

# 2017 EPP Annual Report

<b>CAEP ID:</b>	10342	<b>AACTE SID:</b>	424
<b>Institution:</b>	Boise State University		
<b>Unit:</b>	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.

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

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

## Section 2. Program Completers

2.1 How many candidates completed programs that prepared them to work in preschool through grade 12 settings during Academic Year 2015-2016 ?

Enter a numeric value for each textbox.

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

2.1.2 Number of completers in advanced programs or 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 373

**\*2.2 Indicate whether the EPP is currently offering a program or programs leading to initial teacher certification or licensure.**

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

## Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2015-2016 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  
No Change / Not Applicable

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  
No Change / Not Applicable

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.

Employer Satisfaction, GPA cohort averages, assessment data, job placement rates, loan default rates, and teacher salaries: <https://education.boisestate.edu/caep/>

## 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 (ITP)

1.4 All P-12 students afforded access to college- and career-ready standards.

There is limited evidence that all candidates are prepared to promote the learning of English Language Learners.

In response to this area for improvement, Boise State established a Linguistic Diversity Task Force in spring 2016. The Task Force has identified three areas for focus in 2017: Coursework, Coaching/Development of Teacher Education Faculty, and Collaboration for supporting preparation of all candidates to be prepared to work with English Language Learners. The Task Force meets monthly to discuss shared readings and pedagogy both for enhancing program faculty professional development as well as purposeful integration of language pedagogy across content areas in programs. In the first focus area: Coursework, faculty have already completed curriculum changes so that all Elementary Education program candidates (including dual program candidates – Elementary and Special Education, Elementary and Early Childhood Education, and Elementary and Bilingual or English as a New Learner Education) are now required to take Literacy Language Culture (LLC) 300, Foundations of Linguistics, Language Acquisition, and Language Pedagogy. Additionally other programs have added it as an option within their courses for a Linguistics course requirement. In future, program faculty will work on curriculum mapping to require this course or similar content in more secondary disciplinary programs. In the second area: Coaching/Development of Teacher Education Faculty, the Task Force has engaged in shared readings and discussion about how to best support teacher candidates in supporting the learning of ELLs. A key component of sharing this effort across all faculty and all programs includes the offering of 1-credit courses developed to support practicing teachers, teacher education faculty, and teacher candidates in planning and instruction to meet the needs of ELLs. Additionally, an external consultant was hired to support language acquisition teacher education faculty in supporting general teacher education faculty in our coursework and pedagogy. This consultant has been coteaching with a writing pedagogy and science pedagogy instructor in Spring 2017 semester. In the third area: Collaboration, teacher education faculty reached out to linguistics faculty in another college on campus for support in preparing all teacher candidates to work with language learners. This focus includes collaboration with external partners (an area school district partner) working with teacher education faculty as well as a needs assessment survey created in collaboration with linguistics and English Education faculty to be distributed to all teacher education faculty across programs in Spring 2017. This survey will identify needs for professional development across programs for future focus. Finally, a framework for coherence planning across programs has been adapted from Athanases & deOliveira (2011) around Content, Processes, and Context. Support for Learning to Teach ELLs by Program Domain (Content, Process, Context) Focus Program content and how it is organized and infused across programs DRAFT Vision: "to develop instructional resources that support [educators] so that all students, especially ELLs, can develop stronger content knowledge and language and literacy skills, within and across the content areas in grades K-12." Activities in coursework, field placements, and modules/simulations that develop knowledge, skills, and dispositions for teaching ELLs ELD standards; writing language targets S-PAT reflection Early Field Experience case study Activities shaped by various players that support learning to teach ELLs (COED, COAS, SPS,... all colleges on campus) • Accreditation and accountability standards • University systems • p-12 school systems • State Department of Education • Faculty • Candidates Guiding Questions: Is there a conceptual framework we can all agree to to form cognitive maps for preparing teachers to work with language learners (ie., socio-cultural linguistics, constructivist theory, etc.)? Are language-oriented courses required or offered as electives? What methods of delivery works best? Is course content for teaching ELLs integrated/infused throughout coursework? If so, how? How does the program enable the framework/content of teaching ELLs to be manifest, developed, enacted, internalized? How is it sequenced? How does the program develop teachers' readiness to teach ELLs through coursework opportunities, fieldwork experience, and non-fieldwork learning from practice (ie., observations, simulations, presentations)? In what ways and to what extent does the program foster development of a community of practitioners across various constituent groups who share skills, knowledge, and dispositions for teaching ELLs? What resources are available, solicited, provided for cross context work from the university into p-12 sites for teaching ELLs? How does the system of working toward something while at the same time planning for change sustain continuous improvement? Relevant planning and data points Conceptual framework Language-oriented courses Integration program-wide Coursework opportunities, materials and tools Fieldwork experiences "Pathway" documents Meeting documents Proposals Annual reporting for accreditation Constituent Groups: Families and communities, teacher educators, administrators, faculty with varied expertise, p-12 partners, teacher candidates Professional Development and Collaboration Add LLC linguistics course (300) Needs Assessment DRAFT Survey: <https://drive.google.com/a/boisestate.edu/file/d/0B70JCvzKF60U0szdWhWzjQyUG8/view?usp=sharing> Co-teaching pedagogy courses PD for faculty Needs Assessment Co-planning experiences

Areas for Improvement (ITP)

2.3 Partners design high-quality clinical experiences

Not all candidates have clinical experiences with diverse P-12 learners.

With regard to AFI #2 (2.3), Boise State teacher education faculty have begun more purposeful documentation of Early Field Experience and candidate opportunities to work in diverse partner school placements with diverse learners. The unit Continuous

Improvement Team is also designing a placement structure to ensure every candidate has a diverse field experience no matter their program or Professional Year field experience. The first step in systematizing this process included inputting each partner school with its demographics into the unit data management system: Taskstream. Additionally, program faculty have identified the K-12 PE process and format for ensuring diverse placements. P.E. program faculty teach methods courses twice per week - Once per week the course is taught in an elementary school partner site. Traditionally partners have not had demographics where every candidate was assured working with diverse learners. Therefore, this placement experience has been purposefully structured among high and low socio-economic status schools. The goal is to compare and contrast the two settings, student behavior, student learning, student needs, faculty/school response, school climate etc. Program faculty will also explore possible differences in pedagogical strategies and approaches that are effective with diverse groups of students. Future plans include requiring teacher candidates to work one-on-one with students from the EXCEL program (students with high behavioral needs). The goal is to expand field experiences to focus on more diverse ethnic groups as well. As more programs become deliberate about these placements and highlighting for students their learning connected to these experiences and preparation for diverse learners, a stronger realization of program outcomes connected to diverse field experiences and student learning outcomes should be internalized by all teacher candidates. Boise is home to a large refugee and ELL student and community population. All candidates work in sites with diverse students. The unit is now focusing on how to support candidate learning with regard to these experiences. Elementary Education program faculty are designing professional year field experiences such that every candidate is ensured a placement encountering the rich diversity offered in several area schools and districts. Intentional assignments will better support and prepare candidates to fully engage their experiences in these placements and learn from high-quality clinical experiences.

Areas for Improvement (ITP)

5.2 Quality assurance system relies on measures yielding reliable, valid, and actionable data.

There is inconsistent evidence that the EPP has established reliability and validity for EPP assessments.

The faculty at Boise State have been engaging in several measurement and validation exercises across programs. In 2016, the unit initiated its Standard Performance Assessment for Teaching (S-PAT) rubric revision committee. This committee consists of seven members who meet weekly and represent all programs across the unit. As of 4/3/17, the committee had met 12 times and collectively completed more than 200 hours of work. The committee work has built on the reliability of the scoring of the EPP created measure due to its faculty being certified evaluators connected to the performance assessment rubric and evaluation tool, Charlotte Danielson's Framework for Teaching (2013). Certified evaluators are now meeting to debrief experiences having assessed the S-PAT with three cycles of teacher candidates. In the culminating clinical field experience, candidates create a unit study with rigorous planning templates requiring alignment among standards and essential questions with learning outcomes and assessment plans. They are also required to construct language targets and demonstrate planning for differentiated instruction. They then teach the unit and collect student work for several different analyses – one connected to whole class student learning outcomes (SLOs) and one specifically connected to analysis of student work for three distinct students with needs outside the typical curriculum. Candidates also complete a final, concluding reflection and analysis pertaining to SLOs and identified core pedagogies across teacher education programs. The S-PAT rubric revision committee has engaged in deep reflection and rigorous alignment to the Framework for Teaching required for program completion and evaluation along with InTASC standards and core program needs. This validation exercise will confirm the S-PAT as a valid and then reliable measure created by the EPP. Likewise, the unit has created a Teacher Education Admissions Task Force in spring 2017 (see SIP response) to further investigate the admission processes in connection with CAEP Standard 3. This task force consists of seven members who represent all programs across the unit, and were selected by both the Continuous Improvement Team (CIT) and the Teacher Education Coordinating Council (TECC). The admissions process included several quantitative measures like GPA, Praxis assessments and self-efficacy surveys. It also involves an interview process where candidates submit a writing sample for the first assessment based in reflection and are evaluated according to nonacademic qualities identified by the unit. These dispositional criteria (character, intellect, care) are assessed via interview questions, interactions and responses. This task force has two foci: Admissions measures and criteria and Nonacademic qualities. Additionally, the unit programs are all engaging in a university-wide Program Assessment Review process geared toward continuous improvement where programs identify individual program learning outcomes and evidence for making programmatic changes via annual review processes. This annual process will support valid and reliable measures being used throughout programs and document the actions taken based on data. The employer and alumni surveys distributed each year have also gone through a rigorous validation process with higher education partners across the state of Idaho along with partner school administrators across the state. Each Institution of Higher Education across the state, public and private, engaged in shared development of a survey we distribute at the same time. The items are aligned to the state Framework for Teaching (FfT), InTASC standards, and agreed upon EPP goals and objectives. FfT experts, administrators who use the FfT for teacher evaluation, and EPP faculty across the state engaged in item analysis to agree with the survey questions and administration process. Boise State uses data from this employer and alumni survey to inform continuous improvement practices across programs, including for the PAR process and CAEP continuous improvement efforts.

## Section 7. Accreditation Pathway

Selected Improvement. *Summarize progress on the Selected Improvement plan for the standard(s) or component(s) selected.*

In July 2015, Boise State University submitted the 2015-2022 Selected Improvement Plan (SIP) along with the Self-Study Report (SSR) in preparation for the March 6-8, 2016 CAEP accreditation visit. Through the self-study process, Boise State selected standards 3.1 and 3.3 as focus areas. Standard 3.2 was kept as a focus area since it had previously been selected for the 2013 and 2014 annual reports. This narrative provides an update for Boise State's progress for Year 2 of the SIP, per the 2017 CAEP annual report.

Below are each of the selected standards for Boise State's SIP, the identified goal, and the Year 2 (2017) progress update.

### Standard 3.1:

The provider presents plans and goals to recruit and support completion of high-quality candidates from a broad range of backgrounds and diverse populations to accomplish their mission. The admitted pool of candidates reflects the diversity of America's P-12 students. The provider demonstrates efforts to know and address community, state, national, regional, or local needs for hard-to-staff schools and shortage fields, currently, STEM, English-language learning, and students with disabilities.

#### Standard 3.1 Goal:

By 2022, through increased recruitment efforts that incorporate the use of social media and web-based campaigns and analytics to connect with diverse communities, Boise State University will increase rates of diversity by 20% from 2015 baseline levels.

#### Standard 3.1 2017 Update:

Progress on the Standard 3.1 goal has been made through activities completed in four specific areas: 1) strengthening recruitment and advising, 2) TRIO Teacher Preparation Program, 3) 'grow your own' partnerships with local districts, and 4) growth in social media reach.

#### Strengthening Recruitment and Advising

The Office of Teacher Education hired a Director of Educator Success in August 2016, and an Academic Advisor in October 2016. These two positions are dedicated to recruitment, retention and meaningfully supporting interested and admitted teacher education students. Among other activities related to student support and recruitment, the advising team has accomplished the following tasks:

Streamlined information and increased advising partnerships across teacher education programs.

Strengthened collaboration with College of Western Idaho by creating "2+2" agreements to help candidates successfully transition from community college to university programs.

Attended five university recruiting events, including one specifically organized for underrepresented students.

Launched the first "Teacher Education Open House" for any student interested in learning more about teacher education programs.

Formalized the teacher education ambassadors as an official student organization recognized by the university. The Teacher Education Ambassadors student group engage in a variety of community and university events to connect with others interested in teacher education.

Developed an alumni chapter who have hosted recruitment events for interested teacher education candidates.

#### TRIO Teacher Preparation Program

The TRIO Teacher Preparation Program is housed in the Center for Multicultural Educational Opportunities in the College of Education. It is funded through a five-year, \$1 million federal grant and is designed to enroll, serve, and graduate 144 first-generation students, limited income students, and/or students with a documented disability into the teaching profession. More information about the program can be found at: <https://education.boisestate.edu/trioteacherprep/>

#### 'Grow your own' Partnerships with Idaho School Districts

Boise State is currently finalizing two different types of Grow Your Own (GYO) partnerships with Idaho school districts. One program works with rural high schools to recruit students who typically would not go on to university/teacher education. The other program works with districts to support the training and development of paraprofessionals into high-need teaching areas like special education.

#### Growth in Social Media Reach

Since launching the college's social media platforms in the summer of 2015, account growth has been significant. In Year 1 (August 2015 to August 2016), each platform saw tremendous growth: Facebook (1281%), Twitter (557%), and Instagram (909%). In Year 2 (August 2016 to April 2017), growth remains steady for each platform: Facebook (7%), Twitter (41%), and Instagram (18%). This increase in the amount of followers means that the college continues to connect with new audiences through multiple means of communications.

### Standard 3.2:

The provider sets admissions requirements, including CAEP minimum criteria or the state's minimum criteria, whichever are higher, and gathers data to monitor applicants and the selected pool of candidates. The provider ensures that the average grade point average of its accepted cohort of candidates meets or exceeds the CAEP minimum of 3.0, and the group average performance on nationally normed ability/achievement assessments such as ACT, SAT, or GRE: is in the top 50 percent from 2016-2017; is in the top 40 percent of the distribution from 2018-19; and is in the top 33 percent of the distribution by 2020.

#### Standard 3.2 Goal:

By 2020, through increased recruitment efforts and program rigor,

Boise State University will be in the top 33 percent of a nationally normed ability/achievement assessment (such as the ACT, SAT or GRE) distribution.

#### Standard 3.2 2017 Update:

Data from Boise State's 2015 CAEP self-study indicates that focus on the selected Standard 3.2 has proven successful, as the average GPA across cohorts of candidates for the past two years has been above 3.0. The unit's work in this area has remained constant, and candidate performance reflects this. In 2015-2016, average GPA at admission to Teacher Education was 3.39, average GPA at admission to Professional Year was 3.45, and average GPA at graduation was 3.56. For more information about candidate performance in programs, visit: <https://education.boisestate.edu/caep/candidate-performance/>

Standard 3.3:

Educator preparation providers establish and monitor attributes and dispositions beyond academic ability that candidates must demonstrate at admissions and during the program. The provider selects criteria, describes the measures used and evidence of the reliability and validity of those measures, and reports data that show how the academic and non-academic factors predict candidate performance in the program and effective teaching.

Standard 3.3 Goal:

By 2022, reliable and valid measures of dispositions beyond academic ability will be used as a meaningful source of data on candidates before and during the preparation program.

Standard 3.3 2017 Update:

The unit's shared leadership has worked collaboratively to begin initial work on standard 3.3. The primary organizations in the unit to lead SIP goal 3.3 work include: the unit's governing body, Teacher Education Coordinating Council (TECC); its smaller shared leadership group, the Continuous Improvement Team (CIT); the Office of Teacher Education; and the Teacher Education Admissions Taskforce.

In January 2017, TECC called for a review of the unit's teacher education admissions process by assembling a Teacher Education Admissions Taskforce. In response, CIT reviewed the SIP and lines of evidence submitted in the 2015 self-study report (SSR), and shared findings at the February 2017 TECC meeting. During that meeting, CIT asked TECC to observe specific parts of the teacher education admissions process to ensure continuous improvement in areas defined by the SIP and SSR. TECC responded to CIT's call by tasking the Teacher Education Admissions Taskforce with the recommendations provided by CIT.

The Teacher Education Admissions Taskforce consists of seven members who represent all programs across the unit, and were selected by both the Continuous Improvement Team (CIT) and the Teacher Education Coordinating Council (TECC). The admissions process includes several quantitative measures like GPA, Praxis assessments and self-efficacy surveys. It also involves an interview process where candidates submit a writing sample for the first assessment based in reflection and are evaluated according to nonacademic qualities identified by the unit. These dispositional criteria (character, intellect, care) are assessed via interview questions, interactions and responses. This taskforce has two foci: Admissions measures and criteria and Nonacademic qualities. After reviewing the admissions process in alignment with CIT calls, the taskforce will present findings to TECC at a future meeting to determine if any changes will be made. Upon that determination, measurement activities focused on reliability and validity will begin.

## 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 2017 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

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