

2012 Part C of the AACTE / NCATE Annual Report

Institutional Information

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

Section I. Program Completer

How many candidates completed programs that prepared them to work in preschool through grade 12 settings in the 2011-2012 academic year (September 1, 2011-August 31, 2012) ?

392

Include candidates who

- completed a program that made them eligible for a teaching license,
- are licensed teachers who completed a graduate program, and
- completed a program to work as a school administrator, school psychologist, school library media specialist, reading specialist, and other specialties in schools.

Include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. Programs may or may not be tied to a state license or credential.

Section II. Display of Candidate Performance Data

Where is candidate performance data displayed on your institution's website?

Boise State University Office of Teacher Education:

<https://education.boisestate.edu/teachered/>

Section III. Substantive Changes

Have any of the following substantive changes occurred at your institution or unit during the 2011-2012 academic year?

1. Addition or removal of a preparation program at any level (e.g., a master degree).
No Change / Not Applicable
2. Changes in program delivery from traditional to distance learning programs in which more than 50 percent of the courses are not delivered face-to face.
No Change / Not Applicable
3. Change in control of institution. Please indicate any changes in control or ownership of the institution such as a merger with another institution, separation from an institution, purchase of an institution, etc.
No Change / Not Applicable
4. Increased in program offerings for education professionals at off-campus sites both within and outside the United States.
No Change / Not Applicable
5. Significant changes as the result of a natural disaster or other unforeseen circumstances.
No Change / Not Applicable
6. Significant change (25 percent increase or decrease) in Delivery of a program in whole or in significant part by a non-profit or for-profit partner
No Change / Not Applicable
7. Significant change (25 percent increase or decrease) in Budget
No Change / Not Applicable
8. Significant change (25 percent increase or decrease) in Candidate enrollment
No Change / Not Applicable
9. Significant change (25 percent increase or decrease) in Size of the full-time faculty
No Change / Not Applicable

Section IV. Areas for Improvement

Summarize activities, assessments and outcomes toward correcting AFI (s) cited in the last Accreditation Action Report, if applicable.

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)
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Our Professional Education Management System (PEMS) maintains the unit's comprehensive data management system at the advanced level. Table 1 highlights information from the PEMS outline, including:

- the significant program points common to the unit's advanced programs with the key assessments completed at each point,
- the number of programs throughout the unit reporting data for each key assessment, and
- the available or existing data that were present during the NCATE review visit. The graduate program report was provided to an NCATE team member upon request 2/2/09

Table 1 Advanced program transition points, key assessments, and data

Advanced program points with key assessments at each point. The percentage of the unit's advanced programs collecting data on each key assessment.

1. Admission: B.A.; Application to Graduate College; GPA greater than 3.0 (100%)
2. Exhibit from review: Program coordinators, faculty advisors, and students are notified of admission decisions via letter from the Graduate College
3. Exit from Clinical Practice: Survey, Admission to Candidacy notification to students and advisor (100%)

Aggregated and disaggregated data on Exit survey available upon request. Each candidate completes and submits an Admission to Candidacy form - signed by the advisor and graduate program coordinator, is forwarded to and approved by the Graduate College, who then returns a copy to the advisor

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 in our Center for Multicultural Education and Opportunity. Developed in 1991 to encourage and facilitate academic achievement and personal growth among traditionally under-represented groups in academic settings, the Center is directed by a Professor of Education in the unit's Department of Curriculum, Instruction and Foundational Studies. The Center has developed and coordinates a wide variety of outreach initiatives that provide support and encouragement to diverse students pursuing degrees. Continued funding from a Noyce Grant Scholarship provides opportunities for diverse students interested in becoming Math and Science teachers pursue higher education opportunities. Likewise, clinical field experiences are substantiated in partnerships with public schools with large refugee populations. The local district, which serves the majority of our clinical field experience opportunities includes a Limited English Proficient subpopulation as the greatest growing demographic in the district. Students from all parts of the world, speaking many different languages, now make Boise home and attend its schools. In the early 1990s, the population of LEP students in the Boise District was less than 100; it is now more than 2000.

Section V: Continuous Improvement Pathway

1. Check the standard your unit has selected to move toward target level for your next onsite visit.

- Std. 1
 Std. 2
 Std. 3
 Std. 4
 Std. 5
 Std. 6

2. Summarize progress toward target level performance on the standard(s) selected.

Our Unit's Teacher Education Team has an overarching Goal of Teacher Education Quality Improvement and Assurance. This leadership team works through AACTE's SIX Quality Indicators:

(1) Quality of Candidates: Raising admission standards with GPA of 3.0 (as opposed to prior 2.75) ; tightened admission standards with Praxis scores, course requirements and more rigorous Appeals process (through Professional Standards & Appeals Committee); Interview for TE admission including review of early field experience evaluations and dispositions evaluations form early coursework; Conditional admission process with faculty following up with candidates conditionally admitted to provide support, remove conditional status, or provide early counsel for alternate career paths. New endorsement requirements and praxis exams implemented.

(2) Quality of Clinical Experiences: Enhancing School partnership relationships and Memorandum of Understandings; Hiring

Clinical Faculty to develop and sustain partnerships and facilitate clinical field experience seminars and growth with the partner schools; more intensive subject-specific pedagogy course preparation with field experience integration; Supervisor/Liaison meetings at every level for consistent communication and rigor among candidate and field experience quality.

(3) Capacity of Mentor Teachers: New Mentor Orientation meetings; Clinical Experience Committee created a Mentor Handbook (hardcopy and online: <https://education.boisestate.edu/teachered/mentor-teacher-handbook/>); Mentor teacher surveys and site meetings with liaisons

(4) Partnership/Systems: See #3 above; Hiring Clinical faculty to sustain partnerships; Advisory meetings with administrators from campus programs and school districts to determine best ways to meet reciprocal needs and partner for teacher education at all levels; Cross-institutional partnerships among all higher education institutions in the state.

(5) Program Assessment/R&D: Extensive practice teaching opportunities, content-specific supervision responsibility; University Liaison agreement, Exit and Alumni surveys demonstrating high satisfaction in early career years; job placement levels at 83%% (see table 2 below); Teacher Evaluation training of supervisors/liaisons alongside state administrators so we are all using the same framework for assessment.

(6) Logistics/Efficiency of Team: Revised/updated governance structure with Teacher Education Coordinating Council having subcommittees: Clinical Experience, Assessment, Professional Standards & Appeals, and the Teacher Education Team as working leadership group. Supervisor/liaison groups meet monthly and establish goals and work toward high quality clinical field experiences (including partnership and mentor-capacity building.) □

Table TWO

Total Graduates 2011-12: 280 Total of Certificates Granted 2011-12: 271 Total of 2011-12 Certificated Graduates Now Teaching: 232 (83%)

3. Summarize data to demonstrate that the unit continues to meet Standard 2: Assessment System and Unit Evaluation in the area of unit operations. Submit sample data/evidence/exhibits, one or two samples.


Our newly implemented governance structure includes an Assessment work committee and Clinical Experience Committee as working sub-groups of the governing Teacher Education Coordinating Council. The Assessment Committee has individual faculty charged with data collection and analysis on each standard. Each standard has a team leader gathering data and keeping data tables current. Lead faculty also have assistant faculty to assist in the population of data tables.

Upon review of data collected throughout our continuous improvement process, we have increased the rigor of our admissions process in hopes of increasing the potential for candidate success in our Professional Year experience, culminating in graduation and certification. We interview every candidate before official admission to Teacher Education (see Table 1 for gates and admission processes.) Candidates may be admitted, conditionally admitted or denied admission to teacher education. Upon conditional admission, the candidates must meet with the Program Coordinator to establish a plan for development across the program.

Candidates then meet again with Program Coordinators (who work closely with program faculty) to document progress toward growth and supports in place for candidate success. Conditions are often removed upon admission to Professional Year. If not, candidates enter Professional Year with performance plans in place and targets for meeting Core Teacher Standards for certification. Elementary Education has implemented this process with the result of fewer candidates being exited from the program during their Professional Year. History/Social Studies Education has made the decision from the process to only admit candidates in the Fall and run a cohort of candidates through their Professional Year.

Other changes that come about from our assessment system include the analysis of mentor and supervisor evaluations. We are strengthening our support of mentor teachers and hiring high quality supervisors based on clinical supervision expertise. We have used data from evaluations of supervisors (completed by school partners and teacher candidates) to plan for future supervisor assignments. We are also revising survey questions to gain more meaningful data.

Other program changes include the requirement of an Assessment course in Elementary Education and moving assignments (like an inquiry project) to the Internship semester. Our Professional Year assessment is being revised to meet the needs of State and National standards and policy along with program needs (ie., remove N/A option as it implies candidates do not need to meet all program standards. We use data in candidate files to make decisions as shared team. Our goals/plans include more explicit and firm connections to k-12 student achievement data. We piloted the teacher performance assessment and would like to continue rigorous performance assessment tied to p-12 student learning within our local contexts.

Exhibits that support the narrative:  Table 1

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