabi, coursework including reading responses and writing journals, and course lesson plans demonstrate sufficient evidence candidates have knowledge of the writing process.

***Sources of Evidence***

- *Course syllabi*
- *Required coursework (reading responses, journal writing)*
- *Course lesson plans*

**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.



| <b>Standard 4<br/>Writing Process</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---------------------------------------|---------------------|-------------------|------------------|
| <b>4.2 Performance</b>                |                     | X                 |                  |

**4.2 Analysis** – The EPP provided candidate coursework of reading responses and writing journals, in addition to course lesson plans, specific writing analyses, assessment content, and instructor feedback show sufficient evidence of candidate writing process performance for indicators 4(i-m).

**Sources of Evidence**

- Required coursework (reading responses, journal writing)
- Course lesson plans
- Writing analyses
- Course assessment content
- Instructor coursework feedback

**Summary**

| <b>Type of<br/>Standard</b> | <b>Total Number of<br/>Standards</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-----------------------------|--------------------------------------|---------------------|-------------------|------------------|
| <b>Knowledge</b>            | 4                                    | 1                   | 3                 |                  |
| <b>Performance</b>          | 4                                    |                     | 4                 |                  |

**Areas for Consideration**

- Candidates could benefit from enhanced opportunities to build knowledge in foundational literacy concepts for grade-level phonics and word analysis and their relationship to comprehension.
- EPP program could strengthen performance on assessment standard 3 through additional opportunities for candidate to align assessment administration results to intervention practices specifically. Evidence showed weak alignment of foundational skills assessment to specific intervention practices.

**Recommended Action on Idaho Comprehensive Literacy Standards**

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

## PRE-SERVICE TECHNOLOGY STANDARDS

### ISTE STANDARDS FOR TEACHERS

Effective teachers' model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

#### 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

| <b>Standard 1</b>  | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b><i>Facilitate and Inspire Student Learning and Creativity</i></b> | <b>X</b>            |                   |                  |

**Standard 1 Analysis** – The EPP did not provide sufficient evidence to support assessment of Standard 1. Provided syllabi and corresponding key assignment descriptions from Fall 2017 to Summer 2021 indicate a lack of evidence for how candidates learn, understand and implement the Pre-Service Technology Standards. Evidence did not demonstrate candidates' knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in face to face and virtual environments. Throughout the review, there was some evidence of candidates receiving instruction that advances their learning of digital tools; however, there was no evidence to support any of the indicators. An additional area to note was the lack of types of evidence provided and the inability to review the majority of the provided student examples due to access issues. A review of past syllabi and corresponding assignment descriptions for courses ED 224 and ED 424 (Fall 2017-Summer 2021) show alignment with the 2017 ISTE standards rather than the state specific requirements. Conversation with the faculty and the program director confirmed this practice.

*The EPP provided revised syllabi and updated key assessment descriptions for courses ED 224 and ED 424 implemented in the Fall 2021 semester. Components of the revised syllabi and new key assessments are projected to become part of a new 3-credit course in future semesters. The revised syllabi and corresponding assignments demonstrate alignment to the Pre-Service Technology Standards. Documentation of the alignment between the 2017 ISTE standards and the state specific standards was provided. These artifacts suggest current and future alignment to Standard 1. Sufficient evidence of this recent change in course curriculum is not yet available.*

**Sources of Evidence**

- *ED 224 Course Syllabi (Fall 2017-Summer 2021)*
- *ED 424 Course Syllabi (Fall 2017-Summer 2021)*
- *Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)*
- *ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)*
- *Fall 2021 ED 224 Syllabi*
- *Fall 2021 ED 424 Syllabi*
- *ISTE/Idaho Crosswalk Spreadsheet*
- *Assessment Rubrics Fall 2021 (ED 224 and ED 424)*
- *Communication (email and verbal) with Faculty member and Program Director*

**2. *Design and develop digital age learning experiences and assessments-Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.***

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
- b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
- d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching

| <b>Standard 2</b>   | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b><i>Design and develop digital age learning experiences and assessments</i></b> | <b>X</b>            |                   |                  |

**Standard 2 Analysis-** *Artifacts show the EPP has not provided sufficient learning experiences for candidates to design and develop digital age learning experiences and assessments as outlined in*

*Standard 2. Artifacts provided limited evidence that candidates can design, develop, and evaluate authentic learning experiences. Assignment descriptions and rubrics show intention for candidates to learn and be assessed on some indicators, yet student examples (TIPs and PBAs) do not adequately show that candidates are learning different modalities for assessing students. Conversation with the program director provided information regarding a requirement for Candidates to create one lesson plan with a technology integration component; however, the lesson plan does not require a specific set of requirements beyond what is indicated in the rubric for design at the various levels. Student example artifacts were limited to Performance Based Assessments (PBAs) and Technology Integration Portfolios (TIPs) (if accessible). As mentioned previously, the EPP revised the course content and delivery of ED 224 and ED 424 in Fall 2021. The provided updated syllabi and assessment description suggest current and future alignment to Standard 2. Sufficient evidence of this recent change in course curriculum is not yet available.*

**Sources of Evidence**

- *Performance Based Assessments (Lesson plans)*
- *ED 224 Course Syllabi (Fall 2017-Summer 2021)*
- *ED 424 Course Syllabi (Fall 2017-Summer 2021)*
- *Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)*
- *ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)*
- *Fall 2021 ED 224 Syllabi*
- *Fall 2021 ED 424 Syllabi*
- *ISTE/Idaho Crosswalk Spreadsheet*
- *Assessment Rubrics Fall 2021 (ED 224 and ED 424)*
- *Communication (email and verbal) with Faculty member and Program Director*

**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

| <b>Standard 3</b>                          | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>Model digital age work and learning</b> |                     | <b>X</b>          |                  |

**Standard 3 Analysis** – Alignment was found between the coursework requirements in ED 224/ED 424 (prior to Fall 2021) and Standard 3. Evidence was shown through the ISTE Assignment Alignment Document and the full assignment descriptions linked within the document. Multiple ways to model digital age work and learning was evidenced throughout these documents. The Technology Integration Portfolio student examples as well as communication with faculty and the program director provided additional evidence that supports successfully meeting this Standard.

**Sources of Evidence**

- Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)
- ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)
- Communication (email and verbal) with Faculty member and Program Director

**4. Promote and model digital citizenship and responsibility - Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.**

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

| <b>Standard 4</b>   | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>Promote and model digital citizenship and responsibility</b> |                     | <b>X</b>          |                  |

**Standard 4 Analysis** – The EPP submitted evidence aligned with Standard 4 and the majority of individual indicators (4a, 4b, 4c). Evidence indicates candidates are able to demonstrate their knowledge of promoting digital etiquette and responsible social interactions. This was evidenced in the Digital Citizen Infographic and Tech-Rich Lesson Planning assignment embedded within ED 224 and ED 424. After reviewing several TIP student examples, it was evident that the Candidates understand how to model the use of technology.

**Sources of Evidence**

- Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)
- ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)

- *Communication (email and verbal) with Faculty member and Program Director*

**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

| <b><i>Standard 5</i></b>                                   | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|--|----------------------------|--------------------------|-------------------------|
| <b><i>Engage in professional growth and leadership</i></b> | <b>X</b>                   |                          |                         |

***Standard 5 Analysis*** – While evidence for some indicators in Standard 5 was provided, the EPP did not provide sufficient evidence to demonstrate full alignment to this standard. Provided syllabi and corresponding key assignment descriptions from Fall 2017 to Summer 2021 indicate a lack of evidence of candidates’ ability to evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools (5c). Additionally, evidence supporting candidates’ contribution to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community was not available (5d). An additional area to note was the lack of types of evidence provided and the inability to review the majority of the provided student examples due to access issues. As was the case with the other standards, a review of past syllabi and corresponding assignment descriptions for courses ED 224 and ED 424 (Fall 2017-Summer 2021) show alignment with the 2017 ISTE standards rather than the state specific requirements. Conversation with the faculty and the program director confirmed this practice. The EPP revised the course content and delivery of ED 224 and ED 424 in Fall 2021. The provided updated syllabi and assessment description suggest current and future alignment to Standard 2. Sufficient evidence of this recent change in course curriculum is not currently available.

***Sources of Evidence***

- *Performance Based Assessments (Lesson plans)*
- *ED 224 Course Syllabi (Fall 2017-Summer 2021)*
- *ED 424 Course Syllabi (Fall 2017-Summer 2021)*
- *Technology Integration Portfolio: Student Examples (Summer 2019-Summer 2021)*

- *ISTE Assignment Alignment Document with ISTE Standards (Full assignment descriptions and rubrics linked)*
- *Fall 2021 ED 224 Syllabi*
- *Fall 2021 ED 424 Syllabi*
- *ISTE/Idaho Crosswalk Spreadsheet*
- *Assessment Rubrics Fall 2021 (ED 224 and ED 424)*
- *Communication (email and verbal) with Faculty member and Program Director*

**Summary**

|                 | <b>Total Number of Standards</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-----------------|----------------------------------|---------------------|-------------------|------------------|
| <b>Standard</b> | 5                                | 3                   | 2                 |                  |

**Areas for Consideration**

- *The EPP would benefit from the development of an alignment for the Pre-Service Technology Standards to indicators for the standards.*
- *The EPP would benefit from developing mechanisms to measure candidates' ability to demonstrate Pre-Service Technology Standards in multiple settings (i.e. practicum and field experiences)*
- *Teacher education program candidates would benefit from having learning experiences aligned to Pre-Service Technology Standards woven throughout all coursework*
- *The EPP would benefit from integrating objectives and assessments that address cultural understanding and global awareness*
- *The EPP would benefit from engaging with colleagues and students of other cultures using digital age communication and collaboration tools*

**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.

| <b><i>Standard 1</i></b>     | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|------------------------------|----------------------------|--------------------------|-------------------------|
| <b><i>Mentor Teacher</i></b> |                            | X                        |                         |

***Standard 1 Analysis*** – EPP provides sufficient evidence for indicators (a), (b), (c), (d), (e), and (f) to demonstrate that the program is designed to meet the standard. Interviews confirmed OSTEs know which assessment tools are to be used and some calibration work is done with the university. (a) and (b) – documentation confirms the guidelines, building administrator confirms during the placement process. (e) – one aspect from the interviews to consider is providing ongoing training for the OSTEs in using the Danielson Evaluation tool.

### ***Sources of Evidence***

- 2021 Clinical Handbooks for Secondary
- 2021 Clinical Handbook for Elementary
- Mentor Teacher (OSTE) Interviews
- Survey Report



**Standard 2: Educator Preparation Program (EPP) Supervisor.** *The EPP supervisor is any individual in the institution responsible for observation/evaluation of the teacher candidate.*

- 2(a) The EPP supervisor has P-12 education certified field experience.
- 2(b) The EPP supervisor proves proficiency in assessing teacher performance with ongoing rater reliability.
- 2(c) The experienced EPP supervisor receives positive candidate and school professional evaluations.
- 2(d) The EPP supervisor demonstrates evidence of dispositions of a professional educator.

| <b>Standard 2</b>                                    | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>Educator Preparation Program (EPP) Supervisor</b> |                     | X                 |                  |

**Standard 2 Analysis** – EPP provides sufficient evidence for indicators (a), (b), (c), and (d) to demonstrate that the program is designed to meet the standard. The Handbooks outline the supervisor qualifications. The process document describes the process for rater reliability. The Advisory Board Interview supported the dispositions of the supervisors. (c) – limited evidence to indicate when or how the evaluation results are shared with the mentors (supervisors).

**Sources of Evidence**

- 2021 Clinical Handbooks for Secondary
- 2021 Clinical Handbook for Elementary
- Process document
- Advisory Board Interview

**Standard 3: Partnership.**

- 3(a) The P-12 school and EPP partnership supports the cooperating teacher in his/her duties of mentorship.
- 3(b) The collaboration between P-12 school and EPP supports the conceptual framework of the institution.

| <b>Standard 3</b>  | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--------------------|---------------------|-------------------|------------------|
| <b>Partnership</b> |                     | X                 |                  |

**Standard 3 Analysis** – EPP provides sufficient evidence for indicators (a) and (b) to demonstrate that the program is designed to meet the standard through the handbooks and interviews.

**Sources of Evidence**

- 2021 Clinical Handbooks for Secondary
- 2021 Clinical Handbook for Elementary

- *Advisory Board Interview*
- *Advisory Board Meeting Minutes (sample)*

**Standard 4: Student Teacher.** *The student teacher is the candidate in the culminating clinical field experience.*

- 4(a) Passed background check
- 4(b) Competency in prior field experience
- 4(c) Passed all required Praxis tests
- 4(d) Completion of all relevant coursework
- 4(e) Possesses dispositions of a professional educator

| <b>Standard 4</b>      | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|------------------------|---------------------|-------------------|------------------|
| <b>Student Teacher</b> |                     | X                 |                  |

**Standard 4 Analysis** – *EPP provides sufficient evidence for indicators (a), (b), (c), (d), and (e) to demonstrate that the program is designed to meet the standard through the handbook, crosswalk document, and disposition summary report. Internship Coordinator utilizes a variety of software systems to ensure candidates are eligible.*

**Sources of Evidence**

- *2021 Clinical Handbooks for Secondary*
- *2021 Clinical Handbook for Elementary*
- *Crosswalk document*
- *Disposition summary report*

**Standard 5: Student Teaching Experience**

- 5(a) At least three documented, scored observations including pre- and post-conferences by the EPP supervisor, using the approved state teacher evaluation framework
- 5(b) At least three formative assessments by the mentor teacher
- 5(c) One common summative assessment based on state teacher evaluation framework
- 5(d) Performance assessment including influence on P-12 student growth
- 5(e) Recommended minimum 14 weeks student teaching
- 5(f) Development of an Individualized Professional Learning Plan (IPLP)
- 5(g) Demonstration of competence in meeting the *Idaho Standards for Initial Certification of Professional School Personnel*
- 5(h) Relevant preparatory experience for an Idaho teacher's certificate

| <i>Standard 5</i>                  | <i>Unacceptable</i> | <i>Acceptable</i> | <i>Exemplary</i> |
|------------------------------------|---------------------|-------------------|------------------|
| <i>Student Teaching Experience</i> |                     | X                 |                  |

**Standard 5 Analysis** – EPP provides sufficient evidence for indicators (a), (b), (c), (d), (e), (f), (g), and (h) to demonstrate that the program is designed to meet the standard.

**Sources of Evidence**

- 2021 Clinical Handbooks for Secondary
- 2021 Clinical Handbook for Elementary
- Crosswalk document

**Summary**

|   | <b>Total Number of Standards</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|----------------------------------|---------------------|-------------------|------------------|
| <b>Model Preservice Student Teaching Experience Standards</b> | 5                                |                     | 5                 |                  |

**Areas for Consideration**

- Consider ongoing training for OSTEs regarding their Danielson Evaluation requirements.
- Consider a more systemic or centralized repository to be shared across programs for eligibility, placements, and candidate performance.
- Consider compiling a summative report to be shared with the Advisory Board when discussing the PBA or Danielson Evaluation data.

**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.***

| <b>Standard 1</b>                   | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------------------|---------------------|-------------------|------------------|
| <b>State Board Approved Program</b> |                     | X                 |                  |

***Standard 1 Analysis*** – Institutional recommendations (IRs) provided by the EPP demonstrate that candidates for initial certification (audited candidates) received one (1) or more endorsements for State Board-approved programs. Of 18 audited candidates—roughly 10% of completers recommended for IRs in 2018, 2019, and 2020—all 18 received one (1) or more endorsements for State Board-approved program(s). IRs were compared against the SDE document “Approved Idaho Educator preparation Programs by Institution” (<https://www.sde.idaho.gov/cert-psc/psc/standards.html>), which documents all teacher preparation programs for initial certification approved by the Idaho State Board of Education.

***Standard 2: Content Knowledge Assessment – Recommended candidate received passing scores on State Board approved content area assessment for each recommended area of endorsement.***

| <b>Standard 2</b>                   | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------------------|---------------------|-------------------|------------------|
| <b>Content Knowledge Assessment</b> |                     | X                 |                  |

***Standard 2 Analysis*** – Praxis II score reports from audited candidates provide evidence 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. Content area assessments applied to 34 endorsements across 18 audited candidates. Of 34 endorsements, one (1) content area assessment was not the correct assessment for the endorsement granted. Upon request of a passing content area assessment for the correct endorsement, the EPP acknowledged the error, identified the reason for the error, contacted the completer to disclose the error, and provided a means for the completer to take the correct assessment at no cost to the completer. In addition, the EPP identified the most expeditious route by which the completer may gain endorsement in the area in which they have passed a content area assessment. The error appears

to be a single instance and not indicative of a systematic shortfall. The EPP's response to discovery of the error was immediate and appropriate.

**Standard 3: Pedagogy – Recommended candidate demonstrated competency in pedagogy for each recommended area of endorsement.**

| <b>Standard 3</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------|---------------------|-------------------|------------------|
| <b>Pedagogy</b>   |                     | X                 |                  |

**Standard 3 Analysis** – Official transcripts, unofficial transcripts, degree audit spreadsheets, and LCSC catalogs provide evidence that recommended candidates demonstrate competency in pedagogy for each recommended area of endorsement. Of 18 audited candidates, all received passing grades in pedagogy coursework as identified for each endorsement granted.

**Standard 4: Performance Assessment – Recommended candidate received a basic or higher rating in all components of the approved Idaho framework for teaching evaluation.**

| <b>Standard 4</b>             | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------------|---------------------|-------------------|------------------|
| <b>Performance Assessment</b> |                     | X                 |                  |

**Standard 4 Analysis** – Common summative assessments from audited candidates provide evidence that candidates who receive an institutional recommendation receive a basic or higher rating in all components of the Idaho framework for teaching evaluation. Of 18 audited candidates who received an institutional recommendation, all received a basic or higher in all components of the approved Idaho framework.

**Standard 5: Clinical Experience – Recommended candidate completed clinical experience for each recommended area of endorsement and grade range.**

| <b>Standard 5</b>          | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|----------------------------|---------------------|-------------------|------------------|
| <b>Clinical Experience</b> |                     | X                 |                  |

**Standard 5 Analysis** – A placement table provided by the EPP provides evidence that audited candidates complete clinical experience in each recommended grade range and area of endorsement. Of 18 audited candidates, all completed a clinical experience in the appropriate grade range and area of endorsement. The EPP does not have a placement office or standardized protocol for clinical experience placement, relying on faculty “mentors” with deep connections to the local K-12 community to place students in clinical experiences that best meet the needs of each student. Based on this evidence, the current, individualized placement process appears to work, though lack of standardized protocol may prove problematic over time with personnel change both within and outside of LCSC and the resulting loss of institutional knowledge.

**Standard 6: Student Achievement – Recommended candidate demonstrated the ability to produce measurable student achievement or student success and create student learning objectives.**

| <b>Standard 6</b>          | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|----------------------------|---------------------|-------------------|------------------|
| <b>Student Achievement</b> | X                   |                   |                  |

**Standard 6 Analysis** – A table of Performance-Based Assessment (PBA) Summary Scores provides evidence of some audited candidates’ demonstrated ability to create student learning objectives. Of 18 audited candidates, 12 had a PBA score. The PBA, a key assessment, appears to have been a recent addition (2019 program completers) to the EPP’s educator preparation programs, so not all audited candidates have evidence of a PBA. Because a pre-assessment element is missing from the PBA, the PBA does not provide evidence of a candidate’s ability to produce measurable student achievement. Evidence was not maintained for candidates completing prior to 2019.

**Standard 7: Individualized Professional Learning Plan – Recommended candidate had an individualized professional learning plan (IPLP).**

| <b>Standard 7</b>                                | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>Individualized Professional Learning Plan</b> |                     | X                 |                  |

**Standard 7 Analysis** – Completed individualized professional learning plans (IPLPs) provides evidence that candidates recommended for certification complete an IPLP prior to receiving an institutional recommendation from the EPP. Of 18 audited candidates, all had a signed IPLP on file.

**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.**

| <b>Standard 8</b>              | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--------------------------------|---------------------|-------------------|------------------|
| <b>Adding Endorsement Only</b> | NA                  | NA                | NA               |

**Standard 8 Analysis** – No audited records included those for candidates adding endorsement only.

**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.**

| <b>Standard 9</b>                      | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>Administrator Certificates Only</b> | <b>NA</b>           | <b>NA</b>         | <b>NA</b>        |

**Standard 9 Analysis – Administrator programs are not offered at the EPP.**

**Summary**

|                                      | <b>Total Number of Standards</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--------------------------------------|----------------------------------|---------------------|-------------------|------------------|
| <b>Institutional Recommendations</b> | 7                                | 1                   | 6                 |                  |

**Areas for Consideration**

- *If passage of the PBA is intended to verify the candidate’s ability to create student learning objectives and produce measurable achievement or success for IR purposes, the EPP may consider the addition of a pre-assessment to the PBA to ensure the PBA can provide evidence of a candidate’s ability to produce measurable student achievement.*
- *The EPP may consider a consistent process by which all content area assessments are checked for alignment to recommended endorsements in advance of the IR signature.*

**Recommended Action on Institutional Recommendations**

- ☒ Approved
- ☐ Conditionally Approved
- ☐ Insufficient Evidence
- ☐ Lack of Completers
- ☐ New Program
- ☐ Not 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.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.1 Knowledge</b>                      |                     | X                 |                  |

**1.1 Analysis** – *The program provides sufficient evidence through Case Studies and Lesson Plans that candidates have adequate knowledge of how young children's and early adolescents' literacy and language development influence learning and instructional decisions across content areas; that they understand the cognitive processes of attention, memory, sensory processing, and reasoning; the role of inquiry and exploration in learning and development (1a, 1b, 1c).*

### Sources of Evidence

- Case studies
- Lesson plans

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

### 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.



| <b>Standard 2<br/>Learning Differences</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>2.1 Knowledge</b>                       |                     | X                 |                  |

**2.1 Analysis** - The program provides sufficient evidence through lesson plans, projects, posters, portfolios, unit plans that candidates understand that there are multiple levels of intervention and that they recognize the advantages of beginning with the least intrusive for the student and that culturally responsive pedagogy is necessary to create the most inclusive learning environment (2a, 2b).

**Sources of Evidence**

- lesson plans
- projects
- posters
- portfolios
- unit plans

**Performance**

- 2(c) The teacher appropriately and effectively collaborates with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners.
- 2(d) The teacher systematically progresses through the multiple levels of intervention, beginning with the least intrusive for the student.
- 2(e) The teacher actively engages the school environment, families, and community partners to enact culturally responsive pedagogy.

| <b>Standard 2<br/>Learning Differences</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>2.2 Performance</b>                     |                     | X                 |                  |

**2.2 Analysis** – The program provides sufficient evidence through lesson plans, project, posters, portfolios, unit plans that candidates appropriately and effectively collaborate with grade level peers, school intervention teams, parents/guardians, and community partners to meet differentiated needs of all learners (2c).

The program provides sufficient evidence through lesson plans, project, posters, portfolios, unit plans that candidates systematically progress through the multiple levels of intervention, beginning with the least intrusive for the student (2d).

The program provides insufficient evidence that candidates actively engage the school environment, families, and community partners to enact culturally responsive pedagogy. Specifically, the enactment (planning and teaching) of culturally responsive pedagogy was not sufficiently demonstrated across candidates (2e).

**Sources of Evidence**

- Lesson plans
- Project
- Posters
- Portfolios
- 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.*

**Knowledge**

- 3(a) The teacher understands the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures.

| <b>Standard 3<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>3.1 Knowledge</b>                        |                     | X                 |                  |

**3.1 Analysis** – The program provides sufficient evidence (through *classroom management papers, project, philosophy papers*) that candidates understand the importance of teaching and re-teaching developmentally appropriate classroom expectations and procedures (3a).

**Sources of Evidence**

- Classroom management papers
- Project
- Philosophy papers

**Performance**

- 3(a) The teacher consistently and effectively models, teaches, and re-teaches developmentally appropriate classroom expectations and procedures.
- 3(b) The teacher utilizes positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior.
- 3(c) The teacher demonstrates understanding of developmentally and age-appropriate digital citizenship and responsibility.

| <b>Standard 3<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>3.2 Performance</b>                      |                     | X                 |                  |

**3.2 Analysis** – The program provides sufficient evidence through *unit plans, reflections, lesson plans* that candidates consistently and effectively model, teach, and re-teach developmentally appropriate classroom expectations and procedures (3a).

*The program provides sufficient evidence through unit plans, reflections, lesson plans that candidates utilize positive behavioral supports and multiple levels of intervention to support and develop appropriate student behavior (3b).*

*The program provides sufficient evidence through technology portfolios that candidates demonstrate understanding of developmentally and age-appropriate digital citizenship and responsibility (3c).*

**Sources of Evidence**

- unit plans
- reflections
- lesson plans
- technology portfolios

**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.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.1 Knowledge</b>                    |                     | X                 |                  |

**4.1 Analysis** – The program provides sufficient evidence through lesson plans, unit plans, Praxis scores, exams, case studies, portfolios, projects, posters that the candidates understand concepts of each of the areas listed (language arts/literacy, language, STEM, science, mathematics, social studies, the arts, students' well-being/health, human movement, child and cognitive development) (4a-4j).

**Sources of Evidence**

- lesson plans
- Praxis scores
- Exams
- Case studies
- projects
- posters
- portfolios
- unit plans

**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.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.2 Performance</b>                  |                     | X                 |                  |

**4.2 Analysis** – The program provides sufficient evidence through lesson plans, unit plans, case studies, portfolios, projects that the candidates model appropriate and accurate use of written and spoken language and utilize diagnostic tools and assessment data to improve students' abilities in reading, writing, and mathematics.

**Sources of Evidence**

- lesson plans
- projects
- case studies
- portfolios
- unit 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.

**Knowledge**

- 5(a) The teacher understands the importance of providing a purpose and context to use the communication skills taught across the curriculum.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.1 Knowledge</b>                         |                     | X                 |                  |

**5.1 Analysis** – The program provides sufficient evidence through lesson plans, portfolios that the candidates understand the importance of providing a purpose and context to use the communication skills taught across the curriculum (5a).

**Sources of Evidence**

- lesson plans
- portfolios

**Standard 6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard 7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Performance**

- 7(a) The teacher designs instruction that provides opportunities for students to learn through inquiry and exploration.

| <b>Standard 7<br/>Planning for Instruction</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>7.2 Performance</b>                         |                     | X                 |                  |

**7.2 Analysis** – The program provides sufficient evidence through lesson plans, unit plans that the candidates design instruction that provides opportunities for students to learn through inquiry and exploration (7a).

**Sources of Evidence**

- lesson plans
- unit 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) The teacher engages all learners in developing higher order thinking skills.

| <b>Standard 8<br/>Instructional Strategies</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>8.2 Performance</b>                         |                     | X                 |                  |

**8.2 Analysis--** The program provides sufficient evidence through lesson plans, unit plans, portfolios that the candidates engage all learners in developing higher order thinking skills. (8a).

**Sources of Evidence**

- lesson plans
- portfolios
- unit 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.

**Standard 10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Knowledge**

- 10(a) The teacher understands the significance of engaging in collaborative data-driven decision making.

| <b>Standard 10<br/>Leadership and Collaboration</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>10.1 Knowledge</b>                               |                     | X                 |                  |

**10.1 Analysis** – The program provides sufficient evidence through lesson plans, unit plans, portfolios that the candidates understand the significance of engaging in collaborative data-driven decision making(10a).

**Sources of Evidence**

- lesson plans
- portfolios
- unit plans

**Summary**

| <b>Type of Standard</b> | <b>Total Number of Standards</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------|----------------------------------|---------------------|-------------------|------------------|
| <b>Knowledge</b>        | 6                                | 0                   | 6                 | 0                |
| <b>Performance</b>      | 5                                | 0                   | 5                 | 0                |

**Areas for Consideration**

- 2(e) There is a lack of evidence that candidates have ample, if any, opportunities to practice and engage culturally relevant/culturally sensitive pedagogy with groups from varying backgrounds. Program could consider adding more opportunities for candidates to put into practice what they are learning about through coursework and workshops and to make sure that these are quality experiences in that the candidates work with and alongside those who are doing such things.

**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.*

### Knowledge

- 1(a) The teacher understands developmental levels in reading, writing, listening, viewing, and speaking.
- 1(b) The teacher understands how adolescents read, write, and make meaning of a wide range of texts, genres, and formats (e.g., literature, poetry, informational text, digital media, social media, multimodal).

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.1 Knowledge</b>                      |                     | X                 |                  |

**1.1 Analysis** – *The program provides sufficient evidence through work samples including lesson plans written, text and media evaluations, and the educational psychology section of the performance-based assessment that teacher candidates demonstrate an adequate understanding of literacy development (1a, 1b).*

### Sources of Evidence

- RE-309: Unit Plan/Final Project
- RE-309: Disciplinary Literacy Unit Plan Activities
- ED 445-447 Performance Based Assessment

### Performance

- 1(c) The teacher creates developmentally appropriate learning experiences that take into account stages and diverse ways of learning in reading, writing, listening, viewing, and speaking.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.2 Performance</b>                    |                     | X                 |                  |

**1.2 Analysis** – *The program provides sufficient evidence through differentiation strategies from lesson plans and the educational psychology section of the performance-based assessment that teacher candidates create developmentally appropriate learning experiences (1c).*



**Sources of Evidence**

- RE-309: Disciplinary Literacy Unit Plan Activities
- ED 445-447 Teaching Methods in Content Areas Performance Based Assessment

**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 theories and research needed to develop inclusive English language arts learning environments that are responsive to students' local, national and international histories, individual and group identities, as well as languages and dialects as these affect student learning.

| <b>Standard 2<br/>Learning Difference</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>2.2 Performance</b>                    |                     | X                 |                  |

**2.1 Analysis** – The program provides sufficient evidence through course syllabi, instructions for completing the performance-based assessment, educational psychology section of the performance-based assessment that teacher candidates have learned and demonstrate understanding of literacy theories and research to develop inclusive ELA learning environments. Little evidence of candidates being responsive to national and international histories, individual and group identities as well as languages and dialects affecting student learning. (2a).

**Sources of Evidence**

- ED 445-447 Teaching Methods in Content Areas Performance Based Assessment
- ED 460 Professional Internships in Education 6-12 Performance Based Assessment

**Performance**

- 2(b) The teacher designs and/or implements instruction that incorporates students' linguistic and cultural backgrounds to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

| <b>Standard 2<br/>Learning Difference</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>2.2 Performance</b>                    |                     | X                 |                  |

**2.2 Analysis** – The program provides sufficient evidence through work samples from the performance-based assessment/unit plan, lesson plans, and student commentary that teacher candidates have learned and demonstrate ability to have skillful control over their rhetorical choices and language practices for a variety of audiences and purposes. Inconsistent evidence of candidates incorporating students' linguistic and cultural background. (2b).

**Sources of Evidence**

- ED 445-447 *Instructional Strategies and Classroom Management 6-12, Teaching Methods in the Content Areas Teaching Methods in Content Areas, Performance Based Assessment*
- ED 460 *Professional Internships in Education 6-12 Performance Based Assessment*

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

**Knowledge**

- 3(a) The teacher understands how to use the data for literacy learning, 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 English language arts (e.g., workshops, project-based learning, guided writing, Socratic seminars, literature circles).
- 3(b) The teacher collaborates with others to create literacy rich inclusive learning environments to help students participate actively in their own learning in English language arts.
- 3(c) The teacher understands how learner diversity impacts the English language arts classroom.

| <b>Standard 3<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>3.1 Knowledge</b>                        |                     | X                 |                  |

**3.1 Analysis –** The program provides sufficient evidence through performance-based assessments to show that candidates know how to use data for literacy learning (3a, 3b).

The program provided sufficient evidence through the unit rationale and accommodating and adapting instruction sections of the lesson plans within the performance-based assessment that candidates understand how learner diversity impacts the English language arts classroom (3c).

**Sources of Evidence**

- ED 447 *Teaching Methods in the Content Areas Teaching Methods in Content Areas, Performance Based Assessment*
- ED 460 *Professional Internship in Education 6-12 Performance Based Assessment*

**Performance**

- 3(d) The teacher creates environments that reflect 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 English language arts

(e.g., workshops, project-based learning, guided writing, Socratic seminars, literature circles).

| <b>Standard 3<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>3.2 Performance</b>                      |                     | X                 |                  |

**3.2 Analysis** – *The program provides sufficient evidence through lesson plans and the performance-based assessment that teacher candidates demonstrate performance of ability to create inclusive learning environments that help students actively participate in their own learning of ELA (3d).*

**Sources of Evidence**

- Lesson Plans from ED 447 Teaching Methods in the Content Areas Teaching Methods in Content Areas, Performance Based Assessment
- Lesson Plans from ED 460 Professional Internship in Education 6-12 Performance Based Assessment

**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 is knowledgeable about texts (print and non-print; digital; classic, contemporary; and young adult) that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes.
- 4(b) The teacher understands principles of language acquisition, dialect, and grammar systems (e.g., descriptive and prescriptive), as well as the evolution and impact of language on society.
- 4(c) The teacher understands the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.
- 4(d) The teacher understands the use of contemporary technologies and/or digital media to compose multimodal discourse.
- 4(e) The teacher understands how to use strategies for acquiring and applying vocabulary knowledge.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.1 Knowledge</b>                    |                     | X                 |                  |

**4.1 Analysis** – The program provides sufficient evidence through course syllabi, Critical Lens assignment, and the senior project/capstone paper that teacher candidates demonstrate knowledge of a variety of texts, language acquisition, writing processes, using technologies, and strategies for acquiring and applying vocabulary knowledge (4a, 4b, 4c, 4d, 4e).

**Sources of Evidence**

- ENG 210 & ENG 267 course syllabi, ENG 210 Critical Lens Assignment
- ENG 431 syllabus
- ENG 499 Senior Project: Capstone Project

**Performance**

- 4(f) The teacher is able to use literary theories to interpret and critique a range of texts.
- 4(g) The teacher demonstrates command of the conventions of Standard English (e.g., grammar, usage, and mechanics).
- 4(h) The teacher is able to model the various writing processes in composing a range of formal and informal texts, taking into consideration the interrelationships among form, audience, context, and purpose.
- 4(i) The teacher is able to model the use of contemporary technologies and/or digital media to compose multimodal discourse.
- 4(j) The teacher designs instruction using general academic and domain/content specific vocabulary.
- 4(k) The teacher is able to model how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source (e.g., bias, rhetoric, documentation practices), and quote or paraphrase the data and conclusions, while avoiding plagiarism and following standard format for citation.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.2 Performance</b>                  |                     | X                 |                  |

**4.2 Analysis** – The program provides sufficient evidence through the Critical Lens assignment and the capstone/final paper that teacher candidates are able to use literary theories to interpret and critique a range of texts, use the conventions of Standard English, model the various writing processes, model the use of contemporary technologies and/or digital media, designs instruction using general academic and domain/content specific vocabulary (4f, 4g, 4i, 4j).

*The program does not provide consistent evidence across candidates modeling how to gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source (e.g., bias, rhetoric, documentation practices), and quote or paraphrase the data and conclusions, while avoiding plagiarism and following standard format for citation (4k).*

**Sources of Evidence**

- ENG 210 Critical Lens Assignment
- ENG 449 Capstone Paper/Final Project

**Standard 5: Application of Content - The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.**

**Knowledge**

- 5(a) The teacher understands how promotion of social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society affects English language arts and literacy instruction.
- 5(b) The teacher understands research-based strategies that lend to students becoming independent, critical, and strategic readers, writers, speakers, and listeners.
- 5(c) The teacher understands how to design instruction related to speaking and listening, promoting active participation in conversation and collaboration.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.1 Knowledge</b>                         |                     | X                 |                  |

**5.1 Analysis** – *The program provides sufficient evidence through performance-based assessments and unit plan activities that teacher candidates demonstrate understanding research-based strategies the support students becoming independent and critical thinker and show understanding of how to design instruction related to speaking and listening to promote active participation in conversation and collaboration. A variety of strategies to promote active participation were evident within lesson plans (5a, 5b).*

*There is inconsistent evidence across candidates of candidates' understanding of how to promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society through English language arts and literacy instruction (5c).*

**Sources of Evidence**

- ED 447/460 Performance Based Assessment
- ED 309 Unit Plan Activities

**Performance**

- 5(d) The teacher designs and/or implements 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(e) The teacher designs and/or implements 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(f) The teacher designs and/or implements instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so that students can become independent, critical, and strategic readers, writers, speakers, and listeners.
- 5(g) The teacher designs and/or implements instruction related to speaking and listening that lead to students becoming critical and active participants in conversations and collaborations.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.2 Performance</b>                       |                     | X                 |                  |

**5.2 Analysis** – *The program provides sufficient evidence through performance-based assessments, and unit plan activities that teacher candidates are able to design and/or implements instruction related to the strategic use of language conventions, a breadth and depth of texts, purposes, and complexities designs and/or implements instruction related to speaking and listening and actively engaging students in conversations and collaboration. A variety of strategies to promote active participation were evident within lesson plans. (5d, 5f, 5g).*

*There is inconsistent evidence across candidates of candidates' designing instruction to promote social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society through English language arts and literacy instruction (5e).*

**Sources of Evidence**

- ED 309 Unit Plan Activities
- ED 447/460 Performance Based Assessment

**Standard 6: Assessment** - *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Performance**

- 6(a) The teacher designs 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) The teacher designs or knowledgeably selects appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies.
- 6(c) The teacher designs or knowledgeably selects 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.
- 6(d) The teacher responds to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time.
- 6(e) The teacher differentiates instruction based on multiple kinds of assessments of learning in English language arts (e.g., students' self-assessments, formal assessments, informal assessments).
- 6(f) The teacher communicates with students about their performance in ways that actively involve students in their own learning.

| <b>Standard 6<br/>Assessment</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|----------------------------------|---------------------|-------------------|------------------|
| <b>6.2 Performance</b>           | <b>X</b>            |                   |                  |

**6.2 Analysis** – Overall, there is insufficient evidence through mini lesson plans, and performance-based assessments of teacher candidates' ability to design a range of authentic assessments to demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting (6a).

The program provides sufficient evidence through mini lesson plans and performance-based assessments that teacher candidates knowledgeably select appropriate reading assessments in response to reading proficiencies, and/or reading strategies. However, there is insufficient evidence of designing/selecting assessments based on student interests (6b)

The program provides insufficient evidence through mini lesson plans and performance-based assessments of teacher candidates' ability to design or knowledgeably select assessments to promote student development as writers. Only 2 of 9 Mini Lessons met the standard. However, lesson plans within the PBA utilized writing assignments to assess content knowledge. Evidence is missing showing an explicit connection to link the writing assignments as a method to promote the development of writing (6c).

The program provides insufficient evidence through mini lesson plans and performance-based assessments showing teacher candidates designing or knowledgeably selecting appropriate reading assessments in response to student interests, reading proficiencies, and/or reading strategies (6d).

The program provides insufficient evidence through mini lesson plans and performance-based assessments showing teacher candidates of teacher candidates responding to students' writing throughout the students' writing processes in ways that engage students' ideas and encourage their growth as writers over time, differentiating instruction based on multiple kinds of

*assessments of learning in English language arts, and communicating with students about their performance in ways that actively involve students in their own learning (6e, 6f).*

**Sources of Evidence**

- *ENG 386 Teaching Composition Mini-Lesson Assignment*
- *ED 447/460 Performance Based Assessment*

**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 plans instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials which includes reading, writing, speaking, listening, and language.
- 7(b) The teacher plans 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) The teacher uses 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) The teacher uses their knowledge of theory, research, and practice in English language arts to plan standards-based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

| <b>Standard 7<br/>Planning for Instruction</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>7.2 Performance</b>                         |                     | X                 |                  |

**7.2 Analysis** – *The program provides sufficient evidence(through the unit plan/final project, Assignment 1: Literary Works – Quantitative and Qualitative Analysis, lesson plans that teacher candidates plan instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods, plans standards based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research and relevant learning experiences utilizing a range of different texts (7a, 7b, 7c, 7d).*



**Sources of Evidence**

- Unit Plan/Final Project: Assignment 1: Literary Works – Quantitative and Qualitative Analysis, 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) The teacher plans and implements instruction based on English language arts curricular requirements and standards and school and community contexts by selecting, creating, and using a variety of instructional strategies and resources specific to effective literacy instruction, including contemporary technologies, digital media, and knowledge about students' linguistic and cultural backgrounds.

| <b>Standard 8<br/>Instructional Strategies</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>8.2 Performance</b>                         |                     | X                 |                  |

**8.2 Analysis** – The program provides sufficient evidence through lesson plans within the unit plan/final project that teacher candidates demonstrate ability to implement instruction in ELA standards with a mindfulness of curricular requirements, standards, and school/community contexts. Some lesson plans integrated student interest in current social topics with ELA instruction using a variety of instructional strategies, media, and contemporary technologies (8a).

**Sources of Evidence**

- Unit Plan/Final Project: 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) The teacher models literate and ethical practices in English language arts teaching, and engages in a variety of experiences related to English language arts and reflects on their own professional practices.

| <b>Standard 9<br/>Professional Learning and<br/>Ethical Practice</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>9.2 Performance</b>   |                     | X                 |                  |

**9.2 Analysis** – The program provides sufficient evidence through the reflection section within the performance-based assessments that teacher candidates model literate and ethical practices in English language arts teaching (9a).

**Sources of Evidence**

- ED 460 Performance Based 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.

**Performance**

- 10(a) The teacher engages in and reflects on a variety of experiences related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

| <b>Standard 10<br/>Leadership and Collaboration</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>10.2 Performance</b>                             |                     | X                 |                  |

**10.2 Analysis** – The program provides sufficient evidence through comprehensive reflection questions addressed within the performance-based assessment of teacher candidates engaging and reflecting in experiences specifically related to English language arts that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement (10a).

**Sources of Evidence**

- ED 460 Performance Based Assessment

**Summary**

| <b>Type of Standard</b> | <b>Total Number of Standards</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------|----------------------------------|---------------------|-------------------|------------------|
| <b>Knowledge</b>        | 5                                | 0                   | 5                 |                  |
| <b>Performance</b>      | 10                               | 1                   | 9                 |                  |

**Areas for Consideration**

- Standard 6: Assessment (see notes within the report)

***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.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.1 Knowledge</b>                      |                     | X                 |                  |

**1.1 Analysis** – The evidence mentioned below and the syllabus indicate EPP candidates are striving to know and understand ways students are impacted by the family, learner development, and specific areas of exceptionality in the learning environment for indicators (a), (b), and (c).

#### Sources of Evidence

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi (ELL Unit in SE 322)

#### 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.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.2 Performance</b>                    | <b>X</b>            |                   |                  |

**1.2 Analysis** – The evidence below supports the candidates’ ability to address developmentally appropriate learning environments (d). (e) --Evidence is sparse regarding the candidates’ ability to demonstrate understanding of the impact of primary language, culture, and family on academic/social abilities. The syllabi for these courses support the content taught.

**Sources of Evidence**

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

**Standard 2: Learning Environments** - The teacher creates safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

**Knowledge**

- 2(a) The teacher understands applicable laws, rules, regulations, and procedural safeguards regarding behavior management planning for students with disabilities.
- 2(b) The teacher knows how to collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
- 2(c) The teacher understands motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- 2(d) The teacher knows how to intervene safely and appropriately with individuals with exceptionalities in crisis (e.g., positive behavioral supports, functional behavioral assessment and behavior plans).

| <b>Standard 2<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>2.1 Knowledge</b>                        |                     | <b>X</b>          |                  |

**2.1 Analysis** – The BIP and RTI assignments demonstrates candidates understand the procedures of collecting behavioral data as well as appropriate interventions (a), (b), (c), (d). The syllabi for these courses support the content taught.

**Sources of Evidence**

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

**Performance**

- 2(e) The teacher develops safe, inclusive, culturally responsive learning environments for all students, and collaborates with education colleagues to include individuals with exceptionalities in general education environments and engage them in meaningful learning activities and social interactions.
- 2(f) The teacher modifies learning environments for individual needs and regards an individual's language, family, culture, and other significant contextual factors and how they interact with an individual's exceptionality. The teacher modifies learning environment, and provides for the maintenance and generalization of acquired skills across environments and subjects.
- 2(g) The teacher structures learning environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities, and directly teach them to adapt to the expectations and demands of differing environments.
- 2(h) The teacher safely intervenes with individuals with exceptionalities in crisis. Special education teachers are also perceived as a resource in behavior management that include the skills and knowledge to intervene safely and effectively before or when individuals with exceptionalities experience crisis, i.e. lose rational control over their behavior.

| <b>Standard 2<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>2.2 Performance</b>                      |                     | X                 |                  |

**2.2 Analysis** – The BIP and RTI assignments demonstrates candidates understand the procedures of collecting behavioral data as well as appropriate interventions (e), (f), (g), (h). The syllabi for these courses support the content taught.

**Sources of Evidence**

- Coursework
- Assignment Guidelines/Rubrics

**Standard 3: Curricular Content Knowledge** - The teacher uses knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

**Knowledge**

- 3(a) The teacher understands the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
- 3(b) The teacher understands and uses general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.
- 3(c) The teacher knows how to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

| <b>Standard 3<br/>Curricular Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>3.1 Knowledge</b>                               |                     | X                 |                  |

**3.1 Analysis** – The evidence provided of candidate work provides evidence candidates can use knowledge of both general and specialized curricula to individualize learning for indicators (a), (b), and (c). This is further supported by the course syllabi.

**Sources of Evidence**

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

**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.

| <b>Standard 3<br/>Curricular Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>3.2 Performance</b>                             |                     | X                 |                  |

**3.2 Analysis** – Interviews and student work provides sufficient evidence for indicators (d), (e), and (f).

**Sources of Evidence**

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

**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.

| <b>Standard 4<br/>Assessment</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|----------------------------------|---------------------|-------------------|------------------|
| <b>4.1 Knowledge</b>             |                     | X                 |                  |

**4.1 Analysis** – The evidence below indicates candidates have a general and acceptable knowledge of assessments. One area that candidates appear to be strong in is the use of various standardized assessment tools such as the WIAT-III and WJ-IV, additionally, the RTI Project demonstrated the ability of candidates to assess behaviors and use the data to inform the interventions (a), (b), and (g). The Case Studies in both RE-340 and RE-342 demonstrated the candidate's ability to assess literacy measurements (c), (d), and (e). Faculty interviews confirmed technologies are discussed relevant to progress monitoring specifically (f).



**Sources of Evidence**

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

**Performance**

- 4(h) The teacher regularly monitors the learning progress of individuals with exceptionalities in both general and specialized content and makes instructional adjustments based on these data.
- 4(i) The teacher gathers background information regarding academic, medical, and social history.
- 4(j) The teacher conducts formal and/or informal assessments of behavior, learning, achievement, and environments to individualize the learning experiences that support the growth and development of individuals with exceptionalities.
- 4(k) The teacher integrates the results of assessments to develop a variety of individualized plans, including family service plans, transition plans, behavior change plans, etc.
- 4(l) The teacher participates as a team member in creating the assessment plan that may include ecological inventories, portfolio assessments, functional assessments, and high and low assistive technology needs to accommodate students with disabilities.

| <b>Standard 4<br/>Assessment</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|----------------------------------|---------------------|-------------------|------------------|
| <b>4.2 Performance</b>           |                     | X                 |                  |

**4.2 Analysis** – The evidence below demonstrates candidates have adequate training to conduct and reflect on several assessment practices relevant to data-based educational decisions. The RTI Project, IEP & Assessment, and Progress Monitoring assignments demonstrate this well (h), (j), (k), and (l). (i) -- Recognizing the uniqueness of each individual student, additional supports in gathering background information may be appropriate for a systematic approach to that data collection. (k) – evidence of transition plans do not explicitly integrate assessment results, however, the Student Motivation Assignment does use behavior data to develop a plan. Assignment Guidelines/Rubrics were also used.

**Sources of Evidence**

- Coursework
- Assignment Guidelines/Rubrics
- Faculty Interview

***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 individuals 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.

| <b><i>Standard 5<br/>Instructional Planning and<br/>Strategies</i></b> | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|--|----------------------------|--------------------------|-------------------------|
| <b><i>5.1 Knowledge</i></b>  |                            | <b>X</b>                 |                         |

***5.1 Analysis – The UDL/AT Workshop and Eligibility Report supports the candidates' knowledge of evidence-based instructional strategies and interventions. Syllabi, assignment guidelines, and rubrics were also used to support this foundational knowledge (a), (b), (c), (e), (g), and (h). (d) – reading/writing is strong with the literacy coursework; however, communication skills and social skills are limited. (f) – evidence provided is limited in targeting mastery and promoting generalization of learning.***

**Sources of Evidence**

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

**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.

| <b>Standard 5<br/>Instructional Planning and<br/>Strategies</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>5.2 Performance</b>  |                     | <b>X</b>          |                  |

**5.2 Analysis** – The development of the IEP and IEP Transition Plan coupled with the UDL/AT Workshop supports the candidates' ability to select, adapt, and use evidence-based instructional strategies and interventions (i), (j), (k), and (m). The PBA in the internship course also supports the use of the varied instructional planning strategies that are relevant to student with exceptionalities. Syllabi, assignment guidelines, and rubrics were also used to support this foundational knowledge. (l) – limited evidence of using Aug/ACC systems within the lesson plans presented, however UDL/differentiation strategies are covered. (n) – limited evidence of demonstrating how to collaborate with professional colleagues and other agencies across the program. Some isolated opportunities based on individual placements.

**Sources of Evidence**

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

**Standard 6: Professional Learning and Ethical Practices – The teacher uses foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.**

**Knowledge**

- 6(a) The teacher understands how foundational knowledge and current issues influence professional practice.
- 6(b) The teacher understands that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
- 6(c)
- 6(d) The teacher understands the significance of lifelong learning and participates in professional activities and learning communities.
- 6(e) The teacher understands how to advance the profession by engaging in activities such as advocacy and mentoring.
- 6(f) The teacher knows how to create a manageable system to maintain all program and legal records for students with disabilities as required by current federal and state laws.

| <b>Standard 6<br/>Professional Learning and<br/>Ethical Practices</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>6.1 Knowledge</b>  |                     | <b>X</b>          |                  |

**6.1 Analysis** – Candidates had several opportunities to reflect on the impact of diversity with the significance of lifelong learning. The opportunity of participating in the CEC Student Club is discussed in the CEC Student Club Membership Thoughts assignment, however the reflection on the significance of this professional organization is minimally discussed. Syllabi and faculty interviews highlighted candidates learning about their OSTE's record keeping system and record it in their portfolio for (a), (b), (c), and (e). (d) – evidence that the EPP provides lacks sufficient context to establish relevance to advocacy and mentoring.

**Sources of Evidence**

- Coursework
- Assignment Guidelines/Rubrics

- Syllabi
- Faculty Interview

**Performance**

- 6(g) The teacher uses professional Ethical Principles and Professional Practice Standards to guide their practice.
- 6(h) The teacher provides guidance and direction to paraeducators, tutors, and volunteers.
- 6(i) The teacher plans and engages in activities that foster their professional growth and keep them current with evidence-based practices.
- 6(j) The teacher is sensitive to the aspects of diversity with individuals with exceptionalities and their families, and the provision of effective special education services for English learners with exceptionalities and their families.

| <b>Standard 6<br/>Professional Learning and<br/>Ethical Practices</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>6.2 Performance</b>  |                     | X                 |                  |

**6.2 Analysis** – Evidence below supports the candidate’s ability to begin their professional learning and engage in ethical practice (f), (g), (h). The Resource List for Parents and Professionals assignment does not strongly align with providing guidance and direction to paraeducators, tutors, and volunteers as the assignment is a list of 5 resources for parents which appeared to be remedial in nature and not always evidence-based practices. (i) -- A suggestion is to include with intention discussions or case studies of English learners, particularly because EL students are often misdiagnosed as having an SLD when it is actually a language acquisition issue. Assignment guidelines and rubrics supported the alignment of artifacts. A concept map to support struggling readers was presented from literacy coursework and is a first step.

**Sources of Evidence**

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

**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.

| <b>Standard 7<br/>Collaboration</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------------------|---------------------|-------------------|------------------|
| <b>7.1 Knowledge</b>                |                     | X                 |                  |

**7.1 Analysis** – EPP provides sufficient evidence for indicators (a), (b), (c), (d), and (e). Indicator (f) – evidence provided by the EPP lacks sufficient context to establish relevance. The vast majority of the resources identified in the *Resources for Parents* assignment was primarily focused on remedial ELA/Math applications or websites.

**Sources of Evidence**

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi
- Faculty Interview

**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.

| <b>Standard 7<br/>Collaboration</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------------------|---------------------|-------------------|------------------|
| <b>7.2 Performance</b>              |                     | X                 |                  |

**7.2 Analysis** – Review of lesson plans, assignments, and course syllabi provide evidence that teacher candidates demonstrate an adequate ability to engage in collaborative work as appropriate for a preservice intern for (g), (h), and (i).

**Sources of Evidence**

- Coursework
- Assignment Guidelines/Rubrics
- Syllabi

**Summary**

| <b>Type of<br/>Standard</b> | <b>Total Number of<br/>Standards</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-----------------------------|--------------------------------------|---------------------|-------------------|------------------|
| <b>Knowledge</b>            | 7                                    | 0                   | 7                 |                  |
| <b>Performance</b>          | 7                                    | 1                   | 6                 |                  |

**Areas for Consideration**

- Integrate case studies or opportunity to work with the Nez Perce community to allow candidates to practice principles of ESL and Culturally Responsive instruction.
- Rubric levels of performance are difficult to distinguish between adequate/inadequate and the assessment guidelines don't always articulate the differences either.

**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).

| <b>Standard 3<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>3.1 Knowledge</b>                        |                     | X                 |                  |

**3.1 Analysis** – A number of learning activities and samples of candidate work provide evidence that teacher candidates demonstrate an adequate understanding of indicators 3(a) and 3(b). Notably, candidates possess the knowledge of developmentally appropriate physical activity/exercise prescription and dietary advice.

### Sources of Evidence

- Dietary Analysis Project
- Exercise Program Design
- Written Reflection/Discussion Posts

### 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).



| <b>Standard 3<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>3.2 Performance</b>                      |                     | X                 |                  |

**3.2 Analysis** – Candidate unit and lesson planning and candidate assignments provide evidence that teacher candidates demonstrate performance of Indicators 3(c) and 3(d).

**Sources of Evidence**

- Unit Planning - Performance Based Assessment
- Lesson Plans – Student learning activities
- Behavioral Change

**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.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.1 Knowledge</b>                    |                     | X                 |                  |

**4.1 Analysis** – A variety of candidate assignments such as written reports and research papers provide evidence that teacher candidates demonstrate an adequate understanding of indicators 4(a) through 4(e).

**Sources of Evidence**

- Written reports
- Research papers using credible sources
- Online assessments including personal reflection
- Unit Plan - PBA

**Performance**

- 4(f) The teacher instructs students about increasing health-enhancing behaviors, resulting in the reduction of health-risk behaviors.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.2 Performance</b>                  |                     | X                 |                  |

**4.2 Analysis** – Samples of candidate work that provides evidence are the PBA assignment, lesson plans, and comprehensive case studies. In addition, interviews with completers also provided evidence of ability to effectively instruct students about health-enhancing behaviors specified in indicator 4(f).

**Sources of Evidence**

- Unit Planning – Performance Based Assessments
- Completer interviews
- Lesson plans
- Comprehensive case study

**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.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.1 Knowledge</b>                         |                     | X                 |                  |

**5.1 Analysis** – A number of assignments address candidate knowledge related to indicator 5(a) such as article reflections, lesson planning that addresses jargon/slang and unit planning.

**Sources of Evidence**

- *Article Reflection*
- *Lesson Planning*
- *PBA - Unit plan*

**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.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.2 Performance</b>                       |                     | X                 |                  |

**5.2 Analysis** – Acceptable evidence was provided indicating teacher candidate performance of indicators 5(b) through 5(d), most notably via unit and lesson plans.

**Sources of Evidence**

- *Unit Plan – PBA*
- *Lesson Plans*
- *Written Reflections*

**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).

| <b>Standard 7<br/>Planning for Instruction</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>7.1 Knowledge</b>                           |                     | X                 |                  |

**7.1 Analysis** – Course syllabi, candidate lesson plans, and candidate reflective assignments all provide supporting evidence that teacher candidates demonstrate an adequate understanding of indicators 7(a) through 7(d).

**Sources of Evidence**

- Healthy People 2020 Exploration
- Lesson Plan Assignment
- Cultural Differences w/ Food Pyramid

**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.

| <b>Standard 7<br/>Planning for Instruction</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>7.2 Performance</b>                         |                     | X                 |                  |

**7.2 Analysis** – Evidence that showcases candidate performance in analyzing the influence of culture, media, and technology on health, particularly in the planning process is primarily found in the sources listed below.

**Sources of Evidence**

- Unit Plan – Performance Based Assessment
- Candidate reflections
- 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.

**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.

| <b>Standard 9<br/>Professional Learning and<br/>Ethical Practice</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>9.1 Knowledge</b>   |                     | X                 |                  |

**9.1 Analysis** – A number of samples of candidate work such as quizzes and exams and other candidate constructed products provide evidence that teacher candidates demonstrate an adequate understanding of indicator 9(a).

**Sources of Evidence**

- Anti-Bullying Practices Policy
- Health Care Delivery Analysis
- Quizzes and Examinations

**Performance**

- 9(b) The teacher uses appropriate interventions following the identification, disclosure, or suspicion of student involvement in a high-risk behavior.

| <b>Standard 9<br/>Professional Learning and<br/>Ethical Practice</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>9.2 Performance</b>   | X                   |                   |                  |

**9.2 Analysis** – Minimal evidence of teacher candidates designing and implementing appropriate interventions AFTER learning about student high-risk behavior. An area of weakness that could be improved. The YRBS safe and sensitive lesson plan partially gets at this area. Recommend more learning activities and assessments to address this indicator.

**Sources of Evidence**

- Safe & Sensitive Lesson Plan

**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).

| <b>Standard 10<br/>Leadership and Collaboration</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>10.1 Knowledge</b>                               |                     | <b>X</b>          |                  |

**10.1 Analysis** – Multiple candidate materials provide evidence that teacher candidates demonstrate an adequate understanding of indicator 10(a).

**Sources of Evidence**

- Online Portfolio – Culminating Assignment
- Unit Plan – Performance Based Assessment
- Advocacy Presentation

**Performance**

- 10(b) The teacher advocates for a positive school culture toward health and health education.

| <b>Standard 10<br/>Leadership and Collaboration</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>10.2 Performance</b>                             |                     | <b>X</b>          |                  |

**10.2 Analysis** – Required coursework, work samples, and lesson plans provide evidence that teacher candidates demonstrate performance of indicator 10(b).

**Sources of Evidence**

- Advocacy Presentation
- Online Portfolios
- Unit & Lesson Plans

**Summary**

| <b>Type of Standard</b> | <b>Total Number of Standards</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------|----------------------------------|---------------------|-------------------|------------------|
| <b>Knowledge</b>        | 6                                | 0                   | 6                 |                  |
| <b>Performance</b>      | 6                                | 1                   | 5                 |                  |

***Areas for Consideration***

- *Improving assessment of performance indicators for a few standards (4f, 7g, 9b)*
- *More documentation of candidate achievement of indicators directly from student teaching*

***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.

### Knowledge

- 1(a) The teacher understands developmental progressions of K-12 literacy skills, including emerging literacy.
- 1(b) The teacher understands how learners apply literacy skills to make meaning of a wide range of texts, genres, and formats (e.g., informational text, digital media, social media, multimodal, literature).

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.1 Knowledge</b>                      |                     | X                 |                  |

**1.1 Analysis** – *The program provides sufficient evidence through case studies of candidates’ understanding of the progression of literacy skills and how learners apply literacy skills to make meaning of text (1a, 1b).*

#### Sources of Evidence

- ED 340/342 Case Study

### Performance

- 1(c) The teacher creates learning experiences that take into account developmental stages and diverse methods for acquiring literacy.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.2 Performance</b>                    |                     | X                 |                  |

**1.2 Analysis** – *The program provides sufficient evidence through case studies of teacher candidates’ candidates ability to plan instruction specific to student literacy development (1c).*

#### Sources of Evidence

- ED 340/342 Case Study



***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.

**Knowledge**

- 2(a) The teacher understands there are multiple levels of literacy intervention and recognizes the advantages of beginning with the least intrusive for the student.
- 2(b) The teacher understands the theories and research needed to develop inclusive literacy learning environments that are responsive to students’ local, national, and international histories, individual and group identities, exceptional needs, and languages and dialects that affect student learning.
- 2(c) The teacher understands foundational theories of literacy and language acquisition as they relate to diverse learners, equity, and culturally responsive instruction.
- 2(d) The teacher understands the ways in which diversity influences the literacy development of all students.

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

***2.1 Analysis – The program provides sufficient evidence through course syllabi that foundational theories of literacy and language acquisition, and the creation of literacy learning environments are taught. Multiple levels of instruction are provided by teacher candidates within the case study (2a, 2b, 2c, 2d).***

***Sources of Evidence***

- *ED 340/342 Case Study*
- *ED 340 Syllabus*

**Performance**

- 2(e) The teacher provides students with linguistic, academic, and cultural literacy experiences that link their communities with the school.
- 2(f) The teacher adapts instructional materials and approaches to meet the language-proficiency needs of English learners, students with exceptional needs, and students who struggle to acquire literacy skills and strategies.
- 2(g) The teacher systematically develops and implements multiple levels of literacy intervention, beginning with the least intrusive for the student.

| <b>Standard 2<br/>Learning Differences</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>2.2 Performance</b>                     |                     | X                 |                  |

**2.2 Analysis** – The program provides sufficient evidence through case studies that teacher candidates adapt instruction to meet specific needs of learners. Multiple evidence pieces showed evidence of attention to needs of English learners (2f, 2g). Insufficient evidence provided to show that teacher candidates provide students with linguistic, academic, and cultural literacy experiences that link their communities with the school (2e).

**Sources of Evidence**

- ED 340/342 Case Study

**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.

**Knowledge**

- 3(a) The teacher understands the role of routines in creating and maintaining positive learning environments for literacy instruction, using traditional print, digital, and online resources.
- 3(b) The teacher understands how to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in literacy by using information about students’ individual differences, identities, and funds of knowledge for literacy learning.

| <b>Standard 3<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>3.1 Knowledge</b>                        |                     | X                 |                  |

**3.1 Analysis** – The program provides sufficient evidence through the classroom management plan and paper, floor plan, and case study that teacher candidates have knowledge of creating routines and positive learning environments for literacy instruction. Teacher candidates showed ability to engage students in participating actively in their own learning in literacy by using information about student differences (3a, 3b).

**Sources of Evidence**

- ED 425 Classroom Management Plan
- ED 425 Classroom Management Paper
- RE 303 Floor Plan

- *ED 340 Case Study*
- *RE-340 Foundational Literacy Guided Observations*

**Performance**

- 3(c) The teacher arranges instructional areas to provide easy access to books and other instructional materials for a variety of individual, small-group, and whole-class activities.
- 3(d) The teacher anticipates and modifies instructional areas to accommodate students' changing needs.
- 3(e) The teacher creates supportive social environments and routines for all students.
- 3(f) The teacher creates supportive environments where English learners are encouraged and given many opportunities to use English.
- 3(g) The teacher collaborates with others to create an inclusive, literacy-rich environment to help students participate actively in their own literacy learning.
- 3(h) The teacher creates an inclusive literacy learning environment that contextualizes curriculum instruction across content areas and helps students participate actively in their own learning.
- 3(i) The teacher facilitates effective student collaboration that provide authentic opportunities for the use of social, academic, and domain specific language.

| <b>Standard 3<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>3.2 Performance</b>                      |                     | <b>X</b>          |                  |

**3.2 Analysis** – Program provides sufficient evidence through classroom management plan/paper, floor plan, and case study to show that the teacher candidates create inclusive, literacy rich environments (3a, 3b, 3c, 3d, 3e, 3f, 3g, 3h, 3i).

**Sources of Evidence**

- *ED 425 Classroom Management Plan/Paper*
- *RE 303 Floor Plan*
- *ED 340 Case Study*

**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.

**Knowledge**

- 4(a) The teacher understands theoretical, historical, and evidence-based components of reading (i.e., emerging literacy skills, concepts of print, phonological awareness, phonics, word recognition, fluency, vocabulary development, word analysis, and comprehension for a variety of forms and genres) and their development throughout the grades.
- 4(b) The teacher understands theoretical, historical, and evidence-based components of writing (i.e., writing process in a variety of forms, genres, and purposes; developmental spelling; sentence construction; conventions; characteristics of effective composing; keyboarding, word processing, and handwriting) and writing as a developmental process throughout the grades.
- 4(c) The teacher understands theoretical, historical, and evidence-based components of communication (i.e., development of oral language, verbal and non-verbal communication skills, structure of language, conventions of academic English, vocabulary acquisition and use, speaking, listening, and viewing) and their development throughout the grades.
- 4(d) The teacher understands 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 the developmental needs of student(s) being addressed, Writing, Speaking and Listening, and Language.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.1 Knowledge</b>                    |                     | X                 |                  |

**4.1 Analysis** – Program provides sufficient evidence through the Emergent Literacy Theory assignment and the philosophy statement/position paper that teacher candidates demonstrate an adequate understanding of theoretical, historical, and evidence-based components of literacy (4a, 4b, 4c, 4d).

**Sources of Evidence**

- RE 303 Emergent Literacy Theory Assignment
- RE 307 Philosophy Statement/Position Paper

**Performance**

- 4(e) The teacher interprets major theories of literacy processes and development to understand the needs of all learners in diverse contexts.
- 4(f) The teacher creates a classroom environment that fosters intrinsic motivation to read and write (e.g., access to print, choice, challenge, interests).

- 4(g) The teacher analyzes and takes a critical stance toward a wide variety of quality traditional print, digital, and online resources.
- 4(h) The teacher analyzes variables of text complexity when selecting classroom materials.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.2 Performance</b>                  |                     | <b>X</b>          |                  |

**4.2 Analysis** – *The program provides evidence through multiple sources that teacher candidates interpret major theories of literacy processes and development to understand the needs of all learners, create a classroom environment that fosters intrinsic motivation to read and write, analyzes and takes a critical stance toward a wide variety of quality traditional print, digital, and online resources, and analyzes variables of text complexity when selecting classroom materials (4e, 4f, 4g, 4h).*

**Sources of Evidence**

- RE 303 Emergent Literacy Theory Assignment
- RE 307 Philosophy Statement/Position Paper
- RE 309 Final Project: text analysis
- RE 307 Literacy Position Paper
- ED 425 Classroom Management Plan/Paper

**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) The teacher understands there are specific literacy skills required for success in different content areas.
- 5(b) The teacher understands research-based strategies that lead to students becoming independent, critical, and strategic readers, writers, speakers and listeners across content areas.
- 5(c) The teacher understands how to design literacy instruction to promote active participation and collaboration.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.1 Knowledge</b>                         |                     | <b>X</b>          |                  |

**5.1 Analysis** – *The program provides sufficient evidence through the final project and lesson plans that teacher candidates demonstrate understanding of specific literacy skills required when reading in different content areas, research-based strategies to support literacy development across content areas, and how to design literacy instruction to promote active participation (5a, 5b, 5c).*

**Sources of Evidence**

- RE 309 Final Project
- RE 340 Final Lesson Plan

**Performance**

- 5(a) The teacher uses digital resources appropriately to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.
- 5(b) The teacher designs and implements literacy instruction related to a breadth and depth of texts, purposes, and complexities that connects concepts so students become independent, critical, and strategic readers, writers, speakers, and listeners.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.2 Performance</b>                       |                     | X                 |                  |

**5.2 Analysis** – *The program provides sufficient evidence (through final projects and classroom strategies assignments) that teacher candidates use digital resources to engage learners and design literacy instruction related to a breadth and depth of complexities to support students in literacy learning (5a, 5b). The program provides insufficient evidence that candidates digital resources to engage learners in collaborative problem solving related to authentic local and global issues (5a).*

**Sources of Evidence**

- RE 309 Disciplinary Literacy Final Project
- RE 303 Classroom Strategies Assignment

**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.

**Knowledge**

- 6(a) The teacher understands the research related to assessments and its uses and misuses.

- 6(b) The teacher understands purposes for assessing the literacy performance of all learners, including tools for screening, diagnosis, progress monitoring, and measuring outcomes.
- 6(c) The teacher recognizes the basic technical adequacy of assessments (e.g., reliability, content, construct validity).
- 6(d) The teacher understands a variety of assessment frameworks, including the State of Idaho literacy assessments, proficiency standards, and student benchmarks.

| <b>Standard 6<br/>Assessment</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|----------------------------------|---------------------|-------------------|------------------|
| <b>6.1 Knowledge</b>             |                     | X                 |                  |

**6.1 Analysis** – The program provides evidence through multiple sources that show teacher candidate understanding of uses and misuses of assessments, purposes for assessing the literacy performance of all learners, including tools for screening, diagnosis, progress monitoring, and measuring outcomes, technical aspects of assessments and state literacy assessments, standards, and benchmarks (6a, 6b, 6c, 6d).

**Sources of Evidence**

- ED 318 Assessment of Learning Exam 3 Take-Home Section
- Idaho Comprehensive Literacy Assessment
- RE 340/342 IRI/ISAT Assessment Response
- RE 307, 340/342 Case Study

**Performance**

- 6(e) The teacher administers and interprets appropriate assessments for students, especially those who struggle with literacy.
- 6(f) The teacher collaborates with colleagues to administer, interpret, and use data for decision making about student assessment, instruction, intervention, and evaluation for individual students.
- 6(g) The teacher analyzes and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction.
- 6(h) The teacher demonstrates the ability to communicate results of assessments to students, teachers, parents, and other stakeholders.
- 6(i) The teacher designs a range of authentic literacy assessments (e.g., formal and informal, formative and summative) that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities.
- 6(j) The teacher actively engages students in analyzing their own data, assessing their progress, and setting personal literacy goals.

| <b>Standard 6<br/>Assessment</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|----------------------------------|---------------------|-------------------|------------------|
| <b>6.2 Performance</b>           | <b>X</b>            |                   |                  |

**6.2 Analysis** – Program provides sufficient evidence through case studies to show that teacher candidates are able to collaborate to administer and interpret literacy assessments and communicate literacy assessment results (6e, 6f, 6h).

The program provided insufficient evidence to show that teacher candidates can analyze and uses assessment data to examine the effectiveness of specific intervention practices and students' responses to instruction (6g).

The program provided insufficient evidence to show that teacher candidates can design a range of authentic literacy assessments that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities and actively engage students in analyzing their own data, assessing their progress, and setting personal literacy goals (6i, 6j).

#### **Sources of Evidence**

- ED 340/342 Case Study
- ED 307 Case Study

**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) The teacher plans literacy instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.
- 7(b) The teacher plans standards-based, coherent and relevant learning experiences that reflect knowledge of current theory and research about the teaching and learning of literacy, and that use individual and collaborative approaches with a variety of strategies to address individual student needs.
- 7(c) The teacher uses their knowledge of theory, research, and practice in literacy to plan standards-based, coherent and relevant learning experiences using a range of different texts (e.g., across genres, periods, forms, authors, cultures, various forms of media) and instructional strategies that are motivating and accessible to all students, including English learners, students with exceptional needs, students from diverse language and learning backgrounds, and struggling literacy learners.



| <b>Standard 7<br/>Planning for Instruction</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>7.2 Performance</b>                         |                     | X                 |                  |

**7.2 Analysis** – The program provided sufficient evidence through multiple sources that to show that teacher candidates’ ability to plan literacy instruction which reflects curriculum integration and incorporates interdisciplinary teaching methods and materials, and plan standards-based, coherent, and relevant learning experiences using a range of different texts accessible to all students, including English learners (7a, 7b, 7c).

**Sources of Evidence**

- ED 303 Text Types Project
- RE 303 Case Study Comprehension and English Language Learners
- ED 340 Comprehensive/Interdisciplinary Lesson Plan
- ED 303 Emergent Literacy Case Study
- ED 429 Performance Based Assessment

**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) The teacher plans, adapts, teaches and modifies literacy instructional strategies, approaches, and routines across content areas, based on professional literature and research.
- 8(b) The teacher provides in-depth targeted literacy instruction for all learners, differentiated to meet individual needs.
- 8(c) The teacher plans and implements research-based instructional strategies to meet unique language-proficiency needs of English learners.
- 8(d) The teacher uses a variety of flexible grouping practices to meet the needs of all students (e.g., differentiated by interest, learning readiness, learning profile).

| <b>Standard 8<br/>Instructional Strategies</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>8.2 Performance</b>                         |                     | X                 |                  |

**8.2 Analysis** – The program provides sufficient evidence through multiple sources that teacher candidates plan and modify literacy instructional strategies, approaches, and routines across content areas, based on professional literature and research; multiple examples provided of

*teacher candidate ability to meet language-proficiency needs of English learners (8a, 8c, 8d). The program provides insufficient evidence of teacher candidates ability to plan targeted literacy instruction for all learners and implement research-based instructional strategies (8b).*

**Sources of Evidence**

- RE 340/342 Lesson Plan
- RE 303 Emergent Literacy Case Study
- RE 303 Case Study Comprehension and English Language Learners
- RE 340/342 Case Study
- ED 429 Performance Based Assessment

**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) The teacher promotes the value of literacy by modeling a positive attitude toward literacy with students, colleagues, administrators, and parents and guardians.
- 9(b) The teacher becomes a reflective, self-aware, lifelong learner.
- 9(c) The teacher consults with and advocates on behalf of teachers, students, families, and communities for effective literacy practices and policies.

| <b>Standard 9<br/>Professional Learning and<br/>Ethical Practice</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>9.2 Performance</b>   |                     | <b>X</b>          |                  |

**9.2 Analysis** – *The program provides sufficient evidence through multiple sources of teacher candidates’ ability to promote the value of literacy by modeling a positive attitude toward literacy as teacher candidates provide literacy learning activities for families (found in the case study assignment) (9a, 9b). The program provides insufficient evidence of how the teacher candidate consults with and advocates on behalf of teachers, students, families, and communities for effective literacy practices and policies (9c).*

**Sources of Evidence**

- RE 340/342 Dispositions Evaluation
- ED 429 Performance Based Assessment – Reflection Section
- ED 340/342 Case Study

**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

**Knowledge**

- 10(a) The teacher understands local, state, and national policies that affect literacy instruction.

| <b>Standard 10<br/>Leadership and Collaboration</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>10.1 Knowledge</b>                               |                     | X                 |                  |

**10.1 Analysis** – IRI/ISAT Assessment Response and position papers provide evidence that teacher candidates demonstrate performance of standard 10.

**Sources of Evidence**

- RE 340 IRI Assessment Response
- RE 342 ISAT Assessment Response
- RE 307 Position Paper

**Performance**

- 10(b) The teacher engages in and reflects on a variety of experiences related to literacy that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

- 10(c) The teacher collaborates with others to build strong home-to-school and school-to-home literacy connections.

| <b>Standard 10<br/>Leadership and Collaboration</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>10.2 Performance</b>                             |                     | X                 |                  |

**10.2 Analysis** – Artifacts provide evidence that teacher candidates demonstrate performance of standard 10.

**Sources of Evidence**

- RE 307 Professional Development Seminar
- RE 340/342 Case Study
- RE 340/342 Dispositions Evaluation

**Summary**

| Type of Standard | Total Number of Standards | Unacceptable | Acceptable | Exemplary |
|------------------|---------------------------|--------------|------------|-----------|
| Knowledge        | 7                         | 0            | 7          |           |
| Performance      | 10                        | 1            | 9          |           |

**Areas for Consideration**

- *There seems to be a disconnect between the candidates' strong understanding of literacy development, ability to analyze and interpret literacy assessment results and candidates' ability to plan specific, targeted, and research-based instruction to address individual literacy needs of students. For example, several candidates administered phonics assessments and identified specific literacy needs of students regarding phonics. But the lesson plans designed based on assessment data were focused on teaching writing skills. Evidence needs to show candidates understanding of and ability to progress through the instructional process of beginning with making decisions on which assessments to administer, giving the assessment, analyzing data, planning targeted instruction, evaluating instruction through assessments, then repeating the process.*
- *Case studies provided examples of teacher candidates' ability to administer and analyze assessment data then provide instructional recommendations. Some of the assessments (combination of assessments) were not appropriate for the student. For example, multiple candidates gave a Concepts of Print assessment and administered a Running Record to a kindergarten child. This leads to a question of candidates' understanding of how to determine appropriate assessments to administer.*

**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.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.1 Knowledge</b>                      |                     | X                 |                  |

**1.1 Analysis** – *Required coursework and assessments, syllabi, candidate performance-based assessments (PBAs), and candidate lesson plans provide evidence that teacher candidates demonstrate an adequate understanding of learner development. Evidence demonstrated understanding of student growth and development, and understanding that variance in development occurs. Most evidence focused on cognitive development but some evidence was also provided for linguistic and social development. The PBAs demonstrated that candidates are prepared to implement developmentally appropriate and challenging learning experiences.*

### Sources of Evidence

- ED 447 Performance Based Assessments (PBAs)
- ED 460 PBAs
- ED 328 Lesson Plans
- Syllabi

### Performance

- 1(c) The teacher encourages students to make connections and develop a cohesive framework for mathematical ideas.
- 1(d) The teacher applies knowledge of learning progressions and trajectories when creating assignments, assessments, and lessons.
- 1(e) The teacher plans and facilitates learning activities that value students' ideas and guide the development of students' ways of thinking, and mathematical dispositions in line with research-based learning progressions.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.2 Performance</b>                    |                     | X                 |                  |

**1.2 Analysis** – Course PBAs, teaching videos, course lesson plans, and intern interviews provide evidence that teacher candidates demonstrate performance related to learner development. The candidate videos provided evidence that candidates understand the developmental levels of their students and can respond appropriately to various needs.

**Sources of Evidence**

- Course PBAs
- Ed 447 Teaching Video
- Ed 328 Lesson Plan
- Intern 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 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.

| <b>Standard 2<br/>Learning Differences</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>2.1 Knowledge</b>                       |                     | X                 |                  |

**2.1 Analysis** – Syllabi, course PBAs, candidate lesson plans, and teaching video provide evidence that teacher candidates demonstrate an adequate understanding of individual differences among learners. Candidates demonstrated knowledge of mathematics standards and how to accommodate students with various needs. There was also knowledge expressed of accommodations for students with specific needs.

**Sources of Evidence**

- Course PBAs
- Ed 447 Teaching Video
- Ed 328 Lesson Plan
- Course syllabi

**Performance**

- 2(c) The teacher adjusts and modifies instruction while adhering to the content standards, in order to ensure mathematical understanding for all students.

| <b>Standard 2<br/>Learning Differences</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>2.2 Performance</b>                     |                     | <b>X</b>          |                  |

**2.2 Analysis** – Course PBAs and teaching videos provide evidence that teacher candidates demonstrate performance of adjusting and modifying instruction to meet the needs of individual learners while continuing to adhere to content standards.

**Sources of Evidence**

- Course PBAs
- Teaching Video

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

**Standard 4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Knowledge**

- 4(a) The teacher knows a variety of problem-solving approaches for investigating and understanding mathematics.
- 4(b) The teacher understands concepts (as recommended by state and national mathematics education organizations) and applications of number and quantity, algebra, geometry (Euclidean and transformational), statistics (descriptive and inferential) and data analysis, and probability, functions, and trigonometry, and has the specialized and pedagogical content knowledge for teaching necessary for those concepts and applications to be implemented in the 6-12 curriculum.
- 4(c) The teacher knows how to make use of hands-on, visual, and symbolic mathematical models in all domains of mathematics.
- 4(d) The teacher knows how to use mathematical argument and proof to evaluate the legitimacy and efficiency of alternative algorithms, strategies, conceptions, and makes connections between them.
- 4(e) The teacher knows the standards for mathematical practice, how to engage students in the use of those practices, and how they have shaped the discipline.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.1 Knowledge</b>                    |                     | X                 |                  |

**4.1 Analysis** –Syllabi, course exams, course PBAs, and math center videos provide evidence that teacher candidates demonstrate an adequate understanding of mathematics content knowledge. This standard has multiple indicators and evidence demonstrated a variety of problem-solving approaches; knowledge of content standards; use of hands-on, visual, and symbolic mathematical models; and use of mathematical argument. Practice standards evidence was weaker than other areas.

**Sources of Evidence**

- Syllabi
- Course Exams
- Course PBAs
- Ed 378 Math Center Videos
- Math Education Faculty interview

**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.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.2 Performance</b>                  |                     | X                 |                  |

**4.2 Analysis** – Candidate course PBAs, work and teaching videos provide evidence that teacher candidates demonstrate performance applying their knowledge of central concepts, tools of inquiry, and structures mathematics and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content. The indicator regarding use of mathematical argument and to evaluate the legitimacy and efficiency of alternative algorithms, strategies, and conceptions was not evident, the application of the standards of mathematical practice were weak, but the other indicators were well represented.



**Sources of Evidence**

- Course PBAs
- Teaching Videos

**Standard 5: Application of Content.** *The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.*

**Knowledge**

- 5(a) The teacher knows how to apply mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.1 Knowledge</b>                         |                     | X                 |                  |

**5.1 Analysis** –*Syllabi, required coursework, and course exam samples provide evidence that teacher candidates demonstrate an adequate understanding of connecting concepts and use differing perspectives to engage learners in critical thinking, creative and collaborative problem solving related to authentic local and global issues. The exams students completed throughout their coursework demonstrated that candidates are able to apply mathematics content and practice to other disciplines.*

**Sources of Evidence**

- Syllabi
- Required coursework
- Course exam samples

**Performance**

- 5(b) The teacher applies mathematics content and practice to other disciplines, including (but not limited to) engineering, science, personal finance, and business.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.2 Performance</b>                       |                     | X                 |                  |

**5.2 Analysis** – *Candidate portfolios, course PBAs, and candidate projects/papers provide evidence that teacher candidates can apply mathematics content and practice to other disciplines in their teaching. Examples ranging from basic construction examples to applications of Benford's Law to detect fraud were demonstrated by the candidates.*

**Sources of Evidence**

- Candidate Portfolios
- Course PBAs
- Candidate Project/Paper

**Standard 6: Assessment.** *The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.*

**Knowledge**

6(a) The teacher knows how to assess students' mathematical reasoning.

| <b>Standard 6 Assessment</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|------------------------------|---------------------|-------------------|------------------|
| <b>6.1 Knowledge</b>         |                     | X                 |                  |

**6.1 Analysis** – *Course PBAs, teaching video, and course assessments provide evidence that teacher candidates demonstrate an adequate understanding of how to assess students mathematical reasoning.*

**Sources of Evidence**

- Course PBAs
- Teaching Video
- Course Assessments

**Performance**

6(b) The teacher assesses students' mathematical reasoning.

| <b>Standard 6 Assessment</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|------------------------------|---------------------|-------------------|------------------|
| <b>6.2 Performance</b>       |                     | X                 |                  |

**6.2 Analysis** – *Course PBAs, teaching video, and course assessments provide evidence that teacher candidates can apply their understanding of how to assess students mathematical reasoning in their teaching. The PBAs showed several examples of candidates analyzing student work.*

**Sources of Evidence**

- Course PBAs
- Teaching Video
- Course Assessments

**Standard 7: Planning for Instruction.** *The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum,*

*cross- disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.*

**Knowledge**

- 7(a) The teacher knows content and practice standards for mathematics and understands how to design instruction to help students meet those standards.
- 7(b) The teacher knows how to plan learning activities that help students move from their current understanding through research-based learning progressions.

| <b>Standard 7<br/>Planning for Instruction</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>7.1 Knowledge</b>                           |                     | X                 |                  |

**7.1 Analysis** –Syllabi, course PBAs, candidate lesson plans, and math center videos provide evidence that teacher candidates demonstrate an adequate understanding of what is required to plan instruction that supports student learning drawing upon knowledge of content areas, curriculum, learning progressions, and content standards.

**Sources of Evidence**

- Syllabi
- Course PBAs
- Candidate Lesson Plans
- Math center videos

**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.

| <b>Standard 7<br/>Planning for Instruction</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>7.2 Performance</b>                         |                     | X                 |                  |

**7.2 Analysis** – Course PBAs and teaching videos provide evidence that teacher candidates demonstrate performance of the ability to assess instructional sequences learning the formal structure and content of mathematics, but the use of mathematical practices are not made clear or explicit in the planning.

**Sources of Evidence**

- Course PBAs
- Teaching video

**Standard 8: Instructional Strategies.** *The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.*

**Knowledge**

- 8(a) The teacher knows how to formulate or access questions and tasks that elicit students' use of mathematical reasoning and problem-solving strategies.
- 8(b) The teacher knows a variety of instructional strategies for investigating and understanding mathematics including inquiry, discourse, and problem-solving approaches.
- 8(c) The teacher knows how to facilitate expression of concepts using various mathematical representations (e.g., symbolic, numeric, graphic, visual, verbal, concrete models) and precise language.
- 8(d) The teacher understands the appropriate use of technology in teaching and learning of mathematics (e.g., graphing calculators, dynamic geometry software, statistical software).
- 8(e) The teacher knows how to use student conceptions and misconceptions to guide and facilitate learning.

| <b>Standard 8<br/>Instructional Strategies</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>8.1 Knowledge</b>                           |                     | X                 |                  |

**8.1 Analysis** –*Course PBAs, teaching videos, lesson plans, math center videos, peer teaching, and course assessments provide evidence that teacher candidates demonstrate an adequate understanding of how 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. Strengths included use of mathematical reasoning, problem solving strategies, instructional strategies, and use of mathematical representations. Areas that were weaker include appropriate use of technology in teaching and learning mathematics (although there was some evidence it had been improving) and candidate use of student conceptions and misconceptions to guide and facilitate learning.*

**Sources of Evidence**

- Course PBAs
- Teaching videos
- Lesson Plans
- Math Center Videos

- *Peer teaching*
- *Course Assessments*

**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.

| <b><i>Standard 8<br/>Instructional Strategies</i></b> | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|---|----------------------------|--------------------------|-------------------------|
| <b><i>8.2 Performance</i></b>                         |                            | <b>X</b>                 |                         |

**8.2 Analysis** – *Course PBAs, teaching videos, lesson plans, and peer teaching provide evidence that teacher candidates demonstrate an ability 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. Strengths included demonstration of eliciting student mathematical reasoning by asking for explanations and justifications. Also, the use of multiple strategies was demonstrated. There was some evidence of a candidate emphasizing appropriate mathematical representations. Although it was weak in the knowledge base, there was evidence of candidates making some use of technology, but as the instructor feedback said several times, “use of technology, while okay, isn’t very math-specific nor overly engaging... (desirable) use of technology truly allows for your students to understand the lesson objectives in a way that was not possible without technology.”*

***Sources of Evidence***

- *Course PBAs*
- *Teaching videos*
- *Lesson Plans*
- *Peer teaching*

**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**

- *Purposeful integration of mathematical technology experiences throughout the program would serve candidates preparation for effective use of technology.*
- *Student use of standards for mathematical practice or process standards might be strengthened by creating opportunities earlier in the program to learn what they are and how they could serve them in their learning of mathematics.*
- *An opportunity to interview candidates in the mathematics program would have been very helpful.*

**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.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.2 Performance</b>                    |                     | X                 |                  |

**1.2 Analysis** – Overall, acceptable evidence of candidates' competency related to this standard/indicator. It was clear in unit and lesson plans that assessing student skill, physical activity, and/or fitness levels is a focal point of teaching. Multiple examples of authentic assessments were included; one suggestion is to consider the use of more standardized/formal assessments in the curriculum, so candidates get a better sense of more assessment options.

### Sources of Evidence

- Teaching Demonstrations Assignment
- Unit Plan – PBA
- Lesson Plans
- Final Scenario

**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.

| <b>Standard 2<br/>Learning Differences</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>2.2 Performance</b>                     |                     | X                 |                  |

**2.2 Analysis** – Candidate interviews, unit and lesson plans, and a variety of other samples of work provide evidence that teacher candidates demonstrate the ability to teach individuals with exceptionalities and/or other learning needs.

**Sources of Evidence**

- APE lesson plans
- Comprehensive Case Study
- Unit Plan - PBA
- Lesson Plans
- 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.

| <b>Standard 3<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>3.1 Knowledge</b>                        |                     | X                 |                  |

**3.1 Analysis** – Candidate unit and lesson plans, completer interview and the other works samples listed below provide evidence that teacher candidates demonstrate an adequate understanding of the indicators 3(a), 3(b), and 3(c).

**Sources of Evidence**

- Diet analysis project
- Anthro lab
- Model Quizzes (TPSR)
- Unit Plan – PBA
- Completer Interview



**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.

| <b>Standard 3<br/>Learning Environments</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>3.2 Performance</b>                      |                     | X                 |                  |

**3.2 Analysis** – A variety of works samples provide acceptable evidence that candidates have achieved the performance indicators such unit and lesson plans, candidate interviews, teaching videos/DVDs, etc.

**Sources of Evidence**

- Peer teaching lesson plan
- Teaching video/cd
- Unit plan - PBA
- TPSR lesson plan
- 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.

| <b><i>Standard 5<br/>Application of Content</i></b> | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|---|----------------------------|--------------------------|-------------------------|
| <b><i>5.1 Knowledge</i></b>                         |                            | <b>X</b>                 |                         |

***5.1 Analysis*** – Syllabi, required coursework, candidate unit and lesson plans, candidate activity analysis and written reflections all provide evidence that teacher candidates demonstrate an adequate understanding of the application of knowledge across the sub-disciplines of kinesiology.

***Sources of Evidence***

- *Activity analysis project*
- *Activity Reflection*
- *Skill Progressions*
- *Individual Activity Program CD*

**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).

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.2 Performance</b>                       |                     | X                 |                  |

**5.2 Analysis** – Syllabi, required coursework, candidate interviews, candidate unit and lesson plans, and teaching videos all provide evidence that teacher candidates demonstrate performance of indicators 5(f) through 5(k). The activity analysis project was especially strong because it showed how candidates applied content from exercise physiology and other subdisciplines of kinesiology related to sport and other movement skills.

**Sources of Evidence**

- Unit & Lesson Plans - PBA
- Teaching Videos/DVD/CD
- Activity analysis project
- Skill progressions
- Candidate interviews

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Knowledge**

- 6(a) The teacher understands appropriate assessment protocols sensitive to student needs.

| <b>Standard 6<br/>Assessment</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|----------------------------------|---------------------|-------------------|------------------|
| <b>6.1 Knowledge</b>             |                     | X                 |                  |

**6.1 Analysis** – Course Syllabi, candidate unit/lesson plans, and labs provide evidence that teacher candidates demonstrate an adequate understanding of appropriate assessment protocols in physical activity and/or physical education.

**Sources of Evidence**

- Cardio lab
- Unit plan - PBA
- Lesson Plans
- Candidate Game Play Rubric (Badminton)

**Performance**

- 6(b) The teacher demonstrates appropriate assessment protocols sensitive to student needs.

| <b>Standard 6<br/>Assessment</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|----------------------------------|---------------------|-------------------|------------------|
| <b>6.2 Performance</b>           | X                   |                   |                  |

**6.2 Analysis** – There was some evidence of game play rubrics being used by candidates in the context of college level activity courses. However, the use of authentic or standardized assessment was not as readily apparent in K-12 Physical Education settings. This can be an area for improvement in the program. Find ways to infuse more expectations/opportunities for candidates to assess student performance and to use such results in planning future instruction.

**Sources of Evidence**

- Candidate Game Play Rubric
- Unit Plan & 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 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).

| <b>Standard 7<br/>Planning for Instruction</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>7.1 Knowledge</b>                           |                     | X                 |                  |

**7.1 Analysis** –Syllabi, required coursework, candidate lesson plans, candidate instructional units, trip planning, and comprehensive case study all provide evidence that teacher candidates demonstrate an adequate understanding of how to appropriately plan for instruction and management. Recommend that more be included in the curriculum about Comprehensive School Physical Activity Programming (CSPAP).

**Sources of Evidence**

- Unit Plan - PBA
- Lesson Plans
- Trip Planning Assignment

- *Comprehensive Case Study*
- *Final Scenario CD*

**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.

| <b><i>Standard 7<br/>Planning for Instruction</i></b> | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|---|----------------------------|--------------------------|-------------------------|
| <b><i>7.2 Performance</i></b>                         |                            | <b>X</b>                 |                         |

**7.2 Analysis** – Completer and candidate interviews, course syllabi, unit and lesson plans, and most importantly teaching videos all provide evidence that teacher candidates demonstrate performance of appropriate planning for instruction outlined in Standard 7(c).

***Sources of Evidence***

- *Unit Plan - PBA*
- *Lesson Planning*
- *Teaching Videos*
- *Completer and 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)

| <b><i>Standard 8<br/>Instructional Strategies</i></b> | <b><i>Unacceptable</i></b> | <b><i>Acceptable</i></b> | <b><i>Exemplary</i></b> |
|---|----------------------------|--------------------------|-------------------------|
| <b><i>8.1 Knowledge</i></b>                           |                            | <b>X</b>                 |                         |

**8.1 Analysis** – Syllabi, required coursework, candidate unit and lesson plans, and instructional model quizzes provide evidence that teacher candidates demonstrate an adequate understanding of a few different instructional models in physical education, most notably TPSR, sport education, peer teaching, and tactical games. There are other instructional models that could be taught to candidates such as cooperative learning, inquiry teaching, and personalized system of instruction. Recommend reviewing Mike Metzler's textbook about Instructional Models in Physical Education.

**Sources of Evidence**

- *Instructional model quizzes*
- *Peer Teaching CD*
- *Unit and Lesson Plans - PBA*

**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)

| <b>Standard 8<br/>Instructional Strategies</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>8.2 Performance</b>                         |                     | X                 |                  |

**8.2 Analysis** – A variety of lesson plans provide evidence that teacher candidates demonstrate performance of indicator 8(b). However, it is recommended that more evidence should be generated showing how teacher candidates “use” these models in the physical education lessons. Do candidates primarily teach using direct instruction? From the materials provided, it looks like that is the case.

**Sources of Evidence**

- *APE Lesson Plans*
- *Peer Teaching Lesson CD*
- *Unit Plan PBA*
- *Required Coursework*

**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.

| <b>Standard 9<br/>Professional Learning and<br/>Ethical Practice</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>9.1 Knowledge</b>   |                     | X                 |                  |

**9.1 Analysis** – A variety of materials provide evidence that teacher candidates demonstrate an adequate understanding of standard 9(a). Most notably, the individual program CD and candidate written reflections build an acceptable case for candidate achievement of this standard.

**Sources of Evidence**

- Teaching Demonstrations
- Individual Program CD
- Written Reflections
- Lesson Plans

**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.

| <b>Standard 9<br/>Professional Learning and<br/>Ethical Practice</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>9.2 Performance</b>   |                     | X                 |                  |

**9.2 Analysis** – Syllabi, lesson plans, teaching demonstrations, and written candidate reflections all provide evidence that teacher candidates demonstrate performance of standard 9(b).

**Sources of Evidence**

- Lesson plans
- Written Reflections
- Teaching Demonstrations

**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.

| <b>Standard 10<br/>Leadership and Collaboration</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>10.1 Knowledge</b>                               |                     | X                 |                  |

**10.1 Analysis** – The advocacy discussion and the comprehensive case studies provide good evidence that teacher candidates demonstrate an adequate understanding of standard 10(a) and 10(b). Candidates appear to have the knowledge of this content.

**Sources of Evidence**

- Advocacy Discussion
- Comprehensive Case Study
- Integrated Warm-Up CD

**Performance**

- 10(c) The teacher demonstrates a variety of strategies to promote and advocate for healthy active schools.

| <b>Standard 10<br/>Leadership and Collaboration</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>10.2 Performance</b>                             |                     | X                 |                  |

**10.2 Analysis** – Overall, there was evidence to showcase teacher candidate involvement with promoting and advocating for healthy and active schools. However, some more evidence related to teacher candidates being **actively** involved in planning and administering Comprehensive School Physical Activity Programs (CSPAP) in K-12 school settings would have strengthened the case. Overall, acceptable evidence.

**Sources of Evidence**

- Unit Plan – PBA
- Lesson Plans
- Teaching videos

**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.

| <b>Standard 11<br/>Safety</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------------|---------------------|-------------------|------------------|
| <b>11.1 Knowledge</b>         |                     | <b>X</b>          |                  |

**11.1 Analysis** – Multiple items such as the PAR-Q, safety and facility checklists, unit/lesson plans, etc. all provide evidence that teacher candidates demonstrate an adequate understanding of Standard 11(a), 11(b), 11(c), 11(d), 11(e), and 11(f).

**Sources of Evidence**

- PAR-Q
- Personal Safety & Facility Checklist CD
- Safety Checklist
- Unit & Lesson Plans
- Risk Management Assignment

**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.

| <b>Standard 11<br/>Safety</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------------|---------------------|-------------------|------------------|
| <b>11.2 Performance</b>       |                     | <b>X</b>          |                  |

**11.2 Analysis** – Most notably, teaching videos and unit and lesson plans provide evidence that teacher candidates demonstrate performance of standard 11(h), 11(i), 11(j), 11(k), and 11(l). Teacher candidates are required to possess CPR/First Aid certification.

**Sources of Evidence**

- CPR/First Aid Certifications
- Teaching videos
- Activity Analysis
- Facility Checklist
- Unit Plan - PBA

**Summary**

| Type of Standard | Total Number of Standards | Unacceptable | Acceptable | Exemplary |
|------------------|---------------------------|--------------|------------|-----------|
| Knowledge        | 8                         | 0            | 8          |           |
| Performance      | 10                        | 1            | 9          |           |

**Areas for Consideration**

- Performance indicators 6(b) and 10(c).
- Consider covering more instructional models and giving teacher candidates more opportunities to teach using different instructional models.
- Include more content related to Comprehensive School Physical Activity Programming (CSPAP) and provide opportunities to teacher candidates to implement in schools

**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.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.1 Knowledge</b>                      |                     | X                 |                  |

**1.1 Analysis** – *Syllabi, required coursework, candidate lesson plans, and candidate instructional units, provide evidence that teacher candidates demonstrate an adequate understanding learner development in the area of science through the application and use of science and engineering practices, crosscutting concepts, and disciplinary core ideas in teaching students as well as common science misconceptions and their effects on learning.*

### Sources of Evidence

- ED-447 Syllabus: Objectives – “Science Content Standards”, “Curriculum Scope and Sequence”, and “Best Practices of Teaching Science”
- ED-447 Performance-Based Assessments
- ED-447 Student Work Samples: “Lists of Common Misconceptions”

### Performance

- 1(c) The teacher addresses common misconceptions and/or partial understandings of scientific disciplinary core ideas as they develop and affect student learning.
- 1(d) The teacher utilizes Science and Engineering Practices and Crosscutting Concepts to develop student understanding of the Disciplinary Core Ideas.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.2 Performance</b>                    |                     | X                 |                  |

**1.2 Analysis** – *Required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate an adequate ability to address learner*

*development in science-based learning through the ability to integrate and address science-based standards and common science misconceptions.*

**Sources of Evidence**

- ED-447 Student Work Samples: “Addressing Common Misconceptions”
- ED-447 Performance-Based Assessments
- ED-447 Student Work Samples: “Demonstrations”

**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).

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.1 Knowledge</b>                    |                     | X                 |                  |

**4.1 Analysis** – *Syllabi, required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate an adequate understanding of general science content knowledge through the application and use of the various elements of science standards, historical development of science, core ideas in their disciplines, and processes of science in teaching students. Addressing the interconnectedness among science disciplines is not directly indicated or addressed in the evidence, but is indirectly addressed in PBAs and student work.*

**Sources of Evidence**

- ED-447 Performance-Based Assessments
- ED-447 Assignment: "Science Standards Assignment"
- BIOL-182 Exam: "Genetics" – includes historical elements of discovery
- CHEM-111 Exam: "Gas Laws" – includes historical elements of discovery
- CHEM-111, BIOL-182, PHYS-205 Syllabi – objectives from various courses indicate learning and application of science process and skills

**Performance**

- 4(f) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(g) The teacher uses diverse examples from history to teach how our current understanding of the nature of science and scientific processes has changed.
- 4(h) The teacher uses the core ideas of their respective discipline (i.e., Disciplinary Core Ideas) to design and implement lessons.
- 4(i) The teacher designs and implements lessons (e.g., activities, demonstrations, laboratory and field activities) that align with Idaho State Science Standards within their appropriate certification.
- 4(j) The teacher models and guides students in the use of the processes of science. (i.e., Science and Engineering Practices).

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.2 Performance</b>                  |                     | X                 |                  |

**4.2 Analysis** – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an adequate ability in their content knowledge area to design science-based lessons with appropriate and applicable science standards, historical elements, core ideas, and student involved use of the processes of science.

**Sources of Evidence**

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

**Standard 5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Knowledge**

- 5(a) The teacher knows how to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.1 Knowledge</b>                         |                     | X                 |                  |

**5.1 Analysis** – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an understanding of the use and application of science processes and practices in the classroom.

**Sources of Evidence**

- ED-447 Syllabus: Objective – “Writing an Instructional Unit”
- ED-447 Performance-Based Assessments
- ED-460 Syllabus: Objective – “Developing Resources”
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

**Performance**

- 5(b) The teacher designs opportunities to apply science and engineering practices to propose, investigate, and evaluate possible solutions to problems.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.2 Performance</b>                       |                     | X                 |                  |

**5.2 Analysis** – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an adequate ability to apply content through the use of science processes and practices in the classroom.

**Sources of Evidence**

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

**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.

| <b>Standard 8<br/>Instructional Strategies</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>8.1 Knowledge</b>                           |                     | X                 |                  |

**8.1 Analysis** – *Syllabi, required coursework, candidate lesson plans, and candidate instructional units provide evidence that teacher candidates demonstrate an adequate understanding of instructional strategies specific to science-based teaching, such as the use of science and engineering practices, mathematics, and technical writing.*

**Sources of Evidence**

- CHEM-111: Assignment: “Calorimetry Lab”
- GEOL 120 Assignment: “Final Poster Project”
- ED-447 Syllabus: Objectives – “Science Content Standards”, “Best Practices of Teaching Science”, “Instructional Practices”
- ED-447 Performance-Based Assessments
- ED-447 Lessons: “Dimensional Analysis”
- ED-447 Assignment: “Math Modeling”
- ED-460 Syllabus: Objective – “Developing Resources”
- ED-460 Performance-Based Assessments

**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.

| <b>Standard 8<br/>Instructional Strategies</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>8.2 Performance</b>                         |                     | X                 |                  |

**8.2 Analysis** – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an adequate ability to utilize science-based instructional strategies through the use of science processes and practices in the planning process and in the classroom setting.

**Sources of Evidence**

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

**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.

| <b>Standard 9<br/>Professional Learning and<br/>Ethical Practice</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>9.1 Knowledge</b>   |                     | X                 |                  |

**9.1 Analysis** – Syllabi and required coursework provide evidence that teacher candidates demonstrate an adequate understanding of the professional learning and ethical practices specific to science-based learning and professional development.

**Sources of Evidence**

- ED-447 Syllabus: Objectives – “Professional Organizations”, “Science Content”
- ED-447 Assignment: “Professional Societies”
- ED-460 Assignment: “Portfolio”
- ED-460 Syllabus: Objectives – “Professional Portfolios” and “Instructional Planning”



**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.

| <b>Standard 9<br/>Professional Learning and<br/>Ethical Practice</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>9.2 Performance</b>   |                     | <b>X</b>          |                  |

**9.2 Analysis** – Candidate lesson plans, candidate instructional units, and candidate teaching videos provide evidence that teacher candidates demonstrate an adequate ability to address professional learning through the ability to include and utilize current research in science and science learning in their lesson design and teaching.

**Sources of Evidence**

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

**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).

| <b>Standard 11<br/>Safety</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------------|---------------------|-------------------|------------------|
| <b>11.1 Knowledge</b>         |                     | <b>X</b>          |                  |

**11.1 Analysis** – Syllabi, candidate lesson plans, candidate instructional unit, and required coursework provide evidence that teacher candidates demonstrate an adequate understanding of planning for, addressing, and maintaining safety in the science learning environment.

**Sources of Evidence**

- ED-447 Syllabus: Objective – “Safety in the Science Lab”
- ED-447 Assignment: “Flynn Safety Certificate”
- ED-447 Assignment: “Dirty Dozen”
- ED-447 Assignment: “Demonstrations
- ED-460 Performance-Based Assessments
- ED-460 Assignment: “Portfolio”

**Performance**

- 11(g) The teacher designs activities that demonstrate the safe and proper techniques for the preparation, storage, dispensing, supervision/inventory, and disposal of all materials used within their subject area science instruction.
- 11(h) The teacher designs activities that demonstrate an ability to implement emergency procedures and the maintenance of safety equipment, policies and procedures that comply with established state and/or national guidelines.
- 11(i) The teacher ensures safe science activities appropriate for the abilities of all students.
- 11(j) The teacher designs activities that demonstrate ethical decision-making with respect to the treatment of all living organisms in and out of the classroom. They emphasize safe, humane, and ethical treatment of animals and comply with the legal restrictions on the collection, keeping, and use of living organisms.
- 11(k) The teacher demonstrates the ability to evaluate a facility for compliance to safety regulations.
- 11(l) The teacher demonstrates the ability to procure and use Material Safety Data Sheet (MSDS).

| <b>Standard 11<br/>Safety</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------------|---------------------|-------------------|------------------|
| <b>11.2 Performance</b>       |                     | <b>X</b>          |                  |

**11.2 Analysis** – Syllabi, candidate lesson plans, candidate instructional unit, and required coursework provide evidence that teacher candidates demonstrate an adequate ability to plan for, address, and maintain safety in the science learning environment.

**Sources of Evidence**

- ED-447 Syllabus: Objective – “Safety in the Science Lab”
- ED-447 Assignment: “Flynn Safety Certificate”
- ED-447 Assignment: “Dirty Dozen”
- ED-447 Assignment: “Demonstrations
- ED-447 Performance-Based Assessments
- ED-460 Syllabus: Objective – “Classroom Management
- ED-460 Performance-Based Assessments
- ED-460 Assignment: “Portfolio”

**Standard 12: Laboratory and Field Activities - The science teacher demonstrates competence in conducting laboratory, and field activities.**

**Knowledge**

- 12(a) The teacher knows a variety of laboratory and field techniques appropriate to their content area.
- 12(b) The teacher knows a variety of strategies to develop students’ laboratory and field skills.

| <b>Standard 12<br/>Laboratory and Field Activities</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>12.1 Knowledge</b>                                  |                     | <b>X</b>          |                  |

**12.1 Analysis** – Syllabi, candidate lesson plans, candidate instructional unit, and required coursework provide evidence that teacher candidates demonstrate an adequate understanding of science-based laboratory and field techniques and skills.

**Sources of Evidence**

- BIOL-183 Assignment: “Osmosis and Diffusion Lab”
- GEOL-111 Syllabus: “Plate Tectonics Lab”
- CHEM-111 Syllabus “Acid/Base Titration Lab”
- ED-447 Syllabus: Objective – “Best Practices of Teaching Science”
- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments

**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.

| <b>Standard 12<br/>Laboratory and Field Activities</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>12.2 Performance</b>                                |                     | <b>X</b>          |                  |

**12.2 Analysis** – Candidate lesson plans, candidate instructional unit, and candidate teaching experiences provide evidence that teacher candidates demonstrate an adequate ability to plan for, incorporate, and help students use science-based laboratory and field techniques and skills.

**Sources of Evidence**

- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

**Summary**

| <b>Type of Standard</b> | <b>Total Number of Standards</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------|----------------------------------|---------------------|-------------------|------------------|
| <b>Knowledge</b>        | <b>7</b>                         |                     | <b>7</b>          |                  |
| <b>Performance</b>      | <b>7</b>                         |                     | <b>7</b>          |                  |

**Areas for Consideration**

- Consider providing context to teaching video evidence as to what was being addressed and taught by the candidates as well as how these linked to the expectations within the associated course.
- Show feedback to candidates on assessments and work examples in addition to overall grades; provide rubrics for assignments to clearly show what is expected from the candidates.
- Indicate how the candidate performance and results on assessments are guiding change and growth of the programs
- Ensure that indicated evidence directly aligns with linked indicators (e.g. 4d evidence not linked or explained how linked to indicator)

***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.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.1 Knowledge</b>                    |                     | X                 |                  |

**4.1 Analysis** – *Syllabi and exams provided evidence that teacher candidates are introduced to the main concepts indicated within biology content knowledge, including the theories and principles of molecular and organismal biology, ecology, genetics, and evolution. Syllabi include detailed components of scheduled learning of key principles and application in lab settings. Exams show details of what is covered and assessed. Final grades for exams for individual students included, but not specific examples, feedback, or discussion.*

**Sources of Evidence**

- *BIOL-181 Syllabus indicated topics and schedule*
- *BIOL-181 Exams: "Ecology" and "Evolution"*
- *BIOL-182 Syllabus indicated topics and schedule*
- *BIOL-182 Exams: "Photosynthesis and Respiration" and "Genetic Information"*
- *BIOL-213 Syllabus indicated topics and schedule*
- *BIOL-213 Exam: "Major Organ Systems"*
- *Biology Praxis Exam*

**Performance**

- 4(e) The teacher develops lessons based on the major underlying theories and principles of molecular and organismal biology including; structure and function, growth and development, and organization for matter and energy flow.
- 4(f) The teacher develops lessons based on the major underlying theories and principles of ecosystems including: interdependent relationships; cycles of energy and matter transfer; the relationship among dynamics, function, and resilience; and social interactions and group behavior.
- 4(g) The teacher develops lessons based on the major underlying theories and principles of heredity; including structure and function of DNA, and inheritance and variation of traits.
- 4(h) The teacher develops lessons based on the major underlying theories and principles of biological adaptation; including evidence of common ancestry and diversity, natural selection, adaptation, and biodiversity and humans.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.2 Performance</b>                  |                     | X                 |                  |

**4.2 Analysis** – Candidate work samples, teaching videos, and syllabi provide evidence that teacher candidates demonstrate performance of developing lessons based on the major theories and principles in biology content knowledge. The PBAs show extensive planning and application to standards and goals, teaching strategies, connections to science, and classroom management, design, and procedures. Introductory and background reflection/information shows intentional and extensive focus on understanding students, their needs, and how to guide lesson design to meet those needs within the context of the content area. None of the included science student examples indicated any instructor feedback, but other content areas did.

**Sources of Evidence**

- ED-447 Syllabus: Objective – “Writing an Instructional Unit”
- ED-447 Performance-Based Assessments
- ED-460 Performance-Based Assessments
- ED-460 Teaching Videos

**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**

- Consider showing feedback to candidates on assessments and work examples in addition to overall grades; provide rubrics for assignments to clearly show what is expected from the candidates.
- Indicate how the candidate performance and results on assessments are guiding change and growth of the programs



- *Provide context to teaching video evidence as to what was being addressed and taught by the candidates as well as how these linked to the expectations within the associated course.*
- *Providing more breadth of evidence across all associated biology science content components expected of candidates would make the evidence clearer. (e.g. ecology-related concepts not as clearly identified)*

***Recommended Action on Idaho Standards for Biology 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.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.1 Knowledge</b>                    |                     | X                 |                  |

**4.1 Analysis** – *Syllabi and exams provided evidence that teacher candidates are introduced to the main concepts indicated within Earth and space science content knowledge, including the theories and principles of Earth's place in the universe, Earth's systems, and Earth and human activity. Syllabi include detailed components of scheduled learning of key principles and application in lab settings. Exams show details of what is covered and assessed. Final grades for exams for individual students included, but not specific examples, feedback, or discussion.*

### Sources of Evidence

- PHYS-205 Syllabus indicated topics, assignments, and schedule
- PHYS-205 Exam: "Solar System Universe"

- *GEOL-120 Syllabus indicated topics, assignments, and schedule*
- *GEOL-120 Final Exam*
- *Earth & Space Science Praxis Exam*

**Performance**

- 4(d) The teacher develops lessons based on the major underlying theories and principles of Earth's place in the universe including; the universe and its stars, Earth and the solar system, the history of planet Earth, radiometric dating, and electromagnetic radiation.
- 4(e) The teacher develops lessons based on the major underlying theories and principles of Earth's systems including; plate tectonics, Earth materials and systems, the roles of water in Earth's surface processes, weather and climate, and biogeology.
- 4(f) The teacher develops lessons based on the major underlying theories and principles of Earth and human activity including; natural resources, natural hazards, human impacts on Earth systems, and global climate change.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.2 Performance</b>                  |                     | <b>X</b>          |                  |

**4.2 Analysis** – *Candidate work samples and syllabi provide evidence that teacher candidates demonstrate performance of developing lessons based on the major theories and principles in Earth and space science content knowledge. The PBAs show extensive planning and application to standards and goals, teaching strategies, connections to science, and classroom management, design, and procedures. Introductory and background reflection/information shows intentional and extensive focus on understanding students, their needs, and how to guide lesson design to meet those needs within the context of the content area. None of the included science student examples indicated any instructor feedback, but other content areas did.*

**Sources of Evidence**

- *ED-447 Syllabus: Objective – “Writing an Instructional Unit”*
- *ED-447 Performance-Based Assessments*
- *ED-460 Performance-Based Assessments*
- *ED-460 Teaching Video*

**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**

- *Show feedback to candidates on assessments and work examples in addition to overall grades; provide rubrics for assignments to clearly show what is expected from the candidates.*
- *Indicate how the candidate performance and results on assessments are guiding change and growth of the programs*
- *Provide context to teaching video evidence as to what was being addressed and taught by the candidates as well as how these linked to the expectations within the associated course.*
- *Provide more breadth of evidence across all associated Earth and space science content components expected of candidates (e.g. human impacts not as clearly identified)*

**Recommended Action on Idaho Standards for Earth and Space Science 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.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.1 Knowledge</b>                      |                     | X                 |                  |

**1.1 Analysis** – Evidence from the course syllabus from ED 445, which states that students learn instructional models and practices with classroom management strategies, speaks to Knowledge 1(a). Additionally, student example from ED 321 Case Study RTI shows that candidates understand environmental impacts both inside and outside the school. Another indicator of candidate understanding is the well-researched Journal Article Paper dated 3 November 2018 that demonstrates that candidates have an up to date understanding and are familiar with research in the field of intellectual, social, personal development and environmental factors in student learning (1 (b)).

### Sources of Evidence

- ED 445 Instructional Strategies & Classroom Management 6-12 Syllabus
- ED 321 Case Study RTI Paper
- Journal Article Paper – 3 November 2018

### Performance

- 1(c) The teacher provides opportunities for learners to engage in civic life, politics, and government.

| <b>Standard 1<br/>Learner Development</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>1.2 Performance</b>                    |                     | X                 |                  |

**1.2 Analysis** – Statements from the ED-447 Content Area Methods class syllabus provided evidence that candidates must understand that their work is valuable in preparing students to engage in civic life and politics. Anderson PBA 447H is an example of a teacher candidate

*that understands this in his lesson, which deals with civic life, demonstrating how societies began to evolve (1c). Tertiary, PBAF1901 – Federalism: Powers Divided with Impeachment demonstrates that candidates are exposing students that civic life, politics and government can also be intertwined (1c).*

**Sources of Evidence**

- PBAF1901 – Federalism: Powers Divided with Impeachment
- Anderson PBA 447H
- Syllabus ED-447

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

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

**Standard #4: Content Knowledge.** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

**Knowledge**

- 4(a) The teacher has a broad knowledge base of the social studies and related disciplines (e.g., history, economics, geography, political science, behavioral sciences, humanities).
- 4(b) The teacher understands how and why various governments and societies have changed over time.
- 4(c) The teacher understands how and why independent and interdependent systems of trade and production develop.
- 4(d) The teacher understands the impact that cultures, religions, technologies, social movements, economic systems, and other factors have on civilizations, including their own.
- 4(e) The teacher understands the responsibilities and rights of citizens in the United States of America's political system, and how citizens exercise those rights and participate in the system.
- 4(f) The teacher understands how geography affects relationships between people, and environments over time.
- 4(g) The teacher understands how to identify primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.1 Knowledge</b>                    |                     | X                 |                  |

**4.1 Analysis** – The EPP has many examples showing that candidates are working effectively in the field. For example, various examples of candidate artifacts show different geography projects (4a). Another good example is document 460 PBA2 SP 21 B01, an example of economic influence in historical and societal matters (4c). Also, 460 PBA2 SS S21 A01 is a good example of a candidate of history and the fact that government can change over time (4b).

**Sources of Evidence**

- 460 PBA2 Sp. 21 B01
- 460 PBA2 SS S21 A01
- Various candidate artifacts from the Capstone Project folder

**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.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.2 Performance</b>                  |                     | X                 |                  |

**4.2 Analysis** – Based on student work examples, the EPP does a good job of incorporating scholarly research. However, the artifact Hussey-Full PBA.docx is a very good example of inserting research into the curriculum (4h). Secondly, the Singapore Comparative Government paper meets the requirements of standard (4i).

**Sources of Evidence**

- Citizenship Test & Self-Reflection Paper
- POLS285 – Singapore Comparative Government term paper
- Hussey-Full pBA.docx

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Knowledge**

- 5(a) The teacher incorporates current events and historical knowledge, to guide learners as they predict how people from diverse global and cultural perspectives may experience and interpret the world around them.
- 5(b) The teacher understands how to effectively analyze the use of primary and secondary sources in interpreting social studies concepts.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.1 Knowledge</b>                         |                     | <b>X</b>          |                  |

**5.1 Analysis** – Hoops’ unit rationale “The students will benefit from understanding historical concepts relating to world history and civilization as it will give them a deeper understanding of how their lives are shaped by the past” is a great piece to show that candidates are incorporating historical knowledge to guide learners (5a). It is also clear candidates are encouraged to gain historical knowledge through research as shown by the SS499 research paper for Dr. Van Lanen. All pieces shown are great examples of interpreting social studies concepts (5b).

**Sources of Evidence**

- Larsen PBA 447
- Hoops’ ED 445/447 Performance Based Assessment
- Dr. Van Lanen SS 499 Final Research paper - *From the Shoulders of an Aspiring Brown Beret: An Oral History on the Political Socialization of a Lower Class, Migrant Chicana Woman During the 1960s and 1970s*
- Student and staff interviews

**Performance**

- 5(c) The teacher demonstrates and applies chronological historical thinking.
- 5(d) The teacher integrates knowledge from the social studies in order to prepare learners to live in a world with limited resources, cultural pluralism, and increasing interdependence.
- 5(e) The teacher uses and interprets primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables) when presenting social studies concepts.

| <b>Standard 5<br/>Application of Content</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>5.2 Performance</b>                       |                     | <b>X</b>          |                  |

**5.2 Analysis** – Teacher candidate work in this area is very good. Capstone project SS499s1993 is a very good example of 5(c) chronological thinking. The Animal Farm lesson sample is a strong



example of 5(d); however, it would have been stronger if a link to the Go React video was available. Capstone project SS499 is a great piece of evidence of 5(e).

**Sources of Evidence**

- Capstone project SS499s1993 Henry Talkington Research
- From the LCSC Senior Research Symposium Capstone project SS499 Appeal to Peasantry: Socialist Implication of Land Reform in 20<sup>th</sup> Century Mexico
- PBAF19.docx Animal Farm Socratic Seminar

**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.

| <b>Standard 8<br/>Instructional Strategies</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>8.1 Knowledge</b>                           |                     | X                 |                  |

**8.1 Analysis** – *Strategies for 8(a) are evidenced by teacher candidate lesson plans known as PBA. Each lesson had strengths and weaknesses in all areas, however, when taken as a whole, each PBA met the thresholds of clear, coherent reading, speaking and listening within the context of social studies. It should be noted that all sources did an adequate job of making accommodations for all learners.*

**Sources of Evidence**

- Larsen PBA 447
- Tarkalson PBA
- 460 PBA F190 A01

**Performance**

- 8(b) The teacher fosters clear and coherent learner reading, speaking, listening, and writing skills within the context of social studies, consistent with approved 6-12 standards.

| <b>Standard 8<br/>Instructional Strategies</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|--|---------------------|-------------------|------------------|
| <b>8.2 Performance</b>                         |                     | X                 |                  |

**8.2 Analysis** – Strategies for 8(b) are evidenced by teacher candidate lesson plans known as PBA. Each lesson had strengths and weaknesses in all areas, however when taken as a whole, each PBA met the thresholds of clear, coherent reading, speaking and listening within the context of social studies. It should be noted that all sources did an adequate job of making accommodations for all learners.

**Sources of Evidence**

- Larsen PBA 447
- Tarkalson PBA
- 460 PBA F190 A01

**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**

| <b>Type of Standard</b> | <b>Total Number of Standards</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|-------------------------|----------------------------------|---------------------|-------------------|------------------|
| <b>Knowledge</b>        | 4                                |                     | 4                 |                  |
| <b>Performance</b>      | 4                                |                     | 4                 |                  |

**Areas for Consideration**

- If colleagues are willing, attach syllabus from content area coursework. For example, syllabus from History 101
- Although the evidence was from many sources for history and government, there were misplaced pieces of evidence for P.E.
- According to the LC info secondary document there are years where completers were listed as NA indicating not a lack of completers but the EPP had very few completers. While much of

*this is out of the EPP control, I would encourage the EPP to display more evidence from the candidates who are in the program.*

***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 HISTORY TEACHERS

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

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

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

**Standard #4: Content Knowledge.** *The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.*

### Knowledge

- 4(a) The teacher understands themes and concepts in history (e.g., exploration, expansion, migration, immigration).
- 4(b) The teacher understands the political, social, cultural, and economic responses to industrialization and technological innovation.
- 4(c) The teacher understands how international and domestic relations impacted the development of the United States of America.
- 4(d) The teacher understands how significant compromises, conflicts, and events defined and continue to define the United States of America.
- 4(e) The teacher understands the political, social, cultural, and economic development of the United States of America.
- 4(f) The teacher understands the political, social, cultural, and economic development of the peoples of the world.
- 4(g) The teacher understands the impact of gender, race, ethnicity, religion, and national origin on history.
- 4(h) The teacher understands the appropriate use of primary and secondary sources (i.e., documents, artifacts, maps, graphs, charts, tables, statistical data) in interpreting social studies concepts, historical perspectives, and biases.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.1 Knowledge</b>                    |                     | X                 |                  |

**4.1 Analysis** – The EPP can show strong examples that its candidates meet several areas of content knowledge. Various examples of candidate artifacts show different geography projects (4a). Another good example is document 460 PBA2 SP 21 B01, an example of economic influence in historical and societal matters (4c). Also, 460 PBA2 SS S21 A01 which is a good example of a candidate of history and the fact that government can change over time (4b).

**Sources of Evidence**

- 460 PBA2 Sp 21 B01
- 460 PBA2 SS S21 A01
- Various candidate artifacts from the Capstone project folder

**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.

| <b>Standard 4<br/>Content Knowledge</b> | <b>Unacceptable</b> | <b>Acceptable</b> | <b>Exemplary</b> |
|---|---------------------|-------------------|------------------|
| <b>4.2 Performance</b>                  |                     | <b>X</b>          |                  |

**4.2 Analysis** – Based on student work examples, the EPP does a good job of incorporating scholarly research samples. However, the artifact Hussey-Full pBA.docx is a very good example of inserting research into the curriculum (4h). Secondly, the Singapore Comparative Government paper meets the requirements of standard (4i).

**Sources of Evidence**

- Citizenship Test & Self-Reflection Paper
- POLS285 – Singapore Comparative Government term paper
- Hussey-Full pBA.docx

**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**

- *If colleagues are willing, attach syllabus from content area coursework. For example, syllabus from History 101*
- *Although the evidence was from many sources for history and government, there were misplaced pieces of evidence for P.E.*
- *According to the LC info secondary document there are years where completers were listed as NA indicating not a lack of completers but the EPP had very few completers. While much of this is out of the EPP control, I would encourage the EPP to display more evidence from the candidates who are in the program.*

***Recommended Action on Idaho Standards for History Teachers***

- ☒ Approved
- ☐ Conditionally Approved
  - ☐ Insufficient Evidence
  - ☐ Lack of Completers
  - ☐ New Program
- ☐ Not Approved

## PROGRAM DESIGN REVIEW - CHEMISTRY

THIS FORM IS USED TO REVIEW AN EDUCATOR PREPARATION PROGRAM WITH A LACK OF COMPLETERS.

|   |   |  |                   |
|---|---|--|-------------------|
| <b>Name of Provider</b>   | Lewis-Clark State College                         | <b>EPP Review Dates</b>                        | 12 / 11-14 / 2021 |
| <b>Program Name</b>   | Chemistry, 6-12                                   | <b># of Completers in Last Seven (7) Years</b> | 4                 |
| <b>If more than five (5) completers in last seven (7) years, provide the rationale for request.</b> | NA  |  |                   |
| <b>Report Preparer Name/Title</b>   | William Gregory Harman, Accreditation Coordinator |  |                   |
| <b>Report Preparer Email/Phone</b>  | wgharman@lcsc.edu 208-792-2849                    |  |                   |

### Section I: Program Course Requirements

**Directions:** For each pathway that leads to certification in this program, provide the complete, minimum course list required for a candidate to earn an institutional recommendation for this program. List specifics for each course identified, including course numbers, titles, and course descriptions. All specific evidence for Section I must be included in a single PDF. Links to outside documents or websites will not be considered.

### Section II: Alignment to the *Idaho Standards for Initial Certification of Professional School Personnel*.

**Directions:** The tables below include each set of standards that may apply to the Program Design Review. Complete each table, explaining how program design and any available evidence align with Foundation Standards (if applicable) and Program Standards in the *Idaho Standards for Initial Certification of Professional School Personnel*. If the program includes no Foundation Standards, delete the Foundation Standards table. Submit evidence for this section as a single PDF to accompany this form. Links to outside documents or websites will not be considered.



## Course Requirements Chemistry with Secondary Education

### Bachelors' Degree in Chemistry Major Requirements

| Course #                 | Course Name                          | Course Description  | Credits                          |
|--------------------------|--------------------------------------|---|----------------------------------|
| <a href="#">CHEM-111</a> | PRINCIPLES OF CHEMISTRY I            | A systematic and intensive treatment of chemical principles and their applications. Four hours of lecture/recitation, and one 3-hour laboratory per week.   | 4<br>(counted in gen-ed credits) |
| <a href="#">CHEM-112</a> | PRINCIPLES OF CHEMISTRY II           | Elementary theoretical chemistry and its application to analytical practice. Includes emphasis on intermolecular forces, equilibrium, electrochemistry and nuclear chemistry. Four hours of lecture/recitation and one 3-hour laboratory per week.  | 4                                |
| <a href="#">CHEM-300</a> | PHYSICAL CHEMISTRY I WITH LABORATORY | Investigates Properties of Matter and Gases, Laws of Thermodynamics, Energy Changes, Chemical and Phase Equilibrium, Solutions, and Chemical Kinetics. Laboratory component demonstrates and tests these concepts (3 hour lab).   | 4                                |
| <a href="#">CHEM-306</a> | PHYSICAL CHEMISTRY II                | Topics include Quantum theory, Atoms, Diatomic Molecules, Polyatomic Molecules and Spectroscopy.  | 3                                |
| <a href="#">CHEM-325</a> | QUANTITATIVE ANALYSIS                | Theory of classical gravimetric and volumetric chemical analyses with an introduction to instrumental techniques. Basic data handling and statistics, chemical equilibrium, electrochemistry. Three hours of lecture per week.  | 5                                |
| <a href="#">CHEM-371</a> | ORGANIC CHEMISTRY I                  | Principles and theories of organic chemistry and the properties, preparations, and reactions of organic compounds. Three hours of lecture per week.   | 3                                |
| <a href="#">CHEM-373</a> | ORGANIC CHEMISTRY I LAB              | Laboratory to accompany Chemistry 371. One 3-hour lab per week.   | 1                                |
| <a href="#">CHEM-372</a> | ORGANIC CHEMISTRY II                 | Continuation of Chemistry 371. Three hours of lecture per week.   | 3                                |
| <a href="#">CHEM-376</a> | ORGANIC CHEMISTRY II LAB             | Laboratory to accompany Chemistry 372. 3-hours of lab per week and information literacy.  | 2                                |
| <a href="#">CHEM-454</a> | INSTRUMENTAL ANALYSIS                | Course covers the basic principles and use of instruments. Ultraviolet, visible, infrared, Raman, and atomic absorption spectroscopy. Electrochemistry.   | 5                                |
| <a href="#">CHEM-463</a> | INORGANIC CHEMISTRY                  | Course covers the basic principles of descriptive chemistry, coordination chemistry, models of bonding in transition metal complexes, molecular symmetry, molecular orbital theory, spectroscopy, and organometallic chemistry. The laboratory component introduces the student to standard aspects of synthetic inorganic chemistry, bioinorganic chemistry, organometallic chemistry and catalytic chemistry. | 4                                |
| <a href="#">CHEM-481</a> | BIOCHEMISTRY I                       | A study of protein structures and functions and the basics of sugar and lipid protein analysis. Three hours of lecture and one 3-hour laboratory per week.  | 4                                |
| <a href="#">MATH-175</a> | CALCULUS II                          | Applications of the integral, symbolic and numerical techniques of integration, inverse transcendental functions. Sequences and series, with an emphasis on power series and approximation.   | 4                                |
| <a href="#">PHYS-112</a> | GENERAL PHYSICS II                   | Electricity and magnetism, optics, modern physics. General Physics II is the sequel to General Physics I. Course covers the fundamental principles of   | 4-5                              |

|                             |                        |   |       |
|-----------------------------|------------------------|---|-------|
|                             |                        | electricity, magnetism, and light. There are three hours of lecture and one 3-hour laboratory per week.   |       |
| or <a href="#">PHYS-212</a> | ENGINEERING PHYSICS II | Electricity and magnetism, optics, modern physics. Engineering Physics II is the sequel to Engineering Physics I. Principles of electrodynamics theory, elements of optics, and modern physics are examined using analytic problem solving and laboratory exploration. There are four hours of lecture and one, three-hour laboratory per week. | 4-5   |
|                             |                        |   | 46-47 |

### Secondary Education Major Requirements

| Course #  | Course Name   | Course Description   | Credits |
|---|---|--|---------|
| <i>Phase I - Professional Foundations of Education – can take these courses at any time</i>                                 |   |  |         |
| <a href="#">ED-214</a>  | PRINCIPLES OF EDUCATION   | An introduction to the teaching profession through consideration of relevant principles including the importance of education and teaching, the purpose of schools, teaching orientations and styles, trends in education, international influences on American education, the changing nature of American education, the administration and governance of schools, school funding, social issues affecting education and learning, schools and their environs, and education in other societies. Includes twenty hours of field experience in area elementary and secondary schools.  | 3.00    |
| <a href="#">ED-224</a>  | MEDIA & TECH FOR DIGITAL WORLD                                  | Media & Technologies for Living in a Digital World is a course to address the design, development, and implementation of current media and technologies for communication and learning purposes. Through participation in this course, students will develop the knowledge and skills necessary to effectively design, develop, and use a variety of types of media and to select and implement a variety of current technologies as tools to create and deliver media effectively. Students will also become familiar with the issues and implications of being a successful and safe citizen in a digital world and develop digital literacy skills. | 2.00    |
| <a href="#">ED-318</a>  | ASSESSMENT OF LEARNING  | An introduction to the theory of assessment. Presents the foundational concepts, principles, and procedures needed to systematically acquire, organize, and apply information about learners and learning. This course is a component in the elementary teacher education program's technology strand and is designated as technology-intensive. Pre-requisite: Elementary Education Majors must be admitted to education program.   | 3.00    |
| <a href="#">ED-321</a>  | EDUCATIONAL PSYCHOLOGY  | Psychology directly applicable to teaching and learning: Basics of our thinking physiology; basics of interpreting relevant research; development theories and their relation to learning; motivation theories and means to motivate students; behaviorism as applied and misapplied to classroom management and instruction; differentiating based upon receptive/perceptive modes, intelligences, and learning styles; memory and cognition paths; and the personally and socially constructed nature of knowing.  | 3.00    |
| <a href="#">ED-345</a>  | CULTURALLY RELEVANT TEACHING                                    | The course is designed for classroom teachers and future teachers and will provide information for the selection of teaching strategies suited to the learners culture, literacy, language proficiency, and communication skills. The course will examine issues related to working with diverse peoples, deepen levels of awareness regarding individual differences and develop an understanding of the challenges of language acquisition in the classroom setting. Specific teaching strategies for students whose first language is not English   | 3.00    |
| <a href="#">SE-322</a>  | INCLUSION STRATEGIES K-12 (may be taken in Phase I or Phase II) | Designing strategies for teaching and assisting individuals with learning differences or disabilities in school settings. Emphasizes standards of performance related to teaching and team responsibilities of professionals working to assist students with individual strengths or needs.  | 3.00    |
| <i>Phase II - Professional Studies in Education - must apply and be admitted to Education Program to take these courses</i> |   |  |         |
| <a href="#">RE-309</a>  | DISCIPLINARY LITERACY   | This course provides the background, issues, and strategies for future teachers to help intermediate, middle, and secondary students increase their literacy comprehension across disciplines. The course is designed to   | 3.00    |

|   |   |  |       |
|---|---|--|-------|
|   |   | support content instruction using research-based literacy strategies for all learners. Topic areas include increasing comprehension of content in informational and narrative text, writing to persuade and inform, and using digital resources appropriately to engage in critical thinking, creativity, and collaborative problem solving.   |       |
| <a href="#">ED-424</a>  | MEDIA & TECHNOLOGIES FOR TEACHING, K-12                 | Media & Technologies for Teaching, K-12 is a course to address the strategic integration of current media and technologies into teaching and learning. Through participation in this course, students, as teacher candidates, will recognize the accepted professional standards regarding the roles and responsibilities that teachers serve to create and maintain learning environments best served by current technologies. Students will develop the knowledge and skills necessary to effectively design, develop, select, and implement a variety of types of instructional media and to implement a variety of current technologies as enhancements to teaching and learning processes. Students will also become prepared to foster sound principles of digital citizenship and digital literacy in teaching and learning environments. | 2.00  |
| <a href="#">ED-445</a>  | INSTRUCTIONAL STRATEGIES AND CLASSROOM MANAGEMENT, 6-12 | This course familiarizes students with a variety of instructional models and practices, classroom management strategies, and the building of learning communities to meet the needs of students in grades 6-12. Students demonstrate pedagogical knowledge, skills, and dispositions. Students develop products that demonstrate understanding of key aspects of classroom environment, instruction, management, and motivation. Includes significant clinical experience hours in area secondary schools.   | 3.00  |
| <a href="#">ED-447</a>  | TEACHING METHODS IN THE CONTENT AREA                    | This course combines theoretical and practical learning experiences in pedagogical content knowledge. Students demonstrate requisite knowledge, skills, and dispositions through authorship of content-specific unit plans. Special emphasis is placed on teaching methods and strategies relevant to a content area. Provides a meaningful pre-internship clinical experience in the content area for students. Course can be taken within one academic year of Clinical Internship.  | 2.00  |
| <i>Phase III - Instructional Methods in Education - must complete all the preceding courses + pass required Praxis content-area examination(s) to take these courses/be placed in Clinical Internship</i> |   |  |       |
| <a href="#">ED-452</a>  | INTERNSHIP SEMINAR                                      | This seminar promotes self-reflection and the successful transition into the teaching profession through opportunities for interns to address and reflect upon their internship experiences and contemporary and perennial issues that affect and inform their praxis. Pre-requisite: Admission into the Secondary Education Program.  | 1.00  |
| <a href="#">ED-460</a>  | PROFESSIONAL INTERNSHIP IN EDUCATION 6-12               | The integration and application of pedagogical knowledge, skills, and dispositions necessary to successfully design, develop, deliver, and evaluate instruction during a semester-long internship with an on-site secondary teacher educator. Interns are asked to utilize a variety of traditional and contemporary teaching strategies, aids, materials, and activities to meet the needs of a culturally and intellectually diverse classroom population. Interns will participate in regular seminars, lectures, and/or laboratory sessions in support of their internship activities. The intern should have a means of transportation to the internship school.  | 12.00 |
|   |   |  | 40.00 |

## FOUNDATION STANDARDS

*Within the narrative, the links will take you directly to the appropriate place in the appendices.*

| FOUNDATION STANDARD                 | DESIGN NARRATIVE: How is the standard being met? What courses from Section I address the standard?<br>EVIDENCE EXPLANATION: How does the provided evidence support the standard?  |
|-------------------------------------|---|
| Standard 1<br>Learner Development   | <p><i>...understands how learners grow &amp; develop...</i></p> <p>Understanding of developmental stages and discernment between aspects of development (cognitive, identity, moral, minority-identity) and general growth is taught in <a href="#">ED-321, Educational Psychology</a> and knowledge of it is applied by each candidate in a simulated case-study paper. Further understanding of minority identity development is taught in <a href="#">ED-345, Culturally Relevant Teaching</a>. Further understanding of development for students with specific learning challenges is taught in <a href="#">SE-322, Inclusion Strategies, K-12</a>.</p> <p><i>... designs and implements developmentally appropriate and challenging learning experiences.</i></p> <p>As well as simulation assignments, such as the case study paper in ED-321, candidates are assessed on the appropriateness of their lesson for engaging and teaching the students, including consideration of level, differentiation, cultural relevance, and specific learning challenges using our Performance-Based Assessment, which is employed as a value-added measure by having each candidate carry it out once for their co-requisite methods courses (general methods, <a href="#">ED-445, Instructional Strategies &amp; Classroom Management</a> &amp; subject-specific methods, <a href="#">ED-447, Teaching Methods in the Content Area</a>), and again in their Clinical Internship (see <a href="#">Clinical Internship Handbook {available upon request}</a> &amp; syllabus for <a href="#">ED-460</a>) in their final semester.</p>   |
| Standard 2<br>Learning Differences  | <p><i>...uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.</i></p> <p>Individual differences are emphasized in the differentiation unit in <a href="#">ED-321, Educational Psychology</a>, which is assessed via a simulation lesson plan assignment in which extensive differentiation for levels of thinking, receptive/perceptive differences, learning style differences, and separate intelligences have to be present and noted by the candidates.</p> <p><a href="#">ED-345, Culturally Relevant Teaching</a>, is a course dedicated to understanding and working with cultural differences and making fully inclusive environments.</p> <p><a href="#">SE-322, Inclusion Strategies, K-12</a>, is a course dedicated to teaching the candidates to create fully inclusive environments for students with specific learning challenges, and also spends course time on inclusion for ENL students.</p> <p>Attention to learning differences for all students is assessed in our <a href="#">Performance-Based Assessment (PBA)</a>, including differentiation for learning differences and modifications (adaptations/accommodations) for students with specific learning challenges, which requires the candidates to seek out resources and ideas for making student and lesson-specific modifications. The PBA is employed as a value-added measure by having each candidate carry it out once for their co-requisite methods courses (general methods, <a href="#">ED-445, Instructional Strategies &amp; Classroom Management</a> &amp; subject-specific methods, <a href="#">ED-447, Teaching Methods in the Content Area</a>), and again in their Clinical Internship (see <a href="#">Clinical Internship Handbook {available upon request}</a> &amp; syllabus for <a href="#">ED-460</a>) in their final semester.</p> |
| Standard 3<br>Learning Environments | <p><i>... 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.</i></p> <p>Our entire program and all of our faculty emphasize that building a community of learners as a positive, supportive, trust-enhancing environment is central to educating. A focus on such environment clears the way for classroom management to be based upon reciprocity, kindness, and trust rather than upon arbitrary control, regimentation, or fear.</p> <p>This is built as a premise into the instruction theory and methods of every course from <a href="#">ED-214, Principles of Education</a>, through <a href="#">ED-321, Educational Psychology</a>, <a href="#">ED-345, Culturally Relevant Teaching</a>, <a href="#">RE-309, Disciplinary Literacy</a>, <a href="#">SE-322, Inclusion Strategies</a>, to the co-requisite methods courses, general methods, <a href="#">ED-445, Instructional Strategies &amp; Classroom Management</a> and subject-specific methods, <a href="#">ED-447, Teaching Methods in the Content Area</a>. The candidates' <a href="#">Professional Portfolios</a>, one of our key assessments evaluated at the end of Clinical Internship, reflect the emphasis upon the caring environment created by our candidates in their work in classes, clinical experiences, and clinical internship. The <a href="#">Performance-Based Assessment</a> also evaluates the candidates for positive learning environment in the performing section.</p>   |

|  |   |
|--|---|
| <p><b>Standard 4</b><br/><b>Content Knowledge</b></p>        | <p>... understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches...</p> <p>The candidates for secondary and K-12 endorsements at Lewis-Clark State College must obtain a bachelors' degree in the content area for which they are getting endorsement (see program requirements for the content area degree), which requires mastering the content knowledge of the discipline at a level sufficient for the bachelor's degree independent of their application of it in teaching contexts.</p> <p>The candidates must all pass the State-required Praxis examinations in their content area before they are placed in clinical internship. No candidate can successfully complete the program without obtaining a passing score according to State requirements on their content-area Praxis examination.</p> <p>...creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content...</p> <p>The co-requisite methods courses (general methods, <a href="#">ED-445, Instructional Strategies &amp; Classroom Management</a> &amp; subject-specific methods, <a href="#">ED-447, Teaching Methods in the Content Area</a>) are designed to teach candidates to plan and instruct at the appropriate levels and in their specific content areas in ways that are engaging, accessible, and meaningful. Planning and instruction of content is assessed with the <a href="#">Performance Based Assessment</a> for these methods courses and again in their clinical internship.</p>  |
| <p><b>Standard 5</b><br/><b>Application of Content</b></p>   | <p>...understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving...</p> <p>The co-requisite methods courses (general methods, <a href="#">ED-445, Instructional Strategies &amp; Classroom Management</a> &amp; subject-specific methods, <a href="#">ED-447, Teaching Methods in the Content Area</a>) teach candidates to plan and instruct in ways that engage higher-level thinking (analysis &amp; synthesis) and teach and promote cooperative learning strategies. Planning and instruction of content with attention to forms and levels of engagement is assessed with the <a href="#">Performance Based Assessment</a> for these methods courses and again in their clinical internship.</p>   |
| <p><b>Standard 6</b><br/><b>Assessment</b></p>               | <p>understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide 's and learner's decision making.</p> <p>Candidates take <a href="#">ED-318, Assessment of Learning</a>, a course dedicated to teaching multiple forms of assessment, their possibilities and limitations, and encourages a culture of meaningful assessment and evaluation to guide teaching.</p> <p>Assessment that is aligned with standards and objectives is required to be employed diagnostically, comprehensively, and to enhance student understanding and motivation in the <a href="#">Performance-Based Assessment</a>, evaluated in their co-requisite methods courses' clinical experience and again in their Clinical Internship.</p>   |
| <p><b>Standard 7</b><br/><b>Planning for Instruction</b></p> | <p>...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</p> <p>Lesson and unit planning are practiced in a graduated manner, starting in <a href="#">ED-321, Educational Psychology</a>, with a simulated lesson plan that emphasizes (and rubric-assesses) objective formation and alignment of Standards to goals to objectives to activities, designed using valid learning theories to encourage student engagement. Alignment of assessments is added as an emphasis in <a href="#">ED-318, Assessment of Learning</a>. <a href="#">ED-345, Culturally Relevant Teaching</a> requires the students to plan instruction for cultural diversity. <a href="#">SE-322, Inclusion Strategies</a>, requires candidates to lesson plan with modifications according to 504s and IEPs. <a href="#">RE-309, Disciplinary Literacy</a> has the candidates lesson plan with content literacy strategies. The co-requisite methods courses (general methods, <a href="#">ED-445, Instructional Strategies &amp; Classroom Management</a> &amp; subject-specific methods, <a href="#">ED-447, Teaching Methods in the Content Area</a>) teach candidates to plan and instruct at the appropriate levels and in their specific content areas in ways that are engaging, accessible, and meaningful. Planning of units and three lessons, then instruction using what was planned, is assessed with the <a href="#">Performance Based Assessment</a> in these methods courses and again in their clinical internship.</p> |
| <p><b>Standard 8</b><br/><b>Instructional Strategies</b></p> | <p>...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.</p> <p>Strategies:</p> <ul style="list-style-type: none"> <li>premiered in developmental levels, that use various motivation theories, and that stem from behaviorist and cognitive learning theories are taught in <a href="#">ED-321, Educational Psychology</a>.</li> <li>particular to engaging and encouraging learners with cultural differences, including ENL learners, are taught in <a href="#">ED-345, Culturally Relevant Teaching</a>.</li> </ul>  |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"> <li>• involving modifications for students with specific, identified learning challenges are taught in <a href="#">SE-322, Inclusion Strategies</a>.</li> <li>• for enhancing content-area literacy and working with students with literacy challenges are taught in <a href="#">RE-309, Disciplinary Literacy</a>.</li> <li>• for working with various group sizes, for cooperative, direct, and dialogic instruction, and for providing all the strategies through clear communication are emphasized in <a href="#">ED-445, Instructional Strategies and Classroom Management, K-12</a></li> <li>• for teaching specific to the content area in ways that are engaging and meaningful is taught in <a href="#">ED-447, Teaching Methods in the Content Area</a>.</li> </ul> <p>In the <a href="#">Performance-Based Assessment</a>, the candidates' strategies are evaluated for their facilitation of content, coherence for effective instruction, differentiation, modification, use of literacy strategy (all in assessment of planning), plus communication, engagement, and management (in the performing section).</p>   |
| <p><b>Standard 9</b><br/><b>Professional Learning and Ethical Practice</b></p> | <p>... 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</p> <p>The engagement of the candidates throughout the program is the first evidence of their learning and self-evaluative stance. They must obtain a B- or better in every program course to successfully complete the program, and each course expects positive engagement in learning all of the aspects of professional practice. The <a href="#">Professional Portfolio</a> contains candidates' self-selected artifacts representing their professional learning, reflection, and self-evaluation.</p> <p>The <a href="#">Performance-Based Assessment's</a> Section 4 is comprised of reflection upon the teaching process that requires candidates to generate meaningful reflections on both strengths and challenges, both positive accomplishments and matters on which they require improvement. It also explicitly assesses growing in the profession and professional character.</p> <p>All candidates must provide a substantive <b>IPLP</b> as required by the State to successfully complete the program. The IPLP is a definitive statement of candidates' intention to pursue further professional learning.</p> |
| <p><b>Standard 10</b><br/><b>Leadership and Collaboration</b></p>              | <p>...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.</p> <p>The <a href="#">Performance-Based Assessment</a>, in Section 4, Reflecting, specifically assesses candidates' communication and collaboration with other stakeholders.</p> <p>The <a href="#">Professional Portfolio</a> provides self-selected artifacts which represent the candidates' involvement with students and other stakeholders as well as leadership opportunities taken.</p>   |



PROGRAM STANDARDS

| PROGRAM<br>STANDARD                                      | DESIGN NARRATIVE: How is the standard being met? What courses from Section I address the standard?<br>EVIDENCE EXPLANATION: How does the provided evidence support the standard?  |
|--|---|
| <p><b>Standard 4</b></p> <p><b>Content Knowledge</b></p> | <p>All candidates must take and pass, at State of Idaho requirement levels (a score of at least 139), the Praxis content test in chemistry (5245), which requires the candidate to have knowledge of the material listed in the knowledge indicators 4(a-r).</p> <p>In addition, the courses/experiences facilitation of and engagement of candidates in the material, by indicator, follows (please refer to course descriptions, above. Syllabi available upon request).</p> <p>Current Knowledge Indicators</p> <p>4(a) has a broad knowledge of mathematical principles and is familiar with the connections that exist between mathematics and chemistry.<br/><a href="#">MATH-175</a>, <a href="#">PHYS-112/212</a>, and mathematics within the work of each CHEM course.</p> <p>4(b) understands fundamental structures of atoms and molecules.<br/><a href="#">CHEM-111</a>, <a href="#">CHEM-112</a>, <a href="#">CHEM-306</a></p> <p>4(c) understands basic principles of ionic, covalent, and metallic bonding.<br/><a href="#">CHEM-112</a></p> <p>4(d) understands periodicity of physical and chemical properties of elements.</p> <p>4(e) understands laws of conservation of matter and energy.<br/><a href="#">CHEM-111</a>, <a href="#">CHEM 112</a></p> <p>4(f) understands fundamentals of chemical kinetics, equilibrium and thermodynamics.</p> <p>4(g) understands kinetic molecular theory and gas laws.<br/><a href="#">CHEM-300</a></p> <p>4(h) understands mole concept, stoichiometry, and laws of composition.<br/><a href="#">CHEM-112</a>, <a href="#">CHEM-300</a>, <a href="#">CHEM-325</a></p> <p>4(i) understands solutions and colligative properties.<br/><a href="#">CHEM-300</a></p> <p>4(j) understands acids/base chemistry.</p> <p>4(k) understands fundamental oxidation-reduction chemistry.<br/><a href="#">CHEM-112</a>, <a href="#">CHEM-300</a></p> <p>4(l) understands fundamental organic chemistry and biochemistry.<br/><a href="#">CHEM-371</a>, <a href="#">CHEM-372</a>, <a href="#">CHEM-373</a>, <a href="#">CHEM-376</a>, <a href="#">CHEM-481</a></p> <p>4(m) understands applications of chemistry in personal and community health and environmental quality. –<br/><i>The major does not contain a course that addresses this indicator</i></p> <p>4(n) understands fundamentals of nuclear chemistry.<br/><a href="#">CHEM-112</a></p> <p>4(o) understands the importance of accuracy and precision in measurements.<br/><a href="#">CHEM-325</a></p> <p>4(p) understands the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.</p> <p>4(q) understands the different types of chemical reactions.</p> <p>4(r) understands symbolic and particulate models and how they can be used to interpret and explain macroscopic observations.<br/><a href="#">CHEM-111</a>, <a href="#">CHEM-112</a></p> <p>Current Performance Indicators:</p> <p>4(s) models the application of mathematical principles and the connections that exist between mathematics and chemistry.</p> <p>4(t) demonstrates their knowledge of fundamental structures of atoms and molecules.</p> <p>4(u) applies the basic principles of ionic, covalent, and metallic bonding.</p> <p>4(v) utilizes the periodic table to predict the physical and chemical properties of elements (e.g. ionization energy, atomic radius, types of bonding).</p> <p>4(w) illustrates the laws of conservation of matter and energy qualitatively and quantitatively (e.g. balancing chemical equations, enthalpy calculations).</p> |



- 4(x) applies the scientific principles and evidence of chemical kinetics, equilibrium and thermodynamics to the behavior of matter.
- 4(y) 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) can apply the mole concept, stoichiometry, and laws of composition (e.g. converting moles to mass).
- 4(aa) applies the concepts of solution chemistry (e.g. calculate and prepare solutions at precise concentrations, colligative properties).
- 4(bb) applies the concepts of acids/base chemistry to predict properties and reactions.
- 4(cc) is able to identify oxidation-reduction reactions and justify the identification in terms of electron transfer.
- 4(dd) demonstrates an understanding of the fundamental ideas of organic chemistry and how they relate to biochemistry.
- 4(ee) relates the fundamental principles of chemistry to personal and community health and environmental quality.
- 4(ff) 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) applies accuracy and precision to their measurements and calculations.
- 4(hh) applies the language and symbols of chemistry, including the symbols of elements and the procedures for naming compounds and determining chemical formulas.
- 4(ii) categorizes and identifies a variety of chemical reaction types.
- 4(jj) can utilize symbolic and particulate models to interpret and explain macroscopic observations.

With 0-5 candidates having moved through the program over the past cycle, we have no performance samples from candidates in the program to offer for evidence of performance enhancement indicators.

Even with such samples, the particularity of the indicators' demands make it unlikely that any EPP would be able to assure that all of them have been performed by every candidate in the formally evaluated 4 -6 hours, the informally observed 16-20 hours, or even the total clinical experience/internship teaching hours (approximately 250 hours, with repetition of lessons for sections of the same course considered). This is one of the reasons that the State is voting in Jan, '22 on revised evaluation that does not depend upon covering indicators in a checklist approach.

What we can assure is that the spirit of the standard is being met, in which our candidates are effectively engaging students in the content of the discipline, inevitably teaching what is in a sub-set of these indicators. To assure this, [ED-447](#) is specifically to instruct candidates on the application of their content and its aspects, and give them a chance to teach at least once to a full class in their clinical experience. Then, in clinical internship ([ED-460](#)), they teach full classes for around eight of their sixteen-week placements. In both ED-447 and Clinical Internship, the candidates' teaching is evaluated formally twice, one time using the Danielson rubrics and one time according to our own [Performance-Based Assessment](#). Rubric items in planning and performance involve facilitation of and student engagement with content in the discipline.



**CONSENT**  
**JUNE 14, 2022**

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**SUBJECT**

Adoption of Praxis II Tests and Idaho Cut Scores

**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 approved current Praxis II assessments and Idaho cut scores.   |
| June 2021     | Board approved current Praxis II assessments and Idaho qualifying scores.  |
| August 2021   | Board approved updated Praxis II assessments and Idaho qualifying scores and approve National Board for Professional Teach Standards certification as an approved content, pedagogy, and performance assessment. |
| April 2022    | Board approved updated Praxis II assessments and Idaho qualifying 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 recommends these assessments and qualifying scores to the Board for approval.

On April 7, 2022, the Standards Committee of the PSC reviewed the proposed addition of 5661 World Language – Japanese to the list of Board-approved Praxis II assessments and qualifying scores. The Standards Committee brought the proposed addition to the full PSC on April 8, 2022, and the full PSC voted to recommend the World Language – Japanese Praxis II assessment and multi-state cut score to the State Board of Education for approval.

**CONSENT**  
**JUNE 14, 2022**

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**IMPACT**

Approval of assessments and cut scores ensures compliance with Idaho Administrative Code.

**ATTACHMENTS**

Attachment 1 – ETS Praxis II Assessments & Cut Scores

**BOARD STAFF COMMENTS AND RECOMMENDATIONS**

Pursuant to IDAPA 08.02.02.017, the PSC shall recommend assessments and qualify scores to the State Board of Education for approval. IDAPA 08.02.02. requires candidates to receive a qualifying score on a state approved content area, pedagogy, or performance assessment as applicable to the route or type of certification. The Praxis II is one of the Board approved content area assessments. Receiving a qualified score on a content area assessment is required for earning a standard instructional certificate, career technical degree-based certification, alternate routes for content area endorsements, and interim certification through an alternative authorization for content specialist. The PRAXIS II was 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. In February 2020 the Board requested the PSC to include in their consideration and make recommendations on additional assessments that could serve as content, pedagogy, or performance assessment for certification purposes.

**BOARD ACTION**

I move to approve the World Language – Japanese Praxis II assessment and qualify score as provided in Attachment 1.

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 AND                                   | 157              | 157                   |
|                                    |   |                      | Elementary Education: 5003 Mathematics Subtest AND   | 157              | 157                   |
|                                    |   |                      | Elementary Education: 5004 Social Studies Subtest AND  | 155              | 155                   |
|                                    |   |                      | Elementary Education: 5005 Science Subtest   | 159              | 159                   |
|                                    |   |                      | CKT Elementary Education: 7812 Reading and Language Arts Subtest AND                               | 161              | 161                   |
| 7010                               | All Subjects (Candidates can take 5001 OR 7811)                     | (K-8)                | CKT Elementary Education: 7813 Mathematics Subtest AND   | 150              | 150                   |
|                                    |   |                      | CKT Elementary Education: 7814 Science Subtest AND   | 154              | 154                   |
|                                    |   |                      | CKT Elementary Education: 7815 Social Studies Subtest  | 161              | 161                   |
|                                    |   |                      | 5089 Middle School Social Studies  | 149              | -                     |
|                                    |   |                      | 5931 Government/Political Science  | 149              | 149                   |
| 8222                               | American Government/Political Science                               | (5-9)                |  |                  |                       |
| 7222                               |   | (6-12)               |  |                  |                       |
| 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)               | 5236 Biology   | 154              | 154                   |
| 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) AND          | 156              | 156                   |
|                                    |   |                      | 5692 Special Education: Early Childhood/Early Intervention   | 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)               | 5246 Chemistry   | 146              | 146                   |
| 8144                               | Communication   | (5-9)                |  |                  |                       |
| 7144                               |   | (6-12)               | 5221 Speech Communication: Content Knowledge   | 143              | -                     |
| 8400                               | Computer Science  | (5-9)                |  |                  |                       |
| 7400                               |   | (6-12)               | 5652 Computer Science  | 149              | 149                   |
| 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 AND  | 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) AND | 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)               | 5572 Earth and Space Sciences  | 154              | 154                   |
| 8228                               | Economics   | (5-9)                | 5089 Middle School Social Studies  | 149              | -                     |
| 7228                               |   | (6-12)               | 5911 Economics   | 150              | 150                   |
| 8990                               | Engineering   | (5-9)                |  |                  |                       |
| 7990                               |   | (6-12)               | 5051 Technology Education  | 154              | 159                   |
| 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)                |  | 153              | 158                   |
| 7037                               |   | (6-12)               | 5543 Special Education: Core Knowledge and Mild to Moderate Applications AND                       | See All Subjects | See All Subjects      |
| 7029                               |   | (K-12)               | Elementary Subtests (See All Subjects 5001 or 7811)  |                  |                       |
| 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)               | 5572 Earth and Space Sciences  | 154              | 154                   |
| 7028                               | Gifted and Talented   | (K-12)               | 5358 Gifted Education  | 157              | 157                   |
| 8520                               | Health  | (5-9)                |  |                  |                       |
| 7520                               |   | (6-12)               | 5551 Health Education  | 155              | -                     |
| 7521                               | History   | (K-12)               |  |                  |                       |
| 8221                               |   | (5-9)                | 5089 Middle School Social Studies  | 149              | -                     |
| 7221                               | Humanities  | (6-12)               | 5941 World and U.S. History: Content Knowledge   | 141              | -                     |
| 8133                               |   | (5-9)                | -  | -                | -                     |
| 7133                               | Journalism  | (6-12)               |  |                  |                       |
| 8134                               |   | (5-9)                | 5224 Journalism  | 153              | 153                   |
| 7134                               | Junior ROTC   | (6-12)               |  |                  |                       |
| 7080                               |   | (K-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)                |  |                  |                       |
| 7820                               |   | (6-12)               | 5113 Music: Content Knowledge  | 148              | 161                   |
| 7810                               | Natural Science   | (K-12)               |  |                  |                       |
| 7420                               |   | (6-12)               | 5436 General Science   | 141              | 141                   |
| 7989                               | Online-Teacher  | (Pre-K-12)           | -  | -                | -                     |
| 8510                               | Physical Education (PE)   | (5-9)                |  |                  |                       |
| 7512                               |   | (6-12)               | 5091 Physical Education: Content Knowledge   | 143              | -                     |
| 7511                               | Physical Science  | (K-12)               |  |                  |                       |
| 8430                               |   | (5-9)                | 5442 Middle School Science   | 152              | 152                   |
| 7430                               | Physics   | (6-12)               | 5485 Physical Science  | 157              | 157                   |
| 8450                               |   | (5-9)                | 5442 Middle School Science   | 152              | 152                   |
| 7450                               | Psychology  | (6-12)               | 5266 Physics   | 145              | 145                   |
| 8231                               |   | (5-9)                | 5391 Psychology  | 154              | 154                   |
| 7231                               | Science - Middle Level  | (6-12)               |  |                  |                       |
| 8453                               |   | (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              | -                     |
| 8229                               | Sociology   | (5-9)                |  |                  |                       |
| 7229                               |   | (6-12)               | 5952 Sociology   | 154              | 154                   |
| 8236                               | Sociology/Anthropology  | (5-9)                |  |                  |                       |
| 7236                               |   | (6-12)               | 5952 Sociology   | 154              | 154                   |
| 7297                               | Teacher Leader - Instructional Specialist (K-12)                    | -                    | Performance Assessment for Teacher Leaders (PATL)  | 42               | -                     |
|                                    |   |                      | Performance Assessment for Teacher Leaders (PATL) + one of the following:                          | 42               | -                     |
| 7298                               | Teacher Leader - Literacy (K-12)                                    | -                    | 5206 Teaching Reading (OR)   | 156              | 156                   |
|                                    |   |                      | 5302 Reading Specialist  | 165              | 165                   |
|                                    |   |                      | Performance Assessment for Teacher Leaders (PATL) + one of the following:                          | 42               | -                     |
| 7299                               | Teacher Leader - Mathematics  | -                    | 5164 Middle School Mathematics (OR)  | 157              | 157                   |

| Standard Instructional Certificate |   |                      |  |  |                       |
|------------------------------------|---|----------------------|--|--|-----------------------|
| Endorsement Code                   | Endorsement   | Content/ Grade Level | ETS Praxis II Subject Assessment                                       | Idaho Cut Score                              | Multi State Cut Score |
| 7299                               | Teacher Leader - Mathematics                          | -                    | 5165 Mathematics (OR)  | 159  | 159                   |
|                                    |   |                      | 5037 Elementary Education: Math Specialist                             | 153  | 153                   |
| 7045                               | Teacher Leader - Special Education                    | -                    | Performance Assessment for Teacher Leaders (PATL)                      | 42   | -                     |
| 7020                               | Teacher Librarian                                     | (K-12)               | 5312 School Librarian  | 154  | 154                   |
| 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 AND            | 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)               |  |  |                       |
| 7792                               | World Language - Japanese                             | (K-12)               | 5661 Japanese  | 156  | 156                   |
| 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)               |  |  |                       |