

# 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 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 program completion depends on 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 provides a formative evaluation of the candidate. This evaluation is used in the candidate's 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)

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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 completer to their first teaching job in 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 disposition 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 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.

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#### **Advanced Level**

In 2020, the EPP identified the need to revise its final program assessments. After consulting with the Faculty Oversight Committee, a comprehensive student portfolio was developed and implemented. Along with the portfolio, a rubric was created to assess it, and both have been in use since the Spring of 2020. Currently, the Program Director is working on refining the rubric to improve its effectiveness in evaluating the portfolios. These rubric modifications will be reviewed by the Faculty Oversight Committee, and interrater reliability will be employed to ensure alignment with the standards and consistency in scoring.

In addition, the Program Director is working to calibrate the growth and disposition forms. Disposition forms are being collected pre and post for students, post for the site supervisor, and mid-point for the university supervisor. The Program Director is working on getting the dispositions into a digital format. Once this is complete and the data is compiled the faculty oversight committee is working on a plan to analyze this data.

The Educator Preparation Program (EPP) features four key checkpoints from admission to completion: Pre-Admissions/Acceptance, Coursework, Internship, and Completion. During the Pre-Admissions and Acceptance phase, candidates must meet the following criteria or undergo evaluation: a valid teaching certification, a GPA of 3.0 or higher, strong recommendations from a supervisor and colleague, and a writing sample based on an EPP prompt, which is scored by EPP faculty using a validated rubric.

This year, the Faculty Oversight Committee convened to review the admissions process. After gathering feedback from admissions counselors, they decided to modify the writing sample requirement. Historically, many candidates submitted highly polished writing pieces that had been reviewed by multiple people. To ensure that candidates were assessed on their own writing abilities, the committee developed four new application questions that candidates must answer. Additionally, the committee is in the process of revising and revalidating the writing rubric to score candidates' responses to these application questions.

In the coursework checkpoint the EPP tracks information on academic standing, academic probation, coursework, and dispositions. The EPP has had two cycles of completers to report GPA. As previously mentioned, the program director is working with the Faculty Oversight Committee to review dispositions forms and scoring rubrics.

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Completers GPA		
Year	Average	Range
2021-2022	3.39 - 4.0	3.95
2022-2023	3.4 - 4.0	3.94
2023-2024	3.4 - 4.0	3.94

At the internship stage, the Educator Preparation Program (EPP) monitors several key indicators: candidates' mid-point GPA, disposition evaluations, internship site visits, clinical supervisor assessments of candidate dispositions, and academic performance. Academic assessments during internships include all required artifacts as outlined in the NNU Internship Handbooks. Internship visits are progressing well, and the Program Director is actively exploring ways to further enhance the process.

To improve the quality and consistency of data collected during internship visits, the Program Director has redesigned the internship visit forms. These revisions aim to capture more comprehensive information throughout the internship experience and ensure alignment with end-of-program requirements. The updated forms have been reviewed and approved by the Faculty Oversight Committee. Additionally, the Program Director is working to establish quantifiable data collection points to strengthen assessment at the internship checkpoint.

The final program checkpoint is licensure. As part of this phase, candidates complete a self-assessment of their dispositions and submit a personal narrative reflecting on their professional growth. They also submit a finalized portfolio demonstrating their readiness for certification. Upon successful institutional recommendation, candidates may proceed with their application to the state for licensure.

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#### Evidence

#### Description of Evidence:

##### Advanced Level

Due to careful program design and an elevated 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 Completer Rate of Licensure by Degree 2023-2024						
Program	Number of Completers	Master of Education	Educational Specialist	Endorsement Only	Institutional Recommendation Granted	Institutional Recommendation Granted (%)
Building Administrator	26	10	16	-	26	100%
Superintendent	2	-	1	1	2	100%
Director of Special Education	7	-	6	1	7	100%
Exceptional Child	2	2	-	-	2	100%
Teacher Leader, Instructional Specialist	1	-	-	1	1	100%
Teacher Leader, Special Education	-	-	-	-	-	100%
<b>Total</b>	<b>38</b>				<b>38</b>	<b>100%</b>

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#### 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 areas of excellence or areas for improvement.

#### Student Learning Outcomes

Education Department Annual Program Review

May 2024

Outcome		Indicators																						
1	Teacher candidates will demonstrate knowledge of learners, learner development and learner differences, thus creating environments conducive to learning for all students	CSA 2023-24 Completers (N=35)					Completer Dispositions			Completer Survey: 2022-23 Completers (N=18)					Employer Survey: 2021-22 Completers (N=24)									
		1b	1c	1e	2a	3d	Relationships	Advocacy	x	A	C	G	H	J	K	A	C	G	H	J	K			
		2.8	2.7	2.8	2.7	2.7	2.70	2.63		3.11	3.06	2.89	2.61	2.94	3.22	2.96	2.96	2.88	2.85	2.96	3.13			
		Benchmark: Cohort average 2.25 or higher Benchmark met					Benchmark: Cohort average 2.25 or higher Benchmark met			Benchmark: Cohort Average 2.7 or higher Benchmark met					Benchmark: Cohort Average 2.7 or higher Benchmark met									
2	Teacher candidates demonstrate content knowledge and pedagogical best practices based on content connections and needs of varied learners.	CSA 2023-24 Completers (N=35)					Completer Dispositions			Year and GPA			Praxis		Completer Survey: 2022-23 Completers (N=18)					Employer Survey: 2021-22 Completers (N=24)				
		1a	1b	1e	3a	3c	x	Cognitive Proc.	x	x	Completers	ACE Admits	Trad Admits	B	E	M	B	E	M					
		2.8	2.8	2.8	2.9	2.7		2.63			N= 35	N= 3	N= 16	3.06	3.06	3.11	3.00	2.83	3.13					
		Benchmark: Cohort average 2.25 or higher Benchmark met					Benchmark: Cohort average 2.25 or higher Benchmark met			Benchmark: 3.0 or higher Benchmark met			Benchmark: 80% or higher Benchmark met		Benchmark: Cohort Average 2.7 or higher Benchmark met									
3	Teacher candidates plan, deliver, and assess instruction. Candidates make data-based decisions based on student learning, utilizing formative assessment strategies.	CSA 2023-24 Completers (N=35)					Completer Dispositions			Completer Survey: 2022-23 Completers (N=18)					Employer Survey: 2021-22 Completers (N=24)									
		1b	1e	1f	3b	3c	3d	Comm/Inst	Cognitive Proc.	Soc/Emot Pres.	D	F	I	P	L	P	D	F	I	P	L	P		
		2.8	2.8	2.6	2.6	2.7	2.7	2.63	2.63	2.58	3.03	3.06	2.94	3.06	3.15	2.83	2.96	2.71	3.00	3.17				
		Benchmark: Cohort average 2.25 or higher Benchmark met					Benchmark: Cohort average 2.25 or higher Benchmark met			Benchmark: Cohort Average 2.7 or higher Benchmark met					Benchmark: Cohort Average 2.7 or higher Benchmark met									
4	Teacher candidates engage in continuous and collaborative professional growth focused on improving P-12 student learning.	CSA 2023-24 Completers (N=35)					Completer Dispositions			Completer Survey: 2022-23 Completers (N=18)					Employer Survey: 2021-22 Completers (N=24)									
		4a	4c	4d	4e	4f	x	Prof Commitment	x	x	N	O				N	O							
		2.9	2.8	2.8	2.9	2.9		2.74			3.17	3.19				3.04	3.17							
		Benchmark: Cohort average 2.25 or higher Benchmark met					Benchmark: Cohort average 2.25 or higher Benchmark met			Benchmark: Cohort Average 2.7 or higher Benchmark met					Benchmark: Cohort Average 2.7 or higher Benchmark met									

#### Praxis

Successfully passing all required Praxis exams is a prerequisite to enter student teaching. Therefore, all candidates who complete any of the Initial Programs have passed all required Praxis exams and any other state certification requirements. The following evidence section presents data collected by the EPP and from the Title II Report for candidates who completed certification requirements in one of the Initial programs in school year 2023-2024.

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## Candidate Competency at Program Completion

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#### Praxis II Pass Rates for 2023-2024 Initial Program Candidates at Program Completion

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

Program	Number of Completers	Language Arts (Praxis 5002)	Math (Praxis 5003)	Social Studies (Praxis 5004)	Science (Praxis 5005)
TUG	1	100%	100%	100%	100%
ACE	20	100%	100%	100%	100%
Total	21	100%	100%	100%	100%

**Table 3 – Elementary Education Initial Program Completers that Met State Licensing Requirements, Middle Level Subject Tests (Grades 5-9)**

Program	Number of Completers	Language Arts (Praxis 5047)	Math (Praxis 5169)	Social Studies (Praxis 5089)	Science (Praxis 5440)
TUG	1	1, 100%	-	-	-
ACE	14	4, 100%	2, 100%	8, 100%	-
Total	15	5, 100%	2, 100%	8, 100%	-

**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 5931	Biology 5235	Chem 5245	Speech 5221	Comp Science 5652	ELA 5038	Health 5551	History 5941	Math 5161	Music 5113	PE 5091	Physics 5265	Psych 5391	Spanish 5195	Vis Arts 5134
TUG	18	1	1	0	0	0	2	3	3	2	2	3	0	0	0	1
ACE	4	0	0	0	0	0	1	0	1	2	0	0	0	0	0	0
Total	22	1	1	0	0	0	3	3	4	4	2	3	0	0	0	1

\*100% of completers meet licensure requirements

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### 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 2.4-3.0 at the individual program level, and Domain averages ranged between 2.71-2.87. Table 5 is summative CSA assessment data for initial program EPP candidates completing certification and graduation requirements in school year 2023-2024.

#### 2023-2024 Initial Program Completers, Common Summative Assessment Scores

Table 5 – Common Summative Assessment Domain Average Initial Programs					
2023-2024	Count	Domain 1 $\bar{x}$	Domain 2 $\bar{x}$	Domain 3 $\bar{x}$	Domain 4 $\bar{x}$
All Completers	35	2.77	2.74	2.71	2.87
All TUG	13	2.69	2.68	2.62	2.83
All ACE	22	2.81	2.77	2.76	2.89
All Elementary	20	2.80	2.82	2.83	2.88
All Secondary	15	2.72	2.63	2.55	2.86
TUG Elementary	1	3.00	3.00	3.00	3.00
ACE Elementary	19	2.79	2.81	2.82	2.87
TUG Secondary	12	2.67	2.65	2.58	2.82
ACE Secondary	3	2.94	2.53	2.40	3.00



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

2023-2024	Domain 1						D1	Domain 2					D2	Domain 3					D3	Domain 4						D4
Program	1a	1b	1c	1d	1e	1f	<u>x</u>	2a	2b	2c	2d	2e	<u>x</u>	3a	3b	3c	3d	3e	<u>x</u>	4a	4b	4c	4d	4e	4f	<u>x</u>
All Completers	2.8	2.8	2.7	2.8	2.8	2.6	2.77	2.7	2.8	2.6	2.6	3.0	2.74	2.9	2.6	2.7	2.7	2.8	2.71	2.9	2.8	2.8	2.8	2.9	2.9	2.87
All TUG	2.8	2.7	2.5	2.7	2.8	2.6	2.69	2.8	2.8	2.5	2.4	2.9	2.68	2.8	2.4	2.6	2.6	2.6	2.62	2.9	2.6	2.7	2.9	2.9	2.9	2.83
All ACE	2.8	2.9	2.9	2.8	2.8	2.6	2.81	2.7	2.8	2.7	2.7	3.0	2.77	2.9	2.7	2.7	2.7	2.9	2.76	3.0	2.9	2.9	2.7	3.0	3.0	2.89
All Elementary	2.8	2.9	2.9	2.9	2.8	2.6	2.80	2.8	2.8	2.8	2.8	3.0	2.82	2.9	2.8	2.8	2.8	2.9	2.83	3.0	2.9	2.9	2.7	3.0	3.0	2.88
All Secondary	2.9	2.7	2.6	2.7	2.8	2.7	2.72	2.7	2.7	2.5	2.3	2.9	2.63	2.8	2.3	2.5	2.6	2.6	2.55	2.9	2.7	2.7	2.9	2.9	2.9	2.86
TUG Elementary	3.0	3.0	3.0	3.0	3.0	3.0	3.00	3.0	3.0	3.0	3.0	3.0	3.00	3.0	3.0	3.0	3.0	3.0	3.00	3.0	3.0	3.0	3.0	3.0	3.0	3.00
ACE Elementary	2.8	2.9	2.8	2.8	2.8	2.6	2.79	2.8	2.8	2.7	2.7	3.0	2.81	2.9	2.8	2.8	2.7	2.9	2.82	2.9	2.8	2.8	2.7	2.9	2.9	2.87
TUG Secondary	2.8	2.7	2.5	2.7	2.8	2.6	2.67	2.8	2.8	2.5	2.3	2.9	2.65	2.8	2.3	2.6	2.6	2.6	2.58	2.9	2.6	2.7	2.9	2.9	2.9	2.82
ACE Secondary	3.0	3.0	3.0	2.7	3.0	3.0	2.94	2.3	2.7	2.3	2.3	3.0	2.53	2.7	2.0	2.0	2.7	2.7	2.40	3.0	3.0	3.0	3.0	3.0	3.0	3.00

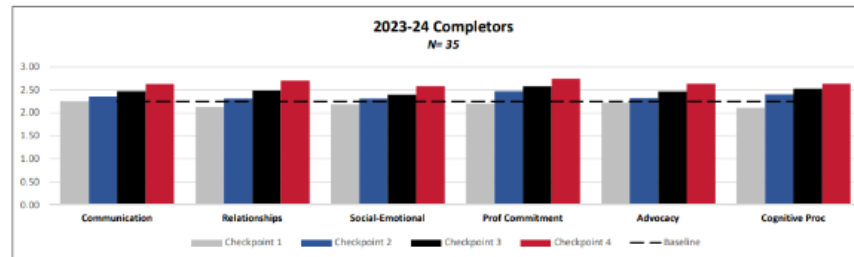
### Dispositions for Teaching

Competency at completion is also evident by examining the growth in candidate dispositions across the four Checkpoints within the Initial programs. Candidates demonstrated the highest performance on all six dispositions in Checkpoint 4 which occurs at Program Completion. This was observed for all candidates and all subcategories. The graphs are labeled as “completers,” but this is candidate data at program completion.

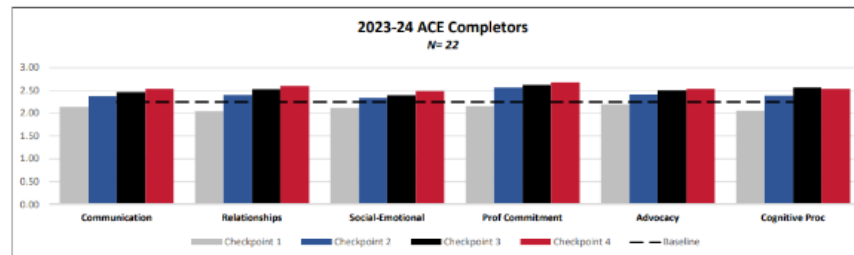
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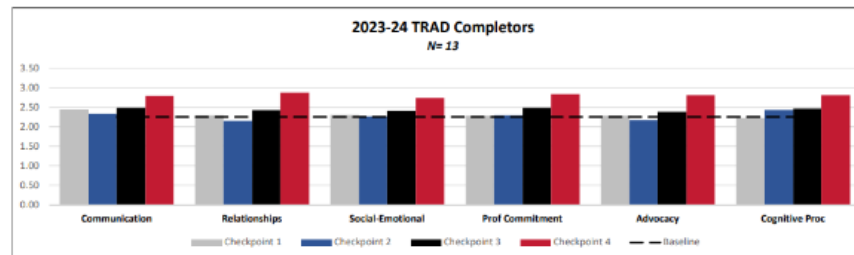
### Initial R3.3 and Advanced RA3.4



ALL Completers	Communication	Relationships	Social-Emotional	Prof Commitment	Advocacy	Cognitive Proc
Checkpoint 1	2.25	2.13	2.19	2.20	2.23	2.11
Checkpoint 2	2.35	2.31	2.31	2.47	2.32	2.40
Checkpoint 3	2.47	2.49	2.40	2.58	2.46	2.53
Checkpoint 4	2.63	2.70	2.58	2.74	2.63	2.63
Baseline	2.25	2.25	2.25	2.25	2.25	2.25



ACE	Communication	Relationships	Social-Emotional	Prof Commitment	Advocacy	Cognitive Proc
Checkpoint 1	2.14	2.04	2.12	2.15	2.20	2.05
Checkpoint 2	2.37	2.40	2.34	2.57	2.42	2.39
Checkpoint 3	2.46	2.53	2.40	2.63	2.51	2.57
Checkpoint 4	2.53	2.60	2.48	2.68	2.53	2.53
Baseline	2.25	2.25	2.25	2.25	2.25	2.25



TRAD	Communication	Relationships	Social-Emotional	Prof Commitment	Advocacy	Cognitive Proc
Checkpoint 1	2.44	2.29	2.31	2.28	2.28	2.22
Checkpoint 2	2.33	2.15	2.26	2.29	2.17	2.43
Checkpoint 3	2.49	2.42	2.40	2.49	2.38	2.46
Checkpoint 4	2.79	2.88	2.74	2.84	2.81	2.81
Baseline	2.25	2.25	2.25	2.25	2.25	2.25

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#### Continuous Improvement

##### **Advanced Level**

The Graduate Department has successfully aligned all courses with established program standards. Integration of these standards into coursework has been completed for both full-time faculty and adjunct instructors. Assessment data tied to these standards will be collected through the EPP's learning management system. After three full cycles of data collection, the Faculty Oversight Committee will conduct a comprehensive review. The first round of data is expected to be reviewed in Fall 2025. Additionally, the Program Director is working closely with the institution's IT team to ensure that standards are effectively embedded in course assignments and accurately measured through assessment tools.

##### **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 demonstrate even greater content knowledge by improving the overall Praxis first-time pass rate.