

AY2020-21 Annual Reporting Measures (CAEP Components 5.4 | A.5.4)

| CAEP Accountability Measures | |
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| Impact Measures | Outcome Measures |
| Measure 1 (initial) Completer effectiveness and impact on P-12 learning and development (Component R4.1) | Measure 3 (initial and/or advanced) Candidate competency at program completion (R3.3 RA3.4) |
| Measure 2 (initial and/or advanced) Satisfaction of employers and stakeholder involvement (Component R4.2 R5.3 RA.4.1) | Measure 4 (initial and/or advanced) Ability of completers to be hired in education positions for which they have prepared |

Initial Level Programs are defined by CAEP as programs at the baccalaureate or postbaccalaureate levels leading to first time licensure, certification, or endorsement that are designed to develop P-12 teachers

Advanced Level Programs are defined by CAEP as educator preparation programs at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement.

1. Completer Effectiveness

| ICEP Initial Level Completer Satisfaction Survey | |
|--|-----|
| <i>(Note: Average score reported on a 4-point scale (1-Unsatisfactory, 2-Basic, 3-Proficient, 4-Distinguished) for the following survey questions "As a result of my professional preparation, I feel prepared to...")</i> | |
| 1- Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn | 2.2 |
| 2- Use instructional strategies that promote active student learning | 2.1 |
| 3- Use knowledge of learning, subject matter, curriculum, and student development to plan instruction | 2.0 |
| 4- Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs and programs | 1.9 |
| 5- Choose teaching strategies for different instructional purposes and to meet different student needs | 2.2 |
| 6- Evaluate the effects of my actions and modify plans accordingly | 1.9 |
| 7- Encourage students to see, question, and interpret ideas from diverse perspectives | 1.8 |
| 8- Teach in ways that support new English language learners | 2.5 |
| 9- Help students learn how to assess their own learning | 2.3 |
| 10- Teach students with a wide variety of exceptional needs | 2.2 |
| 11- Honor diverse cultures and incorporate culturally responsive curriculum | 1.7 |
| 12- Have a positive effect on student achievement according to state assessments | 2.1 |
| 13- Use technology to enhance learning and learning environments | 1.6 |
| 14- Understand value of working with colleagues, families, community agencies in meeting student needs | 2.0 |
| 15- Use self-reflection as a means of improving instruction | 1.9 |
| 16- Maintain accurate records | 2.4 |

| Impact on P-12 Learning and Development: Professional Endorsements Awarded | | | | | |
|--|-------------------|------------------------|----------------------|---------------------|--------------------------------|
| <i>(Limitation: Only tracks completers who seek jobs within the state of Idaho)</i> | | | | | |
| Percentage of Eligible 2016-17 Completers with a Professional Endorsement Awarded <i>(3 Years of Employment to be Eligible)</i> | Advanced Programs | | Initial Programs | | |
| | Special Education | Educational Leadership | Elementary Education | Secondary Education | Career and Technical Education |
| Summer 2016 Completers | 100% | 100% | 100% | 100% | 100% |
| Fall 2016 Completers | | 100% | 60.0% | | 100% |
| Spring 2017 Completers | 83.3% | 100% | 61.5% | 62.5% | 100% |
| AY 2017-18 Total | 94.4% | 100% | 86.5% | 87.5% | 100% |

2. Satisfaction of Employer and Stakeholder Involvement

| ICEP Initial Level Completer - Employer Satisfaction Survey | |
|--|-----|
| <i>(Note: Average score reported on a 4-point scale (1-Unsatisfactory, 2-Basic, 3-Proficient, 4-Distinguished) for the following Survey Questions "How prepared is the University of Idaho Completer in the following areas...")</i> | |
| 1- The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow. | 3.2 |
| 2- The teacher/employee uses instructional strategies that promote active learning. | 3.3 |
| 3- The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction. | 3.1 |
| 4- The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs. | 3.0 |
| 5- The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs. | 3.2 |
| 6- The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly. | 3.2 |
| 7- The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives. | 3.3 |
| 8- The teacher/employee uses strategies that support new English language learners. | 2.6 |
| 9- The teacher/employee helps learners assess their own learning. | 2.9 |
| 10- The teacher/employee uses strategies that support learners with a wide variety of exceptionalities. | 2.9 |
| 11- The teacher/employee honors diverse cultures and incorporates culturally responsive curriculum, programs, and resources. | 3.1 |
| 12- The teacher/employee has a positive effect on student achievement according to state assessments. | 3.0 |
| 13- The teacher/employee uses technology to enhance learning and learning environments. | 3.2 |
| 14- The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs. | 3.4 |
| 15- The teacher/employee uses self-reflection as a means of improving performance. | 3.2 |
| 16- The teacher/employee maintains accurate records. | 3.3 |

| ICEP Initial Level Completer - Employer Satisfaction Survey | |
|--|--|
| <i>(Note: Feedback reported for the following survey question "What do you consider to be the major strengths of this University of Idaho Completer and their teacher preparation program?")</i> | |
| Completer was knowledgeable in and able to implement effective teaching methods. | |
| Completer could see issues from different perspectives. | |
| Completer started on a hybrid schedule and then went to full classes and can adapt and learn, as well as communicate with her teammates to grow as a teacher. She continually is improving and is becoming a strong teacher. Her knowledge of standards and educational strategy applications has helped her grow into the position. | |
| Completer is doing well as a first-year teacher and is putting in the work to get there. Completer cares so much and wants to do what is best for kids. | |
| Completer has organizational skills | |
| Completer brings leadership qualities to our school, highly collaborative, growth mindset and strong instructional practices. | |
| Completer establishing a Culture for Learning, Management Student Behaviors, Communication with Students/Parents, Questioning and Discussion Techniques | |
| Completer has organization and relationship building skills | |
| Completer has lesson plans and teaching strategy skills | |
| Completer was prepared to utilize effective teaching strategies, communicate well with parents, and assess student learning to adapt and adjust instruction to meet students' behavioral and academic needs. | |
| Completer was very inquisitive and looked to improve daily. They have developed a rapport with most kids. | |
| Completer understands how to use technology and has collaboration involvement. | |
| Completer uses a variety of teaching strategies to enhance the learning of her students. They also have done an excellent job of building relationships with students and work well with our tough behavior students. | |

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| Completer was willing to differentiate her lessons for a wide range of learner needs and abilities. It was a tough assignment for a new teacher, and she took it on like a true caring professional. |
| Completer has enhanced content knowledge and pedagogy to effectively engage our students. |
| Completer connects with students. They are team players as well. |
| Completers are eager to learn and implement new instructional techniques with their students. They also do an excellent job when it comes to working with students with challenging behaviors. |
| Completer has a keen sense of math fundamentals. They are professional in communication and actions and have worked hard to create an inclusive classroom. |
| Completer has strong classroom management skills and uses the tools that are provided effectively |
| Completer is prepared and has a very developed sense of learning styles. |
| Completer has broadened knowledge base and has been introduced to peers throughout the state. |

| Indicator of Teaching Effectiveness: Professional Endorsements Awarded <i>(Limitation: Only tracks completers who seek jobs within the state of Idaho)</i> | | | | | |
|--|--------------------------|-------------------------------|-----------------------------|----------------------------|---------------------------------------|
| Percentage of Eligible 2016-17 Completors with a Professional Endorsement Awarded <i>(3 Years of Employment to be Eligible)</i> | Advanced Programs | | Initial Programs | | |
| | Special Education | Educational Leadership | Elementary Education | Secondary Education | Career and Technical Education |
| Spring 2017 Completors | 83.3% | 100% | 61.5% | 62.5% | 100% |
| Fall 17 Completors | 100% | 100% | 98.0% | 100% | 100% |
| Spring 2018 Completors | 100% | 100% | 100% | 100% | 100% |
| AY 2017-18 Total | 94.4% | 100% | 86.5% | 87.5% | 100% |

3. Candidate Competency at Completion

| Initial Intern Candidate Performance on UITPA <i>(Note: UITPA aligned with Danielson Framework for Teaching, the State of Idaho primary teacher assessment tool; assessed on a 4-point scale (1-Unsatisfactory, 2-Basic, 3-Proficient, 4-Distinguished))</i> | |
|--|----------------------|
| Component | Average Score |
| TPA Task 1: Planning <i>(3 consecutive lesson plans with a central focus)</i> | 3.1 |
| TPA Task 2: Instruction <i>(2-ten-minute video clips of learner engagement)</i> | 3.0 |
| TPA Task 3: Assessment <i>(3 stratified samples of student work with candidate feedback, analysis, and reflection)</i> | 2.8 |
| TPA Task 4: Reflection <i>(Overall lesson design reflection)</i> | 3.2 |

| Advanced Intern Candidate Performance on Portfolio <i>(Note: Assessed on rubrics aligned to each endorsement area of the Idaho Administrator Endorsement standards; Portfolio requires a minimum of three performance activities/artifacts for each of the ten Standards)</i> | |
|---|----------------------|
| Endorsement Area | Average Score |
| Principal | 98% |
| Superintendent | 90% |
| Special Education Director | 100% |

| Overall Program Percent of Program Level Degrees Awarded by Primary Licensure Area <i>(Limitation: Only tracks completers who seek jobs within the state of Idaho)</i> | |
|--|-------------|
| Advanced Level Programs | |
| Special Education | 2.7% |
| Educational Leadership | 10.6% |
| Initial Level Programs | |
| Elementary Education | 47.8% |
| Secondary Education | 37.2% |
| Career and Technical Education | 1.8% |
| Total | 100% |

| Overall Percent of Degrees Awarded by IPEDS Race | |
|---|-------------|
| American Indian or Alaska Native | 1.7% |
| Asian | 0.0% |
| Black or African American | 0.0% |
| Hispanic/Latino | 6.3% |
| International | 0.6% |
| Native Hawaiian or Other Pacific Islander | 0.0% |
| Two or More Races | 2.3% |
| Unknown | 1.2% |
| White | 87.9% |
| Total | 100% |

| Overall Percent of Degrees Awarded by Gender | |
|---|-------------|
| Male | 24.7% |
| Female | 75.3% |
| Total | 100% |

| Overall Percent of Recommendations for Certification by Primary Licensure Area and Program Level <i>(Limitation: Only tracks completers who seek jobs within the state of Idaho)</i> | |
|--|-------------|
| Advanced Level Programs | |
| Special Education | 1.6% |
| Educational Leadership | 13.6% |
| Initial Level Programs | |
| Elementary Education | 38.4% |
| Secondary Education | 42.4% |
| Out of State/Other | 4.0% |
| Total | 100% |

| Title II Reports |
|---|
| Title II Traditional Reports: https://www.uidaho.edu/ed/about/accreditation |

| Overall Percent of Title II Completer Pass Rate | | | |
|--|----------------------------|-----------------------------|----------------------|
| Traditional Report, Title II reporting year | Number taking tests | Number passing tests | Pass rate (%) |
| 2021 (2019-2020 completers) | 46 | 36 | 78% |
| 2020 (2018-2019 completers) | 140 | 134 | 96% |
| 2019 (2017-2018 completers) | 88 | 83 | 94% |

4. Ability of Completers to be Hired

| Percentage of Completers with Employment Contracts within Idaho by Program Level <i>(Limitations: Only tracks completers who seek jobs within the state of Idaho; Completers with an Advanced Endorsement may hold dual contracts)</i> | |
|--|------|
| Advanced Level Programs | |
| Special Education | 80% |
| Educational Leadership | 92% |
| Initial Level Programs | |
| Elementary Education | 45% |
| Secondary Education | 52% |
| Career and Technical Education | 100% |