



CAEP Impact Measure 3: Candidate Competency at Program Completion

iteach Initial-Level Licensure Programs, Academic Year 2024-2025

Section 1: Overview

This report addresses CAEP Standard 4, Impact Measure 3, which requires educator preparation providers to demonstrate that program completers possess the content knowledge, pedagogical content knowledge, pedagogical skills, and professional dispositions necessary to have a positive impact on P-12 student learning and development. This report focuses on initial-level teacher preparation programs and presents evidence of candidate competency at the point of program completion across three core areas: (1) performance on program key assessments aligned to InTASC standards, (2) demonstration of clinical practice competencies evaluated through the CARE rubric during field experiences, and (3) verification of content knowledge through licensure examinations or state-approved alternate pathways.

Assessment System and Completion Requirements

iteach employs a comprehensive assessment system to ensure all program completers demonstrate the knowledge, skills, and dispositions required for effective teaching. Candidates must successfully complete all program key assessments, which are systematically aligned to the InTASC Model Core Teaching Standards and assess pedagogical knowledge, instructional planning, assessment literacy, and classroom management competencies. During field experiences, candidates are observed and evaluated using the CARE (Classroom Appraisal and Report Evaluation) rubric, which measures performance across InTASC standards, professional communication competencies, professional dispositions, and technology integration. Additionally, candidates must demonstrate content knowledge by passing state-required licensure examinations or through state-approved alternate pathways, such as holding a degree with a major in the content area or completing a specified number of credits in the content area.

iteach's program design is self-paced and incorporates formative feedback processes. Candidates who do not meet performance expectations on key assessments receive detailed feedback and are provided opportunities to revise and resubmit their work until they

demonstrate competency. This approach ensures that all candidates who complete the program have met established performance standards across all assessed areas.

Organization of Report

Section 2 presents performance data on program key assessments. Section 3 describes field experience performance as measured by the CARE rubric. Section 4 reports on content knowledge demonstration through licensure examinations and alternate pathways. This evidence collectively demonstrates that iteach program completers possess the competencies necessary to positively impact P-12 student learning and development.

Section 2: Key Assessment Performance

Assessment System

All candidates must successfully complete program key assessments to be eligible for program completion. These assessments are aligned to InTASC standards and measure candidates' pedagogical knowledge, ability to plan and deliver effective instruction, assessment and data literacy, and classroom management skills. The assessments require candidates to demonstrate their competencies through authentic tasks such as developing standards-aligned lesson plans, analyzing student data to inform instructional decisions, and adapting instruction to address the needs of diverse learners.

Completion and Performance

iteach's program model incorporates a formative assessment approach in which candidates receive detailed, individualized feedback on their performance. Candidates who do not initially meet performance standards are guided through a revision process and may resubmit their work after addressing identified areas for improvement. Through this iterative process, 100% of program completers successfully demonstrate competency on all key assessments. This completion requirement ensures that all candidates who exit the program have met established performance standards across the full range of InTASC-aligned competencies essential for beginning teachers.

Section 3: Field Experience Performance

CARE Rubric Overview

All candidates must successfully complete field experience requirements, during which they are observed and evaluated using the CARE (Classroom Appraisal and Report Evaluation) rubric. The CARE rubric provides a comprehensive framework for assessing candidate performance across multiple dimensions of teaching practice. The rubric evaluates candidates on ten

InTASC-aligned teaching standards (Learner Development; Learning Differences; Learning Environments; Content Knowledge; Application of Content; Assessment; Planning for Instruction; Instructional Strategies; Professional Learning and Ethical Practice; and Leadership and Collaboration), as well as Professional Communication competencies, Professional Dispositions that Support All Learners, and Technology integration.

Candidates are rated on a four-level performance scale: Unsatisfactory (1), Basic (2), Proficient (3), and Exemplary (4). A rating of Proficient represents the target expectation for beginning teachers and indicates that the candidate usually demonstrates the knowledge, skills, and dispositions needed to fulfill the standard and facilitate student learning. In addition to classroom observations during field experience, candidates must receive the recommendation of both their field supervisor and school-based supervisor, typically the principal, to complete the program.

Field Experience Performance Data

Through systematic observation and evaluation during clinical practice, iteach ensures that all program completers demonstrate classroom readiness across the full spectrum of teaching competencies before entering the profession independently.

Performance data presented below reflect candidates' fifth and final observation during field experience, representing their demonstrated competency at the point of program completion. These data include candidates from the Fall 2024 and Spring 2025 completion cohorts who began field experiences in Fall 2024 and Spring 2024, aligning with CAEP's annual reporting cycle.

Standard/Competency	% Proficient or Exemplary at Final Observation
InTASC 1: Learner Development	100%
InTASC 2: Learning Differences	96.4%
InTASC 3: Learning Environments	96.4%
InTASC 4: Content Knowledge	96.4%
InTASC 5: Application of Content	94.6%
InTASC 6: Assessment	94.6%
InTASC 7: Planning for Instruction	98.2%
InTASC 8: Instructional Strategies	96.4%

InTASC 9: Professional Learning and Ethical Practice	98.2%
InTASC 10: Leadership and Collaboration	98.2%
Professional Dispositions	98.8%
Technology	95.2%
Professional Communication	98.8%

Across all InTASC standards and competency areas, candidates demonstrated proficiency or exemplary performance at rates ranging from 94.6% to 100% at their final observation. All candidates achieved proficiency in understanding learner development (InTASC 1), reflecting consistent strength in this foundational teaching competency. Performance rates exceeded 96% for nine of the ten InTASC standards, and all competency areas showed proficiency rates above 94%. These outcomes demonstrate that iteach candidates consistently achieve the clinical practice competencies necessary for effective beginning teaching before program completion.

Section 4: Content Knowledge Demonstration

All iteach candidates must demonstrate content knowledge as a requirement for program completion. Candidates fulfill this requirement through one of the following pathways:

- Passing state-required licensure examinations at established cut scores for their certification area
- Holding a bachelor's degree with a major in the content area for which they seek certification (available in select states and licensure areas as an approved alternate pathway)
- Completing a state-approved number of credit hours in the content area for which they seek certification (available in select states and licensure areas as an approved alternate pathway)

iteach verifies content knowledge for all candidates prior to program completion and recommendation for licensure. All program completers have successfully demonstrated content knowledge through one of these approved pathways, ensuring they possess the subject matter expertise necessary to teach in their certification area. No candidate is recommended for licensure without documented evidence of content knowledge proficiency.