CAEP Annual Accountability Measure 1
Completer Effectiveness and Impact on P-12 Learning and Development
Initial R4.1

<table>
<tr><td style="background-color:red;color:white;text-align:center">**Evidence Overview**</td></tr>
</table>

Description of Evidence: The evidence section below presents data from the Idaho Educator Effectiveness system which establishes consistent educator and student performance expectations and outcomes across all schools.

Idaho's definition of an effective teacher:

> Idaho's effective teachers have the knowledge, skill, and commitment to create fair learning opportunities and growth for all students. They are dedicated to closing achievement gaps and preparing students for postsecondary success. These teachers are masters of their content and have the skills needed to create strategies that help students achieve academic success which enables them to be lifelong learners. (Idaho State Department of Education)

The evaluation measures are outlined in the Idaho State Board of Education Evaluation Review Checklist and the Idaho Administrative Procedure Act 08.02.02.120

Components of Idaho Teacher Evaluations:
1. Professional Practice
- Two (2) documented observations annually, with one (1) completed by January 1st, aligned to Danielson Framework or approved evaluation instrument
- At least one of the following measures: parent input, student input, and/or teacher portfolio
2. Student Achievement
- Measurable student achievement indicators
  - Idaho standards achievement test (ISAT)
  - Student learning objectives
  - Formative assessments
  - Teacher-constructed assessments of student growth
  - Pre- and post- tests
  - Performance-based assessments
  - Idaho reading indicator (IRI)
  - College entrance exams such as PSAT, SAT and ACT
  - District adopted assessment
  - End-of-course exams
  - Advanced placement exams
  - Professional-technical exams

The two components of Idaho's Teacher Evaluation identify separate areas of professional practice and student achievement, which correspond to the two parts of the CAEP Annual Accountability Measure 1. Professional practice within the first component is directly tied to indicators of teachers' professional application of knowledge, skills, and dispositions effectively in the classroom. Student achievement data is used to evaluate the impact of instruction on P-12 student learning and development directly tied to the second part of the CAEP Annual Accountability Measure 1. In Idaho, the teacher may choose which student achievement data they would like to use as part of their annual evaluation.

Completer Effectiveness and Impact on P-12 Learning and Development
Initial R4.1

Indicators of Teaching Effectiveness

In 2011, stakeholders from the Idaho State Department of Education (SDE), the Idaho State Board of Education, Educator Preparation Programs in Idaho, and the Idaho Education Association came to consensus on approving the Charlotte Danielson Framework for Teaching as the basis of teacher evaluation in the state of Idaho. The Idaho Teacher Evaluation is aligned to Danielson's influential work and is used statewide. Charlotte Danielson's Framework for Teaching is the state-approved teacher evaluation adopted by Idaho public schools. The Idaho Teacher Evaluation Professional Practice component is based on the Danielson Framework for Teaching and Charlotte Danielson's book, *Enhancing Professional Practice: A Framework for Teaching (2nd Edition)*.

Charlotte Danielson's FRAMEWORK FOR TEACHING

DOMAIN 1: Planning and Preparation

1a **Demonstrating Knowledge of Content and Pedagogy**
   • Content and the structure of the discipline • Prerequisite relationships
   • Content-related pedagogy

1b **Demonstrating Knowledge of Students**
   • Child and adolescent development • Learning process • Special needs
   • Students' skills, knowledge, and language proficiency • Students' interests and cultural heritage

1c **Setting Instructional Outcomes**
   • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners

1d **Demonstrating Knowledge of Resources**
   • For classroom use • To extend content knowledge and pedagogy • Resources for students

1e **Designing Coherent Instruction**
   • Learning activities • Instructional materials and resources
   • Instructional groups • Lesson and unit structure

1f **Designing Student Assessments**
   • Congruence with instructional outcomes • Criteria and standards
   • Design of formative assessments • Use for planning

DOMAIN 2: The Classroom Environment

2a **Creating an Environment of Respect and Rapport**
   • Teacher interaction with students, including both words and actions
   • Student interaction with students, including both words and actions

2b **Establishing a Culture for Learning**
   • Importance of content and of learning
   • Expectations for learning and achievement • Student pride in work

2c **Managing Classroom Procedures**
   • Instructional groups • Transitions • Materials and supplies
   • Performance of classroom routines
   • Supervision of volunteers and paraprofessionals

2d **Managing Student Behavior**
   • Expectations • Monitoring student behavior
   • Response to student misbehavior

2e **Organizing Physical Space**
   • Safety and accessibility
   • Arrangement of furniture and use of physical resources

DOMAIN 4: Professional Responsibilities

4a **Reflecting on Teaching**
   • Accuracy • Use in future teaching

4b **Maintaining Accurate Records**
   • Student completion of assignments • Student progress in learning
   • Noninstructional records

4c **Communicating with Families**
   • Information about the instructional program • Information about individual students
   • Engagement of families in the instructional program

4d **Participating in a Professional Community**
   • Relationships with colleagues • Participation in school and district projects
   • Involvement in culture of professional inquiry • Service to the school

4e **Growing and Developing Professionally**
   • Enhancement of content knowledge and pedagogical skill
   • Receptivity to feedback from colleagues • Service to the profession

4f **Showing Professionalism**
   • Integrity/ethical conduct • Service to students • Advocacy
   • Decision-making • Compliance with school and district regulation

DOMAIN 3: Instruction

3a **Communicating With Students**
   • Expectations for learning • Directions for activities
   • Explanations of content
   • Use of oral and written language

3b **Using Questioning and Discussion Techniques**
   • Quality of questions/prompts • Discussion techniques
   • Student participation

3c **Engaging Students in Learning**
   • Activities and assignments • Grouping of students
   • Instructional materials and resources • Structure and pacing

3d **Using Assessment in Instruction**
   • Assessment criteria • Monitoring of student learning
   • Feedback to students
   • Student self-assessment and monitoring of progress

3e **Demonstrating Flexibility and Responsiveness**
   • Lesson adjustment • Response to students
   • Persistence

Planning and Preparation–	**Classroom Environment –**
1a Demonstrating Knowledge of Content and Pedagogy	2a Creating an Environment of Respect and Rapport
1b Demonstrating Knowledge of Students	2b Establishing a Culture for Learning
1c Setting Instructional Outcomes	2c Managing Classroom Procedures
1d Demonstrating Knowledge of Resources	2d Managing Student Behavior
1e Designing Coherent Instruction	2e Organizing Physical Space
1f Designing Student Assessments	

CAEP Annual Accountability Measure 1
Completer Effectiveness and Impact on P-12 Learning and Development
Initial R4.1

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	**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

Levels of Performance

Distinguished - Evidence of exceptional performance; outstanding knowledge, implementation, and integration of teaching standards along with evidence of leadership initiative and willingness to model and/or serve as a mentor for colleagues.

Proficient - Evidence of solid performance; strong knowledge, implementation, and integration of teaching standards; clear evidence of proficiency and skill in the Component/criterion.

Basic - Evidence of mediocre or developing performance; fundamental knowledge and implementation of teaching standards is uneven or rudimentary. Integration of teaching standards is inconsistent. Teacher is making progress towards proficiency.

Unsatisfactory – Evidence of little or no knowledge and minimal implementation of teaching standards. Does not meet minimal teaching standards and needs substantial improvement.

<div style="background-color:red;color:white;text-align:center;font-weight:bold">Evidence</div>

NNU takes seriously the relationship the EPP holds with completers and the schools and districts in which they teach. As part of the commitment to strong partnerships, the EPP works to ensure that all completers are making positive contributions to their students. Idaho does not provide state level or EPP level data on teacher effectiveness or P-12 student learning. Therefore, the EPP has created multiple opportunities to work with completers to assess P-12 student learning and the effectiveness of EPP alumni in the classroom. The table below summarizes the various data collection opportunities the EPP engages in to monitor and ensure completer effectiveness.

NNU Completer Effectiveness Measures, R4.1

Completer Impact on P-12 Student-Learning Growth	Completer Effectiveness in Applying Professional Knowlege, Skills, and Dispositions

● Teacher case studies of student achievement
● Completer Professional Endorsement
	● EPP data requests for teacher performance evaluations
	● Classroom observations of completers
	  ○ EPP Faculty
	  ○ Building Administrators
	● Focus groups: Coffee with Completers

Completer Effectiveness in Applying Professional Knowlege, Skills, and Dispositions

CAEP Annual Accountability Measure 1

Completer Effectiveness and Impact on P-12 Learning and Development
Initial R4.1

EPP Public Records Request for State Data on EPP Completer Performance Evaluations

NNU requests performance evaluation data each year from the Idaho State Board of Education on EPP completers. Approximately 99% of completers within the last four years have received ratings of "Proficient" or "Distinguished" from their building administrator on the state-approved teacher evaluation instrument: Danielson Framework.

EPP Completer Performance Evaluations

Evaluation School Year	Years Teaching	# Teachers Evaluated	Distinguished	Proficient	Basic	Unsatisfactory
2022-2023	1	46	2	43	1	0
2022-2023	2	35	2	33	0	0
2022-2023	3	31	8	23	0	0
2022-2023	4	63	18	44	1	0
Total 22-23		175	30	143	2	0

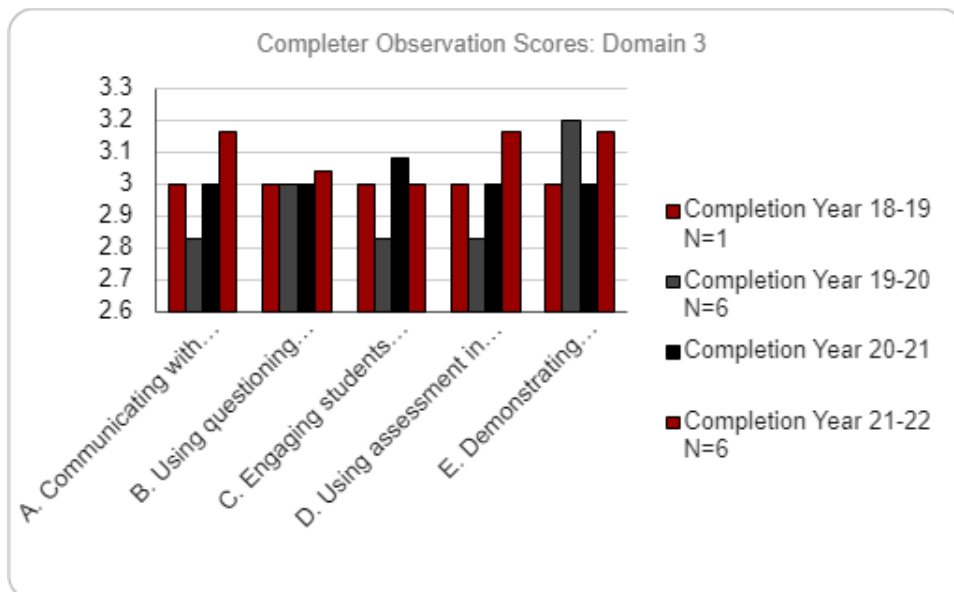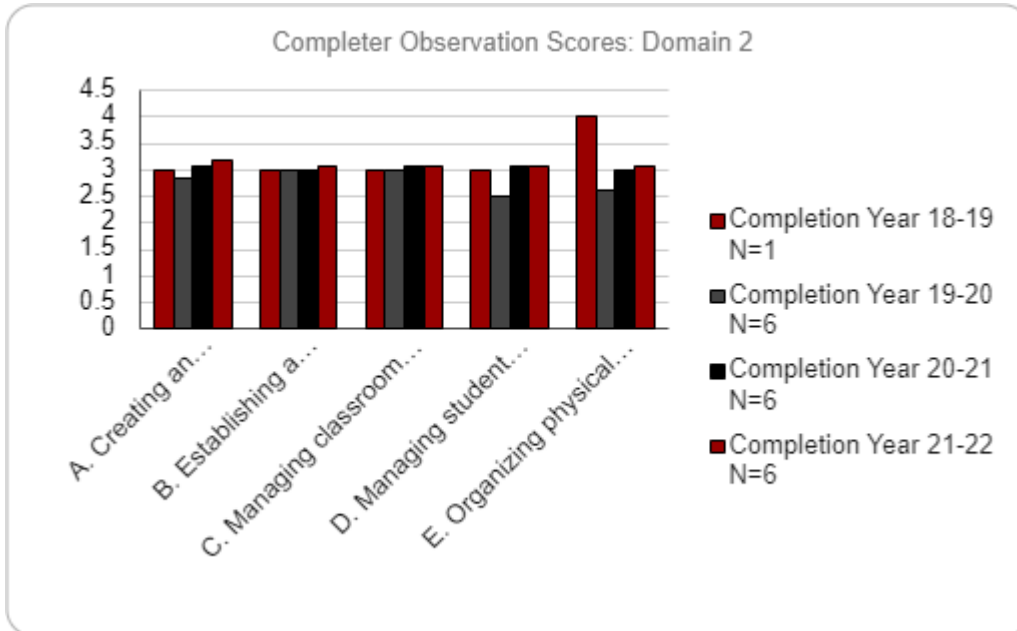**Classroom Observations of Completers**

EPP faculty observed six completers in the Spring of 2023 using the Danielson Framework, the state-approved teacher evaluation instrument.

Completer Observation Demographics
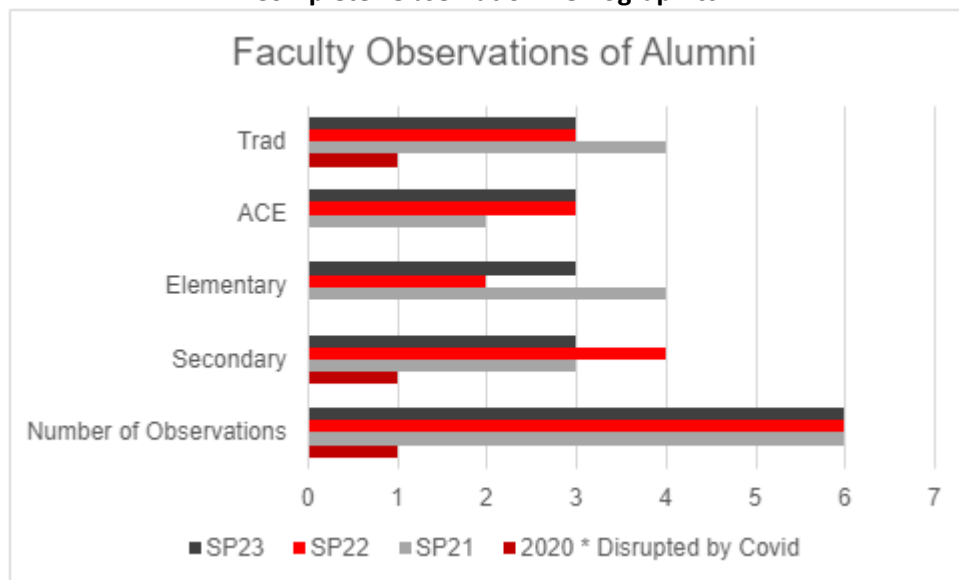
CAEP Annual Accountability Measure 1

Completer Effectiveness and Impact on P-12 Learning and Development
Initial R4.1

Completer Evaluation Results by EPP Faculty

Completer Observation Scores: Domain 2

Categories:
- A. Creating an...
- B. Establishing a...
- C. Managing classroom...
- D. Managing student...
- E. Organizing physical...

Legend:
- Completion Year 18-19 N=1
- Completion Year 19-20 N=6
- Completion Year 20-21 N=6
- Completion Year 21-22 N=6

Completer Observation Scores: Domain 3

Categories:
- A. Communicating with...
- B. Using questioning...
- C. Engaging students...
- D. Using assessment in...
- E. Demonstrating...

Legend:
- Completion Year 18-19 N=1
- Completion Year 19-20 N=6
- Completion Year 20-21
- Completion Year 21-22 N=6

CAEP Annual Accountability Measure 1

Completer Effectiveness and Impact on P-12 Learning and Development Initial R4.1

In addition to faculty observation of EPP completers, some alumni teachers provide their Summative Evaluation from their building administrator. Below is an average performance rating from building administrators for our completers in-service.

Summative Evaluation – General Education	Level of Performance
Planning and Preparation–	
1a Demonstrating Knowledge of Content and Pedagogy	Proficient
1b Demonstrating Knowledge of Students	Proficient
1c Setting Instructional Outcomes	Proficient
1d Demonstrating Knowledge of Resources	Proficient
1e Designing Coherent Instruction	Proficient
1f Designing Student Assessments	Proficient
Classroom Environment –	
2a Creating an Environment of Respect and Rapport	Distinguished
2b Establishing a Culture for Learning	Proficient
2c Managing Classroom Procedures	Distinguished
2d Managing Student Behavior	Proficient
2e Organizing Physical Space	Proficient
Instruction–	
3a Communicating with Students	Distinguished
3b Using Questioning and Discussion Techniques	Proficient
3c Engaging Students in Learning	Distinguished
3d Using Assessment in Instruction	Proficient
3e Demonstrating Flexibility and Responsiveness	Proficient
Professional Responsibilities–	
4a Reflecting on Teaching	Proficient
4b Maintaining Accurate Records	Proficient
4c Communicating with Families	Distinguished

CAEP Annual Accountability Measure 1

Completer Effectiveness and Impact on P-12 Learning and Development
Initial R4.1

4d Participating in a Professional Community	Proficient
4e Growing and Developing Professionally	Proficient
4f Showing Professionalism	Proficient

Coffee with Completers, Focus Group

EPP in-service alumni are invited to multiple events with faculty within their first three years in the classroom following graduation. These serve a two-fold purpose. The EPP uses these events to gather helpful information about the preparation received by completers. Secondly, we use this time to encourage and support the completers in their early days as a teacher.

Coffee with Completers has become a winter event held annually that EPP faculty and completers look forward to. December of 2023-2024 was this year's annual opportunity to connect with completers as a focus group. The purpose of this gathering is to gauge completer perceptions of strength and areas for improvement with the preparation they received at the EPP, since they have been in their own classrooms for at least one semester. Additionally, the event is an opportunity for completers to receive additional coaching and mentoring from university faculty. Completers discuss areas of strength from their EPP, suggest areas of curricular improvement for the EPP, and suggest areas of curricular additions for the EPP. The next event will be held during the 2024-2025 academic year.

Completer Impact on P-12 Student-Learning Growth

State-level Data Request on EPP Completer Professional Endorsements

Results from an EPP Public Records Request of the Idaho State Board of Education for 2022-2023 teacher evaluation data indicate 61 out of 63 (97%) of completers with four years of teaching experience earned the Professional Endorsement at their first opportunity. This achievement indicates most students in the classrooms of those completers met measurable student achievement targets or student success indicators.

EPP Completers Earning the Professional Endorsement

School Year	Years of Idaho Teaching	Number of Teachers Evaluated	Teachers awarded Professional Endorsement	Percent
2022-2023	4	63	61	97%

Teacher case studies of student achievement

EPP faculty analyzed data from one elementary and one secondary completer as a case study. Data from when completers were in the program (Common Summative Assessment and P-12 student data) was reviewed alongside completer P-12 student data, administrative evaluation, and alumni observation by EPP faculty. Full alignment of data was observed, indicating strong preparation provided a great foundation for

future success.

The six completers observed by EPP faculty in Spring 2023 also provided student learning data from their performance evaluations that indicated most students for all six completers met measurable student achievement targets or student success indicators. The student learning data was obtained by teachers using one of the Idaho approved Student Achievement Indicators listed in the previous evidence overview section.

Continuous Improvement

While much state energy has gone to the P-12 system of evaluating practicing educators, increased emphasis needed to be placed on connecting data on educator effectiveness back to the programs that prepare educators. These same student growth data used in teacher evaluation systems can serve as indicators of how well-prepared programs prepare learner-ready teachers. Having the ability to link service teacher evaluation data with pre-service candidate data is a goal for NNU. We continue to collaborate with key stakeholders at the Idaho State Board of Education, Idaho State Department of Education, school districts statewide, and EPP completers to design and facilitate the possibility. The statewide partnership would provide impactful data for all EPPs and school districts across Idaho.