

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)
5. A completed Individual Professional Learning Plan (IPLP). The IPLP is carefully constructed by each candidate, in cooperation with the

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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.

Advanced Level

In the 24/25 academic 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. During the 25/26 academic year, the FOC revised the scoring rubric and aligned it to the revised application questions. These updated questions have allowed candidates to provide much richer responses to their applications. |

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All updated disposition forms have been reviewed by the FOC and moved into a digital format. The first round of data from these newly revised forms (revised in the 25/26 academic year) will be analyzed in the Spring of 2026. Based on this analysis, the FOC will determine the next steps.

One of the EPP's outlined goals was to conduct stakeholder interviews with Latino alumni of the educator leadership programs to identify barriers to enrollment and persistence, as well as strategies to enhance inclusivity and appeal. This effort was designed to strengthen the EPP's recruitment, selection, and support systems for diverse candidates, particularly those from underrepresented backgrounds. A listening session was conducted by Dr. Lisa Amundson with representation from a graduate of the past five years. The discussion provided rich qualitative data regarding systemic barriers, relational support, and programmatic opportunities for improvement. The results were reviewed with the FOC, and the next steps were determined to better support students. These next steps are still being defined and will be implemented in the 26/27 school year.

The EPP developed a Needs Assessment to understand what training needs our clinical partners would like to have. The FOC reviewed the assessment before dissemination. The survey is currently open for responses, and the results will be reviewed in the Summer of 2026.

The EPP reviewed all data collection procedures and analysis plans. They developed a fully clinical process for data collection and evaluation. The first round of analysis will occur in the Spring/Summer of 2026.

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.

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.

Completers GPA		
Year	Average	Range
2021-2022	3.95	3.39 - 4.0

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2022-2023	3.94	3.4 - 4.0
2023-2024	3.94	3.4 - 4.0
2024-2025	3.93	3.6 - 4.0

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. These new data points will be reviewed in Spring/Summer of 2026.

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.

Evidence

Description of Evidence:

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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 2025

Outcome		Indicators																																																													
1	inTASC 1-3 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=28) <table border="1"> <tr><th>1b</th><th>1c</th><th>1e</th><th>2a</th><th>3c</th><th>3d</th></tr> <tr><td>2.9</td><td>2.9</td><td>2.9</td><td>2.9</td><td>2.9</td><td>2.9</td></tr> </table> Benchmark: Cohort average 2.25 or higher Benchmark met						1b	1c	1e	2a	3c	3d	2.9	2.9	2.9	2.9	2.9	2.9	Completer Dispositions <table border="1"> <tr><th>Relationships</th><th>Advocacy</th><th>x</th></tr> <tr><td>2.63</td><td>2.66</td><td></td></tr> </table> Benchmark: Cohort average 2.25 or higher Benchmark met			Relationships	Advocacy	x	2.63	2.66		Completer Survey: 2023-24 Completers (N=14) <table border="1"> <tr><th>A</th><th>C</th><th>G</th><th>H</th><th>J</th><th>K</th></tr> <tr><td>3.18</td><td>3.18</td><td>3.07</td><td>2.69</td><td>3.04</td><td>3.11</td></tr> </table> Benchmark: Cohort Average 2.7 or higher			A	C	G	H	J	K	3.18	3.18	3.07	2.69	3.04	3.11	Employer Survey: 2022-23 Completers (N=18) <table border="1"> <tr><th>A</th><th>C</th><th>G</th><th>H</th><th>J</th><th>K</th></tr> <tr><td>3.00</td><td>3.00</td><td>3.06</td><td>2.89</td><td>3.06</td><td>3.11</td></tr> </table> Benchmark: Cohort Average 2.7 or higher Benchmark met			A	C	G	H	J	K	3.00	3.00	3.06	2.89	3.06	3.11					
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2	inTASC 4-5 Teacher candidates demonstrate content knowledge and pedagogical best practices based on content connections and needs of varied learners.	CSA 2023-24 Completers (N=28) <table border="1"> <tr><th>1a</th><th>1b</th><th>1e</th><th>3a</th><th>3c</th><th>x</th></tr> <tr><td>2.9</td><td>2.9</td><td>2.9</td><td>2.9</td><td>2.9</td><td></td></tr> </table> Benchmark met						1a	1b	1e	3a	3c	x	2.9	2.9	2.9	2.9	2.9		Completer Dispositions <table border="1"> <tr><th>Cognitive Proc</th><th>x</th><th>x</th></tr> <tr><td>2.68</td><td></td><td></td></tr> </table> Benchmark: Cohort average 2.25 or higher Benchmark met			Cognitive Proc	x	x	2.68			Year-end GPA <table border="1"> <tr><th>Completers</th><th>ACE Admits</th><th>Trad Admits</th></tr> <tr><td>N= 28</td><td>N= 2</td><td>N= 26</td></tr> <tr><td>3.80</td><td>3.98</td><td>3.70</td></tr> </table> Benchmark: 3.0 or higher			Completers	ACE Admits	Trad Admits	N= 28	N= 2	N= 26	3.80	3.98	3.70	Prais <table border="1"> <tr><th>First-time Compl Rate</th></tr> <tr><td>85.71% (Trad)</td></tr> </table> Benchmark: 80% or higher			First-time Compl Rate	85.71% (Trad)	Completer Survey: 2023-24 Completers (N=14) <table border="1"> <tr><th>B</th><th>E</th><th>M</th></tr> <tr><td>3.21</td><td>3.08</td><td>3.07</td></tr> </table> Benchmark: Cohort Average 2.7 or higher			B	E	M	3.21	3.08	3.07	Employer Survey: 2022-23 Completers (N=18) <table border="1"> <tr><th>B</th><th>E</th><th>M</th></tr> <tr><td>3.11</td><td>3.06</td><td>3.06</td></tr> </table> Benchmark: Cohort Average 2.7 or higher Benchmark met			B	E	M	3.11	3.06	3.06
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3	inTASC 6-8 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=28) <table border="1"> <tr><th>1b</th><th>1e</th><th>1f</th><th>3b</th><th>3c</th><th>3d</th></tr> <tr><td>2.9</td><td>2.9</td><td>2.9</td><td>2.8</td><td>2.9</td><td>2.9</td></tr> </table> Benchmark met						1b	1e	1f	3b	3c	3d	2.9	2.9	2.9	2.8	2.9	2.9	Completer Dispositions <table border="1"> <tr><th>Communit</th><th>Cognitive Proc</th><th>Soc-Emot Pres</th></tr> <tr><td>2.67</td><td>2.68</td><td>2.99</td></tr> </table> Benchmark: Cohort average 2.25 or higher Benchmark met			Communit	Cognitive Proc	Soc-Emot Pres	2.67	2.68	2.99	Completer Survey: 2023-24 Completers (N=14) <table border="1"> <tr><th>D</th><th>F</th><th>I</th><th>L</th><th>P</th></tr> <tr><td>2.89</td><td>3.07</td><td>2.93</td><td>3.04</td><td>3.11</td></tr> </table> Benchmark: Cohort Average 2.7 or higher			D	F	I	L	P	2.89	3.07	2.93	3.04	3.11	Employer Survey: 2022-23 Completers (N=18) <table border="1"> <tr><th>D</th><th>F</th><th>I</th><th>L</th><th>P</th></tr> <tr><td>2.94</td><td>3.11</td><td>2.94</td><td>3.00</td><td>3.11</td></tr> </table> Benchmark: Cohort Average 2.7 or higher Benchmark met			D	F	I	L	P	2.94	3.11	2.94	3.00	3.11									
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4	inTASC 9-10 Teacher candidates engage in continuous and collaborative professional growth focused on improving P-12 student learning.	CSA 2023-24 Completers (N=28) <table border="1"> <tr><th>4a</th><th>4c</th><th>4d</th><th>4e</th><th>4f</th><th>x</th></tr> <tr><td>2.9</td><td>2.9</td><td>2.9</td><td>2.9</td><td>2.9</td><td></td></tr> </table> Benchmark: Cohort average 2.25 or higher Benchmark met						4a	4c	4d	4e	4f	x	2.9	2.9	2.9	2.9	2.9		Completer Dispositions <table border="1"> <tr><th>Prof Commitment</th><th>x</th><th>x</th></tr> <tr><td>2.68</td><td></td><td></td></tr> </table> Benchmark: Cohort average 2.25 or higher Benchmark met			Prof Commitment	x	x	2.68			Completer Survey: 2023-24 Completers (N=14) <table border="1"> <tr><th>N</th><th>O</th></tr> <tr><td>3.32</td><td>3.29</td></tr> </table> Benchmark: Cohort Average 2.7 or higher Benchmark met			N	O	3.32	3.29	Employer Survey: 2022-23 Completers (N=18) <table border="1"> <tr><th>N</th><th>O</th></tr> <tr><td>3.22</td><td>3.28</td></tr> </table> Benchmark: Cohort Average 2.7 or higher Benchmark met			N	O	3.22	3.28																					
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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 2024-2025.

Praxis II Pass Rates for 2024-2025 Initial Program Candidates at Program Completion

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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	8	100%	100%	100%	100%
ACE	9	100%	100%	100%	100%
Total	17	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 5047)	Math (Praxis 5169)	Social Studies (Praxis 5089)	Science (Praxis 5440)
TUG	7	0:100%	3:100%	1:100%	3:100%
ACE	8	1:100%	1:100%	3:100%	0:100%
Total	15	1:100%	4:100%	4:100%	3:100%

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	6	1	2	0	1	0	3	0	1	0	0	0	0	0	1	0
ACE	5	0	0	0	0	1	3	0	1	2	2	0	0	0	0	1
Total	11	1	2	0	1	1	3	0	2	22	2	00	0	0	11	1

100% of completers meet licensure requirements

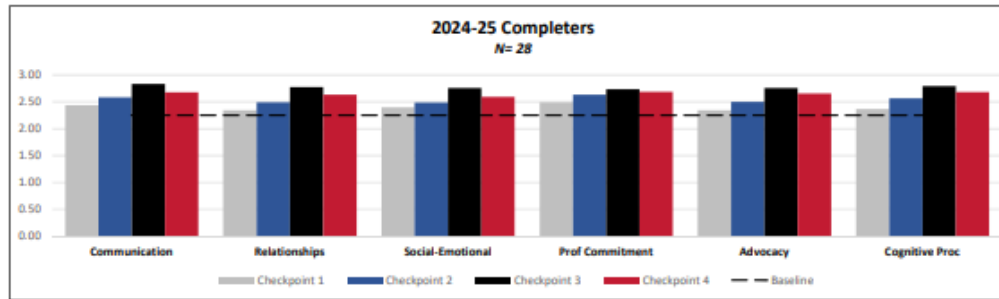
Common Summative Assessment (CSA)

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 2.6-3.0 at the

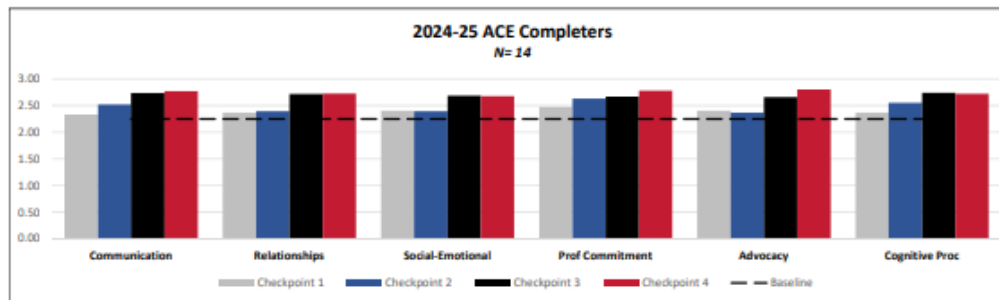
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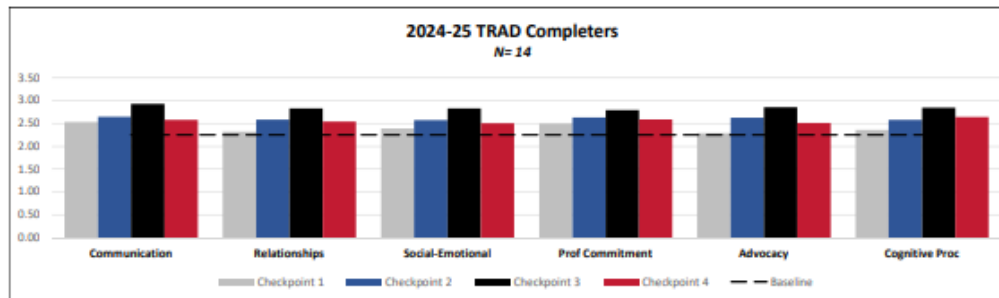
Initial R3.3 and Advanced RA3.4



ALL Completers	Communication	Relationships	Social-Emotional	Prof Commitment	Advocacy	Cognitive Proc
Checkpoint 1	2.43	2.35	2.40	2.49	2.35	2.36
Checkpoint 2	2.58	2.49	2.48	2.63	2.50	2.57
Checkpoint 3	2.83	2.78	2.76	2.73	2.76	2.79
Checkpoint 4	2.67	2.63	2.59	2.68	2.66	2.68
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	2.33	2.37	2.41	2.48	2.41	2.37
Checkpoint 2	2.52	2.39	2.39	2.63	2.37	2.55
Checkpoint 3	2.74	2.72	2.68	2.67	2.66	2.74
Checkpoint 4	2.77	2.73	2.68	2.78	2.80	2.72
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	2.54	2.32	2.39	2.50	2.29	2.36
Checkpoint 2	2.65	2.59	2.58	2.63	2.63	2.58
Checkpoint 3	2.93	2.83	2.83	2.80	2.86	2.85

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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 2024-2025						
Program	Number of Completers	Master of Education	Educational Specialist	Endorsement Only	Institutional Recommendation Granted	Institutional Recommendation Granted (%)
Building Administrator	26	9	17	-	26	100%
Superintendent	1	-	1	-	1	100%
Director of Special Education	2	-	2	-	2	100%
Special Education	1	-	1	-	-	-
Teacher Leader, Instructional Specialist	2	-	-	2	2	100%
Teacher Leader, Special Education	-	-	-	-	-	-
Total	32	9	11	2	31	97%

Continuous Improvement

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.

Advanced Level

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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. This system was fully set up in the Fall of 2025. The first round of data analysis will occur in the Spring of 2026 for the courses offered during that time. After three full cycles of data collection, the Faculty Oversight Committee will conduct a comprehensive review. This has been a really big step for the EPP and has brought alignment to coursework and program standards. We have a large population of adjunct faculty and this has allowed us to have a strong QAS for standard outcome measurement. |