

Boise State University

2025 CAEP Accountability Measures

Reporting on data from the 2023-2024 Academic Year

Measure 3: Candidate Competency at Program Completion (Initial Programs)

Initial program candidates are meeting program expectations and are ready to be recommended for licensure (R3.3)

Path to Proficiency

Boise State monitors candidate competency throughout the program to ensure that they have met all program criteria for success at completion. The graphic on the following page shows the candidate's Path to Proficiency and highlights several measures Boise State uses as checkpoints and evaluation of progress and serves as a crosswalk of all assignments across the programs that align with InTASC Standards.

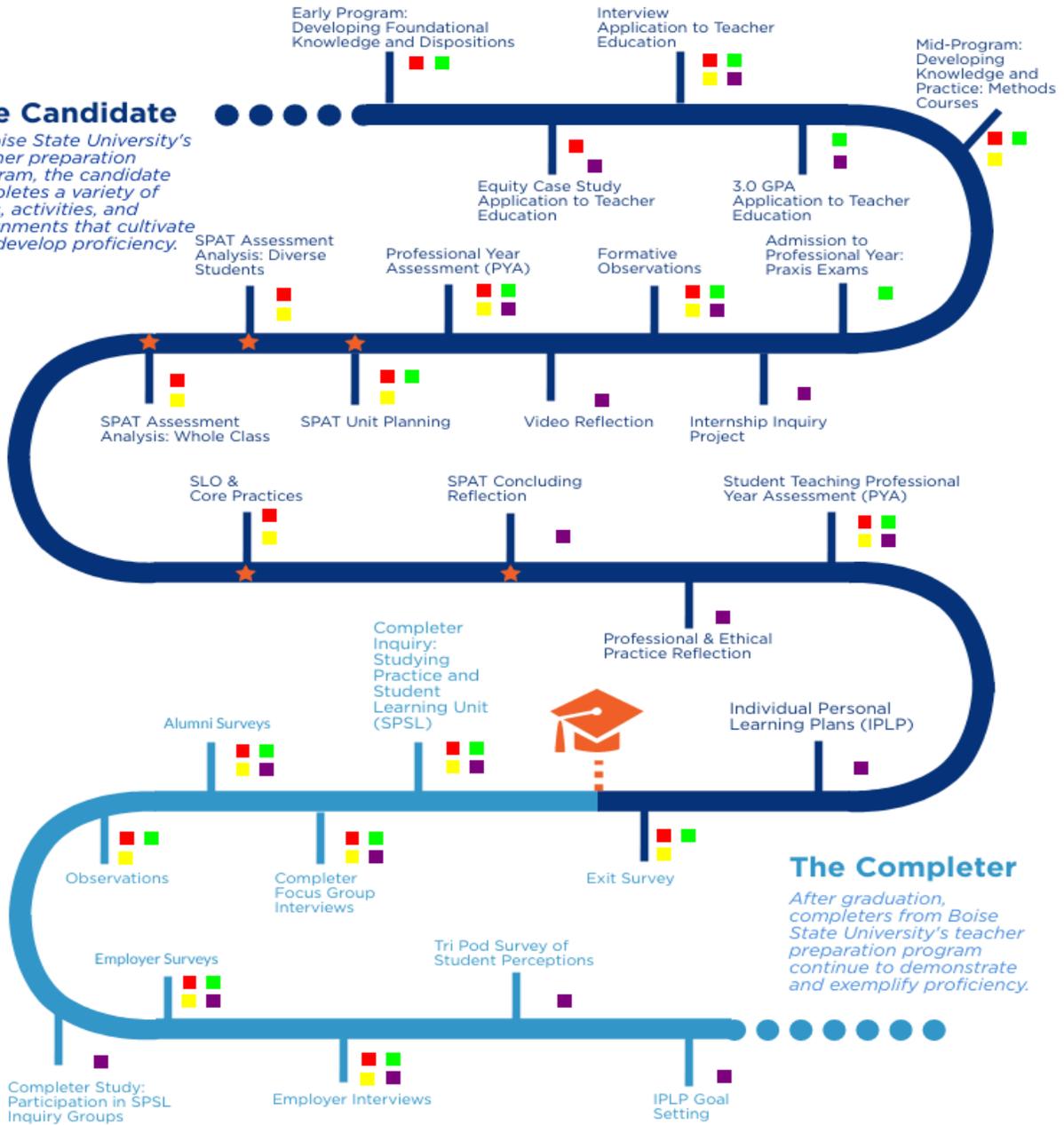
The Path to Proficiency is a communication tool used to share our vision of success with teacher candidates, university faculty, liaisons, staff, stakeholders, and community members. This document outlines the specific tasks, activities, and assignments that cultivate and develop candidate proficiency. Successful completion of this pathway by candidates demonstrates deep understanding of the critical concepts and principles of their discipline and that they are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college and career readiness standards. Through this pathway, candidates will also have demonstrated an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

B The Path to Proficiency

Boise State University teacher candidates must demonstrate multiple forms of proficiency along their path to successful program completion. Each of these proficiency-building activities are aligned with InTASC standards and the Framework for Teaching. These activities begin before acceptance into Teacher Education as a candidate, and continue after graduating as a completer.

The Candidate

In Boise State University's teacher preparation program, the candidate completes a variety of tasks, activities, and assignments that cultivate and develop proficiency.

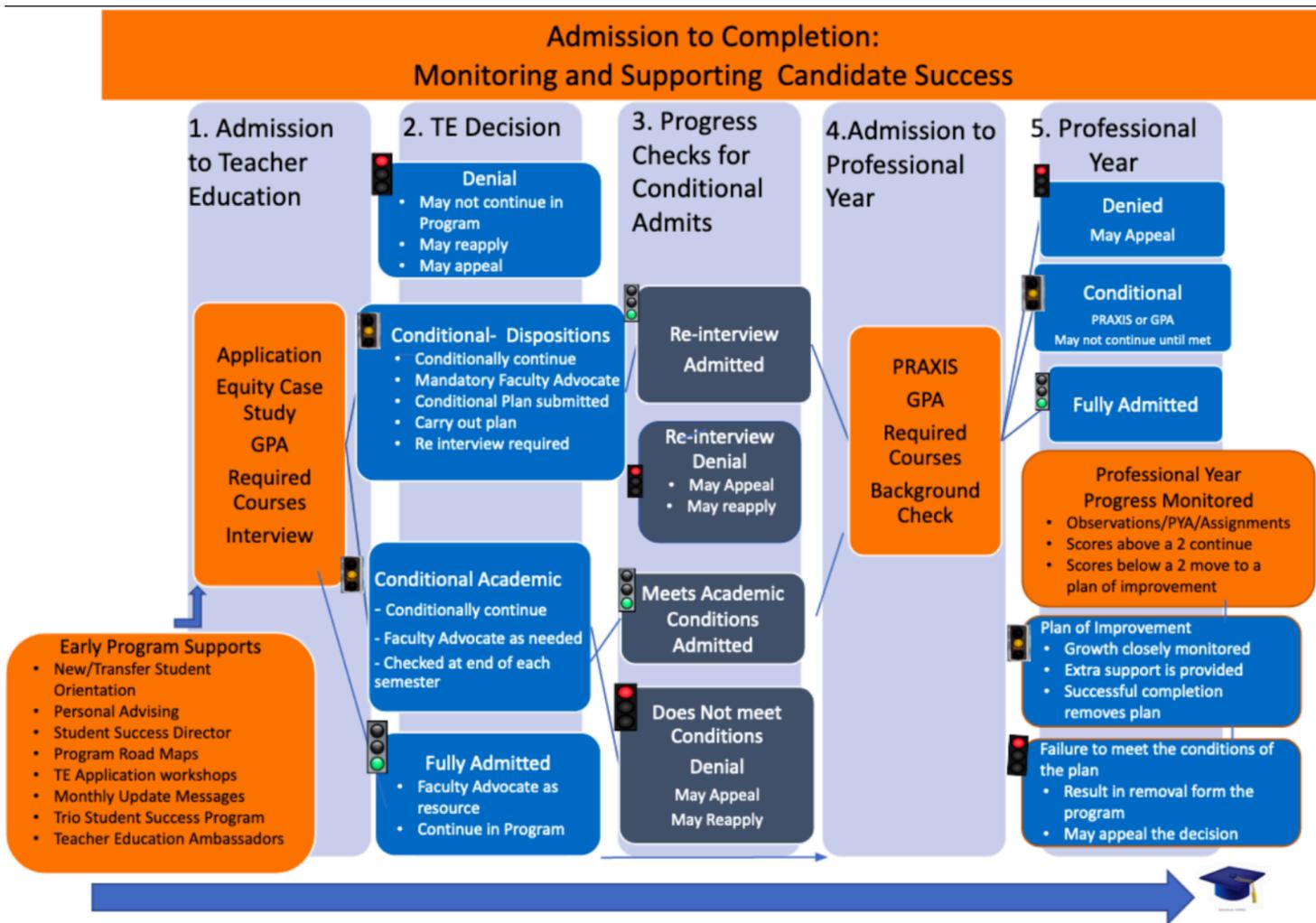


The Learner and Learning ■ ■ Content and Pedagogical Knowledge
 Instructional Practice ■ ■ Professional Responsibilities

This visualization encourages us to continually rethink program evidence and alignment with standards. The Continuous Improvement Team (CIT) reviews this graphic each summer to make sure signature assignments are in alignment with standards and contribute to the lines of evidence. As program priorities evolve, some signature assignments change and are replaced by others.

Admission to Completion: Monitoring and Supporting Candidate Success

While the Path to Proficiency shows the journey from early program to in-service teaching, the Admission to Completion: Monitoring and Supporting Candidate Success diagram shows the decision-making and intervention process in detail. Progression through the program, from admission to completion, is illustrated below. The red, yellow, and green lights represent opportunities to check and intervene, as necessary, as candidates progress.



Our Continuous Improvement Team (CIT) will revisit and update the Admission to Completion diagram this summer to reflect recent structural changes within the College of Education. These updates will ensure the diagram accurately represents our revised program pathways and supports clear communication of candidate progression from entry through completion.

Professional Year Assessment (PYA) & Summative Performance Assessment of Teaching (S-PAT)

The Summative Performance Assessment of Teaching (S-PAT) and the Professional Year Assessment (PYA) are EPP-created measures used to provide overlapping evidence that candidates are more than ready to take on the responsibilities of teaching. Professional Year consists of an internship placement followed by student teaching. The PYA is conducted during both the internship and student teaching semesters, while the S-PAT serves as a culminating common assessment only occurring in the final student teaching semester.

Constructive, formative, and summative feedback is an integral aspect of the Professional Year experience. Candidates self-assess according to the Professional Year Assessment at the midterm and end of semester. Mentor teacher(s) and university liaisons also complete the Professional Year Assessment at the midterm and end of term. This assessment is aligned with the Danielson FFT and is used statewide to evaluate preservice and inservice teachers on important elements of effective teaching. All scores are aligned with the Danielson FFT scoring progressions. These progressions for preservice teachers are: (1) unsatisfactory; (2) basic; and (3) proficient. According to the scoring criteria, a teacher performing at the Proficient (3) level clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers regard themselves and would be regarded by others as performing at this level.

Liaisons engage in yearly scoring calibration activities to maintain consistency and every candidate is observed by at least one auxiliary observer each semester for additional triangulation of scoring. The FFT breaks the complexities of teaching activities into 22 components clustered into four domains:

Domain 1: Planning and Preparation

Domain 2: The Classroom Environment

Domain 3: Instruction

Domain 4: Professional Responsibilities

The next two pages include four graphs (Figures 1-4) showing PYA data by domain from Fall 2020-Spring 2024. All scores fall well above basic and show that, on average, student teachers are approaching proficiency and ready to enter the classroom as well-started educators.

Figure 1

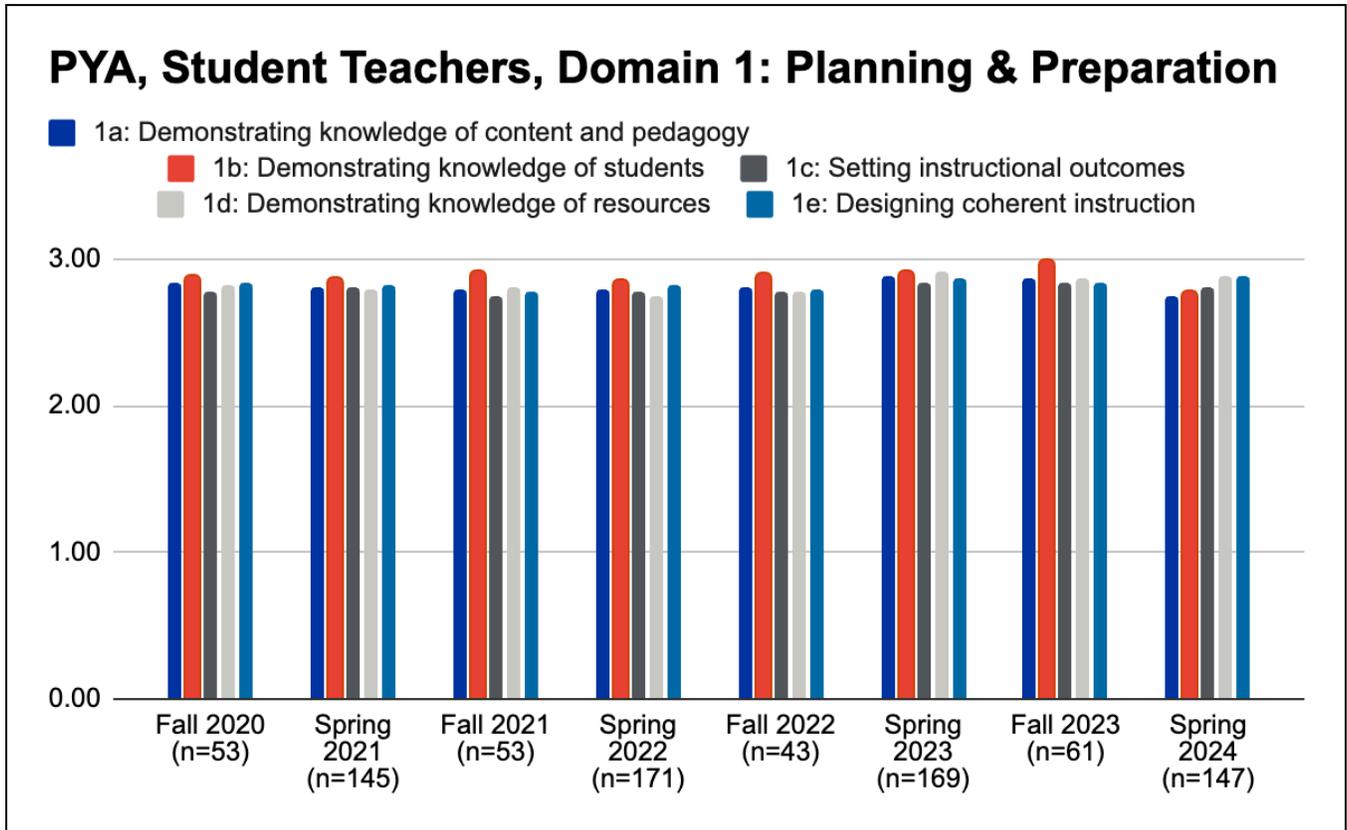


Figure 2

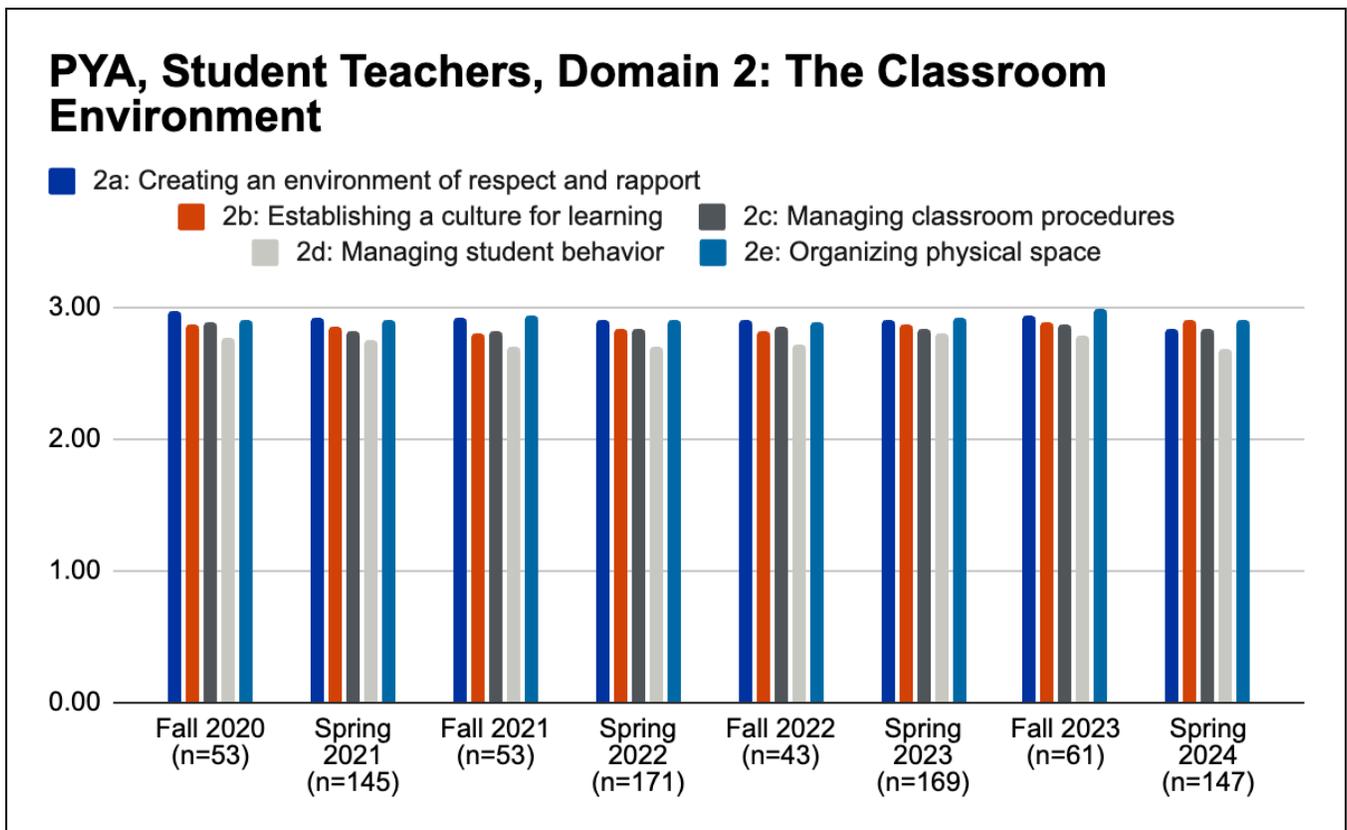


Figure 3

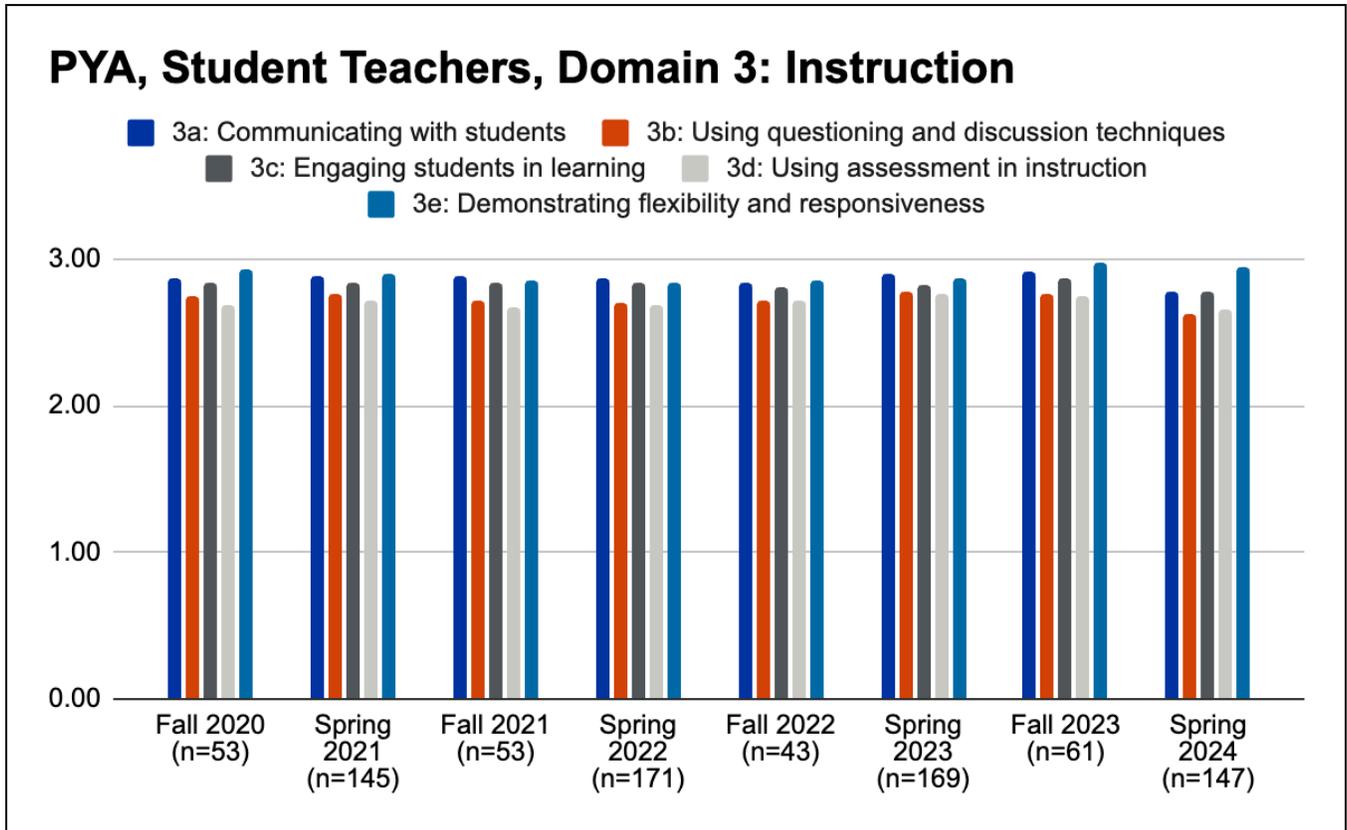
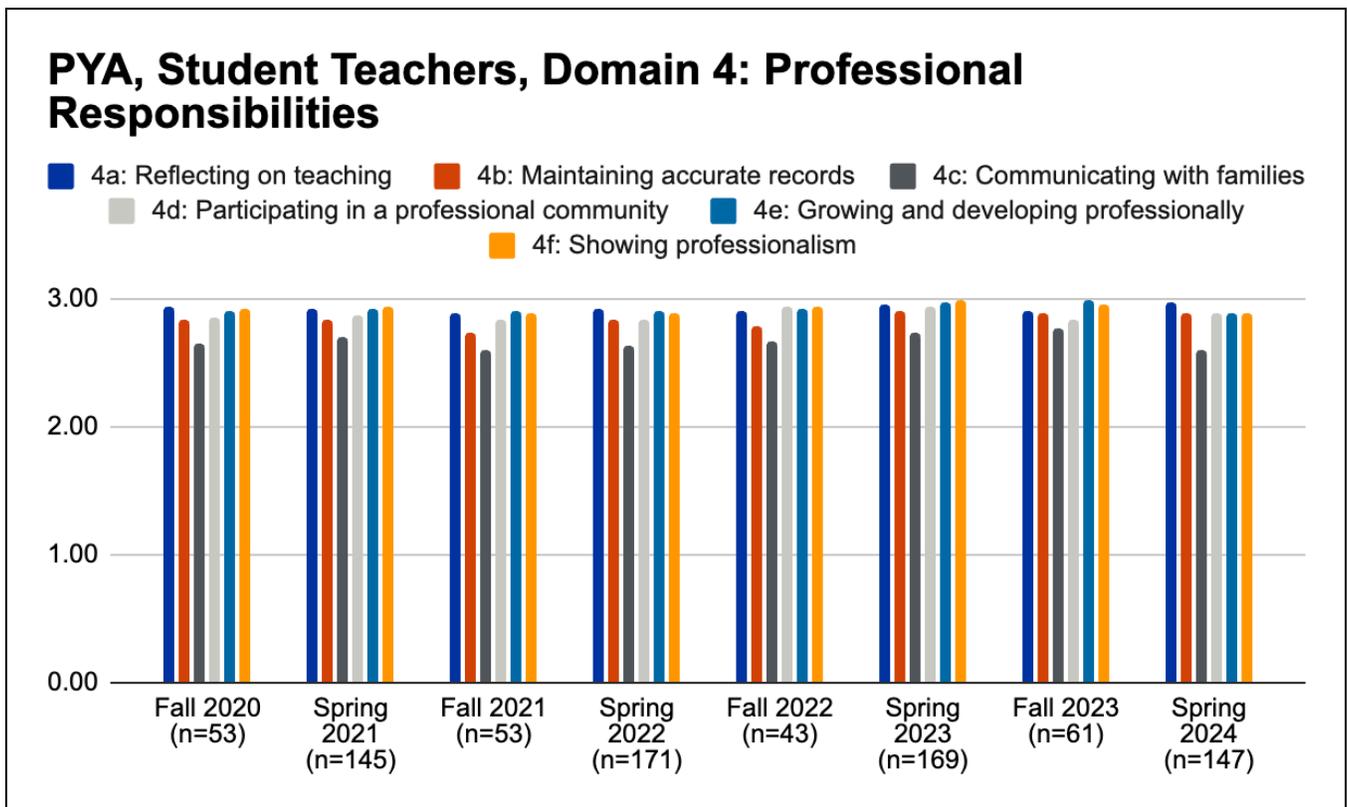


Figure 4



The Standard Performance Assessment of Teaching (S-PAT) is the performance assessment teacher candidates complete upon exit of their preparation program. Teacher candidates develop and implement a unit of study, digitally record a lesson, reflect on the impact of their instruction, and analyze student work. Candidates emulate an inquiry stance with their planning and unit implementation and analyze their student results to document changes to their future practice.

The S-PAT has three main parts; planning, assessment/analysis, and reflection. First, the S-PAT planning (“unit plan”) includes the following: engaging strategies, differentiated instruction across the unit and within individual lessons, enhanced understanding of technology pedagogy, and formative assessment explicitly designed to inform and enhance instruction.

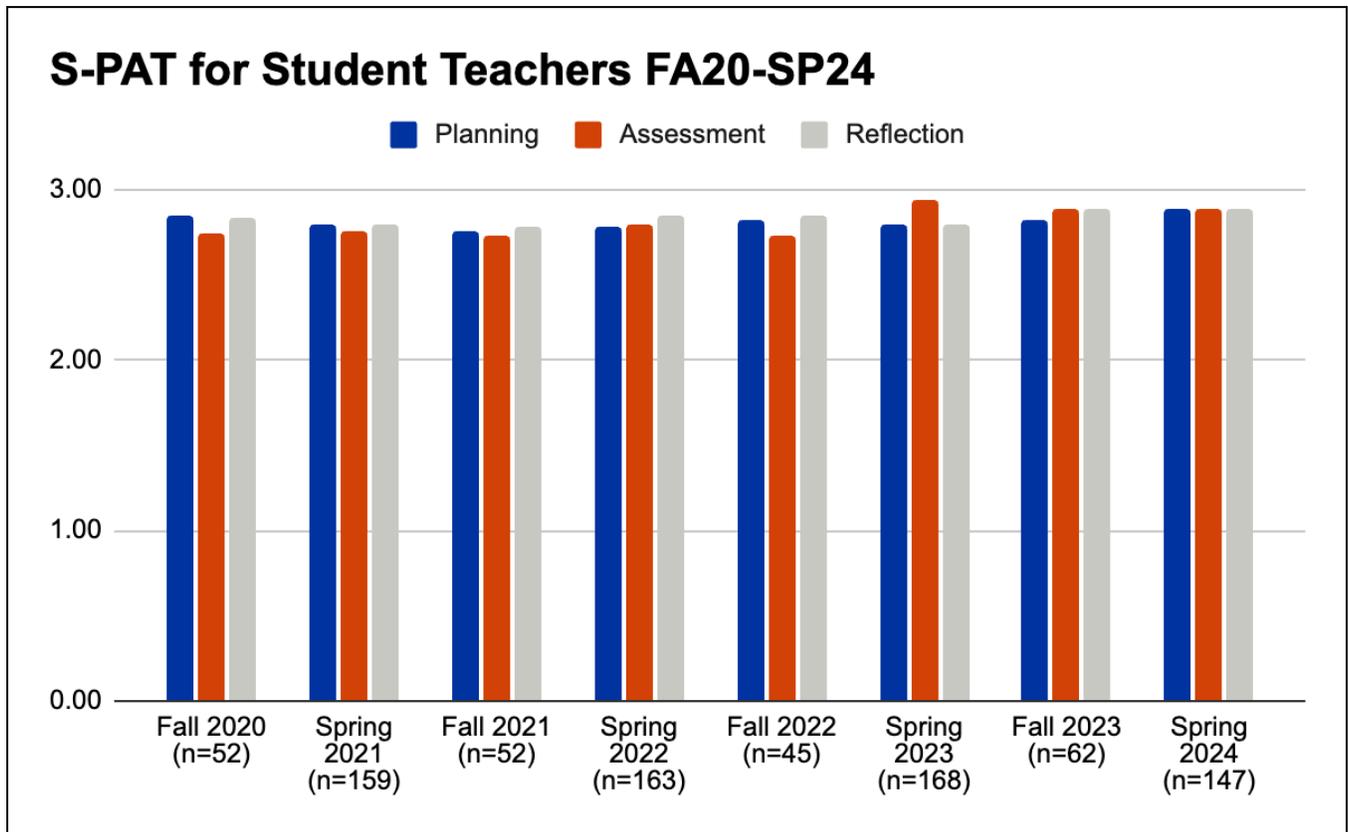
Next, the assessment (“analysis of student work”) part of the S-PAT demonstrates how teacher candidates analyze the effectiveness of their instruction in impacting the learning of three students with diverse learning needs along with the entire class of students. This analysis includes pre and post data, formative assessment, student perceptions of candidate instruction and adaptations both proactive and reactive that they made for diverse learners. Teacher candidates describe how to flexibly respond to formative assessment information; describe the purpose, design, and results of summative assessments; align assessments with standards; analyze results of summative assessments across the class and within groups of students; analyze perceptions of instruction from P-12 students; and suggests “next steps” based on analysis of all assessments. The analysis also includes perceptions of instruction from P-12 students.

Finally, for the S-PAT reflection (“concluding reflection”) activity, teacher candidates focus on the learner and the learning and reflection on practice. Considerations in the reflection include: how assessments were used to inform instruction, attention to diverse learners, and adjustments for future instruction.

The S-PAT is scored by university liaisons on several rubric items. Scoring progressions are aligned with the Danielson progressions for preservice teachers: (1) unsatisfactory; (2) basic; and (3) proficient. Candidates must score a 2 or higher in order to earn their degree and be eligible for teacher certification, per state administrative rule.

Figure 5 shows S-PAT scores for student teachers from Fall 2020-Spring 2024. Scores show consistent ratings approaching proficiency in planning, assessment, and reflection. These scores are a crucial indicator of candidate readiness to be recommended for licensure.

Figure 5



Praxis Pass Rates

The Idaho State Board of Education requires all candidates recommended for State of Idaho teacher certification to meet qualifying scores on the Praxis II Subject Area Test(s) in their teaching field(s). Table 1 includes pass rates for initial certification completers reported on Boise State’s *Title II: Traditional Report*. For more information, visit the Title II website: <https://title2.ed.gov/Public/Home.aspx>

Table 1

Title II Summary Pass Rates for Initial Certification Completer Group	Number Taking Tests	Number Passing Tests	Pass Rate (%)
All program completers, 2023-2024	213	211	99%
All program completers, 2022-2023	199	198	99%
All program completers, 2021-2022	208	207	99%
All program completers, 2020-2021	205	201	98%

Measure 3: Candidate Competency at Program Completion (Advanced Programs)

Advanced program candidates are meeting program expectations and are ready to be recommended for licensure (RA3.4)

As part of tracking candidate progress in program and at completion, advanced programs use a common rubric. In 2022, the advanced programs began working together on a table that outlined several skills, in order to document the ways in which each specialty program engages and assesses candidate proficiency in the six CAEP knowledge and skills for advanced programs. For each of the six skills learning activities, the programs have chosen three most aligned with their specialty areas to describe the assessment methods and results.

As part of the CAEP phase-in plan for advanced programs, Boise State developed and piloted the “Six Skills Rubric” in Fall 2023 to assess key competencies across programs. Following the pilot, advanced program coordinators reviewed the results in Spring 2024 and determined that the rubric was an effective tool, approving it for ongoing use. Since that time, the College of Education has undergone a comprehensive restructuring, including transitions in advanced program leadership and shifts in broader contextual and policy dynamics within the state. With a new leadership team in place, the rubric was revisited in Spring 2025, and small revisions are planned ahead of the formal validation process to ensure alignment with both program goals and the current educational landscape.

In addition, Boise State monitors competency throughout advanced programs to ensure that candidates have met all program criteria for success at completion. Like our initial programs, the advanced programs are now utilizing Taskstream as the common method of tracking candidates to ensure they are meeting program expectations. The following assignments are collected and assessed:

- Capstone Project
- Administrative Internship
- Professional Portfolio

Finally, program competency checklists demonstrate that candidates of advanced programs meet requirements at exit from the program and meet certification requirements by the State of Idaho that are specific to their specialty programs. They also document that each candidate has performed these required, competency-based skills at proficiency levels. The competency checklists create a crosswalk between State Requirements for Certification and the Program requirements.

The checklists and checkpoints serve as indicators of successful progress in the programs and as documentation that completers of these advanced programs are eligible for certification by the state of Idaho.