CAEP Accountability Measures

Academic Year 2022-2023

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)
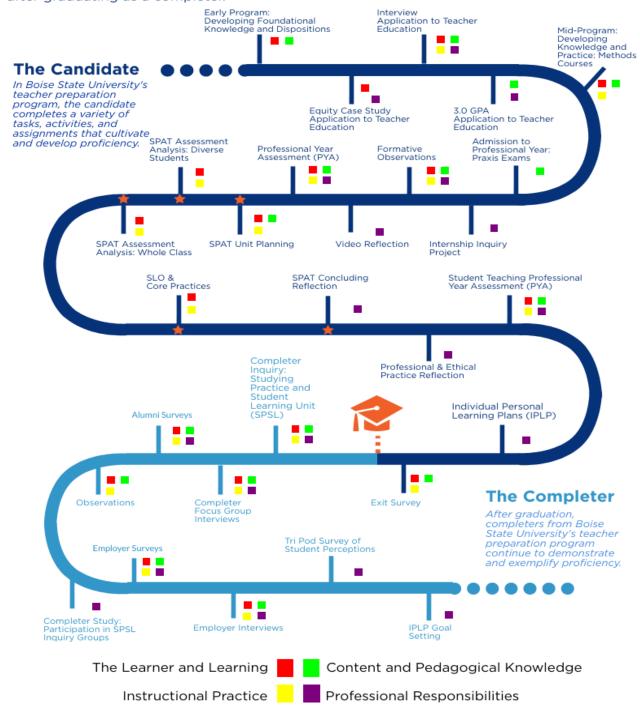
Path to Proficiency

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.
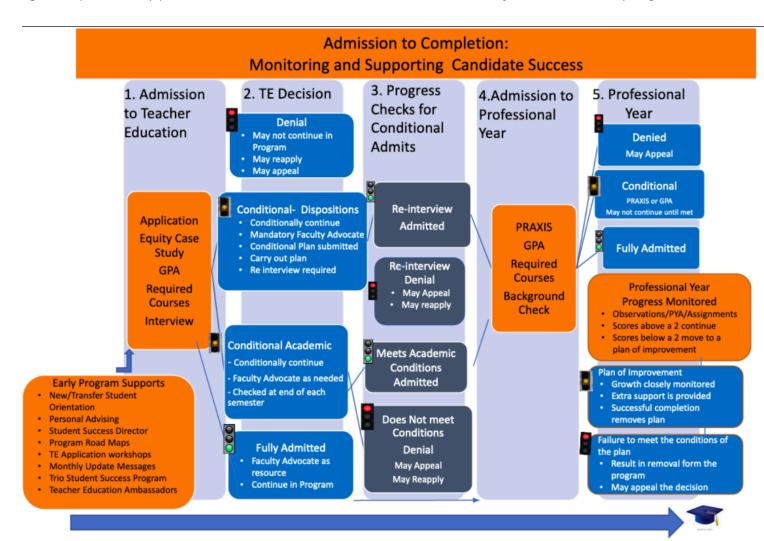
B The Path to Proficiency

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.

Early Program: Developing Foundational Knowledge and Dispositions

Interview Application to Teacher Education

Mid-Program: Developing Knowledge and Practice: Methods Courses

Equity Case Study Application to Teacher Education

3.0 GPA Application to Teacher Education

SPAT Assessment Analysis: Diverse Students

Professional Year Assessment (PYA)

Formative Observations

Admission to Professional Year: Praxis Exams

SPAT Assessment Analysis: Whole Class

SPAT Unit Planning

Video Reflection

Internship Inquiry Project

SLO & Core Practices

SPAT Concluding Reflection

Student Teaching Professional Year Assessment (PYA)

Completer Inquiry: Studying Practice and Student Learning Unit (SPSL)

Professional & Ethical Practice Reflection

Alumni Surveys

Individual Personal Learning Plans (IPLP)

Observations

Completer Focus Group Interviews

Exit Survey

The Completer

After graduation, completers from Boise State University's teacher preparation program continue to demonstrate and exemplify proficiency.

Employer Surveys

Tri Pod Survey of Student Perceptions

Completer Study: Participation in SPSL Inquiry Groups

Employer Interviews

IPLP Goal Setting

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.

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
Domain2: 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 2023. 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.
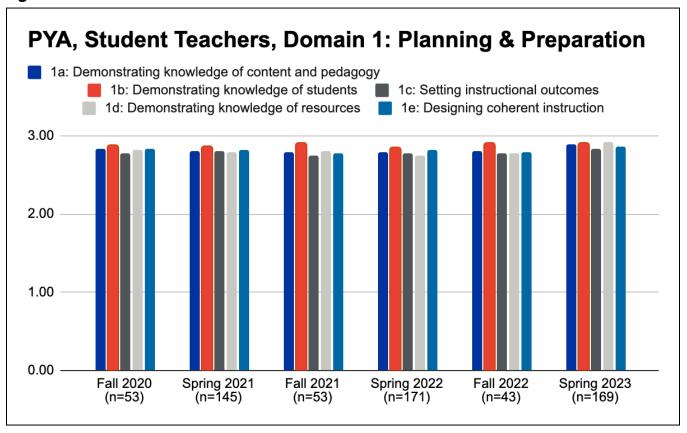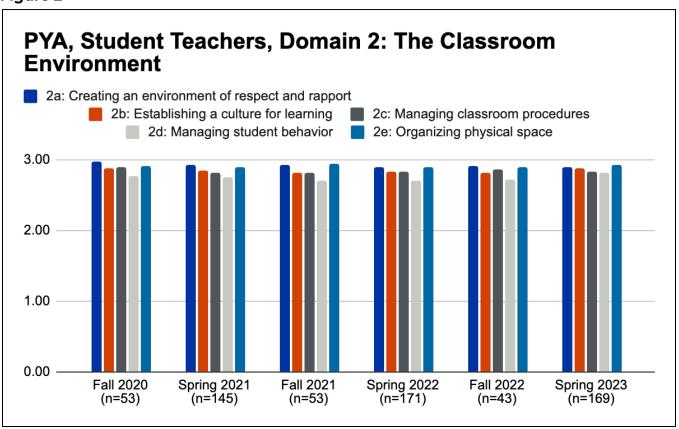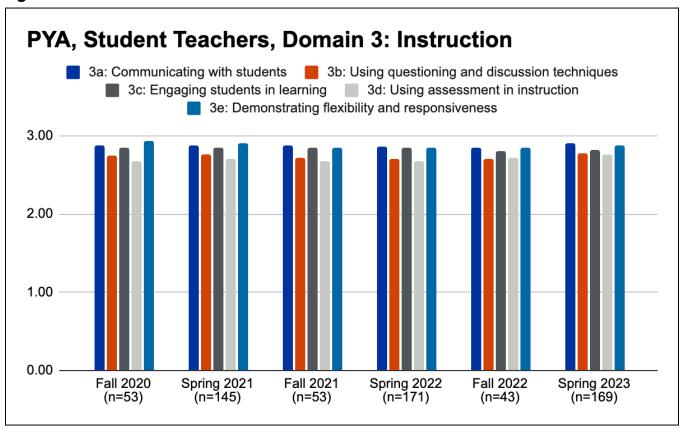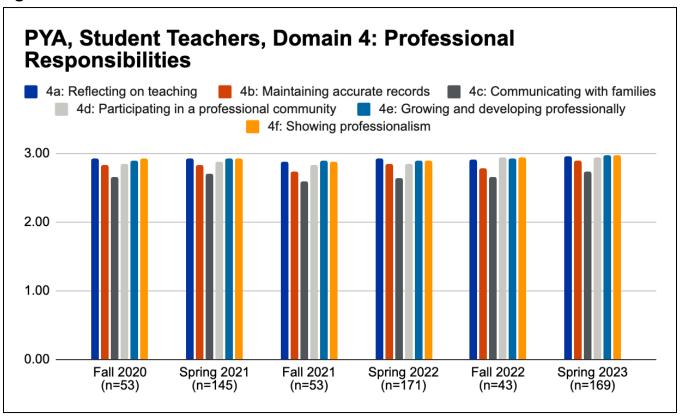
Figure 1

PYA, Student Teachers, Domain 1: Planning & Preparation

- 1a: Demonstrating knowledge of content and pedagogy
- 1b: Demonstrating knowledge of students
- 1c: Setting instructional outcomes
- 1d: Demonstrating knowledge of resources
- 1e: Designing coherent instruction

Fall 2020 (n=53) · Spring 2021 (n=145) · Fall 2021 (n=53) · Spring 2022 (n=171) · Fall 2022 (n=43) · Spring 2023 (n=169)

Figure 2

PYA, Student Teachers, Domain 2: The Classroom Environment

- 2a: Creating an environment of respect and rapport
- 2b: Establishing a culture for learning
- 2c: Managing classroom procedures
- 2d: Managing student behavior
- 2e: Organizing physical space

Fall 2020 (n=53) · Spring 2021 (n=145) · Fall 2021 (n=53) · Spring 2022 (n=171) · Fall 2022 (n=43) · Spring 2023 (n=169)

Figure 3

PYA, Student Teachers, Domain 3: Instruction

- 3a: Communicating with students
- 3b: Using questioning and discussion techniques
- 3c: Engaging students in learning
- 3d: Using assessment in instruction
- 3e: Demonstrating flexibility and responsiveness

Fall 2020 (n=53), Spring 2021 (n=145), Fall 2021 (n=53), Spring 2022 (n=171), Fall 2022 (n=43), Spring 2023 (n=169)

Figure 4

PYA, Student Teachers, Domain 4: Professional Responsibilities

- 4a: Reflecting on teaching
- 4b: Maintaining accurate records
- 4c: Communicating with families
- 4d: Participating in a professional community
- 4e: Growing and developing professionally
- 4f: Showing professionalism

Fall 2020 (n=53), Spring 2021 (n=145), Fall 2021 (n=53), Spring 2022 (n=171), Fall 2022 (n=43), Spring 2023 (n=169)

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 2023. 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, 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 four 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.

The first draft of the Six Skills Table was finalized in Spring 2023 as part of the phase-in plan and was piloted in Fall 2023. After review and reflection in Spring 2024, program coordinators determined that the piloted version did not need revisions and would be implemented with fidelity.

In addition, Boise State monitors competency throughout advanced programs to ensure that candidates have met all program criteria for success at completion. All four of our advanced programs (Executive Educational Leadership, Educational Leadership, K-12 Literacy, Online Teacher) utilize a common method of tracking candidates to ensure they are meeting program expectations. This method is most often referred to as a "program development form", outlining which courses they will take and when to fulfill the program requirements. This is used by faculty and advisors to assess progress.

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 skills at proficiency levels for all required competency based skills. The competency checklists create a crosswalk between State Requirements for Certification and the Program requirements.

The checklists and checkpoints, as shown Table 2, 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.

Table 2

Program	Meeting program expectations	Ready to be recommended for licensure
Online Teaching	Program Development Form ePortfolio aligned with state standards Field experience evidence	K-12 Online Teaching Endorsement Competency-Based Checklist Form B14 Online Teacher Endorsement PreK-12
Educational Leadership	Program Development Form Capstone Project Administrative Internship Professional Portfolio Internship log	Administrative Internship Competency-based checklist for administrator certification
K-12 Literacy	Program Development Form Candidates evaluated on meeting the Idaho State Standards for the Literacy K-12 Endorsement	Certification Check-off for Literacy K-12
Executive Educational Leadership	Program Development Form Capstone Project	Competency-based checklist for superintendent certification Certification paperwork Transcripts

Finally, as part of the phase-in plan, advanced programs have worked to align data-tracking with the Office of Teacher Education. As part of this effort, program coordinators have submitted the forms and checklists outlined above, as well as completer placement and contact information to better assist in thorough surveying of alumni and employer satisfaction and to inform continuous program improvements.