# CAEP Annual Accountability Measure 3

## Candidate Competency at Program Completion

### Initial R3.3 and Advanced RA3.4

**Evidence Overview**

**Initial Level**

The EPP monitors candidate competency throughout the program at four checkpoints: entry to program, entry to methods, entry to clinical practice, and program completion. Grade Point Averages (GPA) are monitored throughout the program and candidates must maintain a GPA of 3.0 or higher in order to remain in the program. In addition to this requirement, candidates must receive a minimum grade of B- in all education courses offered by the EPP. Prior to completion, a candidate may be removed from the program or their progress can be refused at any of the 4 checkpoints if they fail to meet the academic or dispositional requirements.

The determination of candidate competency at completion of the program is dependent upon successfully completing the criteria in Checkpoint 4: Program Completion and Recommendation for Certification. Following the clinical practice of each candidate, the EPP department chair and Dean of the College of Education review an extensive file on each candidate seeking teaching credentials. Upon successful completion and demonstration of the criteria in Checkpoint 4, the Dean of the College of Education will sign an Institutional Recommendation (IR) for certification. An IR signed by the Dean of the College of Education is part of the documentation required by the State Department of Education to be submitted with an application for Educator Credentials. The Institutional Recommendation for Certification files include the following individual candidate data:

1. The Common Summative Assessment of the clinical experience based on all components of the Danielson Framework for teaching. Both the department chair and the College Dean ensure that the candidate has met the minimum score of 2 on every component. (Pedagogical knowledge and skills)
2. Praxis Exam Scores. Each candidate must provide official scores as evidence to demonstrate their successful completion of praxis exams in each area of endorsement. (Content and pedagogical knowledge)
3. A formative Danielson evaluation for each secondary endorsement area. Either a faculty member of the EPP or a cooperating teacher in a specific content methods area provide a formative evaluation of the candidate. This evaluation is used in the candidates Checkpoint 3 evaluation process. (Pedagogical knowledge and skills)
4. Evidence of student learning growth. The Director of Clinical practice works with candidates in pre / post exams of their students to evaluate student learning growth during clinical practice. (Technology integration and P-12 Student Learning)
5. A completed Individual Professional Learning Plan (IPLP). The IPLP is carefully constructed by each candidate, in cooperation with

the Director of Clinical Practice. This document will accompany the candidate in their first teaching job in the state of Idaho. (Professional responsibilities)

6. An aggregate of disposition ratings. Each candidate receives a disposition rating in six dispositions for each education course, field experience and clinical practice. The six areas are communication, Relationships, social-emotional presence, professional commitment, advocacy, and cognitive processing. Candidates must demonstrate growth that brings their disposition rating to at least 2.0 in each of the 6 dispositions. The dispositions rubric was validated by members of the advisory council and found statistically reliable using a Cronbach Alpha ( .897) Each semester, the candidate is given a summary of their disposition scores for that semester These are used in conversations with faculty advisors and checkpoint interviews. Students write reflections on how they will work to improve their scores if the scores are below the expected threshold. (Critical dispositions)

Data from each candidate's report is used to produce a picture of an EPP completer that is fully equipped to become a certified teacher in Idaho and have a positive impact on P-12 learning. Candidates not able to meet these rigorous criteria will not receive an Institutional Recommendation. An essential part of the EPP's program is the tracking and monitoring of all of these elements throughout the program for each candidate, adjusting instruction to support candidate learning along the way. In the rare occurrence that a candidate gets to Checkpoint 4 with insufficient evidence of proficiency in any of these areas, EPP supervisors work with the candidate to find a solution, such as extending the clinical semester timeline and providing additional training. All candidate data from the EPP Checkpoint System is disaggregated and analyzed yearly by the EPP at the Annual Data Review to reveal areas of strength and potential need for program improvement as part of the Quality Assurance System.

**Advanced Level**

As candidates prepare to meet final program indicators and licensure requirements according to Idaho Code, EPP personnel check carefully to see they have met the requirements for Institutional Recommendation (IR). Before the Spring of 2020, candidates for licensure in NNU Educational Leadership programs were assessed with written compressive exams. The Faculty Oversight Committee determined the use of comprehensive exams did not fully show proficiency on every standard needed for licensure. Candidates were doing well on the test, but there was subjectivity in scoring and interrater reliability issues. The committee determined a performance assessment would be more effective and would give students choice in the ways they showed knowledge and performance through the program. Starting in Spring 2020, EPP faculty piloted a portfolio assessment for all candidates in licensure programs. Feedback from this pilot necessitated the creation

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### Initial R3.3 and Advanced RA3.4

and subsequent validation of the instructions and rubric for the Program Portfolio. Candidates are also asked to complete a final self-evaluation of their growth on the Disposition form during this final class. This will help candidates as they work on their own professional development and growth model to prepare for job opportunities. EPP faculty and program coordinators audit candidate files to ensure they are qualified for an institutional recommendation. Prior to academic year 2019-20, it was the responsibility of the candidates to request the Institutional Recommendations from the EPP when they were ready to apply for their certifications. With some changes in Idaho law since 2019, the EPP completes IR's for all candidates who meet the requirements set forth by Idaho Code.

As part of the approved phase in plans for sufficiency approved in the on-site visit in March 2022, the EPP is starting to guide candidates through four checkpoints from admissions to completion: Pre-Admissions/Acceptance, Coursework, Internship, and Completion. This plan is inclusive of data already regularly gathered and new data to be collected, forming a comprehensive pathway for candidates to completion. See the comments below with data collection and analysis updates.

Pre-Admissions/Acceptance:

- Valid Teaching Certification
- Previous GPA of 3.0 or higher
- Scored recommendations from Supervisor & Colleague
- Writing sample based on EPP prompt scored by EPP faculty on validated rubric
    - This measure will have enough data for analysis in May 2023

Coursework

- Academic Good Standing: Mid-Point GPA collected in the third semester or the program or the first semester of internship (whichever is earlier)
    - This measure will have enough data for analysis in May 2023.
- Academic Probation: As candidates enter probation, data and progress are tracked by the program director and program coordinator.
    - Semester by semester analysis will be evaluated in May 2023.
- Coursework: EPP has an approved CAEP sufficiency plan for coursework
    - EPP faculty has aligned course objectives with CAEP standards and are in process of identifying key assessments as we work with full-time and adjunct faculty to ensure all course objectives are being met. EPP has also identified three cycles of data for each assessment.
- Dispositions: Dispositions will serve as regular checkpoints for EPP faculty to monitor development of candidates as they move through the program. Initial self-evaluations of individual dispositions will be completed by entering candidates during EDUC 8000. At the beginning of the

first internship semester, EPP faculty/program directors will complete professional disposition for each candidate. During the last internship semester, the clinical supervisor will complete a professional disposition on each candidate. And, as part of the final course in the program, candidates will complete another self-evaluation of their own dispositions, assessing personal growth and areas for improvement.

- Disposition checkpoints are in their first cycle of data collection. EPP will have limited data in May 2023, but should have some full-cycles of dispositional data in May 2024.

Internship:

- Mid-point GPA (See Above)
- EPP Disposition Check of each candidate (See Above)
- 4 internship visits with EPP clinical faculty
  - Internship visits have been re-aligned for interrater reliability between supervisors and initial data are being collected.
- Clinical Supervisor assessment of candidate dispositions (See Above)
- Academic assessments from internship include all artifacts outlined in NNU Internship Handbooks
  - With the retirement of the former director of Educational Leadership at NNU and the hiring of a new faculty in this area, initial data have not been collected on the approved rubric in a formalized way. While each artifact has been evaluated for licensure, changes are being implemented and the EPP is working on a sustainable data collection system.

Licensure

- Candidate Self-Assessment of final dispositions including narrative about personal growth and areas for improvement (See Above)
- Standards Portfolio
  - With the retirement of the former director of Educational Leadership at NNU and the hiring of a new faculty in this area, initial data have not been collected on the approved rubric in a formalized way. While each artifact has been evaluated for licensure, changes are being implemented and the EPP is working on a sustainable data collection system.
- Candidate application to the state for licensure with successful Institutional Recommendation from the EPP (See evidence table for this data)

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## Candidate Competency at Program Completion

### Initial R3.3 and Advanced RA3.4

**Evidence**

**Description of Evidence:**

**Advanced Level**

Due to careful program design and a high level of faculty engagement, 100% of candidates in the EPP's Educational Leadership programs earn an institutional recommendation for state licensure. The larger number of Education Specialist Degrees (EDS) compared to Master's degrees is indicative of practicing educators, who already hold master's degrees desiring to continue their education and advance their careers.

**Advanced Completers Rates of Licensure by Degree 2021-2022**

| Program | Number of Completers | Masters of Education | Education Specialist | Institutional Recommendation Granted (N) | Institutional Recommendation Granted (%) |
|---|---|---|---|---|---|
| Building Administrator | 41 | 18 | 23 | 41 | 100% |
| Superintendent | 10 | - | 10 | 10 | 100% |
| Director of Special Education/Building Administrator | 2 | - | 2 | 2 | 100% |
| Director of Special Education/ Superintendent | - | - | - | - | 100% |
| Total | 53 | 18 | 35 | 53 | 100% |

**Initial Level**

Initial program faculty and staff review the six measures of competency each May as part of the department's Annual Data Review. This enables the EPP to analyze the performance of the cohort of candidates that completed the program within the last month as part of their Quality Assurance System and continuous improvement efforts. EPP benchmarks and targets are reviewed, and data-driven decisions for program improvement are recorded. After reviewing the data at the EPP level, the data is disaggregated by program, race/ethnicity, and gender to identify any areas of excellence or areas for improvement.

# CAEP Annual Accountability Measure 3

## Candidate Competency at Program Completion

### Initial R3.3 and Advanced RA3.4

Student Learning Outcomes

Education Dept annual Program Review

May 2022

## Annual Data Review Summary

May 2022

| | Outcome | Indicators |
|---|---|---|
| 1 | InTASC 1-3<br>Teacher candidates will demonstrate knowledge of learners, learner development and learner differences, thus creating environments conducive to learning for all students | CSA 2021-22 Completers (N=25): 1b 2.7, 1c 2.6, 1e 2.6, 2a 2.7, 3c 2.6, 3d 2.5<br>Benchmark: Cohort average 2.25 or higher<br>Benchmark met<br>Completer Dispositions: Relationships 2.35, Advocacy 2.44, x<br>Benchmark: Cohort average 2.25 or higher<br>Benchmark met<br>Completer Survey: 2020-21 Completers (N=10): A 3.05, C 2.98, G 3.3, H 3.15, J 3.1, K 3.2<br>Benchmark: Cohort Average 2.7 or higher<br>Benchmark met<br>Employer Survey: 2019-20 Completers (N=15): A 3.2, C 3.23, G 2.96, H 2.92, J 3.12, K 3.28<br>Benchmark: Cohort Average 2.7 or higher<br>Benchmark met |
| 2 | InTASC 4-5<br>Teacher candidates demonstrate content knowledge and pedagogical best practices based on content connections and needs of varied learners. | CSA 2021-22 Completers (N=25): 1a 2.7, 1b 2.7, 1e 2.6, 3a 2.7, 3c 2.6, x<br>Benchmark: Cohort average 2.25 or higher<br>Benchmark met<br>Completer Dispositions: Cogntve Proc 2.55, x, x<br>Benchmark: Cohort average 2.25 or higher<br>Benchmark met<br>Year-end GPA: Completers N=37, ACE Admits N=23, Trad Admits N=14; 3.82, 3.83, 3.83<br>Benchmark: 3.0 or higher<br>Praxis: First-time Compl Rate 75.00% (Trad)<br>Benchmark: 80% or higher<br>Completer Survey: 2020-21 Completers (N=10): B 3.35, E 3.15, M 3.38<br>Benchmark: Cohort Average 2.7 or higher<br>Benchmark met<br>Employer Survey: 2019-20 Completers (N=15): B 3.2, E 3.12, M 3.21<br>Benchmark: Cohort Average 2.7 or higher<br>Benchmark met |
| 3 | InTASC 6-8<br>Teacher candidates plan, deliver, and assess instruction. Candidates make data-based decisions based on student learning, utilizing formative assessment strategies. | CSA 2021-22 Completers (N=25): 1b 2.7, 1e 2.6, 1f 2.5, 3b 2.4, 3c 2.6, 3d 2.5<br>Benchmark: Cohort average 2.25 or higher<br>Benchmark met<br>Completer Dispositions: Commnctn 2.51, Cogntve Proc 2.55, Soc-Emot Pres 2.49<br>Benchmark: Cohort average 2.25 or higher<br>Benchmark met<br>Completer Survey: 2020-21 Completers (N=10): D 2.98, F 3.43, I 3.15, L 3.43, P 3.13<br>Benchmark: Cohort Average 2.7 or higher<br>Benchmark met<br>Employer Survey: 2019-20 Completers (N=15): D 2.86, F 3.16, I 3.16, L 3.08, P 3.11<br>Benchmark: Cohort Average 2.7 or higher<br>Benchmark met |
| 4 | InTASC 9-10<br>Teacher candidates engage in continuous and collaborative professional growth focused on improving P-12 student learning. | CSA 2020-21 Completers (N=25): 4a 2.8, 4c 2.5, 4d 2.6, 4e 2.6, 4f 2.8, x<br>Benchmark: Cohort average 2.25 or higher<br>Benchmark met<br>Completer Dispositions: Prof Commtmnt 2.62, x, x<br>Benchmark: Cohort average 2.25 or higher<br>Benchmark met<br>Completer Survey: 2020-21 Completers (N=10): N 3.3, O 3.38<br>Benchmark: Cohort Average 2.7 or higher<br>Benchmark met<br>Employer Survey: 2019-20 Completers (N=15): N 3.33, O 3.24<br>Benchmark: Cohort Average 2.7 or higher<br>Benchmark met |

**Praxis**

Successfully passing all required Praxis exams is a prerequisite to enter student teaching. Therefore, all candidates that complete any of the Initial Programs have passed all required Praxis exams, as well as any other state requirements for certification. The evidence section below presents data from the EPP and the Title II Report for candidates that completed certification requirements in one of the initial programs in school year 2021-2022.

# CAEP Annual Accountability Measure 3

## Candidate Competency at Program Completion

### Initial R3.3 and Advanced RA3.4

**Praxis II Pass Rates for 2021-2022 Initial Programs at Completion**

**Table 2 – Elementary Education Initial Program Completers that Met State Licensing Requirements, Multiple Subjects Subtests**

| Program | Number of Completers | Language Arts (Praxis II 5002) | Math (Praxis II 5003) | Social Studies (Praxis II 5004) | Science (Praxis 5005) |
|---|---|---|---|---|---|
| TUG | 7 | 100% | 100% | 100% | 100% |
| ACE | 9 | 100% | 100% | 100% | 100% |
| Total | 16 | 100% | 100% | 100% | 100% |

**Table 3 – Elementary Education Initial Program Completers that Met State Licensing Requirements Middle School Subject Tests**

| Program | Number of Completers | Language Arts (Praxis II 5047) | Math (Praxis II 5169) | Social Studies (Praxis II 5089) | Science (Praxis 5440) |
|---|---|---|---|---|---|
| TUG | 7 | 4: 100% | 1: 100% | 1: 100% | 1: 100% |
| ACE | 9 | – | 2: 100% | 5: 100% | 2: 100% |
| Total | 16 | 4 | 3 | 6 | 3 |
| | | | | | |

**Table 4 –Secondary Education Initial Program Completer Endorsements that Met State Licensing Requirements, Content Area Knowledge Assessments (Grades 6-12)**

| Program | # | Am Gov/ Pol Sci | Biology | Chem | Speech | Comp Science | ELA | Health | History | Math | Music | PE | Physics | Psych | Spanish | Vis Arts |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | 5931 | 5235 | 5245 | 5221 | 5652 | 5038 | 5551 | 5941 | 5161 | 5113 | 5091 | 5265 | 5391 | 5195 | 5134 |
| TUG | 7 | 1 | 0 | – | – | – | 1 | – | 2 | 1 | 3 | – | – | – | – | – |
| ACE | 14 | 2 | 1 | – | 3 | 1 | 3 | – | 6 | – | 1 | – | – | 1 | – | 1 |
| Total | 21 | 3 | 1 | – | 3 | 1 | 4 | – | 8 | 1 | 4 | – | – | 1 | – | 1 |

All completers meet 100% of licensure requirements

# CAEP Annual Accountability Measure 3

## Candidate Competency at Program Completion

### Initial R3.3 and Advanced RA3.4

**Common Summative Assessment (CSA)**

Successfully obtaining a score of 2.0 or higher, with 3.0 being the maximum score possible for a pre-service candidate, on the State of Idaho Common Summative Assessment (CSA), based on the Danielson Framework for Teaching, is a requirement for certification in the state of Idaho. All completers achieve scores well above the minimum requirement. Component scores ranged from 2.4 to 3.0 at the individual program level, and Domain averages ranged between 2.49-2.92. The evidence below is data from the EPP for candidates that completed certification requirements in one of the initial programs in school year 2021-2022.

**2021-2022 Initial Program Completers**
**Common Summative Assessment Scores**

**Table 5 – Common Summative Assessment Domain Average, Initial Programs**

| 2021-2022 | Count | Domain 1 $\underline{x}$ | Domain 2 $\underline{x}$ | Domain 3 $\underline{x}$ | Domain 4 $\underline{x}$ |
|---|---|---|---|---|---|
| All Completers | 37 | 2.76 | 2.61 | 2.61 | 2.78 |
| All TUG | 14 | 2.53 | 2.57 | 2.52 | 2.62 |
| All ACE | 23 | 2.58 | 2.61 | 2.57 | 2.66 |
| All Elementary | 16 | 2.89 | 2.70 | 2.67 | 2.92 |
| All Secondary | 15 | 2.63 | 2.51 | 2.56 | 2.65 |
| TUG Elementary | 7 | 2.52 | 2.55 | 2.49 | 2.58 |
| ACE Elementary | 9 | 2.57 | 2.62 | 2.56 | 2.63 |
| TUG Secondary | 7 | 2.55 | 2.6 | 2.53 | 2.66 |
| ACE Secondary | 14 | 2.6 | 2.6 | 2.58 | 2.68 |

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## Candidate Competency at Program Completion

### Initial R3.3 and Advanced RA3.4

**Table 6 – Common Summative Assessment Domain Elements and Domain Average, Initial Programs**

| 2021-2022 | Domain 1 | | | | | | D1 | Domain 2 | | | | | D2 | Domain 3 | | | | | D3 | Domain 4 | | | | | | D4 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| **Program** | **1a** | **1b** | **1c** | **1d** | **1e** | **1f** | $\underline{x}$ | **2a** | **2b** | **2c** | **2d** | **2e** | $\underline{x}$ | **3a** | **3b** | **3c** | **3d** | **3e** | $\underline{x}$ | **4a** | **4b** | **4c** | **4d** | **4e** | **4f** | $\underline{x}$ |
| All Completers | 2.9 | 2.7 | 2.7 | 2.8 | 2.8 | 2.6 | 2.76 | 2.8 | 2.6 | 2.6 | 2.4 | 2.7 | 2.61 | 2.7 | 2.4 | 2.7 | 2.5 | 2.7 | 2.61 | 2.9 | 2.7 | 2.6 | 2.8 | 2.8 | 2.8 | 2.78 |
| All TUG | 2.8 | 2.6 | 2.6 | 2.3 | 2.6 | 2.5 | 2.53 | 2.6 | 2.6 | 2.6 | 2.4 | 2.7 | 2.57 | 2.6 | 2.4 | 2.6 | 2.5 | 2.6 | 2.52 | 2.8 | 2.7 | 2.5 | 2.5 | 2.6 | 2.7 | 2.62 |
| All ACE | 3.0 | 3.0 | 2.8 | 2.8 | 3.0 | 2.8 | 2.90 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 2.8 | 3.0 | 3.0 | 3.0 | 3.0 | 2.97 |
| All Elementary | 2.9 | 2.9 | 2.9 | 3.0 | 2.8 | 2.8 | 2.89 | 2.8 | 2.7 | 2.6 | 2.5 | 2.9 | 2.70 | 2.7 | 2.5 | 2.7 | 2.6 | 2.8 | 2.67 | 2.9 | 2.9 | 2.9 | 2.9 | 2.9 | 2.9 | 2.92 |
| All Secondary | 3.0 | 2.5 | 2.5 | 2.7 | 2.8 | 2.5 | 2.63 | 2.8 | 2.5 | 2.5 | 2.3 | 2.6 | 2.51 | 2.8 | 2.4 | 2.6 | 2.5 | 2.6 | 2.56 | 2.9 | 2.6 | 2.3 | 2.8 | 2.7 | 2.8 | 2.65 |
| TUG Elementary | 3.0 | 3.0 | 3.0 | 2.4 | 3.0 | 2.4 | 2.80 | 2.8 | 2.8 | 2.8 | 2.6 | 3.0 | 2.80 | 3.0 | 2.8 | 3.0 | 3.0 | 2.8 | 2.92 | 3.0 | 3.0 | 2.6 | 3.0 | 3.0 | 3.0 | 2.93 |
| ACE Elementary | 2.9 | 2.6 | 2.9 | 2.6 | 2.9 | 2.3 | 2.69 | 2.9 | 2.9 | 2.5 | 2.4 | 2.9 | 2.7 | 2.8 | 2.4 | 2.4 | 2.6 | 2.8 | 2.58 | 3.0 | 2.9 | 2.9 | 3.0 | 3.0 | 3.0 | 2.96 |
| TUG Secondary | 3.0 | 2.8 | 2.9 | 3.0 | 2.9 | 2.8 | 2.91 | 3.0 | 3.0 | 2.8 | 2.8 | 3.0 | 2.93 | 3.0 | 2.7 | 3.0 | 2.9 | 2.9 | 2.91 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.0 | 3.00 |
| ACE Secondary | 3.0 | 2.6 | 2.8 | 2.8 | 2.9 | 2.5 | 2.78 | 3.0 | 3.0 | 2.7 | 2.7 | 2.9 | 2.85 | 2.9 | 2.6 | 2.8 | 2.8 | 2.8 | 2.75 | 3.0 | 3.0 | 2.8 | 3.0 | 3.0 | 3.0 | 2.97 |

**Dispositions**

Competency at completion is evident by examining the growth in candidate dispositions across the four Checkpoints within the EPP programs with the highest performance in all six dispositions at checkpoint 4: completion. This is true for all candidates, and candidate

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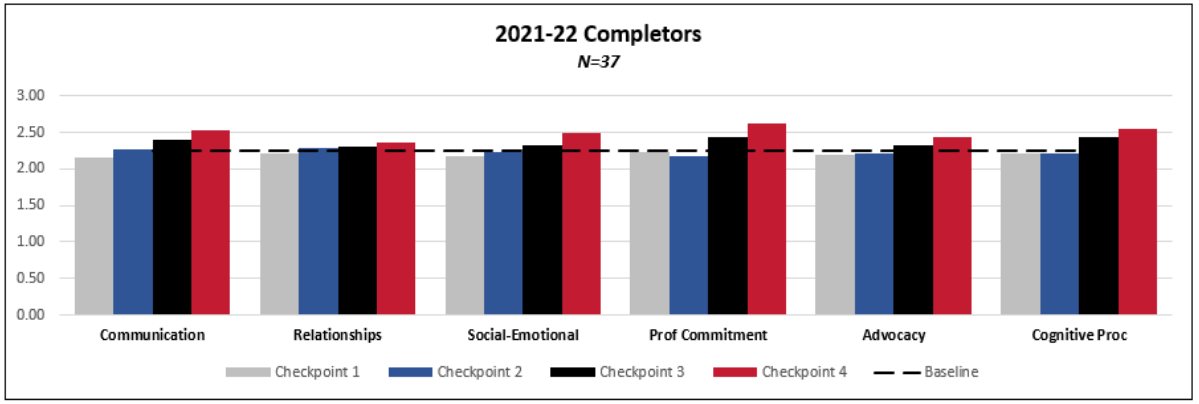
## Candidate Competency at Program Completion

### Initial R3.3 and Advanced RA3.4

subcategories.




| | Communication | Relationships | Social-Emotional | Prof Commitment | Advocacy | Cognitive Proc |
|---|---|---|---|---|---|---|
| **Checkpoint 1** | 2.15 | 2.21 | 2.17 | 2.23 | 2.19 | 2.21 |
| **Checkpoint 2** | 2.26 | 2.29 | 2.23 | 2.17 | 2.21 | 2.21 |
| **Checkpoint 3** | 2.40 | 2.31 | 2.32 | 2.43 | 2.32 | 2.43 |
| **Checkpoint 4** | 2.53 | 2.36 | 2.50 | 2.63 | 2.44 | 2.56 |

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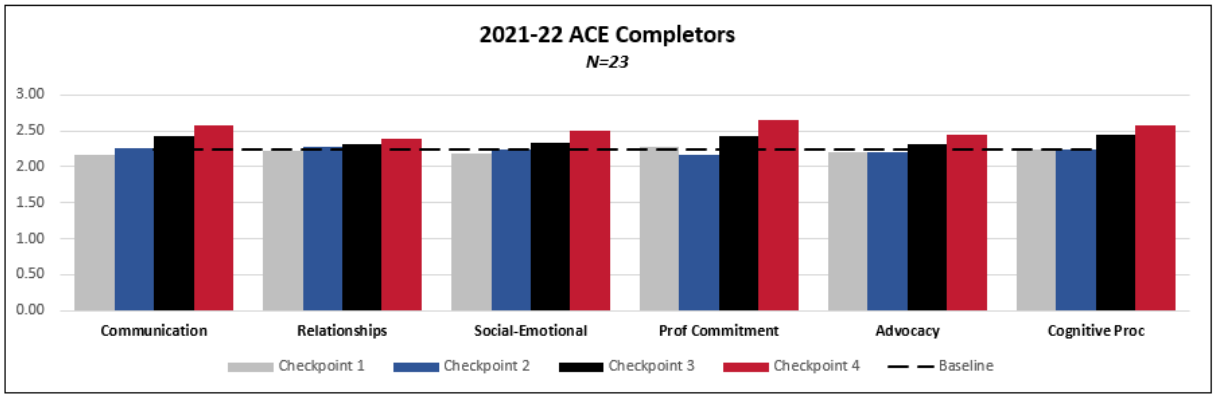
## Candidate Competency at Program Completion

### Initial R3.3 and Advanced RA3.4




| | Communication | Relationships | Social-Emotional | Prof Commitment | Advocacy | Cognitive Proc |
|---|---|---|---|---|---|---|
| Checkpoint 1 | 2.17 | 2.22 | 2.18 | 2.27 | 2.20 | 2.24 |
| Checkpoint 2 | 2.26 | 2.29 | 2.24 | 2.17 | 2.21 | 2.24 |
| Checkpoint 3 | 2.43 | 2.31 | 2.34 | 2.43 | 2.32 | 2.46 |
| Checkpoint 4 | 2.58 | 2.39 | 2.51 | 2.65 | 2.44 | 2.58 |

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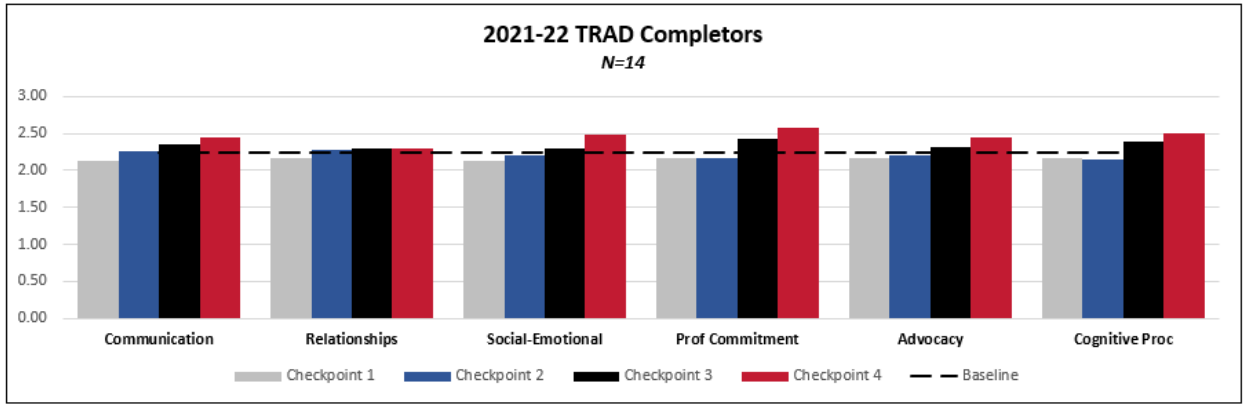
## Candidate Competency at Program Completion

### Initial R3.3 and Advanced RA3.4




| | Communication | Relationships | Social-Emotional | Prof Commitment | Advocacy | Cognitive Proc |
|---|---|---|---|---|---|---|
| Checkpoint 1 | 2.13 | 2.17 | 2.14 | 2.17 | 2.17 | 2.16 |
| Checkpoint 2 | 2.27 | 2.28 | 2.20 | 2.16 | 2.21 | 2.16 |
| Checkpoint 3 | 2.36 | 2.30 | 2.30 | 2.42 | 2.32 | 2.40 |
| Checkpoint 4 | 2.44 | 2.31 | 2.48 | 2.58 | 2.45 | 2.51 |

## Continuous Improvement

**Advanced Level**

Based on anecdotal data gathered from completers as well as the need for a more reliable measure of candidate knowledge of standards, the EPP pivoted from Comprehensive exams to a culminating standards portfolio, giving students choice about how to display their knowledge and dispositions. During AY 2021-22, the EPP validated and piloted the project design and rubric for the culminating standards portfolio with graduating candidates. With the retirement of the former Program Director for Educational Leadership and the hiring of a new director in that same program, changes are being made in the data collection process for this assessment. With the personnel change and ensuring that data are collected in a sustainable manner, the EPP has concentrated efforts toward student completion of the portfolios with guidance and feedback from the program director. We are targeting having initial data in May 2023 for this current cohort of completers.

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## Candidate Competency at Program Completion

### Initial R3.3 and Advanced RA3.4

Additionally, as the approved plans state, EPP faculty are working on organizing which data are collected by whom and by which date each cycle. We are a little bit behind the timeline projected in the plan, but have plenty of time to create systems for each set of data within the sufficiency plans. We have been meeting multiple times each month to work on curricula supports regarding key assessments and mapping to standards for both full time and adjunct faculty.

**Initial Level**

Despite the evidence that all completers of initial level programs are competent, and meet all state requirements for certification, the EPP continues to address ways in which we can facilitate even higher growth in candidate performance on the Common Summative Assessment, as well as empowering candidates to an even greater demonstration of content knowledge by improving the overall Praxis first-time pass rate.