

# Lewis-Clark State College

**2026 CAEP Accountability Measures**

**Reporting on data from the 2024–2025 Academic Year**

## **Measure 3: Candidate Competency at Program Completion**

**Initial program candidates are meeting program expectations and are ready to be recommended for licensure (R3.3)**

### **Overview**

Lewis-Clark State College (LCSC) monitors candidate competency from program admission through completion to ensure that candidates have met all required professional standards and are prepared for recommendation for initial certification. Multiple measures including: key assessments, performance evaluations aligned with the Danielson Framework for Teaching, state-required Praxis II exams, and completer surveys serve as evidence of candidate readiness.

The following sections outline the major indicators of candidate competency at the point of program completion.

# Program Progression Framework

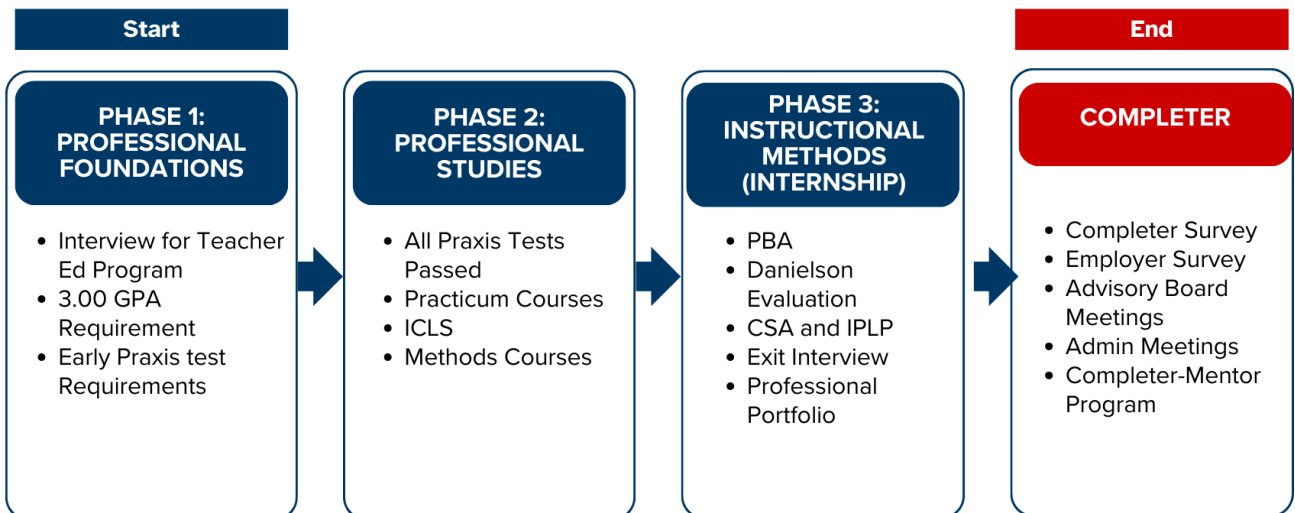
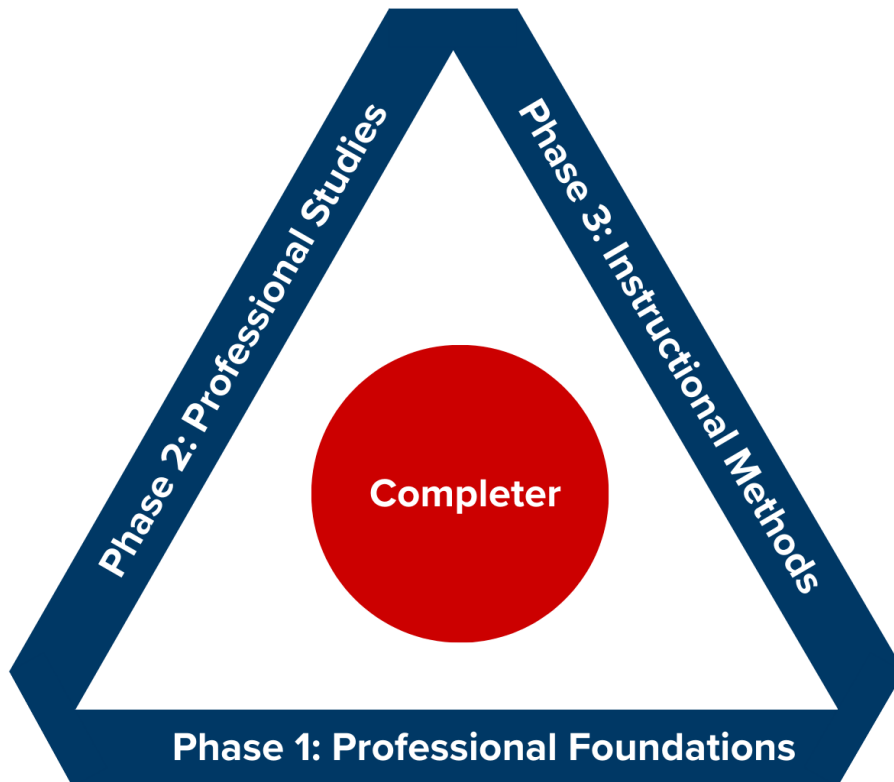
LCSC uses a developmental framework to articulate the benchmarks candidates must meet as they progress toward program completion. This framework outlines the assignments, field experiences, evaluations, and checkpoints aligned with the **InTASC Standards** across four broad categories:

- **The Learner and Learning**
- **Content Knowledge**
- **Instructional Practice**
- **Professional Responsibility**

This visualization is used to share the competency required in our program to our teacher candidates, faculty, staff, stakeholders, accreditors, and community members. Completion of this pathway showcases deep understanding of concepts and principles of Teacher Education and their specific discipline so that the candidates are able to advance.

# LC STATE

## Teacher Education Pathway



## Monitoring and Supporting Candidate Success (Admission to Completion)

LCSC maintains a systematic approach to tracking candidate progress from admission to exit. Critical checkpoints ensure that candidates receive consistent feedback and support.

Examples include:

- Program admission requirements
- Foundational coursework benchmarks
- Clinical experience evaluations
- Midterm and final assessments
- Dispositions reviews
- Student teaching common summative assessments aligned with Danielson Domains

## Danielson-Aligned Performance Evaluations (Common Summative Assessments)

During internship, LCSC evaluates candidates using a common summative assessment aligned to the **Danielson Framework for Teaching**, the statewide model for pre-service and in-service teacher evaluation in Idaho.

Danielson Domain scoring includes:

- **Domain 1: Planning & Preparation**
- **Domain 2: Classroom Environment**
- **Domain 3: Instruction**
- **Domain 4: Professional Responsibilities**

Assessments are scored using the state-approved progression for pre-service teachers:

- 1 – Unsatisfactory
- 2 – Basic
- 3 – Proficient

LCSC requires candidates to demonstrate competency at the **Basic (2) level or higher** to successfully complete student teaching and be recommended for certification.

<b>Common Summative Assessment (CSA) Statistics</b>				
<b>Spring 25 n=30</b>				
<b>Stats</b>	<b>Domain 1</b>	<b>Domain 2</b>	<b>Domain 3</b>	<b>Domain 4</b>
Mean	2.81	2.88	2.77	2.91
Median	2.83	3.00	2.80	3.00
Mode	3.00	3.00	3.00	3.00
StDev	0.23	0.22	0.30	0.14
<b>Fall 24 n=15</b>				
<b>Stats</b>	<b>Domain 1</b>	<b>Domain 2</b>	<b>Domain 3</b>	<b>Domain 4</b>
Mean	2.84	2.83	2.82	2.94
Median	2.83	2.80	2.80	3.00
Mode	2.83	2.80	2.80	3.00
StDev	0.17	0.15	0.14	0.08
<b>Spring 24 n=16</b>				
<b>Stats</b>	<b>Domain 1</b>	<b>Domain 2</b>	<b>Domain 3</b>	<b>Domain 4</b>
Mean	2.94	2.90	2.85	2.96
Median	3.00	3.00	3.00	3.00
Mode	3.00	3.00	3.00	3.00
StDev	0.12	0.15	0.24	0.10
<b>Fall 23 n=14</b>				
<b>Stats</b>	<b>Domain 1</b>	<b>Domain 2</b>	<b>Domain 3</b>	<b>Domain 4</b>
Mean	2.76	2.67	2.69	2.79
Median	2.83	2.80	2.80	2.83
Mode	3.00	3.00	3.00	3.00
StDev	0.29	0.32	0.31	0.25
<b>Spring 23 n=16</b>				
<b>Stats</b>	<b>Domain 1</b>	<b>Domain 2</b>	<b>Domain 3</b>	<b>Domain 4</b>
Mean	2.85	2.81	2.78	2.83
Median	3.00	2.80	2.80	2.83
Mode	3.00	2.80	2.80	2.83
StDev	0.26	0.25	0.20	0.21
<b>Fall 22 n=11</b>				
<b>Stats</b>	<b>Domain 1</b>	<b>Domain 2</b>	<b>Domain 3</b>	<b>Domain 4</b>
Mean	2.86	2.73	2.71	2.88
Median	2.83	2.60	2.60	2.83
Mode	2.83	2.60	2.60	2.83
StDev	0.10	0.16	0.19	0.11



## Common Summative Interpretation

Results from the Common Summative Assessment, aligned with the Danielson Framework for Teaching, indicate that candidates consistently meet or exceed the required Basic (2) level for certification across all semesters.

Mean scores across domains range from 2.67 to 2.96, with most scores approaching Proficient (3). Median and mode values are frequently at or near 3.00, indicating that proficiency is the most common level of performance among candidates.

Domain 4 (Professional Responsibilities) is the strongest area, demonstrating consistently high scores and low variability. Domain 1 (Planning & Preparation) also shows stable, strong performance. Domain 2 (Classroom Environment) has improved over time, while Domain 3 (Instruction), though still above the Basic level, represents the most consistent area for growth.

Overall, low standard deviations across domains suggest consistent candidate performance. Trends over time show improvement, particularly from Fall 2023 to more recent semesters, indicating positive program impact and continuous improvement.

# Completer Survey

Our Completer Surveys directly address the extent to which completers are prepared to carry out the entire range of teaching tasks effectively. 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 (IACTE)

## Quantitative Data

*Survey window: January – March 2026.*

Number of respondents: 4

Key: Unsatisfactory = 1, Basic = 2, Proficient = 3, Distinguished = 4

Question Number	Average Scores
Q8_1	3
Q8_2	2.75
Q8_3	3
Q8_4	3
Q8_5	2.5
Q8_6	3
Q8_7	3
Q8_8	2.333333333
Q8_9	3
Q8_10	2.75
Q8_11	2.75
Q8_12	2.5
Q8_13	3
Q8_14	3.75
Q8_15	3.75
Q8_16	3.5

## Qualitative Data

<p><b>Question 9</b></p>	<p><b>How did your professional preparation program effectively prepare you to teach? What were the strengths of your professional preparation program?</b></p>	<p>The program emphasized performance of the job and receiving regular feedback from the OSTE. The best strength of the program was the variety of classrooms I would be put into! I was in 4 total schools and several different classroom settings! I feel blessed to have experienced it!</p>	<p>The internships were helpful and the variety of classes.</p>	<p>I feel I was prepared but there was a lot I didn't know when going in. One strength area was assessing students and keeping accurate records.</p>
<p><b>Question 10</b></p>	<p><b>What specific aspects of creating a positive learning environment have you found most challenging and what could have helped prepare you to better meet the challenge?</b></p>	<p>The diversity difference here has been a challenge and is taking time to learn about several different cultures that I haven't heard of prior!</p>	<p>Not being able to control behaviors due to lack of school wide discipline and consequences. We don't use PBIS either. Nothing really, it's hard because you don't know what your school will be like.</p>	<p>Be honest with teachers about the importance of consistency and routine. This changed the culture of my classroom when I realized what the issue was.</p>
<p><b>Question 11</b></p>	<p><b>Describe the relevance of your professional preparation program in</b></p>	<p>Currently not great but once I receive a full time position I believe it will well suit the position!</p>	<p>Very relevant</p>	

	<b>relationship to the realities of your teaching placement.</b>			
<b>Question 12</b>	<b>What professional development opportunities have you found most helpful in your first one – three years of teaching or finding a job to teach?</b>	The aspect of self discovery! I had to put myself out here introducing myself to people to get good gigs!	Restorative justice, exploring local free resources, just having time to reorganize the classroom and make changes.	
<b>Question 13</b>	<b>What has been most surprising about your first one – three years of teaching or finding a job to teach?</b>	How difficult it is to transition between states!	I only got one job offer despite applying to over 100 positions. It was very hard to get a job out of state. Also my school has literally no discipline or consequences and it is very difficult.	Finding a job is incredibly hard. I applied to 7 schools before I got a job. Jobs and pay are limited and teachers are not taught how to properly answer interview questions. Yes, there is the exit interview but that did not prepare me for what an interview is really like
<b>Question 14</b>	<b>Additional Comments?</b>			I wish student teachers were taught the importance of how to communicate with parents and how to truly lead conferences/phone calls home. This is

				a tough thing to do at times and something I wish I was more prepared for.
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## Limitations and Context

While the completer survey provides some valuable insight into completers' perceptions of their preparation from LC State's Teacher Education Program, several limitations should be considered:

- **Small Sample Size:**
  - With only four respondents, the results may not be fully representative of the overall completer population.
- **Response Rate & Bias**
  - Participation is voluntary, and responses may reflect the perspectives of those with particularly strong or weak experiences, introducing potential response bias.
- **Self-Reported Perception Data:**
  - Survey results reflect completers' perception not "direct" measures of teaching effectiveness. These perceptions may be influenced by individual confidence levels and teaching outcomes.
- **Contextual Influences:**
  - Completers are employed across diverse school settings, and factors such as administrative support, student population, and available resources may shape their perceptions of preparedness.
- **Timing of Administration**
  - Surveys are administered early in completers' careers, meaning responses may reflect initial experiences rather than long-term preparedness or growth

To ensure appropriate use of the data, completer survey results are interpreted within a broader system of evidence. These data are triangulated with other measures, including employer feedback, candidate performance assessments, and student learning outcomes, to provide a more comprehensive and reliable picture of program effectiveness.

Additionally, because the survey instrument is standardized across the state, results allow for consistency and comparability across EPPs, while also aligning with state and professional expectations for educator preparation.

# Graduation Rates

Graduation rate reflects the percentage of candidates who complete the program after being formally admitted.

**Table 1. Graduation Rates**

<b>Graduation Year</b>	<b>% of Admitted Candidates Graduated</b>
2024-2025	100%
2023-2024	98%
2022-2023	95%
2021-2022	93%
2020-2021	73.7% (COVID-19 impact year)

# Licensure Rates of Completers

LCSC tracks the percentage of program completers who obtain Idaho licensure after graduation.

**Table 2. Idaho Licensure Rates**

<b>Graduation Year</b>	<b>Number of Completers</b>	<b>Number Licensed in ID</b>	<b>% Licensed</b>
2024-2025	44	44	100%
2023-2024	50	50	100%
2022-2023	43	42	97%
2021-2022	51	46	90%

# Praxis Pass Rates

The Idaho State Board of Education requires candidates to pass Praxis II Subject Assessments for certification.

**Table 3. Praxis Pass Rates**

Year	Number Taking	Number Passing	Pass Rate (%)
2024–25	<b>44</b>	<b>44</b>	<b>100%</b>
2023–24	42	41	98%
2022–23	32	41	97%
2020-21	52	47	90%