



**Idaho State  
Board of Education**

## **Initial Educator Preparation Provider Approval Guide and Application**

### **Audience**

The audience for this guide and application are Educator Preparation Providers seeking initial approval from the Idaho State Board of Education to be an Idaho approved Educator Preparation Provider.

# INITIAL EPP PROVIDER APPROVAL GUIDE AND APPLICATION

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## Introduction

The guidance in this document and application applies to an educator preparation provider (EPP) seeking initial approval from the Idaho State Board of Education (Board) to be an Idaho Board approved EPP. This document includes timelines and application requirements for the EPP to seek initial approval from the Board. The Office of the Idaho State Board of Education staff (board office staff) facilitates this initial approval process. Initial applicants should carefully plan for the timelines communicated in this document as the application process, in its entirety, takes up to a year.

Upon initial approval from the Board, program completers will be eligible for Idaho certification. Furthermore, the Board approved EPP will enter into a state review cycle and maintain accreditation as applicable. The Board approved EPPs are also responsible to complete federal Title II reporting, federal Title IV reporting as applicable, and state reporting. The EPP annual performance measures are reported annually for each Idaho EPP to comply with the federal Title II reporting requirements as indicated in the Higher Education Act.

## Statutory Authority and References

- [Idaho Code 33-114](#): Supervision and control of the certification of professional education personnel is vested in the State Board. The Board shall approve the program of education of such personnel in all higher institutions in the state, both public and private, and shall accredit as teacher training institutions those in which such programs have been approved.
- [Idaho Code 33-1207A](#): The State Board shall review teacher preparation programs at the institutions of higher education.
- [State Board Policy IV.D.: Educator Preparation and Certification.](#)
- [IDAPA 08.02.02.015.01: Instructional staff certification requirements.](#)
- [IDAPA 08.02.02.015.02: Pupil service staff certification requirements.](#)
- [IDAPA 08.02.02.015.03: Administrator certification requirements.](#)

Please Note: Public universities and colleges seeking a new degree or certificate program will also follow the process identified in [State Board Policy III.G – Postsecondary Program Review and Approval](#). Additional information may be found on the Idaho State Board of Education’s website at [Postsecondary Program Approval | Idaho State Board of Education](#).

## Definitions

- 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 a P-12 setting. Educator preparation providers (EPPs) may offer a number of program options (for example, elementary education, special education, secondary education in specific subject areas, etc.). ([CAEP](#))
- Additional definitions may be found in [IDAPA 08.02.02.007](#).

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## Application Timeline

The timeline shown below is contingent upon the quality and timeliness of the application.

STEP	TIMELINE	DESCRIPTION
Step 1: Submission of the Intent to Submit an Application Letter	Prior to April 15 <sup>th</sup>	1. Submit the Intent to Submit an Application Letter to the board office staff (Educator Effectiveness Program Manager).
		2. The board office staff (Educator Effectiveness Program Manager) confirms receipt of the Intent to Submit an Application Letter via E-MAIL.
Step 2: Preparation and submission of the Initial EPP Application	April 15 <sup>th</sup> to May 15 <sup>th</sup>	1. Prepare and submit the Initial EPP Application to the board office staff (Educator Effectiveness Program Manager).
		2. The board office staff (Educator Effectiveness Program Manager) confirms receipt of the Initial EPP Application via E-MAIL.
Step 3: Initial EPP Application Review, Feedback, and Approval Recommendation	June to November	1. The Initial EPP Application is reviewed for completeness.
		2. The review team completes the first cycle of feedback.
		3. The EPP seeking initial approval submits a response or appended application, based on the review team’s feedback, to the board office staff (Educator Effectiveness Program Manager).
		4. Review team completes the second cycle of feedback.
		5. The EPP seeking initial approval submits a response or appended application, based on the review team’s feedback, to the board office staff (Educator Effectiveness Program Manager).
		6. Review team completes the third cycle of feedback.
		7. The EPP seeking initial approval submits a response or appended application, based on the review team’s feedback, to the board office staff (Educator Effectiveness Program Manager).
		8. The review team will provide an approval recommendation to the board office staff. This approval recommendation is shared with the EPP seeking initial approval and the Board.
Step 4: Board Approval Determination	December	1. The Board will make the final approval determination at the next regularly scheduled Idaho State Board of Education meeting.

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## Review Team

Board office staff will assemble and facilitate a review team to review the Initial Educator Preparation Provider Application (Initial EPP Application). The review team must include a minimum of 5 members and no more than 7 members from at least three of the listed groups:

- Approved Idaho EPP personnel (Traditional and non-traditional providers);
- Idaho Division of Career Technical Education staff,
- Idaho practicing K-12 educators (Teachers, pupil service staff, and administrators);
- Idaho Department of Education staff; and
- Personnel with experience in education.

## Initial Approval Process Steps

The initial approval process has a total of four steps as follows:

1. Submission of the Intent to Submit an Application Letter;
2. Preparation and Submission of the Initial EPP Application;
3. Initial EPP Application Review, Feedback, and Approval Recommendation; and
4. Idaho State Board of Education Approval Determination.

### Step 1: Submission of the Intent to Submit an Application Letter

The EPP will submit a formal Intent to Submit an Application Letter to the board office staff prior to April 15 of the calendar year. The board office staff will confirm receipt of this letter via E-Mail. The Intent to Submit an Application Letter must identify the following:

- The endorsement(s) and certificate(s) sought;
- The EPP Type (traditional, non-traditional, public, or private); and
- The pathway(s) included in the program(s) (undergraduate, graduate, or non-degree).

### Step 2: Preparation and Submission of the Initial EPP Application

The outline describes the key pieces of the Initial EPP Application and the preferred organization of materials for the EPP seeking initial approval. The Initial EPP Application is submitted to board office staff (Educator Effectiveness Program Manager). It may also be helpful to review the list of approved initial educator preparation programs at the following link [Approved Initial Certificate Endorsement Programs](#).

The EPP seeking initial approval must self-assess their Initial EPP Application against the following:

- [Idaho Standards for Educator Preparation Providers](#);
- [Initial Certificate Endorsement Requirements](#);
- [Initial Certificate Requirements](#) and [Statutory Certificate Requirements](#); and
- [Idaho Standards for Initial Certification of School Personnel](#).

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**Important Notes:**

- Applications without appropriate dated signatures will not be considered.
- Check that your links are working, and that appropriate access is granted.
  - Links that are unable to be accessed will result in the application being deemed incomplete and returned to the EPP seeking initial approval.
- Signatures serve as an attestation that the information in this Initial Educator Preparation Provider Application is correct and accurate to the best of your knowledge.
  - Signatures also serve as an attestation that the EPP acknowledges the ongoing requirements:
    - Accreditation reporting as applicable;
    - Federal annual EPP performance measures reporting;
    - Federal Title II reporting;
    - Federal Title IV reporting as applicable;
    - State EPP review reporting; and
    - State reporting.

**Outline of the Initial EPP Application**

<b><u>Initial Educator Preparation Provider Application</u></b>			
<b>Name of EPP</b>		<b>Date of Submission</b>	
<b>List Certification Type</b> <i>(Instructional Certificate, Pupil Service Certificate, and/or Administrator Certificate)</i>			
1.			
2.			
3.			
<b>List Endorsement Programs</b>			
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
<i>**Please add all certificate endorsement programs</i>			

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## Demonstration of Need

**In determining need, applicants seeking to establish a new EPP must provide specific information related to the following prompts below.**

Prompt 1: Explanation of Need

1. How will the new EPP be responsive to current and future specific workforce needs (e.g. geographic and subject shortage areas, etc.)?
  - Provide specific (demographic, regional, other) information showing that there is a need for a new EPP.
    - Provide current regional certificate endorsement program enrollment for the areas being sought.
    - Provide the current number of certificate endorsement programs offered in the areas being sought.
2. What will the new EPP bring to Idaho that is unique?

Response:

Prompt 2: Candidate Recruitment

1. How will the new EPP contribute to efforts to recruit and train educators across the state of Idaho?
2. How will the new EPP evidence demonstrated potential candidate interest for enrolling with the new EPP?

Response:

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### Prompt 3: EPP and Program Design

1. Provide a high-level overview of the EPP type (Traditional, non-traditional, public, non-public, private), design, and structure.
2. Explain the delivery mode (Face to face, online, hybrid, other) of the proposed certificate and endorsement programs.

Response:

### Prompt 4: Accreditation

1. Is the new EPP accredited and by whom (CAEP or AAQEP)?
  - If not accredited, will the new EPP seek accreditation? Please explain.

Response:



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### Prompt 5: Efficacy and Quality

1. Explain how the EPP will focus its efforts on ensuring that its educators are prepared to support all students in Idaho, including all student subgroups, to meet or exceed grade-level standards and outcomes, and how the EPP will assess its success in this effort”
2. Is the EPP approved to operate in another state?
  - If so, what evidence of efficacy and quality can be shared to show effectiveness, impact, and retention?
  - What are the outcome results in the other state(s)? Please explain.
    - Provide accreditation data from the states that the EPP is operating in.
    - Provider performance measures data from the states that the EPP is operating in.
    - Provide Title II data from states that the EPP is operating in.

Response:

### Prompt 6: Sustainability

1. Explain how the new EPP plans to sustain its operation (including actual candidate enrollment) at a level that is sufficient to sustain the new EPP.
2. Explain how the new EPP plans to fund its programs.

Response:

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<b><u>EPP and Certificate Endorsement Program Requirements</u></b>		
<b>Overview of the Program</b>	<b>Purpose:</b>	Provide basic information about the certificate endorsement program(s). Include the demand for what the proposed certificate endorsement program(s) are offering and the overall structure of the endorsement program(s).
	<b><u><a href="#">Alignment of the Idaho Standards for EPPs:</a></u></b>	1.1, 1.2, 1.3, 2.1, 2.2
	<b>Required Documents:</b>	<ul style="list-style-type: none"> <li>• A narrative describing the proposed certificate endorsement program(s) and its structure (no more than eight typed pages).</li> </ul>
<b>Candidate Experience</b>	<b>Purpose:</b>	Explain the sequence of learning experiences within the certificate endorsement program(s).
	<b><u><a href="#">Alignment of the Idaho Standards for EPPs:</a></u></b>	1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.2
	<b>Required Documents:</b>	<ul style="list-style-type: none"> <li>• Overview of courses/modules/training</li> <li>• Overview of clinical experience                             <ul style="list-style-type: none"> <li>○ Non-traditional program’s will provide overview of the teacher of record experience</li> </ul> </li> <li>• Overview of when and where the <a href="#">Idaho Standards for Initial Certification of Professional School Personnel</a> are taught.</li> <li>• Curriculum map</li> </ul>
<b>Assessment System Overview</b>	<b>Purpose:</b>	<p>Articulate clearly how the certificate endorsement program(s) determines candidate readiness for progression through the certificate endorsement program(s) at key points (admission, progression to clinical experience or teacher of record, and recommendation for certification).</p> <p>Specify the multiple assessments aligned to requirements.</p>
	<b><u><a href="#">Alignment of the Idaho Standards for EPPs:</a></u></b>	3.1, 3.2, 3.3
	<b>Required Documents:</b>	<ul style="list-style-type: none"> <li>• Overview of assessments given to candidates from admission, throughout preparation, up to recommendation for certification.</li> <li>• Assessment plan</li> </ul>

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<b>Evaluation of Candidate During Clinical Experiences</b>	<b>Purpose:</b>	Clarify the certificate endorsement program(s)'s expectations for candidate ability during clinical experiences or teacher of record role. Share examples of assessments guidelines and rubrics used to assess candidate ability.
	<b><u><a href="#">Alignment of the Idaho Standards for EPPs:</a></u></b>	2.1, 2.2, 3.3
	<b>Required Documents:</b>	<ul style="list-style-type: none"> <li>Any instruments used to evaluate candidate ability during clinical experiences or teacher of record role (e.g. observation forms, rubrics, or feedback forms).</li> </ul>
<b>Impact on Student Learning</b>	<b>Purpose:</b>	Describe processes that the provider and certificate endorsement programs will use to assess candidate impact on student learning.
	<b><u><a href="#">Alignment of the Idaho Standards for EPPs:</a></u></b>	2.1, 3.2, 4.1, 4.2, 4.3
	<b>Required Documents:</b>	<ul style="list-style-type: none"> <li>A brief narrative or flowchart communicating the measures that the certificate endorsement program(s) will use to determine candidate impact on student learning, the process for collecting and reviewing impact data, and the process for using impact data for continuous improvement purposes.</li> <li>The measures of candidate impact on student learning from early clinical experiences and later clinical experiences or teacher of record experience.</li> </ul>
<b>Clinical Partnership Information</b>	<b>Purpose:</b>	Share information about proposed clinical partnerships and the proposed level of collaboration between the certificate endorsement program, K-12 school district or charter school, and clinical educators.
	<b><u><a href="#">Alignment of the Idaho Standards for EPPs:</a></u></b>	2.2
	<b>Required Documents:</b>	<ul style="list-style-type: none"> <li>Partnership agreements.</li> <li>Any tools or materials that certificate endorsement program will use to recruit, select, train, or evaluate educator preparation provider faculty.</li> </ul>

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<b>Implementation Plan</b>	<b>Purpose:</b>	Demonstrate that the educator preparation provider is prepared to take key steps to launch, sustain, and improve all proposed certificate endorsement programs.	
	<b><u>Alignment of the Idaho Standards for EPPs:</u></b>	4.2, 4.3	
	<b>Required Documents:</b>	<ul style="list-style-type: none"> <li>Certificate endorsement program cost to students.</li> <li>Implementation timeline.</li> <li>List of key milestones, resources, and contingency plans.</li> <li>Description of the provider and certificate endorsement program continuous improvement process and procedures (This description will be up to one typed page).</li> </ul>	
<b>Course Syllabi</b>	<b>Purpose:</b>	Provide detailed information about the candidate experience, including assignments, readings, and assessments.	
	<b><u>Alignment of the Idaho Standards for EPPs:</u></b>	1.1, 1.2, 1.3, 2.1, 3.1, 3.2, 3.3	
	<b>Required Documents:</b>	<ul style="list-style-type: none"> <li>Syllabi for all required courses/modules/training, including content area coursework.</li> <li>Additional information if not captured in syllabi (list of relevant assignments and readings, information about how the course grade is determined) and alignment to <a href="#">Idaho Standards for Initial Certification of Professional School Personnel</a>, <a href="#">IDAPA 08.02.02.015: Certification Requirements</a>, and <a href="#">State Board Policy IV.D.: Educator Preparation and Certification</a>.</li> </ul>	
<b><u>Signatures</u></b>			
<b>Signature of the College Chair, Director, or Dean</b>		<b>Date</b>	
<b>Signature of the College of Education or Program Lead</b>		<b>Date</b>	

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## Step 3: Initial EPP Application Review, Feedback, and Approval Recommendation

### Initial EPP Application Submission

Upon receiving a completed Initial EPP Application, board office staff will review the submitted application for completeness. Incomplete Initial EPP Applications, received by the board office staff, will be returned to the EPP seeking initial approval for completion and will not be processed. EPPs that are unable to revise their Initial EPP Application to acceptable standards by the end of the review and feedback cycles (June-November) may apply again in an upcoming application window the following year.

### Notification of Initial EPP Application to Idaho Approved EPPs

All Idaho approved EPPs will be notified of the EPP seeking initial approval and given the opportunity to respond to the Initial EPP Application via a memo. A memo will include:

- Name of EPP;
- Date of memo; and
- Input
  - Address duplication;
  - Impact on Local Education Agencies;
  - Initial provider quality; and
  - Needs analysis.

These memos will be attached to the Initial EPP Application and the review team's approval recommendation for the Board's review.

### Initial EPP Application Review and Feedback

The review team will review the Initial EPP Application materials and provide up to three rounds of written feedback. The review and feedback cycles may vary based on the quality of the EPP's Initial EPP Application. The review team will provide feedback in the checklist below at the conclusion of each review and feedback cycle. An EPP seeking initial approval that is not able to revise their Initial EPP Application to acceptable standards by the end of the review and feedback cycles (June-November) may apply again in an upcoming April 15 application window the following year. The review team may include up to three types of feedback shown below:

- **Revisions and Clarifications** – The EPP seeking initial approval must address any significant gaps between the submitted provider/program design and legal requirements. The EPP must address any questions or feedback included in this section of the letter in its response to the review team.
- **Factual Errors** – Factual errors are statements in the design document that reflect inaccurate information or interpretation. The EPP seeking initial approval must correct factual errors and submit them to the review team for further review.
- **Design Considerations** – Design considerations represent design elements that merit reconsideration and ultimately may impact the EPP's approval recommendation from the review team. The EPP seeking initial approval does not need to address these considerations prior to seeking approval, but faculty and staff should review and address these considerations as the EPP approaches implementation if approved.

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## **Review Team Recommendation**

The review team's responsibility is to ensure that the Initial EPP Application meets Idaho's legal requirements. The review team will align its feedback to the legal requirements for Idaho EPPs. The review team's approval recommendation is based on whether the Initial EPP Application does or does not meet Idaho's legal requirements for Idaho EPPs. Board office staff will be available to EPPs seeking initial approval to clarify and discuss the review team's written feedback. Upon culmination of the review, the review team will either "Recommend to Approve" the Initial EPP Application pending Board approval or "Recommend Not to Approve" the application.

## **Step 4: Idaho State Board of Education Approval Determination**

An Initial EPP Application of sufficient quality with a "Recommend to Approve" from the review team will be placed as an action item on the Board's agenda as the board will determine if the EPP seeking initial approval will be approved.

An Initial EPP Application that is not of sufficient quality with a "Recommend Not to Approve" from the review team will not be placed as an action item on the Board's agenda. The Board Office Staff will provide a letter to the Board to inform them of the "Recommend Not to Approve" the Initial EPP Application, the reasoning, and recommended action for the EPP seeking initial approval to meet the requirements set forth in this guide. Board Office Staff will notify the EPP seeking initial approval of the Board's determination via electronic mail.

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## Appendix

### Template for Intent to Submit an Application Letter

[Institution/Organization]  
[Institution/Organization Address]  
[Date]

Attn: Educator Effectiveness Program Manager  
Office of the Idaho State Board of Education  
650 West State Street 3<sup>rd</sup> Floor  
Boise, Idaho 83702

Dear Board Office Staff,

I am writing to notify you of [institution's/organization's] intent, a [Traditional or Non-Traditional Educator Preparation Provider], to submit an Initial Educator Preparation Provider Application to open the following initial certificate endorsement programs:

1. [Undergraduate/Master's/non-degree program] in [Certificate and Endorsement Program Area]
2. [Undergraduate/Master's/non-degree program] in [Certificate and Endorsement Program Area]

*\*Please add all proposed certificate and endorsement programs.*

[Institution/Organization] intends to submit an Initial Educator Preparation Provider Application on [Date]. An electronic copy of all submission materials with working links will be submitted to board office staff. I understand that an educator preparation provider that is not Idaho State Board of Education approved may not advertise certificate endorsement program(s) or recruit candidates until it has received formal approval from the Idaho State Board of Education and received notification from the board office staff.

We look forward to collaborating with you through the initial educator preparation provider approval process.

Sincerely,

[Signature]  
[Name]  
[Title]  
[Contact Information]