



**TEACHER EDUCATION DIVISION**

**CAEP Accountability Measures 2021**  
*(updated 4/22)*

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# 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 |
| <b>C171801</b> |   |                               |                                  |                     |                               |                                  |                     |                               |                                  |                     |
| 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         |                                  |                     |
| <b>C171802</b> |   |                               |                                  |                     |                               |                                  |                     |                               |                                  |                     |
| n=28           | # |                               |                                  | 16                  |                               |                                  | 20                  |                               |                                  | +20                 |
|                | % |                               |                                  | 57                  |                               |                                  | 71                  |                               |                                  | +71                 |
| <b>C181901</b> |   |                               |                                  |                     |                               |                                  |                     |                               |                                  |                     |
| n= 76          | # | 20                            | 39                               | 17                  | 18                            | 17                               | 41                  | -2                            | -22                              | + 24                |
|                | % | 26                            | 52                               | 22                  | 24                            | 22                               | 54                  | -2                            | -30                              | + 32                |
| <b>C192001</b> |   |                               |                                  |                     |                               |                                  |                     |                               |                                  |                     |
| n=50           | # | 2                             | 48                               | 0                   | 0                             | 34                               | 16                  | -2                            | -14                              | + 16                |
|                | % | 4                             | 96                               | 0                   | 0                             | 68                               | 32                  | -4                            | -28                              | + 32                |
| <b>C202101</b> |   |                               |                                  |                     |                               |                                  |                     |                               |                                  |                     |
| 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       |                |
|--|---------------|----------------|---------------|----------------|---------------|----------------|
|  | Students Gave | Completer Gave | students gave | completer gave | students gave | completer gave |
| <b>CARE</b>  |               |                |               |                |               |                |
| • 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              |
| <b>CONTROL</b>   |               |                |               |                |               |                |
| • 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              |
| <b>CLARIFY</b>   |               |                |               |                |               |                |
| • 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-             |
| <b>CHALLENGE</b>   |               |                |               |                |               |                |
| • 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              |
| <b>CAPTIVATE</b>   |               |                |               |                |               |                |
| • 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              |
| <b>CONFER</b>  |               |                |               |                |               |                |
| • 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              |
| <b>CONSOLIDATE</b>   |               |                |               |                |               |                |
| • 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-             |
| <b>Overall Outcome</b>   | <b>B+</b>     | <b>B</b>       | <b>B+</b>     | <b>B-</b>      | <b>B</b>      | <b>A</b>       |

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.*

## **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

| <b>The teacher was prepared to do the following according to this scale:<br/>Unsatisfactory (0), Basic (1), Proficient (2), Distinguished (3), Not Applicable (NA)</b> | <b>17-18</b><br><i>(n=20)</i> | <b>18-19</b><br><i>(n= 2)</i> | <b>19-20</b><br><i>(n=27)</i> | <b>20-21</b><br><i>(n=0!)</i>              |
|--|-------------------------------|-------------------------------|-------------------------------|--|
| Apply the concepts, knowledge, and skills of their discipline(s) in ways that enable students to learn   | 2.10                          | 1.5                           | 2.85                          | <i>no responses<br/>(36 surveys sent!)</i> |
| Use instructional strategies that promote active student learning  | 2.10                          | 1.5                           | 2.78                          |  |
| Use a variety of assessments to determine student strengths, needs and programs  | 1.90                          | 1.5                           | 2.67                          |  |
| Choose teaching strategies for different instructional purposes and to meet different student needs  | 2.20                          | 1.5                           | 2.85                          |  |
| Evaluate the effects of their actions and modify plans accordingly   | 2.25                          | 1.0                           | 2.85                          |  |
| Encourage students to see, question, and interpret ideas from diverse perspectives   | 2.10                          | 1.0                           | 2.70                          |  |
| Teach in ways that support new English language learners   | 2.65                          | 1.0                           | 3.55                          |  |
| Help students learn how to assess their own learning   | 1.85                          | 1.5                           | 2.56                          |  |
| Teach students with a wide variety of exceptional needs  | 2.00                          | 1.5                           | 2.67                          |  |
| Honor diverse cultures and incorporate culturally responsive curriculum  | 2.50                          | 1.0                           | 2.65                          |  |
| Have a positive effect on student achievement according to state assessments   | 2.05                          | 1.5                           | 3.24                          |  |
| Use technology to enhance learning and learning environments   | 2.25                          | 1.5                           | 2.88                          |  |
| Understand value of working with colleagues, families, community agencies in mting student needs   | 2.25                          | 0.0                           | 2.85                          |  |
| Use self-reflection as a means of improving instruction  | 2.25                          | 0.5                           | 2.85                          |  |
| Maintain accurate records  | 2.15                          | 1.5                           | 2.78                          |  |
| Uses knowledge of learning, subject matter, curriculum, & learner development to plan instruction.   | 1.90                          | 2.0                           | 2.74                          |  |
|  | <b>2.16</b>                   | <b>1.25</b>                   | <b>2.84</b>                   |  |

Despite the *n* of only one principal in 18-19 for two candidates who was clearly not approving of their preparation, the final average (adjusted for number of respondents) for all areas was 2.09, in the proficient range. There is no trend for high or low ratings, but interestingly they do not rate working with ENL students poorly as the completers themselves do.

We received no responses to the 2022 survey for 20-21 employers from the State distribution by the time this data was due despite having sent 36 of them. We will be re-sending the survey from LC in May-June (2022) to hopefully obtain responses so that we may fill in this data by next year.

*Limitations & Acknowledgments: The response rate usually accounts for only 10-15% of program completers, despite the fact that 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 minutes from the Fall 2021 Meeting to illustrate our collaborative work:

Advisory Board Meeting  
 Minutes  
 November 11, 2021

**In Attendance:** President Pemberton, VP Fred Chilson, Dale Bonfield, Mark Haynal, Greg Harman, Christin Brando-Subis, Royal Toy, Julie Magelky, Kacey Diemert, Jill Ralstin, Karla Carper, Aimee North, Jennifer Gomez, Melinda Landrus, Dustin Wendt, Traci McKarcher, Shannon Broyles, Cindy Mendenhall, Rob Hoffman, Kevin Driskill, Alex Church, Heidi Cornell

|             |   |   |
|-------------|---|---|
| 5pm-5:10pm  | <b>Greeting &amp; Introductions<br/>Department Chair Update<br/>President's Welcome</b>   | <b>Mark Haynal<br/>President Pemberton</b>                                      |
| 5:10-5:30pm | <b>Accreditation Overview &amp; Requests</b>  | <b>Greg Harman</b>  |
| 5:30-5:45pm | <b>Dinner &amp; Conversation</b>  | <b>All Participants</b>   |
| 5:45pm-6pm  | <b>Elementary/Secondary Coordinator Updates/Addressing Last Meeting's Suggestions (while everyone is finishing their dinner)</b>  | <b>Christina Brando-Subis</b>   |
| 6-6:30pm    | <b>Discussion session (with prompts):</b> <ul style="list-style-type: none"> <li>• OSTE selection, retention, experience</li> <li>• Clinical experiences/internship structure and operation</li> <li>• Ideas for our program improvement</li> </ul> | <i>Facilitators:<br/>Christina Brando-Subis<br/>Greg Harman<br/>Mark Haynal</i> |
| 6:30-7pm    | <b>Groups report back to whole group/items to consider moving forward/wrap-up</b>   | <b>Facilitators/whole group discussion as needed</b>                            |

**Discussion Group Notes:**

- In agreement that OSTE's should be getting 3s or 4s on any state assessment/principal eval. (If there are one or two 2s, but they aren't in a major area such as classroom management or content knowledge, the principal could make that call on a case-by-case basis).
  - Some OSTE's are really good at their craft, but not necessarily mentoring, which again, the principal would need to take into consideration.
  - Survey principals for
    - other ways we can help them & they can help us
    - what they believe criteria should be for being an OSTE (evaluation level, # of years, etc. – got to get information to help us to get systematic rather than incidental about the selection)
- WSU sends a survey to buildings about the internship and candidates; LC's placement director has been doing individual emails with little blurbs to principals once the district has okayed to contact them, but this seems like a streamlined and standardized way to get information out. Incoming interns fill out a survey, and then the placement director can pass along information on each candidate in a standardized, rubric format (like maybe a dispositions-type checklist?) to help principals place with OSTE's. We might also have the candidates themselves write an introductory letter with their resume, and/or also fill out the same dispositions-type checklist to see how they perceive their strengths and challenges.
- OSTE's may have a hard time saying yes to interns due to the increasing demands of their profession; every year they are being asked to do more and more, and/or new programs or curriculum needs to be piloted and implemented, so it is not a great time to take on extra responsibility of mentoring during those times. Also, if they get a challenging intern, they often need a 2 year break or so. One table thought the 1-2 credits for the PD course through LCSC for mentoring/serving as an OSTE is a good idea-they don't like the district pot of money as well, and would prefer getting credit for mentoring.
  - While others thought that because teachers are so pressed for time and many simply do not need additional credits to renew their certification, thus, there was not as much interest in offering teachers the option to do some reading in instructional coaching and earning PD credit for serving as an OSTE.
  - A couple of OSTE's mentioned how in the past, they felt like they didn't get enough support from the college for those challenging interns (and this was not always LCSC interns, but ones from other colleges too), due to the college rep not coming as often to observe. They feel like the more times the mentors can come observe and check in, the easier it is to partner, assess, and work through any challenges.
  - Some OSTE's indicated they perceived no challenge in "retaining" OSTE's. They'd do it again. They sense most teachers feel like they owe it to the profession to help train new teachers, and are willing to help as needed.
  - Some OSTE's indicated they receive a good handbook and calendar that helped them know what they needed to do.
  - Regarding evaluation, OSTE's would like to receive some feedback regarding how they did. They suggested some sort of rating scale in which the intern would rate how well the OSTE explained things to them, provided useful feedback, created a safe place to ask questions, etc. (LC includes this information in the intern exit survey, and the coordinator can work to provide general feedback and suggestions to OSTE's in a semester report, for example, based on the feedback).

- Intern 1 schedule trouble; do not like the inconsistency/scheduling/having to keep track of when the intern is there or not (even with the calendar). They do not appreciate as much, Intern 1's being in the classroom for a period of time, then not in the classroom.
  - Would also prefer 1-year placement in same school, and have no designated intern 1 or 2 schools.
  - Some wish there was more structure and intentionality in how Intern 1's get to know their host classroom and OSTE. They suggested there should be a structured process with a checklist of things all Intern 1's must do to get fully acquainted with their OSTE, their host classroom, and school.
  - Some OSTE's said it is not working as well for Intern 1's teaching random units that are unrelated to the curriculum the OSTE is trying to cover (the methods professors ask interns to talk to their OSTE's and determine what is already being taught and how the unit can work within the OSTE's curriculum, and use the appropriate standards, so more feedback from OSTE's regarding this topic would be appreciated).
  - Some OSTE's don't think Intern 1's get enough teaching time (LC would also appreciate more feedback about this; interns are already getting over 100 hours more than the minimum requirements from the program).
  - Some OSTE's mentioned the Warrior athletic passes and things they got when serving which would be a good extra incentive (more LCSC perks overall).
- Some participants said LC would be welcome to come to building faculty meetings to go over internship updates-they said some teachers don't realize how much less paperwork it is now, while other participants thought the current process for placing interns and identifying OSTE's was acceptable, and that it should be the district's responsibility to determine, rather than reaching out to principals directly.
- Top-down approach to getting placements is causing a bottleneck that teachers don't necessarily want.
- Would like to build back a relationship with Clarkston (faculty meetings would be a good first step)
- Some believe Lapwai would welcome far more interns.
- Administrators were open to promoting our online elementary ed program via paraprofessional meetings in the district.
  - LC hasn't necessarily been good enough at sharing and getting information out (i.e. pathway for paras to get to teaching certs online).
  - Some wondered if we could start pathways to other needed experts in the school, esp. speech-language pathology.
- **For co-partnering for admission processes:** Some OSTE's were not as interested in helping with admission, but would prefer some kind of checkpoint semester before internship (which the survey could help with, or something like what we do with the ED 426 end of semester meeting); we talked about a performance task where they guest teach a lesson, but one principal said they can perform well in an interview situation, and then still have red flags later (or vice versa), so that idea was not further developed.
  - Some OSTE's thought having a set of teachers who could do blind reviews of admission essays could work, and work well for teachers how want to do something to help, but don't want or get interns.
- **For Partners engaging w. candidates during program:** Guest teachers/admin from our partner schools (individual and panels) for any class – organize getting them into our classrooms!

- **For Partners engaging w. candidates at exit:** Instead of one, multi-purpose exit interview, have separate components, including a dedicated mock interview for a position w. principal/asst. principal and teacher(s).
- Partners in Education (PIE); go back to this when multiple districts came together to get a day of PD; Lewiston still has the days scheduled, but are not getting used in that capacity to network with other districts.
- For sub shortage, many participants feel the district needs to increase pay more, but Asotin mentioned they did, and they are still having trouble; same with each building or district hiring one floating sub.
  - Many subs do not have much classroom management and get burned out. Need some additional training and maybe care packages from classroom teachers to help days run smoother.
  - Having our candidates be substitutes:
    - Get them qualified as ID (& if possible WA-emergency) subs at admissions.
    - Debrief in courses the differences between being a sub and a teacher of record – don't want to scare candidates off!
    - One suggestion was to bring *full* background check/fingerprinting to admissions rather than waiting for internship (So, interns would get fingerprinted for district they are subbing for, and LCSC could accept those for student teaching; even if students don't stay w. our program, they have a valid background check on file; they might also need to be fingerprinted in both states if working in both, or if they ended up student teaching in another state).
- For diversity aspect, one teacher suggested offering a menu of trainings in 2-hour chunks because the district needs to do x amount of hours for diversity now-they have been doing a 2-hour chunk at end of school day once a quarter or so in Lewiston.



## **Outcome Measures**

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

#### **Completer Survey Data 1819- 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.

## Completer Survey Summary Results (*quantitative questions, % responses*)

18-19 n = 7, 19-20 n= 16, 20-21 n = 30, highlights are highest percentage area for that category that year

|   | NA    |       |       | Unsatisfactory |       |       | Basic |       |       | Proficient |       |       | Distinguished |       |       |
|---|-------|-------|-------|----------------|-------|-------|-------|-------|-------|------------|-------|-------|---------------|-------|-------|
|   | 18-19 | 19-20 | 20-21 | 18-19          | 19-20 | 20-21 | 18-19 | 19-20 | 20-21 | 18-19      | 19-20 | 20-21 | 18-19         | 19-20 | 20-21 |
| Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn   | 0     | 0     | 0     | 0              | 0     | 0     | 29    | 44    | 7     | 71         | 56    | 70    | 0             | 0     | 23    |
| Use instructional strategies that promote active student learning   | 0     | 0     | 0     | 0              | 0     | 0     | 0     | 31    | 10    | 100        | 63    | 60    | 0             | 6     | 30    |
| Use knowledge of learning, subject matter, curriculum, and student development to plan instruction ( <i>question initiated in 19-20</i> )                   |       | 0     | 0     |                | 38    | 0     |       | 44    | 3     |            | 38    | 70    |               | 12    | 27    |
| Use a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs and programs | 0     | 0     | 0     | 0              | 38    | 0     | 29    | 50    | 0     | 71         | 38    | 80    | 0             | 6     | 20    |
| Choose teaching strategies for different instructional purposes and to meet different student needs   | 0     | 0     | 0     | 0              | 38    | 0     | 14    | 63    | 10    | 71         | 25    | 53    | 14            | 6     | 37    |
| Evaluate the effects of my actions and modify plans accordingly   | 0     | 0     | 0     | 0              | 0     | 0     | 29    | 50    | 10    | 71         | 44    | 53    | 0             | 6     | 37    |
| Encourage students to see, question, and interpret ideas from diverse perspectives  | 0     | 0     | 0     | 0              | 0     | 0     | 0     | 50    | 7     | 71         | 50    | 63    | 28            | 0     | 30    |
| Teach in ways that support new English language learners  | 0     | 6     | 0     | 0              | 31    | 0     | 14    | 25    | 40    | 71         | 19    | 40    | 14            | 19    | 13    |
| Help students learn how to assess their own learning  | 0     | 0     | 0     | 0              | 13    | 0     | 57    | 56    | 37    | 43         | 31    | 50    | 0             | 0     | 13    |
| Teach students with a wide variety of exceptional needs   | 0     | 0     | 0     | 0              | 0     | 0     | 29    | 11    | 13    | 86         | 25    | 57    | 0             | 6     | 30    |
| Honor diverse cultures and incorporate culturally responsive curriculum   | 0     | 0     | 0     | 0              | 0     | 0     | 43    | 56    | 13    | 43         | 38    | 53    | 14            | 6     | 30    |
| Have a positive effect on student achievement according to state assessments  | 0     | 0     | 0     | 0              | 0     | 0     | 14    | 56    | 10    | 57         | 38    | 63    | 28            | 0     | 23    |
| Use technology to enhance learning and learning environments  | 0     | 0     | 0     | 0              | 38    | 0     | 29    | 50    | 3     | 57         | 25    | 70    | 14            | 19    | 27    |
| Understand value of working with colleagues, families, community agencies in meeting student needs  | 0     | 0     | 0     | 14             | 0     | 0     | 29    | 25    | 0     | 14         | 50    | 53    | 28            | 25    | 47    |
| Use self-reflection as a means of improving instruction   | 14    | 0     | 0     | 0              | 0     | 0     | 0     | 31    | 3     | 28         | 56    | 50    | 28            | 13    | 47    |
| Maintain accurate records   | 0     | 0     | 0     | 0              | 0     | 0     | 0     | 69    | 20    | 43         | 31    | 53    | 57            | 0     | 27    |

Respondents in 19-20 rated themselves lower on average in most categories than 18-19 or 20-21, favoring a basic rating rather than a proficient rating overall. The other two years overall saw themselves as proficient in most categories.

## Graduation Rates

| Year Graduated               | % of Admitted Candidates Graduated |
|------------------------------|------------------------------------|
| 2016                         | 95                                 |
| 2017                         | 97                                 |
| 2018                         | 96                                 |
| 2019                         | 91                                 |
| 2020 ( <i>covid yr. 1!</i> ) | 73.7                               |
| 2021                         | 93                                 |

## 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                                     |

## 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  |