

**AY 2023-24 Annual Reporting Measures (CAEP Components 5.4 | A.5.4)**

<b>CAEP Accountability Measures</b>	
<b>Impact Measures</b>	<b>Outcome Measures</b>
Measure 1 (initial) Completer effectiveness and impact on P-12 learning and development (Component R4.1)	Measure 3 (initial and/or advanced) Candidate competency at program completion (R3.3   RA3.4)
Measure 2 (initial and/or advanced) Satisfaction of employers and stakeholder involvement (Component R4.2   R5.3   RA.4.1)	Measure 4 (initial and/or advanced) Ability of completers to be hired in education positions for which they have prepared

**Initial Level Programs** are defined by CAEP as programs at the baccalaureate or postbaccalaureate levels leading to first time licensure, certification, or endorsement that are designed to develop P-12 teachers

**Advanced Level Programs** are defined by CAEP as educator preparation programs at the post-baccalaureate or graduate levels leading to licensure, certification, or endorsement.

**1. Completer Effectiveness**

<b>Initial Level Completer Satisfaction Survey</b>	
<i>(Note: Average score reported on a 4-point scale (1-Unsatisfactory, 2-Basic, 3-Proficient, 4-Distinguished) for the following survey questions "As a result of my professional preparation, I feel prepared to...")</i>	
1- Teach the concepts, knowledge, and skills of my discipline(s) in ways that enable students to learn	2.8
2- Use instructional strategies that promote active student learning	2.8
3- Use knowledge of learning, subject matter, curriculum, and student development to plan instruction	2.9
4- Use a variety of assessments (e.g., observation, portfolios, tests, performance tasks, anecdotal records) to determine student strengths, needs and programs	2.8
5- Choose teaching strategies for different instructional purposes and to meet different student needs	3.0
6- Evaluate the effects of my actions and modify plans accordingly	3.0
7- Encourage students to see, question, and interpret ideas from diverse perspectives	3.4
8- Teach in ways that support new English language learners	3.0
9- Help students learn how to assess their own learning	2.6
10- Teach students with a wide variety of exceptional needs	2.8
11- Honor diverse cultures and incorporate culturally responsive curriculum	3.1
12- Have a positive effect on student achievement according to state assessments	2.6
13- Use technology to enhance learning and learning environments	2.9
14- Understand value of working with colleagues, families, community agencies in meeting student needs	3.1
15- Use self-reflection as a means of improving instruction	3.3
16- Maintain accurate records	2.9

**Impact on P-12 Learning and Development: Professional Endorsements Awarded***(Limitation: Only tracks completers who seek jobs within the state of Idaho)*

Percentage of Eligible 2019-20 Completers with a Professional Endorsement Awarded <i>(3 Years of Employment to be Eligible)</i>	Advanced Programs		Initial Programs		
	Special Education	Educational Leadership	Elementary Education	Secondary Education	Career and Technical Education
Summer 2019 Completers	100%	100%	100%	100%	100%
Fall 2019 Completers	100%	100%	100%		100%
Spring 2020 Completers	100%	100%	100%	100%	100%
AY 2017-18 Total	100%	100%	100%	100%	100%

[University of Idaho EHHS Assessment and Accreditation EHHS](#)**2. Satisfaction of Employer and Stakeholder Involvement****IACTE Initial Level Completer - Employer Satisfaction Survey***(Note: Average score reported on a 4-point scale (1-Unsatisfactory, 2-Basic, 3-Proficient, 4-Distinguished) for the following Survey Questions "How prepared is the University of Idaho Completer in the following areas...")*

1- The teacher/employee applies the concepts, knowledge, and skills of their discipline(s) in ways that enable learners to grow.	3.1
2- The teacher/employee uses instructional strategies that promote active learning.	3.2
3- The teacher/employee uses knowledge of learning, subject matter, curriculum, and learner development to plan instruction.	3.1
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.	3.2
5- The teacher/employee chooses teaching strategies for different instructional purposes and to meet different learner needs.	3.1
6- The teacher/employee evaluates the effects of his/her actions and modifies plans accordingly.	3.2
7- The teacher/employee can encourage learners to see, question, and interpret ideas from diverse perspectives.	3.2
8- The teacher/employee uses strategies that support new English language learners.	2.4
9- The teacher/employee helps learners assess their own learning.	3.0
10- The teacher/employee uses strategies that support learners with a wide variety of exceptionalities.	3.0
11- The teacher/employee honors diverse cultures and incorporates culturally responsive curriculum, programs, and resources.	3.2
12- The teacher/employee has a positive effect on student achievement according to state assessments.	3.2
13- The teacher/employee uses technology to enhance learning and learning environments.	3.2
14- The teacher/employee understands the value of working with colleagues, families, and community agencies to meet learner needs.	3.4
15- The teacher/employee uses self-reflection as a means of improving performance.	3.4
16- The teacher/employee maintains accurate records.	3.1

**IACTE Initial Level Completer - Employer Satisfaction Survey**

*(Note: Feedback reported for the following survey question “What do you consider to be the major strengths of this University of Idaho Completer and their teacher preparation program?”*

He is a great team player, helping out where needed. He is good teacher.
Completer is a team player - works closely with the other PE staff to coordinate gym use and planning of lessons. Sydney is also teaching an "adaptive" PE class with our life skills students which includes students with limited mobility and cognitive disabilities.
Though he's been here for a very short period of time, he is super professional and very level-headed in all he does. He is consistent and fair with all his students.
Completer is knowledgeable regarding curriculum and instructional strategies. She has solid classroom management skills and is reflective in her practice. She is collegial and reaches out to parents and her administrator to keep everyone informed.
Completer does a great job of planning and adapting to student needs. His connection with students is exceptional. He is very thoughtful about his lessons and eager to find ways to improve.
She knows her content inside and out and has organized and coherent curriculum in place. She manages her classroom efficiently.
Completer is a dependable employee who is a team player! She reflects on her practices and seeks to learn more to refine her practice. Another attribute is her connections with students. She learns their interests and connects her instruction to those interests.
Completer is a team player who is very dependable. She creates connections with students and builds relationships. She is one that if asked about a student, she could easy identify their strengths and areas of need. She contributes to her team and the positive culture of the school.

**Indicator of Teaching Effectiveness: Professional Endorsements Awarded**

*(Limitation: Only tracks completers who seek jobs within the state of Idaho)*

Percentage of Eligible 2019-20 Completors with a Professional Endorsement Awarded <i>(3 Years of Employment to be Eligible)</i>	Initial Programs			
	Special Education	Elementary Education	Secondary Education	Career and Technical Education
Summer 2019 Completors	---	---	---	100%
Fall 2019 Completors	---	100%	100%	---
Spring 2020 Completors	---	100%	90%	86%
AY 2019-20 Total	---	100%	93%	88%

**3. Candidate Competence at Completion**

**Initial Intern Candidate Performance on UITPA**

*(Note: UITPA aligned with Danielson Framework for Teaching, the Stat of Idaho primary teacher assessment tool; assessed on a 4-point scale (1-Unsatisfactory, 2-Basic, 3-Proficient, 4-Distinguished))*

Component	Average Score
<b>TPA Task 1: Planning</b> <i>(3 consecutive lesson plans with a central focus)</i>	2.8
<b>TPA Task 2: Instruction</b> <i>(2-ten-minute video clips of learner engagement)</i>	2.9
<b>TPA Task 3: Assessment</b> <i>(3 stratified samples of student work with candidate feedback, analysis, and reflection)</i>	2.8
<b>TPA Task 4: Refection</b> <i>(Overall lesson design reflection)</i>	2.8

**Advanced Intern Candidate Performance on Portfolio**

(Note: Assessed on rubrics aligned to each endorsement area of the [Idaho Administrator Endorsement standards](#); Portfolio requires a minimum of three performance activities/artifacts for each of the ten Standards))

Endorsement Area	Average Score
Principal	
Superintendent	
Special Education Director	

**Overall Program Percent of Program Level Degrees Awarded by Primary Licensure**

(Limitation: Only tracks completers who seek jobs within the state of Idaho)

Advanced Level Programs	
Educational Leadership	100%
Initial Level Programs	
Elementary Education	34%
Secondary Education	46%
Career and Technical Education	16%
Special Education	3%
<b>Total</b>	<b>100%</b>

**Overall Percent of Degrees Awarded by IPEDS Race**

American Indian or Alaska Native	0%
Asian	2.6%
Black or African American	0%
Hispanic/Latino	6.2%
International	0%
Native Hawaiian or Other Pacific Islander	1.0%
Two or More Races	1.0%
Unknown	19.6%
White	70%
<b>Total</b>	<b>100%</b>

**Overall Percent of Degrees Awarded by Gender**

Male	82%
Female	18%
<b>Total</b>	<b>100%</b>

**Title II Reports**

Title II Traditional Reports: [Assessment and Accreditation-EHHS-University of Idaho](#)

**Overall Percent of Title II Completer Pass Rate**

Traditional Report, Title II reporting year	Number taking tests	Number passing tests	Pass rate (%)
2024 (2022-2023 completers)	343	294	86%
2023 (2021-2022 completers)	425	368	87%
2022 (2020-2021 completers)	443	372	84%

#### 4. Ability of Completers to be Hired

<b>Percentage of Completers with Employment Contracts within Idaho by Program Level</b> <i>(Limitation: Only tracks completers who seek jobs within the state of Idaho; Completers with an Advanced Endorsement may hold dual contracts)</i>	
<b>Advanced Level Programs</b>	
Educational Leadership	
<b>Initial Level Programs</b>	
Elementary Education	41%
Secondary Education	39%
Career and Technical Education	67%
Special Education	25%