

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

Evidence Overview

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.

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

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Measure 1. In Idaho, the teacher may choose which student achievement data they use as part of their annual evaluation.

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)*.

<p>Planning and 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 1f Designing Student Assessments</p>	<p>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</p>
<p>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</p>	<p>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</p>

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

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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.

Evidence

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 Knowledge, Skills, and Dispositions
<ul style="list-style-type: none"> ● Teacher case studies of student achievement ● Completer Professional Endorsement 	<ul style="list-style-type: none"> ● EPP data requests for teacher performance evaluations ● Classroom observations of completers <ul style="list-style-type: none"> ○ EPP Faculty ○ Building Administrators ● Focus groups: Coffee with Completers

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 2024-2025 teacher evaluation data indicate 23 out of 23 (100%) 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 Teaching in	Number of Teachers	Teachers awarded Professional	Percent

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	Idaho	Evaluated	Endorsement	
2024-2025	4	23	23	100%

Teacher case studies of student achievement

EPP faculty analyzed data from elementary and secondary completers as a case study. Completers’ P-12 student data, administrator evaluations, and alumni observation by EPP faculty data was reviewed and compared to Common Summative Assessment data from when the completer was a candidate. Full alignment of data was observed, and indicated strong preparation provided the best foundation for future success.

Completer Effectiveness in Applying Professional Knowledge, Skills, and Dispositions

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 98% 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: the Danielson Framework.

EPP Completer Performance Evaluations

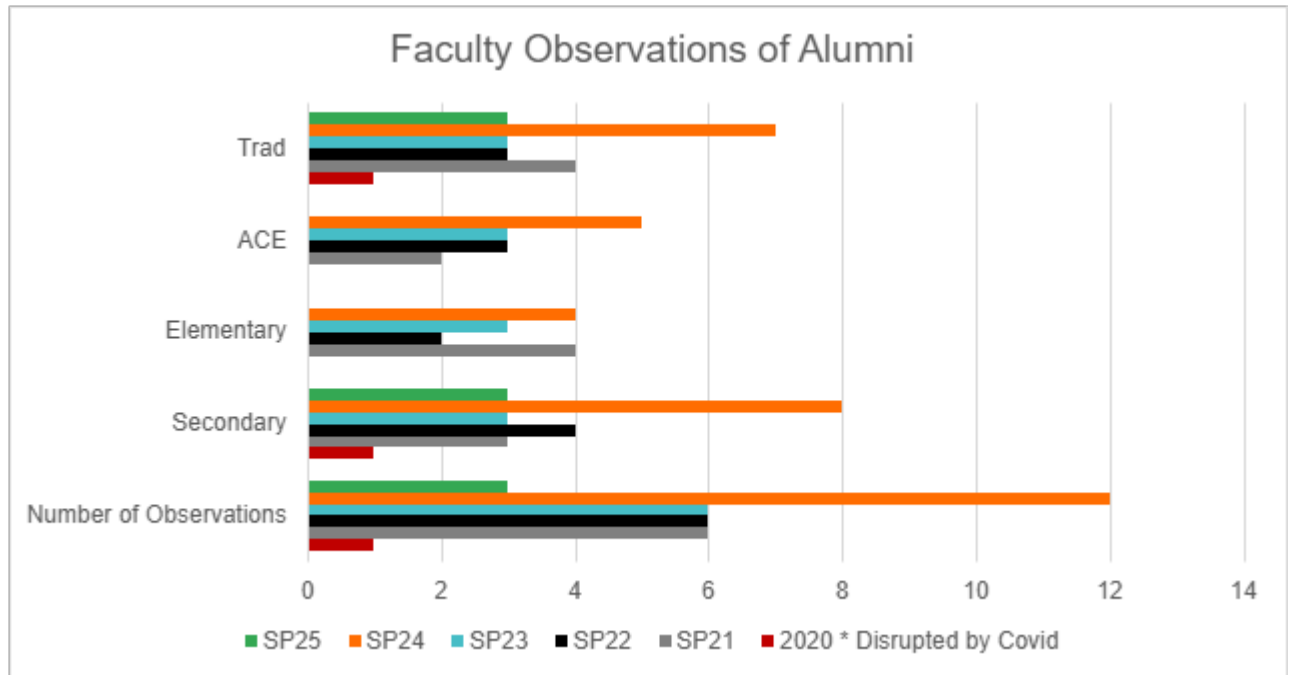
Evaluation Year	Years Teaching	# Teachers Evaluated	Distinguished	Proficient	Basic	Unsatisfactory
2024-2025	1	17	<10	>12	<5	<5
2024-2025	2	21	<10	>15	<5	<5
2024-2025	3	23	<10	16	<5	<5
2024-2025	4	17	<10	8	<5	<5

Classroom Observations of Completers

EPP faculty observed twelve completers in 2024-2025 using the Danielson Framework, the state-approved teacher evaluation instrument.

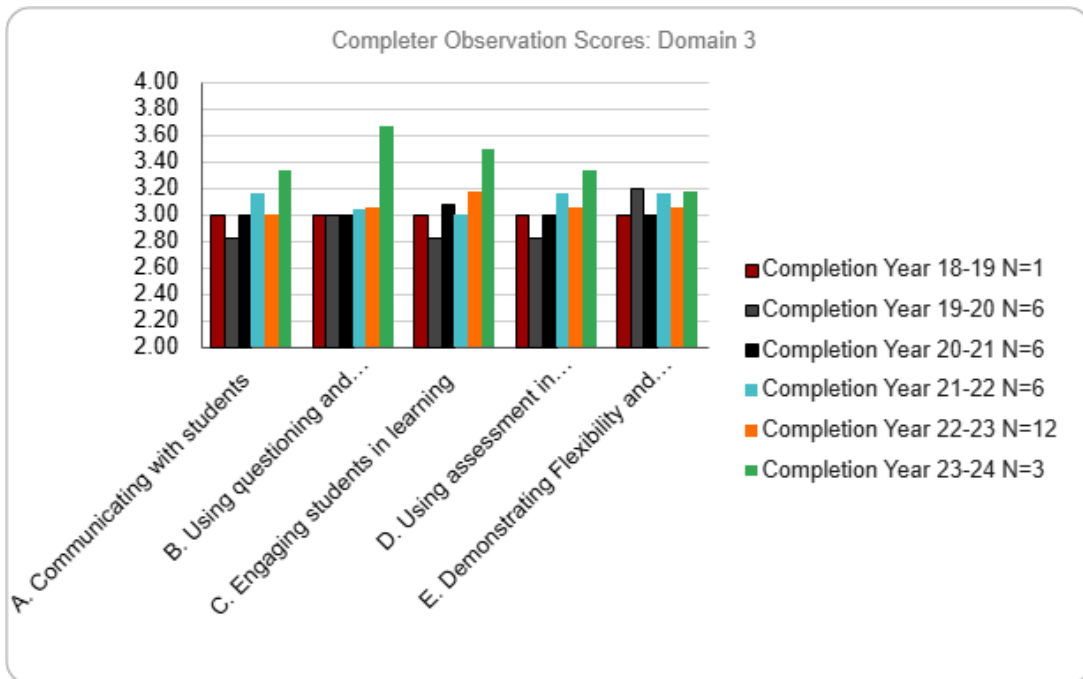
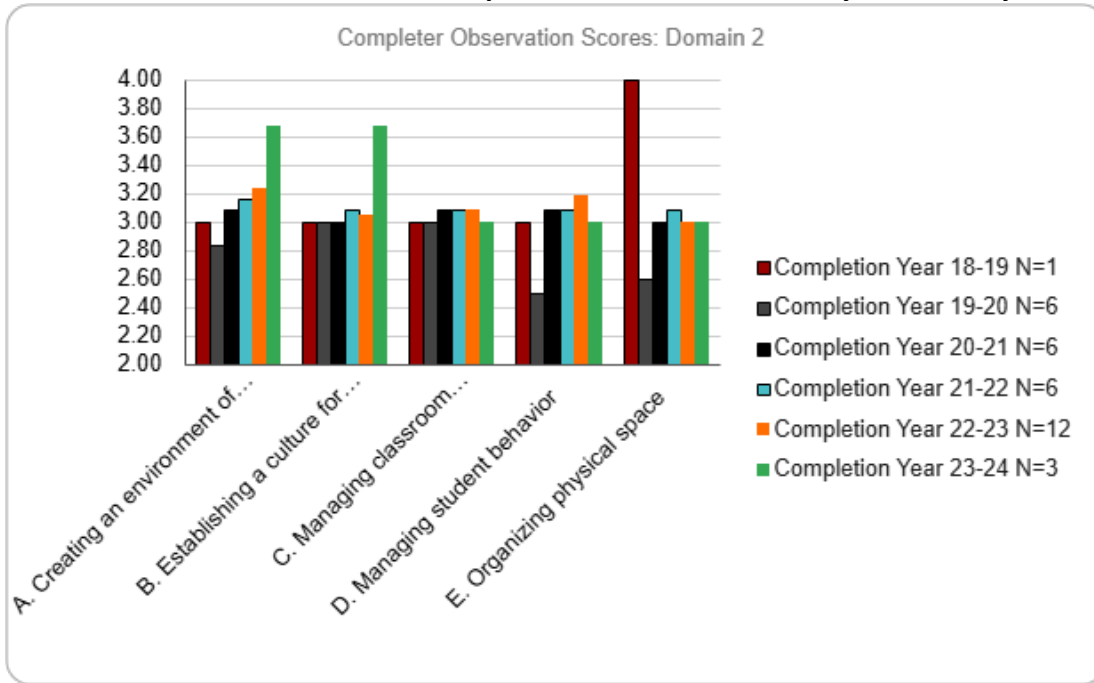
Completer Observation Demographics

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Observable Domains: Completer Evaluation Results by EPP Faculty



In addition to faculty observation of EPP completers, some alumni teachers provide the EPP with their Summative Evaluations from their building administrator. Below is an average performance rating

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from building administrators for our in-service completers that also requested classroom observations from EPP faculty.

**Average Summative Performance Ratings
by Building Administrators
for In-service Completers**

Summative Evaluation – General Education	Level of Performance
Domain 1: Planning and Preparation–	
1a Demonstrating Knowledge of Content and Pedagogy	Proficient (3.33)
1b Demonstrating Knowledge of Students	Proficient (3.67)
1c Setting Instructional Outcomes	Proficient (3.33)
1d Demonstrating Knowledge of Resources	Proficient (3.67)
1e Designing Coherent Instruction	Proficient (3.33)
1f Designing Student Assessments	Proficient (3.33)
Domain 2: Classroom Environment –	
2a Creating an Environment of Respect and Rapport	Proficient (3.75)
2b Establishing a Culture for Learning	Proficient (3.25)
2c Managing Classroom Procedures	Proficient (3.25)
2d Managing Student Behavior	Proficient (3.50)
2e Organizing Physical Space	Proficient (3.75)
Domain 3: Instruction–	
3a Communicating with Students	Proficient (3.25)
3b Using Questioning and Discussion Techniques	Proficient (3.25)
3c Engaging Students in Learning	Proficient (3.50)
3d Using Assessment in Instruction	Proficient (3.25)
3e Demonstrating Flexibility and	Proficient (3.75)

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Responsiveness

Domain 4: Professional Responsibilities–

4a Reflecting on Teaching	Proficient (3.67)
4b Maintaining Accurate Records	Proficient (3.33)
4c Communicating with Families	Proficient (3.33)
4d Participating in a Professional Community	Proficient (3.33)
4e Growing and Developing Professionally	Proficient (3.33)
4f Showing Professionalism	Proficient (3.67)

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 teachers.

Coffee with Completers has become a winter event held annually that EPP faculty and completers look forward to. January of 2025 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.

Continuous Improvement

The completers observed by EPP faculty in Spring 2025 also provided student learning data from their performance evaluations that indicated most students for 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.

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

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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.