

CAEP Annual Report – Accountability Measures

Initial Level – Candidate Competency at Completion

Final Evaluation

Overview: The Final Evaluation is assessed at the exit of initial level programs. It is an observational instrument utilizing the 19 criteria taken from the National Institute for Excellence in Teaching (NIET) Teaching Standards Rubric. The Teaching Standards Rubric is based on a five-point scale: 5 = Significantly Above Expectations, 4 = Above Expectations, 3 = At Expectations, 2 = Below Expectations, and 1= Significantly Below Expectations and is scored by the candidate's university coordinator while considering qualitative feedback from the candidate's mentor teacher as well. Candidates enrolled in residency receive a grade of satisfactory or unsatisfactory. To earn a grade of satisfactory for the final evaluation, candidates must achieve a score of "2" or higher on all rubric criteria. The data below illustrates initial level candidate competency at completion for the Fall 2021 and Spring 2022 semesters.

Criteria	Fall 2021 Mean Score	Spring 2022 Mean Score
Standards and Objectives	3.59	3.36
Motivating Students	3.55	3.55
Presenting Instructional Content	3.41	3.60
Lesson Structure and Pacing	3.41	3.61
Activities and Materials	3.55	3.48
Questioning	3.32	3.43
Academic Feedback	3.41	3.27
Grouping Students	3.23	3.25
Teacher Content Knowledge	3.50	3.61
Teacher Knowledge of Students	3.41	3.41
Thinking	3.36	3.30
Problem Solving	3.36	3.18
Instructional Plans	3.32	3.36
Student Work	3.32	3.39
Assessment	3.09	3.25
Expectations	3.59	3.50
Managing Student Behavior	3.36	3.41
Environment	3.73	3.64
Respectful Culture	3.64	3.77

As is evident, candidates' average scores have consistently met the benchmark for all nineteen criteria. Program faculty have acquainted improved scores to greater inter-rater reliability through NIET norming and rubric calibration activities, improved candidate performance as knowledge and common language around the NIET criteria improves, modifications in coursework to increase modeling and give more in depth examples of criteria, and the transition to residency where candidates have more time to practice these skills in a real classroom setting.