

2011 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 - Completer

The total number of candidates who completed education programs within NCATE's scope (initial teacher preparation and advanced preparation programs) during the 2010-2011 academic year?

359

Please enter numeric data only. (Include the number of candidates who have completed programs that prepared them to work in preschool through grade 12 settings in the 2010-2011 academic year. They should include all candidates who completed a program that made them eligible for a teaching license. It also includes licensed teachers who completed a graduate program and candidates who completed a program to work as a school administrator, school psychologist, school library media specialist, school psychologist, reading specialist, and other specialties in schools. These include the candidates who have completed a bachelor's, post-bachelor's, master's, specialist, or doctoral program. The programs are not tied to a state license.)

Section II. Substantive Changes

Describe any of the following substantive changes that have occurred at your institution or unit during the past year:

1. 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

2. 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

3. Increased offerings for the preparation of education professionals at off-campus sites and outside the United States.

No Change / Not Applicable

4. Significant change (25 percent increase or decrease) in budget

No Change / Not Applicable

5. Significant change (25 percent increase or decrease) in candidate enrollment

No Change / Not Applicable

6. Significant change (25 percent increase or decrease) in size of the full-time faculty

No Change / Not Applicable

7. Significant change (25 percent increase or decrease) in significant changes as the result of a natural disaster

No Change / Not Applicable

8. 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

9. Addition or removal of a level of preparation (e.g., a master's degree).

No Change / Not Applicable

Section III. Areas for Improvement

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)

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)

II.1 Summarize activities, assessments and outcomes toward correcting AFI(s) cited in the last Accreditation Action Report, if applicable.

AFI #1

A document outlining the full implementation of the Professional Education Management System (PEMS) (the unit's comprehensive data management system) at the advanced level is provided, Table 1 below highlights information from that document, 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.

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% (14/14)
- 100% (14/14)
- 100% (14/14) • The Graduate Program Report was provided to an NCATE team member upon request 2/2/09.
- Table I.1 (part of the unit's electronic exhibit room) illustrated the number of admissions and graduates across all advanced programs for 3 years.
- Program coordinators, faculty advisors, and students are notified of admission decisions via letter from the Graduate College.

2. Entry to Clinical Practice

- Coursework.
- GPA 3.0 or higher. • 100% (14/14)
- 100% (14/14) • Coursework examples from all programs can be made available. GPA is tracked each semester by the Graduate College. Students who fall below 3.0 are put on notice, and receive written notification from the Graduate College. Copies are provided to all Graduate Program Coordinators, students, and advisors.

3. Exit from Clinical Practice

- Exit from clinical practice survey.
- Admission to Candidacy notification to students and advisor.
- 36% (5/14)
- 100% (14/14)
- Aggregated and disaggregated data on Exit from Clinical Practice surveys can be provided upon request . (See Exit from Clinical Practice: Preparedness for Admission to Candidacy). In each advanced program throughout the unit, each candidate completes and submits an Admission to Candidacy form. That form, signed and approved by the advisor and graduate program coordinator, is forwarded to and approved by the Graduate College, who then returns a copy to the advisor

AFI #2

Nowhere is the College of Education's commitment to the celebration of human diversity greater than in the college's sponsorship of the Center for Multicultural and Educational Opportunities. 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 (for initial and advanced programs). Over the past 17 years the Center has developed and coordinates a wide variety of outreach initiatives that provide support and encouragement to diverse students pursuing degrees

Section IV: Units with Regular/Continuous Improvement Accreditation Option

C.1. Summarize evidence indicating progress toward target level performance on the standard(s) selected by the unit

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

Teacher Education Unit's efforts (facilitated by the Teacher Education Team) - Summary
Overarching Goal: TE quality improvement and assurance; Sub-goals- taken from AACTE's "An Emerging Picture of the Teacher Preparation Pipeline" (2010)
AACTE'S SIX (6) QUALITY INDICATORS TEACHER EDUCATION UNIT'S ACTION STEPS

- (1) High admissions standards vs. open admissions • Tightened of admission standards (e.g., all material due except coursework by time of application, stricter adherence to admission standards per the PS&AC)
 - Implemented more rigorous monitoring (e.g., consistent improvements plans and procedures)
 - Used disposition analyses from ED-CIFS 201, 231 for TE admission criteria
 - Developed plan to prioritize admissions process for those students with outstanding dispositions
 - Implemented of 'Area of Concern' form and procedures related admission to TE
- (2) High GPA in major • Per catalog, prioritized admission selection given to those with higher GPA in Elementary education
 - Implemented more thorough monitoring of TE application numbers, trends (e.g., trends)
 - Applied requirement of 'C' or better in all endorsement courses for elementary education
- (3) Intensive preparation in subject-specific methods • Re-organized TECC governance structure to promote more shared leadership and clarified OTE's identity as a SERVICE UNIT
 - Put procedure in place for more careful screening of internship waivers
- (4) Extensive practice teaching opportunities • Developed initiatives to streamline Field Experience placements (e.g., PDS sites, content-specific supervision responsibility through MOUs, Caldwell District partnership, Meridian District partnership, Idaho Digital Learning partnership, Boise School District Partnership- Block I))
 - Promoted and monitored university supervisor fidelity to requirements in the Professional Year field guides for university supervisors and more thoroughly monitored performance of university supervisors from students and mentor teachers and performance of mentor teachers as evaluated by university supervisors
- (5) Semester long or year-long clinical teaching experience • Analyzed COE credit hours committed to Field Experience and plans offered by departments to enhance sustainability (proceeding now with requests for 2 FTE clinical supervisors)
 - Requested more revenue sharing from the provost's office to increase FE resources along with increase of student teaching fees
- (6) High student satisfaction and employer satisfaction in early career years • Focused on advising per alumni feedback (e.g., developed and clarified advising for ALL IP TE programs, developed TE blackboard site, trained peer advisors, revamped orientations, gained more resources from the Gateway Center, MOUs with CWI, CSI)
 - Focused on working with university supervisors to increase competence for students in the field re: use of school assessment data per employer feedback.

C.2. Summarize data that demonstrate continuous improvement of candidate performance and program quality in the area of content knowledge

: Boise State Teacher Certification Candidates' Impact on preK-12 Student Achievement and Success

BSU's College of Education has several public schools with which it has close partnerships. The three schools span the grade levels since one is an elementary school, one a middle school, and one a high school. These schools will be employed as research sites for several studies exploring the impact of BSU teacher candidate interns on the following student variables:

- Grade point averages
- Attendance
- Homework completion
- Failure rates
- In-class on-task behavior
- ISAT scores
- IRI scores

The specific research hypothesis will be:

The presence of BSU teacher candidate interns in the schools will have no effect on student grade point averages, attendance, homework completion, failure rates, in-class on-task behavior, ISAT scores, or IRI scores.

The specific details of the studies are still being worked out but two examples will illustrate the nature of the research to be undertaken.

Example #1: At the partnering middle school, BSU mathematics teacher candidates operate a math lab for students who are performing below average in their math class. The lab is held for one period each day and the interns, with the oversight and guidance of a certified mathematics teacher, team teach the lab. The interns develop and implement lessons, assessments, and handle day-to-day classroom management and discipline. Preliminary results from this program are available and follow:

- All but a few math lab students experience increases in home work completion, quiz scores, and test scores in their regular math class,
- All but a few math lab students experienced strong increases in ISAT Mathematics Test scores year-over-year, and
- Regular math class teachers report math lab students being more engaged in class. Evidence for this is increased willingness to answer questions in class, ask questions in class, and go to the board to demonstrate how to work problems.

Example #2: At the partnering high school, which is just entering into a close relationship with BSU's College of Education, they are

building into their partnership design a specific focus on reducing failure rates in their academic classes. They envision BSU interns regularly working with small groups of students experiencing failure in classes. This small group work will essentially take the form of tutoring sessions focused on needed skills and content area information. The school has a designated block of time during the school day for such activities and the principal and vice principal are excited at the prospect of having teacher candidates in the building to extend and deepen the amount of help that will be available to the students.

These are just two examples of the type of research we hope to conduct in our partner schools to show the impact of BSU teacher candidate interns on preK-12 student achievement and success.

Exhibits that support the narrative: 📎 1.3c - Professional Year Assessment 📎 1.3d - Results PY Assessment

Notes on C.2: Standard 1 will be the focus of the 2010-2011 Annual Report. Please submit sample data/evidence/exhibit(s) - no more than two - that demonstrate continuing to meet standard 1 related to content knowledge only. The sample can be from a single program but should be representative of the unit as whole. For selection of exhibits, please use NCATE's Exhibit List provided as a guide.

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