LEWIS CLARK
STATE COLLEGE

TEACHER EDUCATION & MATHEMATICS DIVISION

CAEP Accountability Measures 2022
(Updated 4/23)

CAEP Required Measure	What We Use	Page
Impact Measures		
1. Completer Impact and Effectiveness	Completer Mentor Program Outcomes 2019 – 2022	2
2. Employer Satisfaction and Stakeholder Involvement (R4.2, R5.3)	• Employer Survey Data – 2022 • Advisory Board Minutes, 2022/2023	5 7
Outcome Measures		
3. Candite Competency at Program Completion	• Completer Survey Data – 2022 • Graduation Rates • Licensing Rate of Completers	33 35 35
4. Ability of completers to be hired in education positions for which they have been prepared	• Hiring Rate of Completers	35

Impact Measures

1. Completer Impact and Effectiveness

Completer Effectiveness and Impact on P-12 Learning & Development (R4.1)

Completer Mentor Program Data Volunteer completers agree, in the context of a completer-mentor program, to carry out an objective-based assessment with a pre-test, post-test model and rates the outcomes in terms of objective(s) not met, objective(s) partially met, or objective(s) met for each student:

Completer Mentor Program (+ SAHE grant completers)
Student Progress on Objectives Data 17-18 to 2020-21

		PRE-TEST			POST-TEST			CHANGE		
		No Progress Towards Objective	Partial Achievement of Objective	Fully Met Objective	No Progress Towards Objective	Partial Achievement of Objective	Fully Met Objective	No Progress Towards Objective	Partial Achievement of Objective	Fully Met Objective
C171801										
n=28	#			0			15			+15
	%			0			54			+54
		data not recorded for			data not recorded for			data not recorded for		
		SAHE grant completers			SAHE grant completers			SAHE grant completers		
C171802										
n=28	#		16			20				+20
	%		57			71				+71
C181901										
n= 76	#	20	39	17	18	17	41	-2	-22	+ 24
	%	26	52	22	24	22	54	-2	-30	+ 32
C192001										
n=50	#	2	48	0	0	34	16	-2	-14	+ 16
	%	4	96	0	0	68	32	-4	-28	+ 32
C202101										
n=12	#	7	4	1	1	4	7	-6	0	+6
	%	58	33	8	8	33	58	-50	0	+ 32

All completers who are completer-mentor program participants increase student outcomes on objective-based learning measures. In addition, the completer self-evaluates and has their students take a Tripod 7C's Survey to evaluate them:

Tripod 7C's Outcomes for Completer Mentors 2018-2021. Student Scoring vs. Self Scoring

	C181901		C192001		C202101	
CARE	**Students Gave**	**Completer Gave**	**students gave**	**completer gave**	**students gave**	**completer gave**
My teacher in this class makes me feel that he/she really cares about me.	A-	B	A	B	A-	A-
My teacher seems to know if something is bothering me.	B	C	B-	B	A	A
My teacher really tries to understand how students feel about things.	B+	A	B+	C	A-	A
CONTROL						
Student behavior in this class is under control.	B+	D	B	D	A-	A
I hate the way that students behave in this class. (love - inverted)	B+	B	A	F	B+	A-
Student behavior in this class makes the teacher angry. (inverted)	B	B	B	F	A-	A
Student behavior in this class is a problem. (inverted)	B	B	B	D	C	A
My classmates behave the way my teacher wants them to.	B-	B	B-	B	C	A
Students in this class treat the teacher with respect.	A-	B	A-	B	B	A
Our class stays busy and doesn't waste time.	B	B	B-	B	A-	A
CLARIFY						
If you don't understand something, my teacher explains it another way.	A	A	B	B	A-	A
My teacher knows when the class understands, and when we do not.	A-	B	B	C	B	A
When s/he is teaching us, my teacher thinks we understand even when we don't. (inverted)	B	B	B	C	A-	A
My teacher has several good ways to explain each topic that we cover in this class.	A	B	B	B	B	A-
My teacher explains difficult things clearly.	A	C	B+	B	A-	A-
CHALLENGE						
My teacher asks questions to be sure we are following along when s/he is teaching.	A	B-	B+	A	B	A-
My teacher asks students to explain more about answers they give.	A	B	A-	A	B+	A
In this class, my teacher accepts nothing less than our full effort.	B+	B	B+	B	A	A
My teacher doesn't let people give up when the work gets hard.	A	A	B+	B	A	A
My teacher wants us to use our thinking skills, not just memorize things.	A	A	A	B	B+	A
My teacher wants me to explain my answers – why I think what I think.	A-	A	A	B	A-	A
In this class, we learn a lot almost every day.	A	C	B	C	A-	A
In this class, we learn to correct our mistakes.	A	B	A-	B	B	A
CAPTIVATE						
This class does not keep my attention – I get bored.	B-	B	B	C	C	A
My teacher makes learning enjoyable.	B	B	A	B	D-	A-
My teacher makes lessons interesting.	B	B	A	B	C+	A-
I like the ways we learn in this class.	B+	B	B	C	C-	A
CONFER						
My teacher wants us to share our thoughts.	B+	B	B	B	B	A
Students get to decide how activities are done in this class.		C		B	A-	A
My teacher gives us time to explain our ideas.	B+	C	A-	C	B	A
Students speak up and share their ideas about class work.	B	B	A	B	B+	A
My teacher respects my ideas and suggestions.	A-	A	A	B	A-	A
CONSOLIDATE						
My teacher takes the time to summarize what we learn each day.	B+	C	B-	C	A-	A
My teacher checks to make sure we understand what s/he is teaching us.	A	C	B+	C	A-	A
We get helpful comments to let us know what we did wrong on assignments.	A-	B	A	A	B	A-
The comments that I get on my work in this class help me understand how to improve.	A-	B	A	A	B-	A-
Overall Outcome	**B+**	**B**	**B+**	**B-**	**B**	**A**

All completers who are completer-mentor program participants are seen by their students as effective. Completers rate themselves as effective as well.

Limitations & Acknowledgments: There has been a low participation rate in the Completer-Mentor Program. Only five completers have agreed to be part of this program since its initiation (including the two from the SAHE grant). Since the covid pandemic began in the U.S., we have been able to get only one completer to provide complete data. While we present the data obtained, and the conclusion that it offers is that our completers do indeed contribute to an expected level of effectiveness and student-learning growth, we recognize that the n is low and the materials tested in the objective-based measure are varied by grade and subject matter. The State of Idaho provides no objectives measures of teachers back to EPPs, and there is no objective measure designed or implemented (anywhere) which measures all completers from all EPPs in a uniform, consistent manner. We continue to rely upon volunteer completers for data.

For the 2022- 2023 year there were no completers who desired to complete the mentoring program. Anecdotal records and interviews suggested that the constraints on those that were solicited prevented their involvement. Some of those constraints were changes in school curriculum, administrators' unwillingness to share student data, and other factors.
To address these issues the EPP is designing an additional set of surveys and interview processes to collect data to build and support the impact and effectiveness measures.

Satisfaction of Employers and Stakeholder Involvement

2. Satisfaction of Employers and Stakeholder Involvement (R4.2, R5.3)

Satisfaction of Employers

Our Employer Survey results directly address the extent to which our completers carry out the range of teaching tasks effectively. See data starting on following page. The same employer survey is conducted for all EPPs in the State of Idaho. Validity and reliability were established in the making of the instrument by Boise State University on behalf of the Idaho Association of Colleges of Teacher Education, whose member institutions all use the instrument in one centralized distribution each year. The results are sorted and sent to the institutions from which the completers graduated (so LC gets the records of all respondents who are employers of LC completers only).

Employer Survey (ID Statewide)

Average Scores from Responses

The teacher was prepared to do the following according to this scale: Unsatisfactory (0), Basic (1), Proficient (2), Distinguished (3), Not Applicable (NA)	17-18 (n=20	18-19 (n=2)	19-20 (n-27)	20-21 (n=0)	21-22 (n=15)
Apply the concepts, knowledge, and skills of their discipline(s) in ways that enable students to learn	2.1	1.5	2.85	No responses 36 sent	3.2
Use instructional strategies that promote active student learning	2.1	1.5	2.78		3.33
Use a variety of assessments to determine student strengths, needs and programs	1.9	1.5	2.67		3.2
Choose teaching strategies for different instructional purposes and to meet different student needs	2.2	1.5	2.85		3.5
Evaluate the effects of their actions and modify plans accordingly	2.25	1.0	2.85		3.2
Encourage students to see, question, and interpret ideas from diverse perspectives	2.1	1.0	2.7		3.3
Teach in ways that support new English language learners	2.65	1.0	3.55		3
Help students learn how to assess their own learning	1.85	1.5	2.56		3
Teach students with a wide variety of exceptional needs	2.0	1.5	2.67		3.1
Honor diverse cultures and incorporate culturally responsive curriculum	2.5	1.0	2.65		3.3
Have a positive effect on student achievement according to state assessments	2.0	1.5	3.24		3.3
Use technology to enhance learning and learning environments	2.25	1.5	2.88		3.3
Understand value of working with colleagues, families, community agencies in meeting student needs	2.25	0.0	2.85		3.4
Use self-reflection as a means of improving instruction	2.25	0.5	2.85		3.7
Maintain accurate records	2.15	1.5	2.78		3.3
Uses knowledge of learning, subject matter, curriculum, & learner development to plan instruction	1.9	2.0	2.74		N/A
	2.16	1.25	2.84		3.3

This year we continued the data accumulation with the state and received 15 responses. In all there was an increase for all measures except for "Teach in ways that support new English language learners." Individual data suggest that there are several schools where these data were not applicable and one candidate who was scored unsatisfactory. Adjusting to

this we have discussed and are implementing additional supports for teaching learners of other languages into the curriculum.

Limitations & Acknowledgments: The response rate this year accounted for about 34% of our completers, even though the surveys are distributed by Boise State University for every EPP in the State, and we follow up with a duplicate version sent by LC each year to try to increase the response rate. Another piece of information suggesting that employers continue to be pleased with our completers is that 45% of the teaching force in our surrounding districts are our program completers. The districts welcome our completers enthusiastically, knowing that they are well prepared to teach.

Stakeholder Involvement

LCSC teacher education has deep, long-term relationships with surrounding districts in both Idaho and Washington State marked by mutual, collaborative benefit. The Advisory Board to the Teacher Education Division is comprised of administrators and teachers from the local partner districts and meets twice per year to discuss the programs and develop changes for the future to benefit the districts and the programs. As 45% of the teachers in these districts are completers from our program, the mutual benefit of our collaboration is readily apparent. We offer Advisory Board agendas and notes from the Spring 2022 and 2023 meetings to illustrate our collaborative work:

Advisory Board Meeting SP 22

5pm-5:10pm	Greeting & Introductions Department Chair Update V.P. for Academic Affairs Welcome	Dr. Mark Haynal Dr. Chilson
5:10-5:30pm	Accreditation Visit Summary	Dr. Greg Harman
5:30-5:45pm	Dinner & Conversation	All Participants
5:45pm-6pm	Elementary/Secondary Coordinator Updates/Addressing Last Meeting's Suggestions (while everyone is finishing their dinner)	Dr. Christina Brando-Subis
6-6:30pm	Discussion session (with prompts): • OSTE selection, retention, experience (need to come to a definite policy on qualifications to be an OSTE) • Placement of clinical experiences and internships process-how can we get back to earlier placements? • General suggestions for program feedback (connected to accreditation or not). • Development of 1 credit PD course for Early Reading/Dyslexia per new state recertification requirement.	Facilitators: Christina Brando-Subis Greg Harman Mark Haynal
6:30-7pm	Groups report back to whole group/items to consider moving forward/wrap-up	Facilitators/whole group discussion as needed

LEWIS CLARK STATE COLLEGE TEACHER EDUCATION & MATHEMATICS DIVISION

We Prepared 51 Teachers

- 31 Elementary Ed
  - 13 in Coeur d'Alene's PACE Program
  - 16 in Lewiston's Face-to-Face Program
  - 2 in Our Online Program
- 10 Secondary Ed
  - 5 PE/Health
  - 4 English
  - 1 Natural Sciences
- 10 Through Our Non-Traditional Mastery Based Pathway

Three Professors are Retiring

Bill Hayne
28 Years at LCSC

Michelle Doty
17 Years at LCSC

Julie Magelky
7 Years at LCSC

Some of the News is Good

- The Accreditation Site Visit was a Success
- New Partnership with College of Southern Idaho Starts this Fall
- Elementary Ed Enrollment has Held Steady and Should be Increasing
- Seeking Training Funding from Idaho Launch
- Our Partnerships with Surrounding Districts are Good
- Dustin Wendt is Our Teacher Educator of the Year

Dustin Wendt
3rd Grade
Grantham
Elementary
School

Challenges Before Us

- Limited Number of Applicants for Open Faculty Positions
  - Instructional Technology
  - Special Education
- If Searches are Unsuccessful We will be Looking for Adjuncts
- Limited Number of Students in Secondary Ed Majors

HELP WANTED

Assistant Professor – Instructional Technology
Assistant Professor – Special Education

LEWIS CLARK STATE COLLEGE
TEACHER EDUCATION & MATHEMATICS DIVISION

2021 ACCREDITATION
OUTCOMES

GREG HARMAN
ACCREDITATION COORDINATOR

CAEP *(NATIONAL)*

Areas for Improvement: Items that we must address.

They must be resolved completely by the time of the next visit in 2026

Standard 1.2:

The EPP provided limited evidence that the candidates use research and data literacy skills to develop an understanding of the teaching profession and…measure their…students' progress and their own professional practice.

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CAEP *(NATIONAL)*

Standard 1.2:

The EPP provided limited evidence that the candidates use research and data literacy skills to develop an understanding of the teaching profession and…measure their…students' progress and their own professional practice.

Solutions:
- Revised portfolio will have a section where *research* and *data literacy* assignments are aggregated
- Assessment area of our Performance-Based Assessment will more directly address measurement of students on objectives

CAEP *(NATIONAL)*

Standard 1.5:

The EPP provided limited evidence that the EPP ensures that candidates model and apply technology standards as they implement learning experiences to engage students and improve learning, as well as enrich their own professional practice. (CAEP 1.5)

CAEP *(NATIONAL)*

Standard 1.5:

The EPP provided limited evidence that the EPP ensures that candidates model and apply technology standards as they implement learning experiences to engage students and improve learning, as well as enrich their own professional practice. (CAEP 1.5)

Solutions:
- **Revised Technology Integration Portfolio will have:**
  - **a section in which required application of technology according to ISTE standards during their clinical internship is recorded**
  - **a section in which the candidates explicitly describe how the artifacts illustrate engaging students and improving their learning as well as enriching their own professional practice.**

CAEP *(NATIONAL)*

Standard 4.1:

The EPP provides insufficient evidence that program completers contribute to an expected level of student-learning growth

CAEP *(NATIONAL)*

Areas for Improvement: Items that we must address.
They must be resolved completely by the time of the next visit in 2026

Standard 4.1:

The EPP provides insufficient evidence that program completers contribute to an expected level of student-learning growth.

Solutions:
- Increase participation in our Completer-Mentor program (course is now offered for free w. continuing ed credits) to increase our quantity of evidence
- Work with IACTE and the State of ID to get a State-provided evaluation (used for all teachers, all programs in State) that functions as evidence for this standard.

CAEP *(NATIONAL)*

Areas for Improvement: Items that we must address.
They must be resolved completely by the time of the next visit in 2026

Standard 4.2:

Simply too few #s!

The EPP provides insufficient evidence that completers effectively apply the professional knowledge, skills, and dispositions that the preparation experiences were designed to achieve

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CAEP (NATIONAL)

Areas for Improvement: Items that we must address.

They must be resolved completely by the time of the next visit in 2026

Standard 4.2:

Simply too few #s!

> The EPP provides insufficient evidence that completers effectively apply the professional
>
> knowledge, skills, and dispositions that the preparation experiences were designed to
>
> achieve

Solutions:
- Get better survey response rates and accumulate between now and next review in order to have sufficient data to have representative sample data from our various programs
- Increase participation in our Completer-Mentor program (course is now offered for free w. continuing ed credits) to increase our quantity of evidence

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CAEP (NATIONAL)

Areas for Improvement we did NOT get – concern was expressed:

Standard 2.2:

Partners co-select, prepare, evaluate, and support high-quality clinical educators, both provider- and school-based, who demonstrate a positive impact on candidates' development and diverse P-12 student learning and development.

> They were concerned that we had no set <u>system</u> of selecting our OSTEs across our
>
> partner districts. We have minimum requirements, but not a specific protocol, mutually
>
> developed, to assure the best fit and highest quality teachers as OSTEs.

We did not get this as an AFI thanks to your wonderful performance in the interviews!
THANK YOU!!! ☺

DISCUSSION TOPICS AT YOUR TABLE: DR. HAYNAL, DR. BRANDO-SUBIS, & DR. HARMAN FACILITATORS

- OSTE selection, retention, experience (need to come to a definite policy on qualifications to be an OSTE)
- Placement of clinical experiences and internships process-how can we get back to earlier placements?
- General suggestions for program feedback:
  - What would you like to receive from the candidates themselves that the Coordinator passes along to the districts/principals for potential placements? (A cover letter and resume may be a lot to ask, particularly if they are still developing their resume during internship; can they complete a short answer questionnaire instead? What should be on it?)
  - What else do OSTEs want to know (or what should OSTEs know) about the internship that we might include in a training type module or presentation?
  - Regarding the PD for Dyslexia and the 1 credit of Dyslexia for Recertification, **how do districts plan to meet these requirements and how can LC State's Teacher Ed. Program help?**
- Anything else?

SOCIAL WORK AND EDUCATION BREAK-OUT SESSIONS 11AM

- Social Work: Ethics in Reunification: This presentation with explore the ethical issues facing parents of a child welfare case who are working on reunification with their children. These parents face unique challenges that are often misunderstood and overlooked during the development and implementation of child welfare programs. Ethical considerations will include discussion of available services for parents, including treatment and training, rural dynamics that impact case success, stigma and language towards parents within child warfare systems, and inspiration for improved care and support of these parents. Social workers can receive 1 hr. CEU in ethics for this session.
- Education: The Different Faces (and Personalities) of Teachers & Student Impact (Dr. Brando-Subis will lead this session, in which participants take a personality test and learn about their strengths, challenges, and how these areas impact students with trauma backgrounds and experiences. We will discuss mindfulness and how to use restorative communication practices when personalities clash to repair relationships with students.)

AND SPEAKING OF PROFESSIONAL DEVELOPMENT…

KEYNOTE: 1-2pm: This session will discuss how racelighting manifests in the daily and consistent experiences of Black people, as well as Indigenous people and other people of color. Racelighting is a distinct form of gaslighting, a tactic of psychological manipulation where a person or entity sets out to make one question their own experiences and reality. This session will highlight the ways that racelighting is evident in the experiences of students, faculty, and staff of color and strategies. The presenter will also discuss strategies that can be used to reduce the effect of racelighting on People of Color.

9am: The Healing Native Communities presentation will be focused on the unique services provided to families and youth within the Nez Perce Tribal community. This presentation will also focus on the cultural diversity of Native families and the importance of supporting families in moving through trauma to healing, wellness and resilience.

10am: The country faces a historic precipice during which we must collectively wrangle with intersectional discussions of race, gender, religion, and defining who we are as a country. We have politicized education, cultural knowledge, and history. In this session, Tai Simpson uses traditional and contemporary Indigenous storytelling to animate a discussion to animate the dynamic facets of working in and serving communities of color, especially those adversely impacted by historical trauma.

NEW DYSLEXIA LAW FOR STATE OF IDAHO (PROFESSIONAL DEVELOPMENT AND RECERTIFICATION)

- (a) (and b) No later than the beginning of the 2023-2024 school year, each instructional staff member and instructional coach employed by a local education agency involved in the instruction of students in kindergarten through grade 5, including those providing special education instruction, shall be required to have received professional development specific to providing instruction and intervention to students with characteristics of dyslexia. (b) (Same as (a) but for teachers, administrators, and school counselors with an instructional certificate in grades 6 through 12 shall be required to have received professional development on the characteristics of dyslexia.)

- (c) No later than the beginning of the 2025-2026 school year, all Idaho teachers or administrators with an all subjects (K-8) endorsement, exceptional child generalist endorsement, blended early childhood/early childhood special education endorsement, administrator certificate, or school counselor certificate serving students in kindergarten through grade 5 will be required to earn one (1) or more credits of professional development identifying characteristics of dyslexia and understanding the pedagogy for instructing students with dyslexia and providing dyslexia-focused interventions to recertify.

- How do districts plan to meet these requirements and how can LC State's Teacher Ed. Program help? *Discussion Item

OSTE FEEDBACK FROM INTERNS: QUALITATIVE COMMENTS

- **Strengths:** kind, compassionate, knowledgeable, honest, good leadership skills, flexible, manages the classroom, provided feedback and opportunities to collaborate with others in the building, gave intern resources for lessons, intern was treated as a co-teacher from the beginning, helpful, confident, organized, let intern take control, let intern try things out/make mistakes/learn from them

- **Suggested Actions for OSTE to Take to Strengthen Internship:** involve intern in more meetings, develop a stronger relationship with intern (take time to get to know them), understand OSTE requirements a bit more, help intern better develop teaching style, give more feedback, have a more positive attitude toward teaching in general [Coordinator thinks there was some COVID burnout], be more encouraging, balance constructive and positive feedback, model flexibility.

OSTE RATINGS CONTINUED

Q25 - When considering my experience with my second On-Site Teacher Educator (OSTE),

#	Question	I disagree that...		I partially agree that...		I agree that...		I thoroughly agree that...		Total
1	my OSTE was familiar with program's requirements for my internship.	0.00%	0	33.33%	3	22.22%	2	44.44%	4	9
2	my OSTE was appropriately prepared for my internship experience.	0.00%	0	11.11%	1	44.44%	4	44.44%	4	9
3	my OSTE's apparent attitude towards me was positive.	0.00%	0	11.11%	1	22.22%	2	66.67%	6	9
4	the frequency/duration of my OSTE's observations of me were sufficient.	0.00%	0	11.11%	1	22.22%	2	66.67%	6	9
5	the frequency/duration of debriefs/feedback from my OSTE were sufficient.	11.11%	1	0.00%	0	22.22%	2	66.67%	6	9
6	the debriefs/feedback from my OSTE were productive for improving my teaching.	11.11%	1	0.00%	0	22.22%	2	66.67%	6	9

OSTE RATINGS (BASED ON INTERN FEEDBACK FROM FA21)

Q18 - When considering my experience with my On-Site Teacher Educator (OSTE),

#	Question	I disagree that...		I partially agree that...		I agree that...		I thoroughly agree that...		Total
1	my OSTE was familiar with program's requirements for my internship.	0.00%	0	10.00%	1	40.00%	4	50.00%	5	10
2	my OSTE was appropriately prepared for my internship experience.	10.00%	1	0.00%	0	30.00%	3	60.00%	6	10
3	my OSTE's apparent attitude towards me was positive.	0.00%	0	0.00%	0	20.00%	2	80.00%	8	10
4	the frequency/duration of my OSTE's observations of me were sufficient.	0.00%	0	0.00%	0	20.00%	2	80.00%	8	10
5	the frequency/duration of debriefs/feedback from my OSTE were sufficient.	0.00%	0	0.00%	0	20.00%	2	80.00%	8	10
6	the debriefs/feedback from my OSTE were productive for improving my teaching.	0.00%	0	0.00%	0	20.00%	2	80.00%	8	10

OSTE INFORMATION AND PROGRAM UPDATES

EXAMPLE (Develop a site/PowerPoint/module with some videos of explanation and information similar to below that all OSTEs can receive prior to the meet-and-greet; then OSTEs can ask questions when they meet their intern and LC Mentor:

OSTE Requirements	Elementary Internship I	Elementary Internship II/Secondary Internship
Required Paperwork	OSTE Information Form W9 Tax Form 1 Danielson Evaluation	OSTE Information Form W9 Tax Form 1 Danielson Evaluation 1 Dispositions Evaluation 1 Common Summative Assessment 1 Exit Interview
Recommendations/Suggestions	• PBA 2 lesson feedback (informal; no required rubric to complete) • LC Mentor may ask OSTE to complete a Dispositions Evaluation to help them in their end-of-semester meeting	• PBA 2 lesson feedback (informal; no required rubric to complete)
Other Requirements *Other Suggestions? (Discussion Item)	Daily Check-Ins, Weekly Planning Sessions, etc. (some thought a checklist for OSTEs of what interns should be familiar with in their schools would be nice; it is in the internship handbook, but could be included in something like this too)	

INTERN CANDIDATE PAPERWORK FOR PLACEMENT CONSIDERATION

■ Example: LC Mentor/Elementary/Secondary team can complete and send out something similar with placement requests:

3 (Consistent; proficient)   2 (Developing; may need some additional support)
1 (Needs to work on; OSTE should be someone who can help develop this skill)

A. Positive and Productive Work Habits	
Indicator	Score/Comments
Is punctual and regular in attendance	
Works efficiently and manages time well	
Consistently submits work in a timely fashion	
Puts forth the necessary effort to succeed	
Works carefully and professionally	
Accepts responsibility	
Demonstrates initiative and independence	

B. Proper Interpersonal Skills	
Indicator	Score/Comments
Is respectful of the needs, ideas, and opinions of others	
Develops a positive working relationship with others	
Seeks opportunities to work with young people; regards students in positive light	
Is open to and responds positively to suggestions/criticism/directions	

C. Professionalism and Integrity	
Indicator	Score/Comments
Displays enthusiasm for their content area and teaching	
Maintains proper confidentiality	
Demonstrates honesty, integrity and ethical behavior	

THEN…What would you like to receive from the candidates themselves that the Coordinator passes along? (A cover letter and resume may be a lot to ask, particularly if they are still developing their resume during internship; can they complete a short answer questionnaire instead?)* discussion item

PROGRAM COORDINATOR UPDATES & NEW CONSIDERATIONS FOR DISCUSSION

CHRISTINA BRANDO-SUBIS, ADVISORY BOARD SP 22
APRIL 14, 2022

LEWIS CLARK
STATE COLLEGE
TEACHER EDUCATION & MATHEMATICS DIVISION

STATE OF IDAHO

Updates on Accreditation System

Committee work over last two years bore fruit:

- State voted approval of the new standards this session
- Revised Standards document 16 pages (down from 289)
- *Indicators* required to prove standards remain only for technology and literacy (applied across programs) and in some of the Special Education endorsements. For the rest, each program must meet the same 10 standards, no evidence for indicators required. Review will be far more efficient!
- CAEP is no longer the only option for national-level accreditation – we could choose AAQEP (worth exploring, likely little improvement)

STATE OF IDAHO

Our use of technology standards throughout our programs was *conditionally* approved (will be re-assessed in 3 years).

1. We were using a more recent version of tech standards than the State!
2. We needed more consistent evidence of our candidates' work with students using the standards

Solutions:
1. Idaho will be on the new ISTE standards w/in the next cycle – they'll catch up to us ☺
2. Revised Technology Integration Portfolio will have:
   - a section in which required application of technology according to ISTE standards during their clinical internship is recorded
   - a section in which the candidates explicitly describe how the artifacts illustrate engaging students and improving their learning as well as enriching their own professional practice.

STATE OF IDAHO

All programs that had full review were recommended to be fully approved!

Chemistry & Psychology programs *conditionally* approved
for low #s of completers (desk-reviewed – re-assessment in 3 years)

Our use of technology standards throughout our programs was *conditionally* approved
(will be re-assessed in 3 years).
1. We were using a more recent version of tech standards than the State!
2. We needed more consistent evidence of our candidates' work with students using the standards

STATE OF IDAHO

All programs that had full review were recommended to be fully approved!

Chemistry & Psychology programs *conditionally* approved
for low #s of completers (desk-reviewed – re-assessment in 3 years)

STATE OF IDAHO

All programs that had full review were recommended to be fully approved!

Literacy PD

$50-ED 491-course? (LCSC)-

How districts plan to meet this requirement and how we can help if needed.

Only for people recertifying-

Ask advisory board would you want us to offer a class and pay us $1200?

Put in my coordinator update…
2024-2025 school year

Table Notes:

- **OSTE selection, retention, experience (need to come to a definite policy on qualifications to be an OSTE)**

- 3 years of teaching; up to date on trainings; recognize as exceptional teacher who models best practices; (dispositions-type behaviors-positive)-effective communication-willing to team teach-PLC-
- Some updates from today's conversation: Overall Proficient on state-approved teacher evaluation from previous year; individual indicator-

- **Placement of clinical experiences and internships process-how can we get back to earlier placements?**

- General suggestions for program feedback:
    - What would you like to receive from the candidates themselves that the Coordinator passes along to the districts/principals for potential placements? (A cover letter and resume may be a lot to ask, particularly if they are still developing their resume during internship; can they complete a short answer questionnaire instead? What should be on it?)
- Dispositions type form is good; elementary team/secondary team decides ratings-OSTE want support-why are you going into education/why do you want to be a teacher? One page letter about self-why want to be teacher
    - **What else do OSTEs want to know (or what should OSTEs know) about the internship that we might include in a training type module or presentation?**

- Feedback from interns-mention in training module they'll be evaluated-and provide OSTE report-

- Anyone who hosts an intern 1 credit of Instructional Coaching class- concern with adding more to OSTE's plate-(more reading)

- Like training idea; agreement to do an introduction video/training---

- PD opportunity in Asotin-do the training in person-offer a choice (always give them a video/presentation, but also choice of having LC come out to school and do training)

    - **Regarding the PD for Dyslexia and the 1 credit of Dyslexia for Recertification, how do districts plan to meet these requirements and how can LC State's Teacher Ed. Program help?**

- Have been approached by NNU, U of I to teach the 1 credit-

- Washington has to test K-3 for dyslexia and PD

- RAN test for dyslexia training;

    - Anything else?

Time	Topic	Presenter
5pm-5:10pm	**Greeting & Introductions** **Department Chair Update** **President's Welcome**	**Dr. Mark Haynal** **Dr. Pemberton**
5:10-5:30pm	Program Updates & Addressing Last Meeting's Suggestions	Dr. Christina Brando-Subis Dr. April Niemela Dr. Teresa Carmack Dr. Royal Toy
5:30-5:55pm	Dinner & Conversation & Grouping Up for Discussion Portion	All Participants
5:55-6:30pm	Discussion session (with prompts): • OSTE selection, retention, experience (clarify expectations and needs). • Placement of clinical experiences and internships process-how can we get back to earlier placements for clinical experiences in particular? • General suggestions for program feedback.	Facilitators: Christina Brando-Subis Mark Haynal April Niemela Teresa Carmack Royal Toy
6:30-7pm	Groups report back to whole group/items to consider moving forward/wrap-up	Facilitators/whole group discussion as needed

PROGRAM COORDINATOR UPDATES & NEW CONSIDERATIONS FOR DISCUSSION

CHRISTINA BRANDO-SUBIS, ADVISORY BOARD SP 23
ELEMENTARY: UPDATES; APRIL 12, 2023

LEWIS CLARK
STATE COLLEGE

TEACHER EDUCATION &
MATHEMATICS DIVISION

INTERN CANDIDATE PAPERWORK FOR PLACEMENT CONSIDERATION

- Current Ideas:

  - Do we still want to see a cover letter and resume from candidates to help in placement process?
    - If so, draft during ED 214 and/or as part of program admission/update with advisor or mentor semester before internship.
  - Currently, we submit requests through the district reps., with a brief description from the coordinator about the interns and what their needs/interests might be to help with placements. With clinical experiences, we tried a survey approach this semester. *discussion item

OSTE INFORMATION AND PROGRAM UPDATES

EXAMPLE (Develop a site/PowerPoint/module with some videos of explanation and information similar to below that all OSTEs can receive prior to the meet-and-greet; then OSTEs can ask questions when they meet their intern and LC Mentor: CHRISTINA IS WORKING ON THIS SUMMER 2023 TO USE DURING FA23 SEMESTER

OSTE Requirements	Elementary Internship I	Elementary Internship II/Secondary Internship
Required Paperwork	OSTE Information Form W9 Tax Form 1 Danielson Evaluation	OSTE Information Form W9 Tax Form 1 Danielson Evaluation 1 Common Summative Assessment 1 Exit Interview
Recommendations/ Suggestions	• PBA 2 lesson feedback (informal; no required rubric to complete)	• PBA 2 lesson feedback (informal; no required rubric to complete)
Other Requirements *Other Suggestions? (Discussion Item)	Daily Check-Ins, Weekly Planning Sessions, etc. (some thought a checklist for OSTEs of what interns should be familiar with in their schools would be nice; it is in the internship handbook, but could be included in something like this too)	

OSTE RATINGS (BASED ON INTERN FEEDBACK FROM SP22 & FA22)

Q18 - When considering my experience with my On-Site Teacher Educator (OSTE),

#	Question	I disagree that...		I partially agree that...		I agree that...		I thoroughly agree that...		Total
1	my OSTE was familiar with program's requirements for my internship.	11.11%	1	33.33%	3	11.11%	1	44.44%	4	9
2	my OSTE was appropriately prepared for my internship experience.	33.33%	3	0.00%	0	22.22%	2	44.44%	4	9
3	my OSTE's apparent attitude towards me was positive.	0.00%	0	0.00%	0	22.22%	2	77.78%	7	9
4	the frequency/duration of my OSTE's observations of me were sufficient.	0.00%	0	22.22%	2	11.11%	1	66.67%	6	9
5	the frequency/duration of debriefs/feedback from my OSTE were sufficient.	11.11%	1	11.11%	1	22.22%	2	55.56%	5	9
6	the debriefs/feedback from my OSTE were productive for improving my teaching.	0.00%	0	22.22%	2	22.22%	2	55.56%	5	9

OSTE RATINGS (BASED ON INTERN FEEDBACK FROM SP22 & FA22)

Q25 - When considering my experience with my second On-Site Teacher Educator (OSTE)?

#	Question	I disagree that...		I partially agree that...		I agree that...		I thoroughly agree that...		Total
1	my OSTE was familiar with program's requirements for my internship.	14.29%	1	14.29%	1	42.86%	3	28.57%	2	7
2	my OSTE was appropriately prepared for my internship experience.	28.57%	2	0.00%	0	28.57%	2	42.86%	3	7
3	my OSTE's apparent attitude towards me was positive.	0.00%	0	0.00%	0	57.14%	4	42.86%	3	7
4	the frequency/duration of my OSTE's observations of me were sufficient.	14.29%	1	28.57%	2	28.57%	2	28.57%	2	7
5	the frequency/duration of debriefs/feedback from my OSTE were sufficient.	14.29%	1	28.57%	2	28.57%	2	28.57%	2	7
6	the debriefs/feedback from my OSTE were productive for improving my teaching.	14.29%	1	14.29%	1	28.57%	2	42.86%	3	7

+ 2 more responses with a mix of "Agrees" and "Thoroughly Agrees" on all indicators, and 2 more with all "Thoroughly Agrees"

Q18 - When considering my experience with my On-Site Teacher Educator (OSTE),

#	Question	I disagree that...		I partially agree that...		I agree that...		I thoroughly agree that...		Total
1	my OSTE was familiar with program's requirements for my internship.	0.00%	0	14.29%	1	57.14%	4	28.57%	2	7
2	my OSTE was appropriately prepared for my internship experience.	14.29%	1	0.00%	0	0.00%	0	85.71%	6	7
3	my OSTE's apparent attitude towards me was positive.	0.00%	0	14.29%	1	0.00%	0	85.71%	6	7
4	the frequency/duration of my OSTE's observations of me were sufficient.	0.00%	0	0.00%	0	28.57%	2	71.43%	5	7
5	the frequency/duration of debriefs/feedback from my OSTE were sufficient.	14.29%	1	0.00%	0	14.29%	1	71.43%	5	7
6	the debriefs/feedback from my OSTE were productive for improving my teaching.	14.29%	1	0.00%	0	14.29%	1	71.43%	5	7

Q25 - When considering my experience with my second On-Site Teacher Educator (OSTE),

#	Question	I disagree that...		I partially agree that...		I agree that...		I thoroughly agree that...		Total
1	my OSTE was familiar with program's requirements for my internship.	0.00%	0	33.33%	1	33.33%	1	33.33%	1	3
2	my OSTE was appropriately prepared for my internship experience.	0.00%	0	33.33%	1	0.00%	0	66.67%	2	3
3	my OSTE's apparent attitude towards me was positive.	0.00%	0	0.00%	0	0.00%	0	100.00%	3	3
4	the frequency/duration of my OSTE's observations of me were sufficient.	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3
5	the frequency/duration of debriefs/feedback from my OSTE were sufficient.	0.00%	0	0.00%	0	66.67%	2	33.33%	1	3
6	the debriefs/feedback from my OSTE were productive for improving my teaching.	0.00%	0	0.00%	0	33.33%	1	66.67%	2	3

+1 more response that rated all "Thoroughly Agrees"

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OSTE FEEDBACK FROM INTERNS: QUALITATIVE COMMENTS

- **Strengths:** "hands-off" (let interns take over and take the lead); knowledgeable; thoughtful; helpful; compassionate; goes with the flow; give specific feedback; great classroom management skills; guidance and leadership; good organizational ideas and resources; dedicated; kind; welcoming; fun;

- **Suggested Actions for OSTE to Take to Strengthen Internship:** more feedback; more days to observe before stepping back; more understanding of role/communication with LC mentor; discretion when talking about other professionals in the building; helping prepare PBA lessons (feedback); be in classroom more often when intern is teaching for feedback;

INTERN FEEDBACK ABOUT SCHOOLS (SP22 & FA22)

- **Strengths:** good schools; worked with interns throughout process; intern felt comfortable voicing needs; treated like one of the team

- **Suggested Actions for OSTE to Take to Strengthen Internship:** more understanding of intern's role at school (some feel they are asked to sub quite a bit and take on other responsibilities not already outlined in their internship);

Q2 - When considering my experience with my intern's College Faculty Mentor (CFM):

#	Question	I disagree that...		I partially agree that...		I agree that...		I thoroughly agree that...		Total
1	The CFM was familiar with program's requirements for the internship	0.00%	0	25.00%	1	50.00%	2	25.00%	1	4
2	The CFM was appropriately prepared to guide the intern's experience.	0.00%	0	25.00%	1	25.00%	1	50.00%	2	4
3	The CFM's apparent attitude towards me was positive.	0.00%	0	0.00%	0	0.00%	0	100.00%	4	4
4	The frequency/duration of the CFM's observations were sufficient.	0.00%	0	0.00%	0	50.00%	2	50.00%	2	4
5	The frequency/duration of debriefs with and feedback to the intern from the CFM were sufficient.	0.00%	0	25.00%	1	25.00%	1	50.00%	2	4
6	The debriefs/feedback from the CFM seemed productive for improving my intern's teaching.	0.00%	0	25.00%	1	25.00%	1	50.00%	2	4
7	The CFM was helpful for me in fulfilling the formal assessment expectations.	20.00%	1	0.00%	0	40.00%	2	40.00%	2	5
8	The CFM responded to my questions and concerns.	0.00%	0	0.00%	0	50.00%	2	50.00%	2	4
9	The CFM was positive, professional, and collegial with me.	0.00%	0	0.00%	0	25.00%	1	75.00%	3	4

Other comments: limited contact with mentor; received a one page "roles and responsibilities" paper, but felt very lost about evaluations expected to complete. "Danielson Evaluation" is very vague; expected some kind of form or something from the school.

Most feedback was oral; more written feedback would be more helpful; appreciate more guidance on expectations for feedback.

I enjoy educating future teachers

I appreciate the work done by Lewis-Clark State's Teacher Education Division and wish to contribute

It is a benefit for my students to have the additional resource of a student teacher

NEW DYSLEXIA LAW FOR STATE OF IDAHO (PROFESSIONAL DEVELOPMENT AND RECERTIFICATION)

- (a) (and b) No later than the beginning of the 2023-2024 school year, each instructional staff member and instructional coach employed by a local education agency involved in the instruction of students in kindergarten through grade 5, including those providing special education instruction, shall be required to have received professional development specific to providing instruction and intervention to students with characteristics of dyslexia. (b) (Same as (a) but for teachers, administrators, and school counselors with an instructional certificate in grades 6 through 12 shall be required to have received professional development on the characteristics of dyslexia.)

- (c) No later than the beginning of the 2025-2026 school year, all Idaho teachers or administrators with an all subjects (K-8) endorsement, exceptional child generalist endorsement, blended early childhood/early childhood special education endorsement, administrator certificate, or school counselor certificate serving students in kindergarten through grade 5 will be required to earn one (1) or more credits of professional development identifying characteristics of dyslexia and understanding the pedagogy for instructing students with dyslexia and providing dyslexia-focused interventions to recertify.

- While LC State was not able to develop something in time for instructional staff, a course is being developed this summer to help with the 2025-2026 deadline for credentialed teachers and administrators.

CLINICAL PARTNERSHIPS

- R2.1 Partnerships for Clinical Preparation
  - We share responsibility for continuous improvement of candidate preparation. Thank You
- R2.2 Clinical Educators (OSTE's) & Mentors
  - Partners co-select, prepare, evaluate, and support high-quality clinical educators.
- R2.3 Clinical Experiences
  - We should ensure: depth, breadth, diversity, coherence, and duration…

CANDIDATE PROGRESSION & SUPPORT

- R3.1 Recruitment
  - What are your hard-to-staff or shortage areas?
- R3.2 Monitoring and Supporting Candidate Progression
  - What technologies/platforms are you using in the schools?
- R3.3 Competency at Completion
  - What is needed to be ready on day 1?

PROGRAM IMPACT

- R4.1 Completer Effectiveness
  - How do completers' demonstrate what they know, and how they contribute to student-learning growth?
- R4.2 Satisfaction of Employers
  - What does a satisfactory completer do to earn that ranking?
- R4.3 Satisfaction of Completers
  - How do you know they are a good fit for the position they are in?

DISCUSSION TOPICS AT YOUR TABLE: DR. HAYNAL, DR. BRANDO-SUBIS, DR. TOY, DR. CARMACK, AND DR. NIEMELA

- OSTE selection, retention, experience
- Placement of clinical experiences and internships process-how can we get back to earlier placements?
- General suggestions for program feedback:
  - How do you feel about a cover letter/resume type approach when considering hosting interns, or is the current process working for intern placement? Other suggestions for our program to consider?
  - What else do OSTEs want to know (or what should OSTEs know) about the internship that we might include in a training type module or presentation?
  - Anything else?

<center>**Outcome Measures**</center>

3. Candidate Competency at Program Completion (R3.3)

Completer Survey Data 2018- 2021

Our Completer Surveys directly address the extent to which completers are prepared to carry out the entire range of teaching tasks effectively. See data starting on following page. The same completer survey is conducted for all EPPs in the State of Idaho. Validity and reliability were established in the making of the instrument by Boise State University on behalf of the Idaho Association of Colleges of Teacher Education, whose member institutions all use the instrument in one centralized distribution each year. The results are sorted and sent to the institutions from which the completers graduated (so LC gets the records of all respondents who are employers of LC completers only).

We have been increasing our response rates on the surveys, from approximately 10% in 18- 19 to around 20% in 19-20, up to 58% in 20-21.

The surveys do demonstrate that, overall, completers feel that LC has prepared them well for their professional obligations, as the average score for all areas across all three years is 2.2 (0-3 scale), in the proficient area. The strongest areas noted are items 1 and 3, about design and instruction of content, and diversity in instruction also has a high average overall. The weakest area is ENL instruction. In 19-20, candidates felt technology knowledge was lacking, which is likely a reflection of the massive shift required by covid, but by the 20-21 group, this effect disappeared.

The data from 2022 suggest that all candidates are improving and feel that they are performing proficiently. Of particular interest in these data are the scores for "Strategies to promote student learning" as well as "Helping student to address their own learning." Both of these indicators provided an insight to areas where the EPP may be providing exceptional training. Additionally, it is important to note that "Supporting English Language Learners" and "Culturally Responsive Curriculum" are perceived as areas for growth.

Data were available this year from the completer survey (n-16). The respondent data shows an increase from prior years and found that in all areas where information was requested the completers overall performed proficiently. Additional discussion about increasing the number of respondents continues to occur as well as the implementation of qualitative and interview metrics that may be implemented in upcoming cycles.

Completer Survey Data Table (n-16)

The teacher was prepared to do the following according to this scale: Unsatisfactory (0), Basic (1), Proficient (2), Distinguished (3), Not Applicable (NA)	NA	Unsatisfactory	Basic	Proficient	Distinguished
Apply the concepts, knowledge, and skills of their discipline(s) in ways that enable students to learn	0	0	0	15	1
Use instructional strategies that promote active student learning	0	0	1	9	5
Use a variety of assessments to determine student strengths, needs and programs	0	0	0	14	2
Choose teaching strategies for different instructional purposes and to meet different student needs	0	0	0	13	3
Evaluate the effects of their actions and modify plans accordingly	0	0	0	15	1
Encourage students to see, question, and interpret ideas from diverse perspectives	0	0	0	16	0
Teach in ways that support new English language learners	0	0	9	7	0
Help students learn how to assess their own learning	0	0	1	9	6
Teach students with a wide variety of exceptional needs	0	0	0	15	1
Honor diverse cultures and incorporate culturally responsive curriculum	0	0	10	6	0
Have a positive effect on student achievement according to state assessments	0	0	2	13	1
Use technology to enhance learning and learning environments	0	0	1	15	0
Understand value of working with colleagues, families, community agencies in meeting student needs	0	0	0	14	2
Use self-reflection as a means of improving instruction	0	0	0	16	0
Maintain accurate records	0	0	2	13	1

Graduation Rates

Year Graduated	% of Admitted Candidates Graduated
2016	95
2017	97
2018	96
2019	91
2020 (COVID-19 year 1)	73.7
2021	93
2022	95*
2023	98*

Licensing Rate of Completers

Year Graduated	No of Program Completers	No. Licensed in ID	% of Program Completers Licensed in ID
2016	40	40	100
2017	36	35	97
2018	40	40	100
2019	52	51	98
2020	45	44	98
2021	58	54	93
2022	51	46	90
2023	43	42	97

4. Ability of completers to be hired in education positions for which they have prepared

Hiring Rate

Year Graduated	# Hired into Teaching Positions	Total # Graduated	% Graduated Hired Into Teaching Positions
2016	34	36	94
2017	31	34	91
2018	31	33	94
2019	16	22	72
2020	33	44	75
2021	47	58	81
2022	44*	51	86
2023	42*	43	97