

## CAEP Annual Accountability Measures

Updated May 2022

The UA Little Rock Educator Preparation Programs annually report the Council for the Accreditation of Educator Preparation's (CAEP) four annual reporting measures. These measures are used to provide information to the general public on our program outcomes and candidates' and program completers' impact on P-12 learning. Below are the four CAEP measures and links to supporting evidence for each measure.

In addition to the Measures of Program Impact reported below, it should be noted that in Fall 2021, the UA Little Rock School of Education received a \$100k ForwARd Arkansas grant to develop a plan for transforming our initial licensure programs in elementary education and middle grades education. In conjunction with Little Rock School District, this work will include, but not be limited to (1) applying for an implementation grant from ForwARd Arkansas to support a new partnership agreement with Little Rock School District, (2) creating a formalized written recruitment plan to increase the diversity and number of candidates admitted to UA Little Rock's education programs using the Teacher Cadet pipeline to market and recruit aspiring educators, (3) Re-examining and refining program pedagogical and subject-matter content, course assignments, and connections to practice in coursework, field experiences, and internships, (4) re-examining and refining the assessment instruments used in field and internship experiences, including professional development training on high-quality observation and feedback for cooperating teachers and university supervisors, (5) establishing a more streamlined placement process and system with specific elementary, middle, and secondary schools to ensure candidates are placed with strong cooperating teachers in high functioning schools, (6) working toward the implementation of paid residency models for a year-long internship that provide schools with on-site field coordinators to support field students, interns, cooperating teachers, and principals, (7) refining the School's Quality Assurance System to reflect a model of shared governance providing Little Rock School District input to all aspects of the preparation of new teachers at UA Little Rock. In addition, our work to transform initial licensure programs is expected to impact advanced programs as well. Initial piloting of this work is tentatively set for Spring 2023 although significant work is currently underway on several transformational initiatives. Thus, virtually every aspect of our Measures of Program Impact are currently being re-evaluated, re-envisioned, and transformed to produce more diverse, more effective teacher candidates who are classroom ready Day 1.

### Measures of Program Impact

#### **Measure 1: Completer Effectiveness** (Initial; R4.1)

##### Completer Impact in Contributing to P-12 Student-Learning Growth

Although the EPP was able to employ a mixed-methods design to address both the quantitative and qualitative components of teaching and potential impact on students in 2017-18, the systematic continuity of collecting this data was compromised during the last two academic years due to COVID-19. With field experiences and internships being discontinued and the predominance of regular classroom

instruction pivoting to online instruction, data collection coordination succumbed the challenges of teachers and schools dealing with their constantly changing instructional challenges along with significant student and teacher absenteeism.

After receiving a \$100k ForwARd Arkansas grant to initially begin transforming our initial licensure programs in elementary education and middle grades education in Fall 2021, the School of Education is currently working with Little Rock School District to design a shared-governance model from which data on P-12 student learning and development will be gathered each semester as a part of our new partnership. Data collected quarterly as a result of the shared governance model will provide the EPP with ongoing information about the quality of our coursework, the quality of mentoring, and the completer impact on P-12 learning during the first three years of their teaching. We anticipate starting to collect this data in Spring 2023.

#### Completer Effectiveness in Applying Professional Knowledge, Skills, and Dispositions

The EPP demonstrates candidate growth and program completer effectiveness based on performances on key assessments that are aligned to the Arkansas Standards, based on InTASC, as well as program SPA standards at the initial level. In addition, all initial licensure candidates must pass state required standardized exams to be recommended for licensure, which have changed for many programs across recent years. At UA Little Rock, the requirement of passing initial licensure exams in order to graduate was dropped in Fall 2020. At present, about 20-30% of our teacher candidates post-pone completion of their licensure tests until after graduation. As a result, it has been more difficult for us to track licensure test data accurately once program completers have matriculated. Despite this challenge, the ADE EPPQR reports provide evidence from our EPP completers' licensure exam pass rates compare favorably to the overall state completer pass rates as revealed in the most recent EPPQRs below.

[EPPQR 2018](#), [EPPQR 2019](#), [EPPQR 2020](#), [EPPQR 2021](#)

With regard to completer effectiveness from the perspective of our school partners, data from ADE's Annual Arkansas Educator Preparation Provider Quality Report (EPPQR) for 2018-2020 provide evidence of completer effectiveness. In these reports, survey data are provided of our completers' school-based supervisors' perceptions, of the success of their preparation based on the four domains of the Teacher Effectiveness Support System (TESS), which in turn, is based on Danielson's Framework for Teaching (<https://danielsongroup.org/what-we-do/framework-teaching-0>). The EPP's aggregated means for each item are compared to the state EPP aggregated averages. Beginning in 2019, Novice Teacher Supervisor Survey Data – Perceptions of Preparation (Section D) also reflects completer effectiveness. UA Little Rock traditionally prepared and alternative route teacher candidates have averaged scores of 3.04 and 3.18 above meeting ADE's standard for TESS standards each of the past two years. (4 pt. Likert scale)

[EPPQR 2018](#), [EPPQR 2019](#), [EPPQR 2020](#), [EPPQR 2021](#)

**Measure 2: Satisfaction of Employers and Stakeholder Involvement** (Initial and Advanced; [R4.2 | R5.3 | RA4.1])

As previously reported, the Novice Teacher Supervisor Data – Perceptions of Preparation can also be considered as a measure of employer satisfaction. UA Little Rock traditionally prepared and alternative route teacher candidates have averaged scores of 3.04 and 3.18 above meeting ADE’s standard for TESS standards each of the past two years. (4 pt. Likert scale)

Additionally, a similar instrument to the one described below is under construction for use in our initial licensure programs and pilot data will be collected in June after students have matriculated.

At the Advanced Level, the EPP created a new graduate employer survey and distributed it to school principals and building coordinators at which our graduates were employed. Only 10 employers responded, representing a 42% return rate and representing programs in School Counseling, Gifted and Talented, and Special Education. Comprised of 11 statements, eight address CAEP competencies in A.1.1. and three address the QAS. Overall, employers evaluated the unit’s success on CAEP competencies with a mean of 3.84 (4 pt. Likert scale) across the 11 statements with a range of 3.6 to 3.9.

With regard to stakeholder involvement, our Quality Assurance System (QAS) was refined in Summer 2021 to reflect two new committees to meet twice annually: School of Education Advisory Council and the Teacher Preparation Partnership Committee. In light of our current work to establish a shared governance model with Little Rock School District, we are currently exploring the operational aspects of these committees with regard to the initial and advanced programs. By Spring 2023, significantly more stakeholder involvement will be in place to assist with improving our initial and advanced programs.

### **Measure 3: Candidate Competency at Completion** (Initial and Advanced; [R3.3])

#### Graduation Rates

Please go to <https://ualr.edu/institutionalresearch/ipeds-data> to see the UA Little Rock Graduation Rate Data for each academic year from 2004-5 to 2016-17 and the Graduation Rate Data for each academic year from 2008-09 to the present.

#### Title II Licensure Data

Please see the attached UA Little Rock Title II reports for both the Traditional Licensure (undergraduate) and Alternative Licensure (graduate) Programs, as evidence of the ability of our completers to meet licensing requirements.

[Title II Program Report Alt 2018-19](#)

[Title II Program Report Trad 2018-19](#)

[Title II Program Report Alt 2019-2020](#)

[Title II Program Report Trad 2019-20](#)

### **Measure 4: Ability of Completers to Be Hired** (Initial and Advanced)

First-year program completers employed in Arkansas Public Schools data from ADE’s Annual Arkansas Educator Preparation Provider Quality Report (EPPQR) provides one perspective regarding the ability of completers to be hired. In the 2021 EPPQR, completers in 17-18, 18-19, and 19-20 were tracked in 18-19, 19-20, and 20-21. The percentage of UA Little Rock completers employed the following year after graduation were 69%, 68%, and 63% respectively in comparison to the state average of 60%, 61%, and 61%. These numbers do not reflect teacher candidates who matriculated and began positions in private schools or out-of-state schools.

[EPPQR 2021](#)

At the Advanced Level, our new Program Satisfaction Survey demonstrates that program completers perceive their preparation as relevant to the responsibilities they encounter in their jobs or the jobs for which they plan to apply aligned to CAEP competencies. Distributed to 129 program completers since 2017 across all programs in early July, follow-up with additional emails and telephone calls was employed. Emails were sent three times, providing us with 24 program completer (7 Counseling Education, 7 Gifted & Talented Education, 8 Reading Education, 2 Special Education) surveys representing roughly 20% of the total completers. With regard to type of program, 54.2% completed MEd programs, 20.8% completed MEd + embedded graduate certificates, and 25% completed graduate certificate programs only.

Comprised of 12 statements, nine address CAEP competencies in A.1.1. and A.1.2. and three address the QAS. Overall, program completers evaluated the unit’s success on CAEP competencies with a mean of 3.82 across the 12 statements with a range of 3.75 to 3.91. The overall means for Counseling, Gifted & Talented, Reading, and Special Education graduate education programs across the 12 statements were 3.83, 3.88, 3.85, and 3.5% respectively. Thus, our advanced program graduates appear to believe that they have been effectively prepared by their respective programs. \*(4 pt. Likert scale)

Comparing completers’ satisfaction to employers’ assessment of how our programs address CAEP competencies, the table below reveals there is strong agreement across each of the eight similar questions across the two surveys.

<b>Comparative Assessment Analysis on CAEP Competencies</b>	<b>Completers N=24</b>	<b>Employers N=10</b>
1.... reflect upon and understands the reflect upon, formulate new ideas, and discuss how decisions are made in the context of data literacy (data-driven decisions) in his/her area of specialization. [A.1.1.1]	3.7	3.9
2.... reflects upon, formulates new ideas, and understands how theory informs his/her work. [A.1.1.2]	3.8	3.6
3... knows and applies the relevant research in their field to his/her work. [A.1.1.2]	3.8	3.9
4... demonstrates an understanding of quantitative, qualitative, mixed-methods and/or action research and uses this knowledge to enhance practice. [A.1.1.2]	3.7	3.9
5.... analyzes student data to support student learning, planning of instruction, and school initiatives in his/her specialty area. [A.1.1.3]	3.7	3.8

6.... understands the importance and participates in collaborative activities with peers, colleagues, teachers, administrators, community organizations, and/or parents to address the needs of all learners within his/her area of specialization. [A.1.1.4]	3.8	3.9
7.... effectively uses technology to enhance learning, decision-making, and/or communication in his/her specialty area. [A.1.1.5]	3.8	3.9
8.... exhibits appropriate professional dispositions and demonstrates knowledge about state laws and policies, as well as codes of ethics, and the professional standards in his/her field. [A.1.1.6]	3.8	3.9