Tuesday May 7, 2013 ● 2—3:30 p.m. ● SUB Farnsworth

**Evaluating the Quality of Teacher Preparation Programs**

National discussions about improving US education have recently begun to highlight teacher preparation, with particular attention to how teacher preparation programs should be evaluated. Among the events capturing the attention of educators are the impending release of new regulations for federal reporting, the ratings of programs by the National Council on Teacher Quality to be published in US News & World Report, and the merger of national accredited bodies to form the Council for the Accreditation for Educator Preparation (CAEP). To help educators and policy makers think about the various options for evaluating teacher preparation programs, the National Academy of Education and George Washington University are preparing a report that they hope will inform decisions by drawing on relevant scholarship, clarifying the possible purposes and audiences for evaluation, and discussing the strengths and weaknesses of the possible sources of evidence.

**Protocol workshop to follow (4—5:30 p.m.). Space is limited. Please contact louisnadelson@boisestate.edu**

Wednesday May 8, 2013 ● 4—5:30 p.m. ● SUB Bergquist Lounge

**Improving the Preparation of STEM Teachers: Improving Both Content Preparation and Teaching Practice**

One key to improving STEM education in the US is strengthening programs for initial teacher preparation. Improvements are called for both in prospective teachers’ opportunities to deepen their content knowledge and in prospective teachers’ opportunities for gaining proficiency in classroom practice. Recent developments in policy and research have implications for changes in current practices in STEM departments and in schools of education. Among these developments are the recent IEA international comparative study of mathematics teacher preparation (TEDS-M), the widespread adoption of the Common Core State Standards for Mathematics (and associated forthcoming assessments), and the newly released Next Generation Standards for Science Education. Insights can also be gained from recent initiatives, such as Teachers for New Era, that bring together STEM faculty with educators in higher education and in K-12 schools.

No registration required. Open to all students, faculty and staff.

**Dr. Robert Floden** is a University Distinguished Professor and Associate Dean for Research in the Department for Teacher Education at Michigan State University. He is an expert in education policy and how it is linked to classroom practice and teacher quality. His research interests include teacher education and other influences on teaching and learning, including work on the cultures of teaching, teacher development, the character and effects of teacher education, and how policy is linked to classroom practice.

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