

2014 EPP Annual Report

CAEP ID:	10342	AACTE SID:	424
Institution:	Boise State University		
Unit:	College of Education		

Section 1. AIMS Profile

After reviewing and/or updating the Educator Preparation Provider's (EPP's) profile in AIMS, check the box to indicate that the information available is accurate.

In AIMS, the following information is current and accurate...

	Agree	Disagree
Contact person	<input checked="" type="radio"/>	<input type="radio"/>
EPP characteristics	<input checked="" type="radio"/>	<input type="radio"/>
Program listings	<input checked="" type="radio"/>	<input type="radio"/>

Section 2. Program Completers

How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2012-2013 ?

Enter a numeric value for each textbox.

Number of completers in programs leading to initial teacher certification or licensure

Number of completers in programs leading to a degree, endorsement, or some other credential that prepares the holder to serve in P-12 schools (Do not include those completers counted above.)

Total number of program completers 218

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2012-2013 academic year?

3.1 Changes in the published mission or objectives of the institution/organization or the EPP

No Change / Not Applicable

3.2 The addition of programs of study at a degree or credential level different from those that were offered when most recently accredited

We have added an Ed.S. in Executive Educational Leadership, an Ed.D. in Educational Technology, and a Graduate Certificate in Math Consulting Teacher Endorsement (GC-MCTE) during the last year. We are recruiting students for the first cohort of student in the Ed.S., We are starting the first cohorts in both the GC-MCTE and the Ed.D in EdTech.

3.3 The addition of courses or programs that represent a significant departure, in terms of either content or delivery, from those that were offered when most recently accredited

We added the courses for the Ed.S. in Ed. Leadership (ED-CIFS 676, 677, 678, 679, 680), courses for the Ed.D. in EdTech (EDTECH 601,602, 603, 604, 605, 652, and 653) and courses for the GC-MCTE (ED-CIFS 540, 541, 542, 543, 544, 545, 546, 547, 548, and 549). In anticipation of a certificate in Play Therapy, the Counseling dept. added COUN 557 Play Therapy.

3.4 A contract with other providers for direct instructional services, including any teach-out agreements

No Change / Not Applicable

Any change that means the EPP no longer satisfies accreditation standards or requirements:

3.5 Change in regional accreditation status

No Change / Not Applicable

3.6 Change in state program approval

No Change / Not Applicable

Section 4. Display of candidate performance data.

Provide a link that demonstrates candidate performance data are public-friendly and prominently displayed on the school, college, or department of education homepage.

Licensure Exam Pass Rate:

<http://education.boisestate.edu/caep/consumerinformation>

Section 5. Candidate and Program Measures

For each required measure of program impact, program outcome, or consumer information, evidence must be provided for programs leading to initial teacher certification or licensure. CAEP encourages EPPs to provide information on the optional reporting measures as well.

Required Reporting Measures

- 5.1 Impact on P-12 learning and development
- 5.2 Results of completer surveys
- 5.3 Graduation rates
- 5.4 Ability of completers to meet licensing (certification) and any additional state requirements

Optional Reporting Measures

- 5.5 Indicators of teaching effectiveness
- 5.6 Results of employer surveys, and including retention and employment milestones
- 5.7 Ability of completers to be hired in education positions for which they have prepared
- 5.8 Student loan default rates and other consumer information

Yes, a program or programs leading to initial teacher certification is currently being offered.

REQUIRED REPORTING MEASURES

5.1 Impact on P-12 learning and development. *Report information on candidate performance during pre-service and completer performance during in-service for programs leading to an initial teacher certification or licensure.*

Which of the following measures of impact on P-12 student learning is the EPP using and planning to use as evidence?

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

5.1.1 Candidate performance during pre-service

Unit and lesson plans	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pre-post tests of student learning	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Videos of candidate instruction	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Candidate reflection	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys of P-12 students on candidate performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
State-adopted assessment(s) (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Praxis Tests			
State-designed assessment(s) (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Idaho Comprehensive Literacy Assessment			
EPP-designed assessment(s) (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview/Disposition Assessment			
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Sample			

5.1.2 Completer performance during in-service

Student achievement and/or learning models (e.g., value-added modeling)	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
EPP-designed case study	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other (specify)			

5.2 Results of completer surveys. *Report information on the satisfaction of completers of programs leading to an initial teacher certification or licensure.*

5.2.1. If "Disagree", go to 5.3

	Agree	Disagree
Completer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.2.2 Which of the following descriptions characterize the completer survey(s) available on the preparation of the EPP? (Check all that apply.)

- The completer provides summary ratings of the EPP and its programs.
- The completer provides responses to open-ended questions about the EPP.
- The completer provides a response to questions about their preparation in at least one of the following areas:
 - Content knowledge
 - Instruction and pedagogical content knowledge
 - Teaching diverse P-12 students
 - Teaching P-12 students with diverse needs
 - Classroom management
 - Alignment of teaching with state standards
 - Family and community engagement
 - Assessment of P-12 student learning
 - Other (Specify)

5.2.3 If applicable, after a candidate completes a program, when does the EPP administer its completer surveys? (Check all that apply.)

- At the end of the program
- Between the end of the program and one year after program completion
- Between one and two years after program completion
- Between two and three years after program completion
- Between three and four years after program completion
- More than four years after program completion

5.2.4 Indicate the EPP's access to results of completer surveys and the survey response levels.

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	182	182
Individual program	<input checked="" type="radio"/>	<input type="radio"/>		
Institution or organization	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input checked="" type="radio"/>	<input type="radio"/>		

5.2.5 The EPP can demonstrate that the completer survey is...

	Agree	Disagree
Reliable (produces consistent results about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about completer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical completer responses)	<input checked="" type="radio"/>	<input type="radio"/>
Inclusive of stakeholder interests	<input checked="" type="radio"/>	<input type="radio"/>
A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)	<input checked="" type="radio"/>	<input type="radio"/>
5.2.6 The EPP can demonstrate that it has made modifications in its preparation based on completer survey results.	<input checked="" type="radio"/>	<input type="radio"/>

5.3 Graduation rates. *Report information on enrollment and candidate progress in programs leading to an initial teacher certification or licensure, as of September 1, 2013.*

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010	AY 2008-2009
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
First Time Enrollment. The number of candidates who enrolled for the first time, during a specified academic year.					
Number of candidates who were enrolled for the first time in a program leading to an initial teacher certification or licensure	201	242	355	337	239
Progress in AY 2012-2013. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2012-2013. List candidates according to the academic year they were first enrolled.					
Number of candidates who were recommended for a initial teacher certification or licensure during AY 2012-2013	0	64	110	8	0
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2012-2013, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2008-2009) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were not recommended for an initial teacher	2				

certification or licensure...	
Continued in a program	0
Been counseled out of a program	1
Withdrawn from a program	1

5.4 Ability of completers to meet licensing (certification) and any additional state requirements. *Report information on candidate performance on state licensure tests for initial teacher certification or licensure.*

5.4.1 Assessment Pass Rates reported to Title II

	Number taking test	Average scaled score* (This value should be between 0-1.)	Number passing test	Pass rate (%)	Statewide average pass rate (%)
All program completers, 2011-2012	182	0.67	182	100	99
All program completers, 2010-2011	265	0.69	265	100	99

5.4.2 The EPP can demonstrate that the licensure or certification test results are...

	Agree	Disagree
Representative (demonstrates typical candidate or completer performance)	<input checked="" type="radio"/>	<input type="radio"/>
Actionable (provides specific guidance for continuous improvement)	<input type="radio"/>	<input checked="" type="radio"/>
5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.	<input type="radio"/>	<input checked="" type="radio"/>

OPTIONAL REPORTING MEASURES

5.5 Indicators of teaching effectiveness. *Report information on the availability of measures of teaching effectiveness during in-service for completers of programs leading to an initial teacher certification or licensure*

For which of the following measures of teaching effectiveness does the EPP have data or plan to collect data?

Record a response for each assessment (row).

Assessments	Data are available	Data are not available	
		The EPP has a plan to collect data in the next two years.	The EPP does not currently have a plan to collect data within the next two years.
Column 1	Column 2	Column 3	Column 4

Completer performance during in-service

Surveys of P-12 students on completer performance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
School district-level teacher evaluation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Employer observations	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Employer surveys	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

EPP-designed case study	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5.6 Results of employer surveys, including retention and employment milestones. *Report information on the availability of employer satisfaction data for completers employed by school districts.*

5.6.1 If "Disagree", go to 5.7

	Agree	Disagree
Employer survey results are available to the EPP.	<input checked="" type="radio"/>	<input type="radio"/>

5.6.2 Which of the following descriptions characterize the employer survey(s) available? (Check all that apply.)

- The employer provides overall summary ratings of the completer.
 - The employer provides responses to open-ended questions about the completer.
 - The employer provides a response to questions about the completer's preparation in at least one of the following areas:
 - Collaboration with school-based colleagues and staff
 - Alignment of teaching with state standards
 - Family and community engagement
 - Content/subject matter
 - Instructional and pedagogical content knowledge
 - Development of a safe learning environment
 - Assessment of P-12 student learning
 - Teaching P-12 students with diverse needs
 - Teaching diverse P-12 students
 - Other (Specify)
- Use of appropriate technology

5.6.3 Indicate the access the EPP has to results from employer surveys and their response levels. (Check all that apply.)

Record a response for each row.

Survey administered by	No access to data	Access to data	Number of completers surveyed	Number of responses received
EPP	<input type="radio"/>	<input checked="" type="radio"/>	50	4
Institution or Organization	<input checked="" type="radio"/>	<input type="radio"/>		
School District	<input checked="" type="radio"/>	<input type="radio"/>		
State	<input checked="" type="radio"/>	<input type="radio"/>		
Accreditation agency	<input checked="" type="radio"/>	<input type="radio"/>		
Other (specify)	<input type="radio"/>	<input type="radio"/>		

5.6.4 The EPP can demonstrate that the employer survey is...

	Agree	Disagree
Reliable (produces consistent results about employer satisfaction)	<input type="radio"/>	<input checked="" type="radio"/>
Valid (can make an appropriate inference about employer satisfaction)	<input type="radio"/>	<input checked="" type="radio"/>

- A measure with a representative sample (demonstrates typical employer responses)
- Inclusive of stakeholder interests
- A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)

5.6.5 The EPP can demonstrate that it has made modifications in its preparation based on employer survey results.

5.7 Ability of completers to be hired in education positions for which they have prepared. *Report on the availability of employment information for completers of programs leading to an initial teacher licensure or certification, as of September 1, 2013.*

5.7.1 If "Disagree", then go to 5.8

	Agree	Disagree
The EPP has attempted to collect data on the employment status of completers.	<input checked="" type="radio"/>	<input type="radio"/>

5.7.2 What strategies have the EPP used to collect data? (Check all that apply.)

- Completer survey
- Employer survey
- Institutional or organizational department (e.g., Alumni Office) (specify)
Alumni Office
- Collaboration with other EPPs
- Collaboration with school districts
- Collaboration with state education departments
- Contracted a consultant or organization
- Other (specify)

5.7.3 What challenges have the EPP encountered when collecting data? (Check all that apply.)

- Low response rates
- Inaccurate reporting of employment status
- Maintaining current candidate records
- Privacy issues
- Insufficient resources
- Other (specify)

5.7.4 If "Disagree", then go to 5.8

	Agree	Disagree
The EPP has access to information on the employment status of completers	<input type="radio"/>	<input checked="" type="radio"/>

5.7.5 The EPP has access to information on the employment status of completers from which of the following sources? (Check all that apply.)

- Self-report from the completer
- Third party:
 - School district
 - State department (specify)

- Other (specify)

5.7.6 Based on the EPP's available information, complete the chart below on the employment status of candidates who completed their program in Academic Year 2012-2013.

Year of program completion	Total number of completers	Number of completers with each employment status					
		Employed in a position for which they were prepared	Employed in an education position outside of their preparation	Enrolled in higher education	Employed outside of the education field	Not employed	Employment status unknown
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
AY 2012-2013	182						182

Example: If 60 candidates completed their program in AY 2012-2013, the numbers across the row should sum to 60 (17+9+8+4+2+20)

60	17	9	0	4	2	20
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5.8 Student loan default rates and other consumer information. *Report consumer information for the educator preparation provider.*

Indicate which of the following categories of consumer information the EPP has access to and publicly displays on its website. (Check all that apply.)

Record a response for each row.

Consumer information	No Access to data	Access to data	Publicly displayed data
3-year student loan default rate	<input type="radio"/>	<input checked="" type="radio"/>	http://education.boisestate.edu/caep/consumerinformation
Average cost of attendance	<input type="radio"/>	<input checked="" type="radio"/>	http://admissions.boisestate.edu/cost/
Average beginning salary of a program completer	<input type="radio"/>	<input checked="" type="radio"/>	http://education.boisestate.edu/caep/consumerinformation
Placement patterns of completers	<input checked="" type="radio"/>	<input type="radio"/>	
Other (specify) Licensure exam pass rate	<input checked="" type="radio"/>	<input type="radio"/>	http://education.boisestate.edu/caep/consumerinformation

Section 6. Areas for Improvement, Weaknesses, and/or Stipulations

Summarize EPP activities and the outcomes of those activities as they relate to correcting the areas cited in the last Accreditation Action/Decision Report.

Areas for Improvement related to Standard 2 cited as a result of the last NCATE review:

- | | |
|--|-------|
| 1. The unit has not fully implemented an assessment system that collects, summarizes, and aggregates data. | (ADV) |
|--|-------|

The unit began its shift to a more systematic, reliable and valid program assessment system aligned with appropriate standards (i.e. CAEP, CACREP, etc). We are currently in the middle of our transition from the Professional Education Management System

(PEMS) which included information from candidate's earlier degrees, application to Graduate College and relevant program, GPAs, admission to candidacy, etc. The emerging system expands beyond the relevant, but static PEMS data to include more substantive data collection, focused on demonstration of meeting appropriate standards within our multiple advanced programs. We are currently piloting the software Taskstream as the central, collection and data housing instrument. All programs within the unit are establishing signature assignments aligned with appropriate standards, and all data is being converted into a single assessment system which will better inform program evaluation and renewal.

Areas for Improvement related to Standard 4 cited as a result of the last NCATE review:

1. Candidates have limited opportunities to work with peers from diverse populations.	(ITP)	(ADV)
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Our continued commitment to and celebration of human diversity is highlighted by our close partnerships with the increasingly diverse schools within our region. Boise, being a refugee relocation center for the U.S., gives our candidates wonderful opportunities for growth by experiencing teaching and learning environments with the language and cultural diversity of international refugee students. Such students are simultaneously tackling cultural adjustment, linguistic expansion and academic learning. Our candidates are a wonderful resource to such students. As a result of a large, continuous influx of diverse students, the ELL population within the area has exploded from approximately 100 in the 1990s to well over 3000 now. Another major resource within the unit is our Center for Multicultural Educational Opportunities, which houses a multitude of programs supporting the academic achievement and personal growth of traditionally underrepresented students in our community

Section 7. Accreditation Pathway

Continuous Improvement. *Summarize progress toward target level performance on the standard(s) selected.*

2.1 - Approaching target. Liaisons work closely with partner schools to match candidates to school and classroom needs. On-site candidate interviews by principals and liaisons inform purposeful placements in most partner districts. Mentor teacher capacity is being built through building level seminars and cross-district professional development, with PD credit provided at no cost to mentor teachers. A small group of liaisons and mentors are participating in the NTEP pilot, a study of the triad model of performance-based assessment of teacher candidates.

2.2 - Target. The unit currently employs 6 clinical faculty who work directly with partner schools and TE candidates. Twenty faculty are currently engaged in Teachscape Focus training to develop proficiency in use of the Framework for Teaching observation and evaluation tool (www.danielsongroup.com & www.teachscape.com).

2.3 - Approaching target. The Standardized Performance Assessment for Teachers (SPAT) was implemented Spring 2014 across preparation programs. SPAT provides evidence of candidate proficiency of InTASC standards, includes a unit of study, student work samples, video evidence and analysis of instructional effectiveness. SPAT data are being collected in Taskstream data management system for a pilot group in spring 2014, and will include all programs in fall 2015.

3.3 - Target. We employ interviews during the admission process to Teacher Education. Applicants' writing sample, oral presentation, interview and dispositions are evaluated using a rubric developed from Sockett's (2011) work. Conditionally admitted candidates work closely on areas of concern with a purposefully chosen faculty member. They may re-interview the following semester. Interview teams consist of 3 faculty members and are recorded for reliability and data collection.

4.2 - Approaching target. Twenty faculty members and 5 mentor teachers are currently enrolled in Teachscape training (see 2.1), mentor capacity is currently being further developed via Mentor Teacher course (see 2.1). This work centers on Danielson's Framework for Teaching (2013).

5.1/5.2 - Approaching target. The unit's assessment system uses multiple relevant, verifiable and actionable candidate measures including pre-application skills and disposition assessments, application measures of content knowledge and dispositions through GPAs, Praxis tests, and interviews, and gateway assessments of curriculum, instruction, assessment, and dispositions. Reliability and validity of measures are demonstrated by correspondence across multiple measures. We are developing a data management system using Taskstream to better inform programs in the continuous improvement process. Teaching ability is assessed and demonstrated through the SPAT which combines InTASC standards and the Danielson Framework in a performance assessment of teaching for student learning. All liaisons and mentor teachers are being trained on reliable use of the SPAT.

Section 8: Preparer's Authorization

Preparer's authorization. *By checking the box below, I indicate that I am authorized by the EPP to complete the 2014 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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Position: Professor

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