LEWIS·CLARK
STATE COLLEGE
**TEACHER EDUCATION &
MATHEMATICS DIVISION**

CAEP Accountability Measures 2022 (Updated 4/24)

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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:

Data was missing from the pre-test post-test of student achievement making this portion of the evaluation invalid for the purposes of student impact. Data from the Danielson Evaluation used as a summative for candidates and as an instrument for current teacher observation indicated that all aspects of the observable characteristics in Domain 2 (Classroom Environment) and Domain 3 (Instruction) were exhibited as "Proficient." The only exception to this finding was in Managing Student Behavior (2d) where a score of Basic (2) was provided due to uneven results in monitoring and addressing student behavior.

The students take a Tripod 7C's Survey to evaluate the completer. Since only one classroom of data are reported, the overall scores for the categories are included here:

	Totally Untrue	Mostly Untrue	Some-What	Mostly True	Totally True
CARE	2	3	12	*36*	**80**
CONTROL	3	5	*23*	**41**	5
CLARIFY	2	2	27	*58*	**62**
CHALLENGE	0	1	7	*31*	**34**
CAPTIVATE	4	10	18	*20*	**24**
CONFER	5	3	30	*37*	**55**
CONSOLIDATE	2	2	9	*10*	**15**

The brief results from this assessment indicate that the students viewed the completer as effective and note that the teacher lacks some ability to control the classroom, which was also indicated in the Danielson Evaluation noted above. In looking at the adjacent agreement in the evaluation it appears that students were consistent based on the number of indicators. One other possible finding is that the candidate may need further

coaching in questioning as well as formative feedback processes during instruction and guided practice.

Limitations & Acknowledgments: There continues to be low participation in the Completer-Mentor Program. We have encouraged participation through professional development credits, contact with schools, and other incentives. Data that we gather continues to suggest that our completers contribute to student satisfaction and by taking their report as experts in their own education student-learning growth is occurring. We acknowledge that these data are not generalizable as the 'n' is low and makes this research anecdotal or may be seen as a set of singular case study approaches.

The State of Idaho provides no objectives measures for teacher effect 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.

We continue to seek permission to look at student data in aggregate from completers and their schools to protect individual students.

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 table below. 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 (IACTE), 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)

The Teacher was prepared to do the following according to this scale: Unsatisfactory (0), Basic (1), Proficient (2), Distinguished (3), Not Applicable (NA)	22-23 (n 10)
1. The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.	3.10
2. The teacher/employee uses instructional strategies that promote active learning.	3.00

3. The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.	3.10
4. The teacher/employee uses a variety of assessments (e.g. observation, portfolios, tests, performance tasks, anecdotal records, surveys) to determine learner's strengths, needs, and programs.	*2.90*
5. The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.	*2.90*
6. The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.	*2.90*
7. The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.	*2.90*
8. The teacher/employee uses strategies that support new English language learners.	3.00
9. The teacher/employee helps learners assess their own learning.	**2.70**
10. The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.	**2.70**
11. The teacher/employee honors diverse cultures and incorporates culturally-responsive curriculum, programs, and resources.	**2.70**
12. The teacher/employee has a positive effect on student achievement according to state assessments.	3.00
13. The teacher/employee uses technology to enhance learning and learning environments.	3.11
14. The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs.	3.30
15. The teacher/employee uses self-reflection as a means of improving performance.	3.10
16. The teacher/employee maintains accurate records.	3.20

This year we continued the data accumulation with the state and received 10 responses. There were 6 areas where the average was below 3 on a 4-point scale (Items 5, 6, 7, 9, 10, 11 respectively). The three lowest indicators were;

9. help students assess their own learning, 10. use varied strategies for students with exceptionalities, and 11. incorporating culturally-responsive curriculum, programs, and resources.

Items 10 and 11 are particularly challenging in Idaho as there has been legislation to remove DEI from all instruction in education. The current climate is one of uncertainty in education as there has not been any clarification or guidance as to the protections of federal law or mandates over current state level priorities. The legislation is also vague, and mention of DEI has been, or is in the process of being removed from all areas in higher education.

Item 9 is of particular interest and one that the EPP is reviewing to see if changes need to be made to the curriculum.

Limitations & Acknowledgments: The response rate this year accounted for about 23% 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.

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 Fall 2023 meeting to illustrate our collaborative work:

Advisory Board Meeting

LCSC Teacher Education Advisory Board Meeting Minutes
November 28, 2023
5:00pm-7:00pm

5:00-5:10 Greetings & Introduction, Dean's Welcome, and Department Chair Update

- Praxis scores: second time pass rate for praxis data requested, after reviewing the first time pass rates compared to the state averages

5:10-5:30 – Program Updates & Addressing Last Meeting's Topics (see PowerPoint presentations)

- Dr. Christina Brando-Subis
- Dr. April Niemela
- Dr. Teresa Carmack
- Dr. Royal Toy

5:30-5:55 – Dinner & Conversation & Grouping Up for Discussion Portion

- Discussion Topics
  - How do we prepare our teacher for the classroom to cope with student trauma, and to manage their own needs for work/life balance?
  - What ideas do you have for ways we can involve candidates in meeting the ISBE priorities during clinical experiences (literacy, home/community communication & involvement, classroom management)?
  - General suggestions for program feedback including any comments about what OSTEs want to know/should know to be included in a training module, and current placement processes for clinical internships and experiences.
- Elementary Discussion Group Notes

Interns need to be able to manage their own emotional needs through self-care. Could LCSC incorporate the topic in a classroom management area? The more you are stressed out; the more classroom management goes crazy. Set their expectations and background knowledge and let them know they might be shocked, so they have clear expectations. It is important to make sure interns understand what is coming through the school doors. Some interns are uncomfortable with social emotional issues: we need teachers who can model those things (take a break when you need it, etc.). It might be helpful to have them teach a unit of social/emotional curriculum during Internship I or II.

Make sure our candidates have more experience with talking to younger kids – if students have issues at recess or other times, interns don't necessarily know how to manage those conversations. We might need to focus on "I feel" messages. Could we utilize the Boys & Girls club to help give candidates more interaction time?

Clarification around obligations interns have and what they don't have. Knowing how to recognize mandated reporting situations. Interns need more uncomfortable situations and conflict management skills.

Instructions about work/life balance would be helpful - maybe in an internship seminar. Some OSTEs said to utilize them as speakers/visitors to a seminar class to talk on such topics. Should it be sooner (pre-internship)?

Interns (and mentors/OSTES) need to be realistic about intern abilities. It is not uncommon to feel overwhelmed at times in the beginning of a career. It is part of a lot of licensed, professional careers. This is not a punched timeclock profession.

Dyslexia: what are we doing for that need? All teachers are doing a course now. The state added the fifth standard for Dyslexia for ICLS. LCSC grads will have met that requirement before they get their institutional recommendation.

Interns need more help with having extremely clear learning targets.

Home/Community/Partnerships: we need to have teachers who know how to communicate with parents. Parent contact can be really scary for interns and new teachers. Parent contact is critical. Interns realize it is a weakness as well. There is potential to add an OSTE expectation that the Intern can contact and practice family contact with a safe family. Interns need the opportunity to practice check-ins for positives as well as ones that are not as pleasant. Academic communication is as important and critical for interns to practice as behavior communication.

During clinical experiences and Internship I, it would be helpful to have candidates reflect on the question of "What did your OSTE model to you when _____ happened?" This could help with comprehension of what the OSTE is doing. Could the intern do an evaluation on the OSTE followed by a discussion with the OSTE to go over what they did and why? The main concern from OSTEs is whether interns are actually watching and paying attention to what the OSTE is doing in internship I and during clinical experiences.

In internship I, have interns use the district curriculum to teach a portion of the class. There is a notion that interns are feeling pushed to use their own creativity and self-made lessons instead of the district curriculum, but OSTEs want to see the district curriculum being used more by interns.

- Secondary Discussion Group Notes (Heavy focus on question 1)

  Help interns & students understand the impact of social media. Help them understand that they need to set boundaries and not share everything. What is your elevator speech? Be professional and realize that only certain people have the privilege of seeing the elevator doors open.

  OSTEs need to have open, up-front conversations with interns about boundaries. Young people push boundaries and that is natural. It's up to the OSTE and the Mentor to help them set healthy boundaries and to introduce them to resources to help.

It's essential to ensure that educators themselves have the supports they need to deal with the classroom issues around trauma that are coming up. Be open and honest with Interns and let them know that it's okay to feel things and experience emotions. Choose to be vulnerable and share your own experiences.

Provide interns with a course or PD session that focuses on mental health and resilience for interns. Ensure that this is taught by K-12 educators who are currently experiencing these things in the classroom. (Heather Stanton is an awesome resource.)

Model, teach, and expect a growth mindset. Approach mistakes as mistakes – as learning opportunities, not failures. Be positive. Reject toxic culture. Teach stress management (e.g. the difference between eustress and distress).

Have districts provide paid internships so that students don't feel like they need to work.

Outcome Measures

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

Completer Survey Data 2018- 2022. 2023 and 2024 incomplete.

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).

Completer survey data were not available this year as we were not able to obtain any respondent data despite repeated attempts at solicitation. Surveys are sent out in January – March each year. The EPP plans to open this window of solicitation for responses beginning earlier for completers who have been teaching for at least a year.

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*
2024	100

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
2024	50	50	100

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
2024	24	42	48