

2015 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 2013-2014 ?

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 222

Section 3. Substantive Changes

Have any of the following substantive changes occurred at your educator preparation provider or institution/organization during the 2013-2014 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

The Education Specialist credential for the Superintendentcy has been officially approved by the Idaho State Board of Education and has its first cohort of students during the 2014-2015 academic year.

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.

assessment pass rates, student loan default, cost of attendance, employer satisfaction, highlights, completer placement, teacher salaries, candidate performance data, selection and admissions data,:

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

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.

CAEP's 8 Reporting Measures

- | | |
|---|---|
| 5.1 Impact on P-12 learning and development | 5.5 Indicators of teaching effectiveness |
| 5.2 Results of completer surveys | 5.6 Results of employer surveys, and including retention and employment milestones |
| 5.3 Graduation rates | 5.7 Ability of completers to be hired in education positions for which they have prepared |
| 5.4 Ability of completers to meet licensing (certification) and any additional state requirements | 5.8 Student loan default rates and other consumer information |

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

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Videos of candidate instruction	<input checked="" type="radio"/>	<input 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) Praxis,	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
State-designed assessment(s) (specify) Professional Year Assessment, Idaho Comprehensive Literacy Assessment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
EPP-designed assessment(s) (specify) Standard Performance Assessment of Teachers, Interview (Dispositions) Rubric	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) Reflection Rubrics, Case Study of Individual Learner	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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) Employer Surveys and observation/evaluations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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"/>	185	161
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"/>		
Institutional data by departments - not disaggregated for teacher education programs appropriately				

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)



Inclusive of stakeholder interests



A measure that produces actionable results (provides specific guidance to the EPP for continuous improvement)



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



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, 2014.*

Enter a numeric value for each textbox.

	Academic year a candidate was first enrolled				
	AY 2013-2014	AY 2012-2013	AY 2011-2012	AY 2010-2011	AY 2009-2010
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	185	201	242	355	337
Progress in AY 2013-2014. The number of candidates/completers who were recommended for initial teacher certification or licensure during AY 2013-2014. 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 2013-2014	8	113	35	4	0
<i>Example: If 15 candidates were recommended an initial teacher certification in AY 2013-2014, the numbers across the row should sum to 15 (2+10+0+2+1).</i>	2 <i>Two candidates (who first enrolled in AY 2013-2014) were recommended for an initial teacher certification.</i>	10 <i>10 candidates (who first enrolled in AY 2012-2013) were recommended for an initial teacher certification.</i>	0 <i>Zero candidates (who first enrolled in AY 2011-2012) were recommended for an initial teacher certification.</i>	2 <i>Two candidates (who first enrolled in AY 2010-2011) were recommended for an initial teacher certification.</i>	1 <i>One candidates (who first enrolled in AY 2009-2010) were recommended for an initial teacher certification.</i>
Number of candidates/completers who were not recommended for an initial teacher certification or licensure...	7				
Continued in a program	5				

Been counseled out of a program	2
Withdrawn from a program	0

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, 2012-2013	182	0.72	182	100	99
All program completers, 2011-2012	265	0.68	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 checked="" type="radio"/>	<input type="radio"/>

5.4.3 The EPP can demonstrate that it has made modifications in its preparation based on certification test results.

Agree Disagree

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 checked="" type="radio"/>	<input 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 checked="" type="radio"/>	<input type="radio"/>
Observation and evaluation data from EPP	<input type="radio"/>	<input checked="" 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)
appropriate use of 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"/>	76	24
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 checked="" 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 checked="" type="radio"/>	<input type="radio"/>
Valid (can make an appropriate inference about employer satisfaction)	<input checked="" type="radio"/>	<input type="radio"/>
A measure with a representative sample (demonstrates typical employer 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"/>

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

		prepared	their preparation				
Column 1	Column 2	Column 3	Column 4	Column 5	Column 6	Column 7	Column 8
AY 2013-2014	185	68	16	5	2	7	87

Example: If 60 candidates completed their program in AY 2013-2014, 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
Average cost of attendance	<input type="radio"/>	<input checked="" type="radio"/>	admissions.boisestate.edu/cost
Average beginning salary of a program completer	<input type="radio"/>	<input checked="" type="radio"/>	http://education.boisestate.edu/caep
Placement patterns of completers	<input type="radio"/>	<input checked="" type="radio"/>	http://education.boisestate.edu/caep
Other (specify)	<input type="radio"/>	<input checked="" type="radio"/>	http://education.boisestate.edu/caep
Rankings			

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) |
|--|-------|

Great strides have been made in this area for improvement. All programs are now using Taskstream as a data management system. Most particularly, advanced programs attended several workshops and development sessions during Spring 2013 semester and through Summer 2014 so that everyone was preparing templates for assessment and data analysis to be ready in Fall 2014 semester. The transition from the Professional Education Management System (PEMS), which included information from candidates' earlier degrees, application to Graduate College and relevant program, GPAs, and admission to candidacy, for example, was finalized during Spring 2013. PEMS access remains in tact for the Unit; however, no new data will be entered. The new system allows for more purposeful tagging of standards and analysis over time and across programs when necessary. Further development will continue with faculty so data will be reported in line with CAEP Accreditation Manual and Evidence Guide standards.

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) |
|---|-------|-------|

Candidates continue to work in partner schools with diverse populations, largely due to Boise being a refugee relocation center for the U.S. Working with these p-12 students allows for candidates to also work with families and professionals in relocation, cultural diversity and acclimation. Boise State's Center for Multicultural Educational Opportunities continues to support academic performance of traditionally underrepresented groups in the community and across campus. Boise State's Service-Learning program affords candidates opportunities in the community to serve and participate with underrepresented populations. With particular attention to diverse peers, Boise State has established 2+2 partnerships internationally with Jeju University in Korea, allowing for experiences with cultural diversity; and area community colleges, allowing for socioeconomic and life experience diversity in coursework and clinical field experiences.

Section 7. Accreditation Pathway

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

2.1 Partners share responsibility for continuous improvement through stakeholder steering committee meetings and by sharing in interview admission processes. Mentor teacher workshops have expanded for continued professional development credit and leadership of mentors designing mentor application and selection criteria.

2.2 University based clinical educators are being transitioned into permanent positions with 6 working full-time. School-based educators are earning professional development credit to investigate the Framework for Teaching and assessment used by the unit and have gained access to the online training and proficiency assessment system.

2.3 Partners are refining the Standard Performance Assessment and collaborating on the summative performance assessment. A new system of auxiliary liaison observations is in place to provide multiple observer ratings with the same assessment at different points in time.

3.3 The admission interview process now involved external stakeholders and assesses candidates on professional dispositions using Sockett's (2011) framework. This process also now includes a written reflective analysis of a particular case meriting professional decision-making.

4.2 The unit will be distributing validated state-wide employer and alumni survey in Fall 2015. Certified Framework for Teaching evaluators participated in survey validation in order to align survey items with the FFT and other performance assessment measures in order to gather multiple valid and reliable measures across programs.

5.1/5.2 The unit has multiple measures to assess candidate and completer performance highlight data retreats and decision-making for continuous improvement actions. Items also go across time in program from admission and selection criteria along with standard performance assessment in program and then in a completer case study to follow up on performance outcomes. This is intended to be increased systematically in order to better meet ALL CAEP program standards.

The Unit recently identified Standard 3.2 as its Selected Improvement Pathway focus. Toward this end, the Unit has raised entrance GPA along with admissions and interview processes for quality and rigor. The plan for 3.2 SIP includes tracking GPA across programs as well as gathering ACT/SAT data and conducting an analysis of first-time passing Praxis scores across exams and programs. Admissions will be studied by focusing on the interview process, including dispositional rubric scores, which will be reviewed for observer reliability with video recordings for scoring across observers. Measures for admission and retention in program will be validated with test-retest and analysis of data within majors. For example, mathematics conducted an analysis of average GPA for mathematics majors in the discipline compared with average GPA for mathematics, secondary education majors in the discipline. Retention is also being studied through a new Faculty Advocate process.

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 2015 EPP Annual Report.*

I am authorized to complete this report.

Report Preparer's Information

Name: Jennifer Snow

Position: Associate Dean

Phone: 208-426-1991

E-mail: jennifersnow@boisestate.edu