

CAEP Accountability Measures

Academic Year 2022-2023

Measure 1: Completer Impact and Effectiveness

Completer impact in contributing to P-12 student-learning growth (R4.1)

Boise State University’s College of Education (Boise State) utilizes data from the state level to assess completer impact in contributing to P-12 student-learning growth. Idaho’s State Board of Education collects student achievement data on a yearly basis as a metric for Educator Preparation Programs. Table 1 shows the percentage of first-year teachers that met student achievement/student success indicator targets. This data is requested annually at the conclusion of each school year and is typically provided by the Office of the State Board of Education to Boise State after June 30.

Table 1

First Year of Teaching	Completer Year	Percentage of first-year teachers that met student achievement/student success indicator targets
2022-2023	2021-2022	98.10%
2021-2022	2020-2021	96.50%
2020-2021	2019-2020	94%

Boise State also collects various data points on recent completers and their impact on student-learning growth. Beginning in 2015-2016, a cohort of initial program completers engaged in a direct unit study called Studying, Practice and Student Learning (SPSL), which is similar to their Pre-Service performance assessment. Completters planned and enacted an inclusive unit of study, analyzed formative and summative student data and learning outcomes (SLOs), and reflected and responded to their student data through improvement-aimed goal-setting. This study was repeated in 2017-2018, 2019-2020, 2020-2021, and 2023-2024 with cohorts of first and second year educators.

For more information about the SPSL project, visit this [page](#) to learn from the researchers and participants themselves, and see the study in action.

Completer effectiveness in applying professional knowledge, skills, and dispositions (R4.1)

Idaho requires all public schools to conduct annual evaluations that must align with the Idaho Framework for Teaching Evaluation, based on the Charlotte Danielson Framework for Teaching Second Edition, as defined by [IDAPA 08.02.02.120](#). These domains and components include:

Domain 1 - Planning and Preparation:
 Demonstrating Knowledge of Content and Pedagogy
 Demonstrating Knowledge of Students
 Setting Instructional Outcomes
 Demonstrating Knowledge of Resources
 Designing Coherent Instruction
 Designing Student Assessments

Domain 2 - The Classroom Environment:
 Creating an Environment of Respect and Rapport
 Establishing a Culture for Learning
 Managing Classroom Procedures
 Managing Student Behavior
 Organizing Physical Space

Domain 3 - Instruction and Use of Assessment:
 Communicating with Students
 Using Questioning and Discussion Techniques
 Engaging Students in Learning
 Using Assessment in Instruction
 Demonstrating Flexibility and Responsiveness

Domain 4 - Professional Responsibilities
 Reflecting on Teaching
 Maintaining Accurate Records
 Communicating with Families
 Participating in a Professional Community
 Growing and Developing Professionally
 Showing Professionalism

According to data collected by the Idaho State Board of Education, 99.37% of Boise State’s 2021-2022 completers teaching in Idaho public schools were rated as “basic” or better on the 22 evaluated components, as shown in Table 2. This data is requested annually at the conclusion of each school year and is typically provided by the Office of the State Board of Education to Boise State after June 30.

Table 2

First Year of Teaching	Completer Year	Percentage of first-year teachers with an average rating of “basic” or better on state-mandated annual evaluation
2022-2023	2021-2022	99.37%
2021-2022	2020-2021	99.96%

Boise State also studies completer effectiveness as part of the SPSL project. During this study, Danielson-trained faculty and staff visit participant educator classrooms, observe

lessons, complete an evaluation based on the Framework for Teaching, and use this data to debrief with teachers and engage in improvement-aimed goal-setting. Observation data was collected using the *Inservice Formative Observation Form* (observable components 2 & 3 of the Danielson Framework for Teaching) for the purpose of promoting growth and development. Scores ranges from:

- Still Developing: 1.0, 1.25, 1.50, 1.75
- Basic: 2.0, 2.25, 2.50, 2.75
- Proficient: 3.0, 3.25, 3.50, 3.75
- Distinguished: 4.0

Observation data from Spring 2024 was collected and analyzed to show evidence of completer effectiveness in applying professional knowledge, skills, and dispositions. As shown in Figures 1 and 2, the average of observation scores were proficient and above in both Danielson Domains 2 and 3.

Figure 1

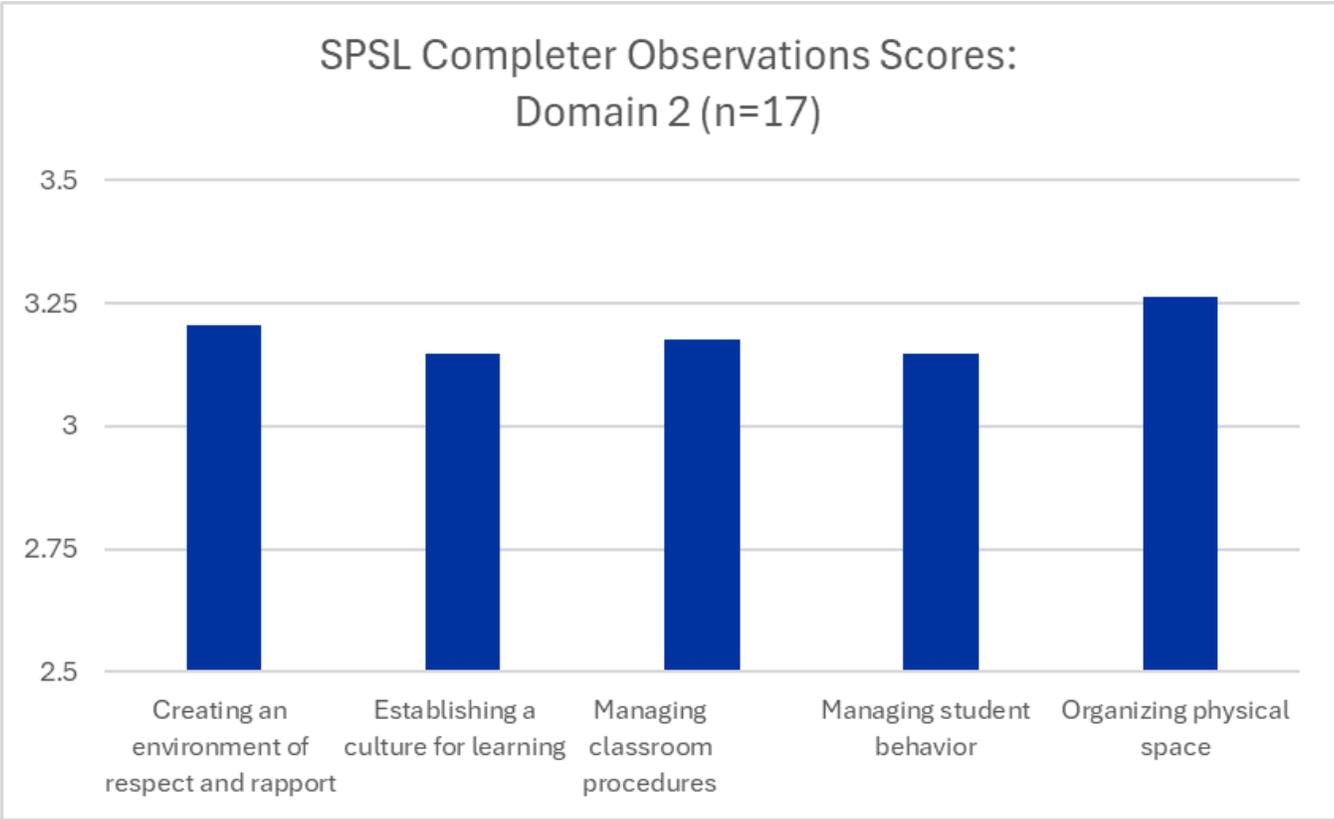
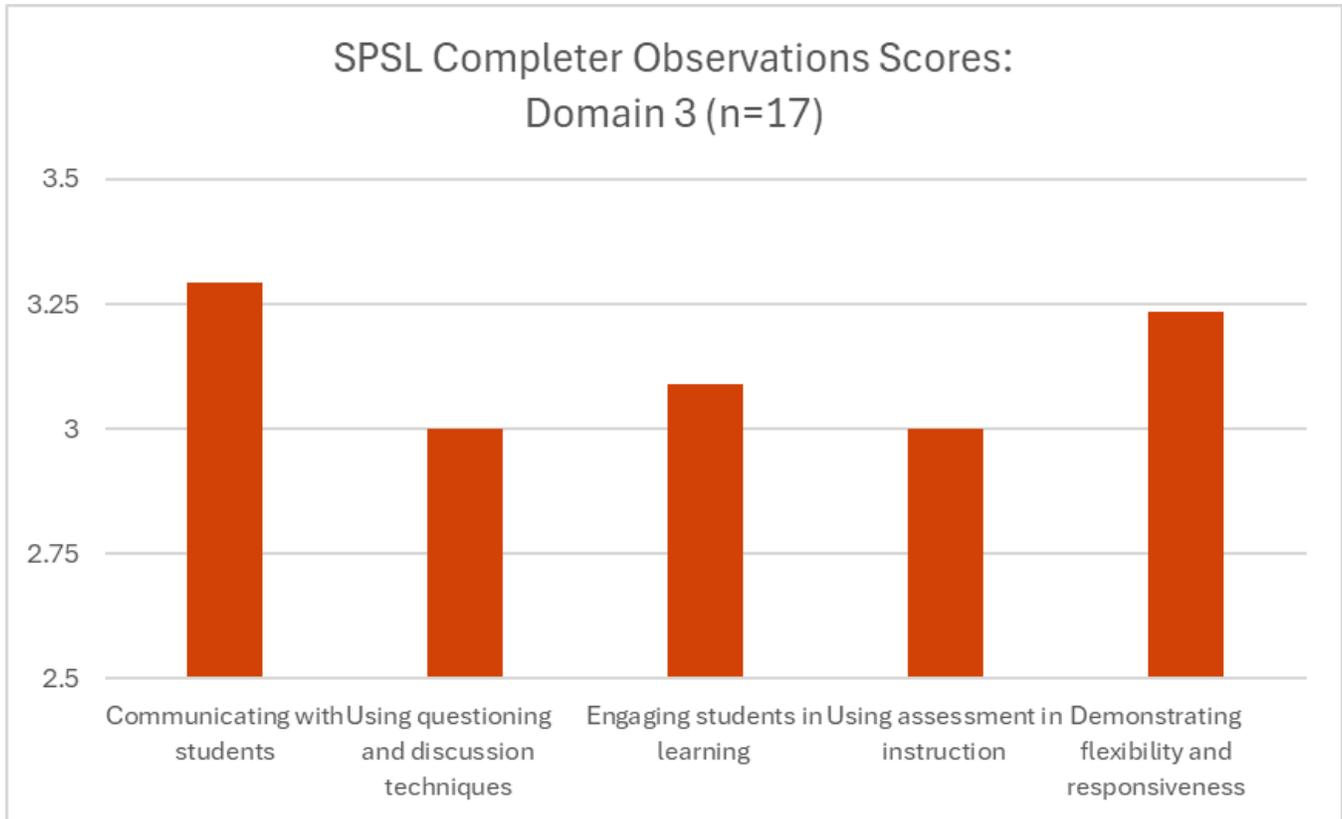


Figure 2



In addition to the observations described above, Boise State conducts semi-structured interviews with the principals of initial program completers in the completer's current school placement (e.g., elementary school, secondary school) as another element of the SPSL project. Principals are interviewed and requested to provide feedback on their perspective of the completer's preparation and readiness to teach. Interviewers ask for the principals' perspective on:

1. What tangible qualities of the completer's preparation communicated their hireability,
2. What tangible impact does the completer have in the classroom and on their students' learning,
3. What preparation does the completer have to address issues of social justice and equity (equity and inclusion), such as inclusion of diverse learners' needs and the completer's preparation to address unique or problematic student behaviors, and
4. What contributions is the completer making as an educational professional and what professional opportunities for growth does the completer display.

Principals are encouraged to provide authentic feedback with the knowledge that their responses will not be shared with the initial program completer. Principal feedback is compiled using a qualitative phenomenological method and coded to identify themes and patterns. Analysis by qualified education researchers will be completed to identify how these themes and patterns indicate a larger narrative of the strengths and weaknesses of programs and completer effectiveness in applying knowledge, skills, and dispositions. This

analysis will then be used to inform how Boise State can revise programming (e.g., change in curriculum) to meet the ongoing and developing needs of the education communities of Idaho. This work is ongoing in Spring of 2024; Boise State plans to continue with this work the remainder of Spring and Summer 2024 semesters, after which, data is expected to become available.