Boise State University
2025 CAEP Accountability Measures

Reporting on data from the 2023-2024 Academic Year

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 October 1.

Table 1

Completer Year	First Year of Teaching	Percentage of first-year teachers that met student achievement/student success indicator targets
2022-2023	2023-2024	94.82%
2021-2022	2022-2023	98.10%
2020-2021	2021-2022	96.50%
2019-2020	2020-2021	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. Completers 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. The study will resume in Fall 2025.

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, 98.27% of Boise State's 2022-2023 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 October 1.
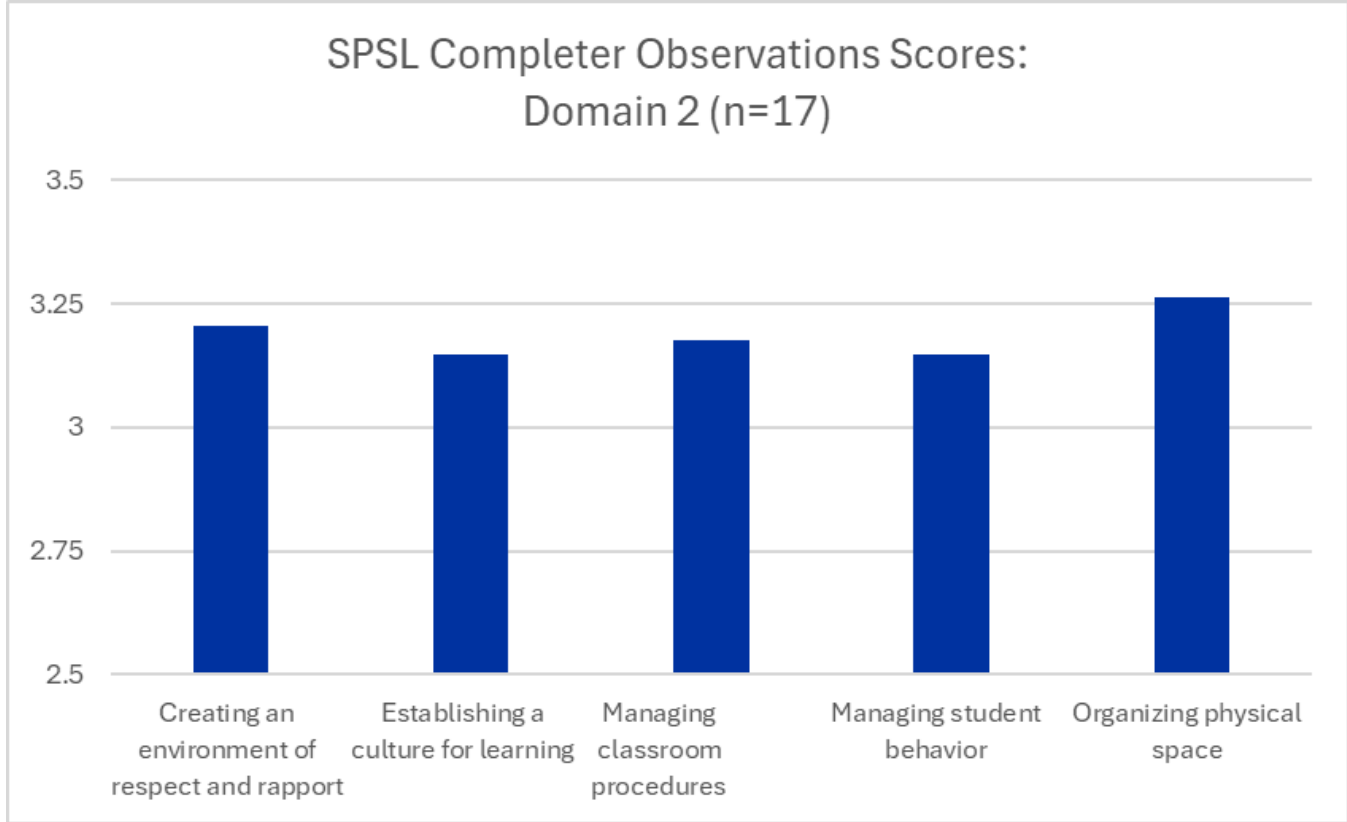
Table 2

Completer Year	First Year of Teaching	Percentage of first-year teachers with an average rating of "basic" or better on state-mandated annual evaluation
2022-2023	2023-2024	98.27%
2021-2022	2022-2023	99.37%
2020-2021	2021-2022	99.96%

Boise State also studies completer effectiveness as part of the Studying, Practice and Student Learning (SPSL) project previously mentioned on page 1. 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:
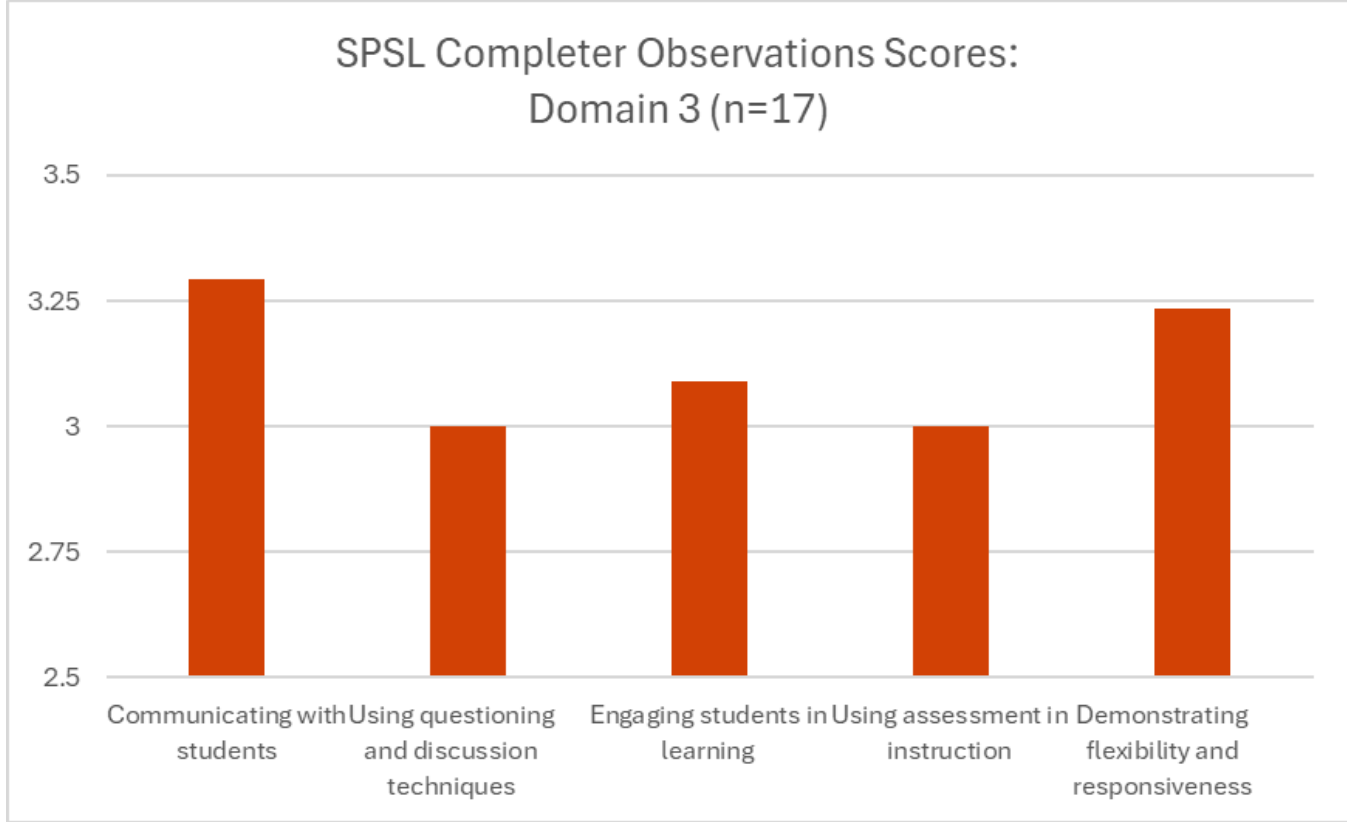
Still Developing: 1.0, 1.25, 1.50, 1.75
Basic: 2.0, 2.25, 2.50, 2.75
Proficient: 3.0, 3.25, 3.50, 3.75
Distinguished: 4.0

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

SPSL Completer Observations Scores:
Domain 2 (n=17)

Figure 2

SPSL Completer Observations Scores:
Domain 3 (n=17)

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 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 is ongoing. 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. The next phase of the SPSL project resumes in Fall 2025.